

ENG:334-Project Paper

On

“Scenario of English Language Teaching in a Bangladeshi School”



Daffodil International University

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Scenario of English Language Teaching in a Bangladeshi School

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

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Submitted by
Md.Samsus Sajeedin
ID: 163-10-419

Supervised by
Rabeya Binte Habib
Assistant Professor, Department of English, Daffodil International University



Daffodil International University

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Letter of Approval

I hereby accredit that the intern Md. Samsus Sajeedin bearing the university ID no 163-10-419 has undertaken the course Project Paper (ENG 334) with me. Concerning the course requirements, he selected and visited Ashraf Textile Mills High School, maintained a regular communication with a facilitator in the host institution, observed one of their English classes and took one class as well. Around this entire process, he kept in touch with me through talking guidelines from me on a regular basis, showed me his work and updated me with his day to day actions on accounts of the course. After experiencing the contribution and standards of his work, I therefore certify that, he has met the requirements and completed all the due procedures for the course, and the intern is qualified to submit the report.

RABEYA BINTE HABIB

Signature of the Supervisor

Acknowledgment

At First, I intend to reveal my gratitude towards the Almighty Allah who has given me the opportunity, strength and appropriate guidance to complete my project work on “Present Scenario of English Language Teaching in a Bangladeshi School”. Then I am thankful to my supervisor Ms. Rabeya Binte Habib, Assistant Professor, Department of English, Daffodil International University, whose advice, valuable suggestions and effective guidance made my project a successful one. I am also thankful to my parents and family members for their support and inspiration. Further, I am grateful to the principal, teachers and students of the Ashraf Textile Miles High School. Last but not the least, I want to say that I am very blessed to have some friends around me who helped me in my work with their valuable suggestion and idea.

Declaration

I hereby declare that the project work entitled “Present Scenario of English Language Teaching in a Bangladeshi School” submitted to the Department of English, Daffodil International university is a record of an original work accomplished by me under the guidance and supervision of Ms. Rabeya Binte Habib, Assistant Professor, Department of English. The project work is submitted in the partial accomplishment of the requirements for the award of the degree of B.A. (Hons) in English for the course “ Project Paper (ENG 334)”.I also ensure that the results embodied in this project have not been submitted to any other institution other than Daffodil International university.

Md.SAMSUS SAJEEDIN

Signature of the Intern

Abstract

This paper resolves to delineate the plethora present for the scenario of English language teaching in a Bangladeshi school. The study has been architected based on the internship done in Ashraf Textile Mills High School to complete the requirements of the course titled as “Project Paper (ENG 334) offered by the Department of English, Daffodil International University. On the basis of the experiences gained from the course work called STS (Students Teaching Students) under the course ELT (English Language Teaching) and voluntary teaching in Hornby Trust Project By BELTA 2019-2020, the intern has fulfilled all the due procedures to meet the requirements of the project. The prime objective of the project is to investigate the language teaching method, medium of instruction for English Language Teaching, emphasis on skills or grades, student’s involvement in the classroom, student’s English proficiency level, teacher’s credibility and effectiveness on English language teaching and administrative concern on English language teaching as well. Reaching out the objectives, several methods and steps are followed such as -observation, checklists, lesson plans, class taking, institutional survey, interviews with questionnaires, assessments, evaluation and the like. All in all, the recommendations and the overall findings of this project reveal a beneficial guideline for teachers and authorities of English teaching curriculum on regards to English language teaching.

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Chapter 01

Introduction

In this era of globalization, English has become the key language for education, commerce, and socialization. Now, in order to become sufficiently proficient in English language to cope up with the modern world, Language teaching process bears the overall concern. In Bangladesh, English Language teaching is one of the most major objectives nowadays. Being a student of English Department at Daffodil International University, Even I had to attend, several courses, research evaluations and assignments on English language teaching. Specifically, the course Project Paper (ENG 334) is an opportunity to experience the scenario of English language teaching in academic level. This course is the basement of this entire study that adds another dimension on the improvement and effectiveness of language teaching process of English in Bangladesh.

First the study begun, when I was asked by my course supervisor Ms. Rabeya Binte Habib to seek a school or college for observing three classes and taking three classes as well. With this urge I contacted with Mr. Anwar Hossain, Principal, Ashraf Textiles Mills High School on 14th February 2020. Firstly, He said that he was familiar with this course as one of our seniors had done her project paper at their school ,he then willingly gave me the opportunity to complete my study their and introduced me with their two English teachers and asked them as well to cooperate with me fully. However, I observed two and took one class there but as the global epidemic, the COVID-19 reached to a very severe stage, I couldn't continue to take and observe rest of the number of required classes. From my observation and the experience of taking one class, I have found that language teaching process there is fully based on obsolete methodologies and techniques which brings very little effectiveness to make students learn and use English sufficiently. However, this internship enriched me with the knowledge and made me aware of the limitations of language teaching scenario of Bangladesh which in the long run would be a guideline for me as I intend to be a teacher in the future

Chapter 02

Objectives

This report resolves to depict the present scenario of English language teaching in a Bangladeshi school. The specific objectives of this study are:

- To identify the techniques and methodologies used for teaching
- To observe the outcomes of these methods and techniques
- To investigate the materials used for teaching
- To understand the level of potentiality of the teachers
- To implement effective methods and techniques in the classroom
- To assess institution's focus on English language proficiency
- To locate effective approach and due skills for English language teaching

Chapter 03

3.1 Methodology

The report is a brief research that focuses on demonstrating the present scenario of English language teaching in a Bangladeshi school. To collect the data required for this study, the volume of the survey includes class observation, investigating the method used for teaching, class taking, analyzing the outcomes of appropriate method, student's performance, checklists and interviews of teachers and students. All data had been analyzed from a neutral point of view to maintain the due validity of the study.

3.2 Selecting the Host Institution

When my supervisor asked me to seek an institution, I thought that I should reach a school where I can also point out the limitations side by side with the strength of the overall process of English language teaching. So, I contacted with Mr. Anwar Hossain, Principal, Ashraf Textile Mills High School and showed him my supervisor's recommendation letter issued by the department of English, Daffodil International University. He warmly welcomed me to conduct my survey there and introduced me with the English teachers of the school. The school is situated at Tongi Bazar, Tongi, Gazipur and it is a government school that has the curriculum of class I to class X. However, there are only two English teachers; one male and one female and both showed a great enthusiasm regarding this study and obliged me with their valuable coordination. Moreover, I am very grateful to the administration of this school that they allowed me to complete my internship successfully.

Having a Facilitator

Mr. Golam Mustafa, Assistant Teacher, Ashraf Textile Mills High School was instructed to be my facilitator by the principal of the school. He has been one of the two English teachers at the school for about three years. He responded very

enthusiastically to facilitate me and helped me with his greatest effort to observe and take classes there. Firstly, he introduced me with the students and other teachers of the school. Then, he gave me enough time to interview him and provided me valuable information that was needed for my study. Lastly, he fixed three different dates for me to take and observe classes.

3.3 Selecting Classes

When my facilitator wanted me to select specific classes for my internship, I selected class IV, V and VI. This is because I thought it would be a great opportunity for me to locate the problems and required methods for English language teaching to the children of those specific ages because second language acquisition of the children of these age is a significant objective of research in language learning and teaching process. However, due to the outbreak of global epidemic COVID-19, I was not able to conduct and observe the classes of class VI. Therefore, this paper only reflects the studies I found by observing and conducting the classes of class IV and V.

3.4 Classroom Observation and Self-Reflection

My Facilitator Mr. Golam Mustafa made a schedule for me. I was supposed to take one class and observe one class a day and in total there were three official dates had been fixed for me to complete my internship. On March 14th, I went to the school and observed the first paper English class of class IV and completed my first observation checklist. After taking a break, I conducted the English 2nd paper class of class IV on the same day. Following the schedule, on 15th of March, I completed another class observation and conducted my second class at the school with class V. Further, the day before my next scheduled date I was informed by my facilitator that, due to the outbreak of global epidemic COVID-19, all the institutions are ordered to be closed immediately by the government. So, I could not manage to complete my number three class conduction as well as number three class observation. Therefore, instead of three class observation and three class

conduction, the volume of my study highlights the findings of two class observations and two class conductions.

3.5 Interviewing the Teachers

I took individual interviews of the two English teachers of the school. The first one is my facilitator Mr. Golam Mustafa and the other one is a female teacher who requested me not to mention her name. During the interview both shared their educational background and experience as a teacher at this school with me. Mr. Golam Mustafa completed his B.A and M.A on English from Horongonga College, Munshi Ganj. During his 10-years career of teaching, He attended several ELT training programs and holds an in-depth knowledge on English language teaching. Next the female teacher, she completed her B.A on English from Tongi Government College. She is a junior lecturer at the school and with her 3 years of teaching experience, she proved herself a very energetic as well as enthusiastic young teacher. While I was taking the interview, I maintained a set of questionnaires revised by my supervisor to collect all the necessary information for my report.

3.6 Assessment

I designed students' assessment in two different segments. Formative assessment: in this section I took a pretest to evaluate the pre-level of the students before starting the class, then explained the topic step by step and gave individual tasks, adopted different drills and provided them different assessment tools such as worksheets, charts, texts, rules etc., so that they can learn the lesson effectively. After the class conduction had been done, I took a group a group task to applying ability of what they have learned. The second segment is summative assessment. For summative assessment, I designed a posttest on the same question of the pretest to assess their overall improvement by comparing the result with the pretest.

Chapter 04

Institutional Details

Name: Ashraf Textile Mills High School

Location: Tongi bazar, Tongi, Gazipur

Building: Three buildings, one for offices, one for the primary section and the last one for the High school section.

History: Established in 1974 by the chairman of Ashraf Textile Mills

Uniform: White shirts and blue pants for boys and green apron, white pants for girls

Total Students: 1134

Total Teachers: 47

School Management: 12

Stuffs:6

Number of Classroom: 27

Class size: Comparatively adjusted

Technological Facilities: 4 projectors, 3 computers and 1 photocopy machine.

Canteen: only one canteen, serves some snacks and drinks

Other facilities: 1 biological lab, 1 chemistry lab.

Extracurricular Activities: Sports, study tour and lab st

Chapter 05

5.1 Class Observation Report

My observation of the first class was held on 14th March and the second one was on 15th of March. For the first one, I observed the English first paper class of class IV. The class started at 1 pm. The teacher started the class on time. As I was familiar with the teacher, she welcomed me in the classroom and introduced me with the students. I took the last bench to sit and put in front all the necessary materials (checklists, notebook, pen, paper, recorder etc.) and prepared myself to observe the class in appropriate manner. For the second one, I observed the English second paper class of class V. The class started at 11:30 am and I followed the same strategy for observing the class as I had followed for the first observation.

5.2 Class Observation 01

The teacher first maintained her general greeting with the students. Before heading towards the main lesson, she first took a pretest on the lesson that will be taught afterwards. From the very beginning, the medium of instruction was structured in GTM (Grammar Translation Method). Because of that, every phase of the class took extra time as there were double interpretation for each instruction. After collecting the paper of the pretest, she set up the projector on the class and presented a power point file. The whole procedure of setting up the projector and students' impression made me understand that using technology in the classroom is not a regular practice at that school. The PPT file was filled with family details of the teacher and with the help of these information, the teacher explained the process of making a family tree. She also used a diagram from *English for Today* book in the file to make it easier to the students. The way the teacher explained and gave examples to the students, it proved that she holds a very good knowledge on what she was teaching and she also has prepared a organized lesson plan but after this phase was complete, out of 45 students, only 15-20 students responded like they have understood the lesson. Next, the teacher entered to the second phase of the

lesson brilliantly, through a question answer session. She first asked the boys in what way they are different from girls. Then, she gave definition of gender and defined different types of gender. She gave a good number of examples but as the examples are both in Bengali as well as in English, she was not able to explain them briefly concerning the time frame of the class. After this session was over, the teacher asked 7 students some questions regarding gender which the students did not understand first as they are asked in English. Then she repeated the questions in Bengali and out of seven students four students were able to answer it correctly. Lastly, there was a pretest on the same question of the posttest to evaluate the overall improvement of the student throughout the lesson. However, I found this pretest and posttest method a very effective one to evaluate students' learning scale. Further, the teacher collected the posttest papers, gave a short homework to write three examples for each types of gender and then ended the 50 minutes class by saying goodbye to the students.

5.3 Class Observation 02

The teacher firstly conducted his greeting with the students in a very friendly way. Then he proceeded directly to the main lesson. He wrote a chart of degrees of comparison on the board and gave the students 10 minutes to memorize the chart. After ten minutes had passed, he asked almost every student at least one adjective and told them to transform it to another forms. He praised those who were able to answer correctly and gave the rest a punishment of remain standing for 2 minutes. However, the way he engaged the students was very interesting and it also reflects his experience of teaching. Besides, I had noticed that, he did not care about the pronunciation of the students rather he focused on whether they are able to transform it correctly or not. Then, he focused to the students who did not tell the correct answer and by making them corrected he entered to the second phase of the class. He Explained some rules of transforming a positive degree to comparative and superlative degree by writing it down on the board. Then he again gave ten minutes to memorize those rules written in the board. From the very first phase to this one I did not see him using a complete sentence of English. He only uttered the

English words that he is teaching other than this, the whole medium of instruction and even the definition and rules were described in Bengali. When ten minutes were over, in the same way he asked every student, one by one about the rules. After the reinforcement of praising and punishing, he told the students to do their homework on what they have been taught in the classroom and also added that those who missed to provide the correct answer must do the homework twice. Lastly, he ended the class by telling a joke. Throughout this class I have found that, neither the teaching process was in GTM nor it was a translanguaging teaching procedure. Some of its portion were in GTM and the other rest was in Translanguaging formulas of teaching. Firstly, not properly GTM because he used only one feature of GTM which is memorization drill to teach degree chart but neither he used any bilingual translation for the degrees he was teaching nor did he use translation for teaching the rules to make the lesson appropriately follow the GTM method. Secondly, in translanguaging teaching process of ESL, a teacher can use the native language of the students (sometimes but not always) to make better understanding and improvement of the features of English with reference to the native tongue. On the contrary, the teacher in that class fully used Bangla language for his lesson delivery but he did not concern students' improvement of English language throughout the lesson. For example: In his class many of the students uttered wrong pronunciation of degrees but he did not pay attention to that.

Chapter 06

6.1 Teaching Experience:

For conducting the classes, I prepared myself by maintaining several steps. firstly, I planned my lessons with the help of my supervisor and valuable consultancy of the teachers of the school. Then I researched and selected some methods and drills to conduct classes at Ashraf Textile Mills and High School. However, I was successful in a sense that I was able to conduct the classes the way I planned to conduct providing the students my maximum help regarding English language learning.

6.2 Self-Reflection 01

I conducted my first class on 14th March 2020. It was the first class after tiffin period. Firstly, I had a general greeting with them. Now, as the students seemed tired, I warmed them up with a story that reflects moral values. After the story, I explained them the total message of the story. Then I gave all the students a test paper, which I took as a pretest to evaluate their pre-level knowledge on syllable and identify what they have gained throughout the lesson. I gave them five minutes to complete their task. After collecting their answer sheets, I wrote a big word on the board and asked them to pronounce it. As no one was able to answer that correctly, I broke down the word syllable by syllable and told them the pronunciation. Then remarking each syllable, I helped them understanding the definition of syllable. I explained the types of words based on syllable depending on the words they are acquainted with. For example: I picked the word cricket to explain them di-syllabic words. After describing the types, I asked for some examples from the students and everyone seemed very excited and enthusiastic to tell me about their examples and to know whether their answer was correct or not. Nonetheless I was happy to be acknowledged that all of them were enjoying the class so far. Next, I gave them a group task where each group needed to identify the words' types based on the number of syllables. While they were doing the group

tasks, I also noticed that every student was engaged fully in the task which gave me an idea of their involvement to understand the lesson so far. In the last phase of my class I asked them to open a specific page number of their *English for Today* book. In that page there was a lesson of the names of twelve months of a year. I read it to them and as well explained it in Bengali to make them understand it clearly. Then, I called twelve students in front and named them with each month. There was a game strategy that when I would say a number, the student holding the name of that number of the month would tell the month's name and another student would tell the word type based on the syllable number. All the students enjoyed a lot playing this game and most of them made the correct answer. After that, I took the pretest on the same question sheet of the posttest and ended my lesson. I had 4 minutes left from 50 minutes class. So, I asked them how much they enjoyed my class. They replied that they have enjoyed very much and if this way of teaching is to be continued, they will understand every topic very easily. When the bell rang, I said goodbye to them and wished them a very good luck.

However, from the very first stage till the last phase of my class I managed the basic instruction in Bengali, I explained my contents with Halliday's developed formula of SFL (Systematic Functional Linguistics) which made me explain my contents firstly in the language that students fluently understands by using examples under the social boundary of the students and then referring it to the target language. lastly, I also used some semiotic gestures using English side by side so that students can follow the semiotic movements in case they face trouble understanding the English sentences without translation.

6.3 Self-Reflection 02

My second-class conduction was held on 15th March 2020. The class started at 10:30 am. I entered the classroom just in time. At first, I maintained a general greeting with the students. As I was introduced with them earlier there were no additional introduction necessary. I officially started the class with a five-minute question-answer session. As my lesson topic was degrees of comparison, I asked

them who is the tallest person in the class and after that who and then who. I asked them to come in front and then I made them examples to the whole class presenting them as realia. Next, I explained the definition and the relation of positive, comparative and superlative degree. Afterwards, I gave them a chart containing ten adjectives of three different degrees. Then I explained the chart to them and gave them five minutes to discuss with their bench mates. When the discussion time was over, I handed them a pretest question sheet following the same pattern as I did in my first class. Continuing the lesson, I divided the students into four groups. Each group was recognized with one specific rule for transforming the degrees. I used realia based SFL examples to clarify the rules and each group received one work sheet containing the list of the adjectives previously given. This time, certain form of adjectives are given, and students had to write down the other two forms of the adjectives. The students were given 5 minutes to complete the task, but all the groups took only three minutes to complete it entirely. In addition, I also noticed that, there were only two wrong answers in one group's worksheet and other than that every group has given the correct answers. So, I realized that my puzzling lesson tasks were successful to achieve my lesson objectives. Lastly, I took the pretest likewise I had taken in my first class accommodating the pretest and the bell rang. Then I collected the pretest copy and ended the 50-minute class by saying goodbye to the students.

Like I had done in the first class, I also followed the same methodologies to conduct the communication with the students, to explain my lesson contents and to make them familiar with communicative English.

Chapter 07

Overall Findings

7.1 Class observation Findings

Throughout my experience of class observation, I have identified several important aspects of teaching English language. Those are:

7.2 Lesson Preparation

While interviewing the teachers, I was informed that at the beginning of the year teachers make their lesson plans for the whole year and submit it to the administration. They review those lesson plans before taking the classes and modify it according to the students' demand. However, during class observations I also have found their lesson plan very well organized. After seeing the format of lesson plan, I came to know that, this format is given by the education board and they are not allowed to follow any other format of lesson plan.

7.3 Lesson delivery

Throughout this internship, I noticed that every teacher has their own way of delivering the lessons. As there are no fixed method by the authority, each maintained different techniques and methodologies which they think is better for the students. In my first observation, the teacher followed a translational process of GTM. In her explanations of the lesson she followed bilingual translational speech for each of her sentences. Further, in my second observation of class, I noticed that the teacher emphasized on memorizing. He totally, disregarded the communicative language teaching process as he did not use any English sentences rather used the native tongue during the whole period of the class.

7.4 Lesson Materials

The lesson materials for the first class was a combination of students' textbook and internet sources. Materials for the second one, was fully based on student's board book of English second paper. Comparatively, the contents of the first class were more organized than the second one.

7.5 Class Time management

In the first-class observation, due to the excessive amount of translation, the teacher was unable managing the class time to ensure every students' clear concept regarding the lesson. On the other hand, in the second class the teacher just followed a memorizing responding process which enabled him to manage the class time properly.

7.6 Using Technology

Although, some technological tools are available in the school, teachers hardly use them in the classroom. The first teacher of my class observation used the projector to visualize her lesson contents but as it has not been a regular practice student were more excited about the tools rather than the contents shown using it. The second teacher did not use any technological assistance for delivering his lesson. He used usual classroom materials like marker, White board, posters etc.

7.7 Self-reflection findings

Throughout my experience of conducting two classes at Ashraf Textile Mills High School, I had to follow some important steps to locate the most possible effective approach to teach English language. However, I cannot say that the method and approach that I followed are the best, but I can assure that it can improve the overall learning level of the students in regard to English language.

7.8 Lesson preparation

I had undertaken a satisfactory preparation to conduct the classes. I sincerely planned and organized my lesson following the format given by my supervisor. I also took the approval from the English teachers of the school to make my lesson plan precisely designed for the students. I made lesson plans for each of the classes. However, I gave my best effort to prepare myself accordingly before conducting the classes.

7.9 Lesson Delivery

I followed some specific method for delivering my lessons to the students. Firstly, I put my major concern on students' understanding level. Besides, I delivered my lesson in a combined way of GTM, ALM and Halliday's developed theory of SFL. Firstly, I took some translational methodologies from GTM, then followed some behavioral steps from ALM and used my lesson examples within the light of SFL theory. Apart from these, I maintained a very friendly environment in the classroom during the time of my lesson delivery.

7.10 Lesson Management

I managed my lessons in an organized way to help students learn the topics sustainably. I divided my lesson into several segments such as, greeting, warm up, explanation, examples, individual task, group tasks, feedback, review etc. However, I ensured a learning friendly and students-centric classroom throughout my lesson management.

Chapter 08

Recommendation

Throughout my internship in Ashraf Textile Mills High School, I have gained enormous amount of experiences. Based on these experiences, I would like to make some recommendations for the improvement of English language teaching of the school. Firstly, the teacher should concern the effective teaching methodologies to ensure students English language proficiency. Rather than focusing on the grades teachers should also look after the students useful learning of language. After that, as some technological tools are available, they should emphasize to use it more often in the classroom. Lastly, a fixed format of lesson plan and fixed outline of materials limits the teachers' ability to teach in an interesting and effective way. So, there should also be freedom for the teachers to choose effective materials and plan their lesson in appropriate format.

Chapter 10

Conclusion

From my internship, I have learned many interesting and important things regarding the effectiveness of English Language Teaching. By observing and conducting classes at Ashraf Textile Mills High School, I have been able to identify the strengths and limitations of Language Teaching process of Bangladesh. I have learned about the things that should be avoided and adopted for the betterment of English Language teaching. However, these findings can be identified as an effective guideline for me, as I intend to be a teacher in future. Nonetheless, I am so grateful to my supervisor and other people related to this project who helped me thoroughly to complete this study successfully.

Appendices

Appendix 1 - Lesson plan

Appendix 2 – Photographs

Appendix 3 – Class observation Checklist

Appendix 4 – Certification of the Internship

Lesson Plan

Lesson Plan- 01

Topic:

Syllables

Aims:

- To make acquainted with the different use of syllables
- To make understand the relation of spelling and syllables
- To explain different types of words based on the number of syllables
- To make capable of making correct pronunciation of word using the rules of syllables

Age Group:

12-14

Level:

Class IV

Time:

40-50 minutes

Materials:

- A chart of syllables
- Syllable worksheet
- Realia for examples
- English 1st paper text

Introduction:

Firstly, the teacher warms up the students with a story. After that the teacher takes a pretest on syllable to identify the previous knowledge of the students. Teacher writes a word and breaks it down syllable by syllable and explains the definition and use of syllables. Further students are given a word chart containing the words that they know very well. With the word chart and realia-based examples teacher describes the types of words depending on the number of its syllable. Further the Teacher gives a short group tasks to identify its syllables. After the group work teacher relates a first paper textbook content with syllabic word type and asks twelve students to come Infront and imitate the contents. Lastly, the teacher takes a posttest based on the same question of the pretest to evaluate student's improvement and learning.

Procedure:

1.Introduction (10-15 minutes)

- Greeting the students in a friendly way
- Telling students, a story to warm them up
- Sharing the moral message associated with the story

2.Task 1-Pretest (5 minutes)

- An individual pretest on tense to assess the pre-condition of the students
- Pretest includes multiple choices and fill in the blanks on the use of syllable, definition, syllabic word types and identification of syllabic number in twelve month's names

3.Explicit instruction (10-15 minutes)

- Breaking down the word comfortable by syllables
- Explaining the definition and the use of syllables using the broken word
- Using relative words as examples to identify types of syllabic words
- Asking for examples from students
- Explaining the use of syllables to pronounce word correctly

4.Task 2-Group Activity (10 minutes)

- Students are divided into groups and each group gets one worksheet to identify several words as per their syllabic number
- Students are described the task clearly and asked to complete it in ten minutes
- A group of twelve students are asked to come in front and perform a short group task

5.Task 3-Posttest (5 minutes)

- An individual posttest takes place on the same worksheet of pretest.

Assessment:

The pretest, posttest, group activities and the individual activities are the lead to make the assessment a precis

Lesson plan - 02

Topic:

Degree of comparison

Aims:

- To clarify the use of different forms of adjectives
- To explain the relation between positive, comparative and superlative degree
- To make able to transform one degree to another

Age Group:

12-13

Level:

Class IV

Time:

40-50 minutes

Materials:

- A chart of different degrees of adjectives
- Worksheet on degrees of comparison
- Realia for examples
- English first paper text

Introduction:

Teacher defines the use of adjectives by putting the connection between adjectives and degrees of comparison. Explaining the types, rules and sentence structure of positive, comparative and superlative degree. Furthermore, the explanation on the use of specific degree type and rules for transforming from one degree to another takes place. Degree chart, worksheets, realia-based examples, texts, pretest, posttest are designed to assess teacher's credibility on teaching and learner's credibility on learning.

Procedure:

1. Introduction (10-15 minutes)

- Defining the use of adjectives
- Relating the use of adjectives with the use of degrees of comparison
- Giving students a chart of adjectives containing all three forms of degrees.
- Giving students 3 minutes to discuss what they have learned with their fellow bench mates.

2.Task-1(5 minutes)

- An individual posttest will be taken on transformation and general rules of degrees of comparison.
- Pretest includes multiple choice, transformation of sentences, and fill in the blanks

3.Explicit instruction (10- 15 minutes)

- Explaining the rules for changing adjective forms and highlighting the regular and irregular degrees of adjectives
- Explaining the demand of a sentence to be associated with certain degrees of comparison
- Describing the sentence making rules for positive, comparative and superlative degree
- Asking students to give examples of sentences for each degree types.
- Describing the specific use of these sentences and the rules of transformation with detailed examples.

4.Task-2 Group Activity (10 minutes)

- Students are divided into groups and each group gets one worksheet where firstly they need to write different forms of degrees, then fill some blanks with appropriate form of degree and they need to complete sentences following the degree structure.
- Each group will write three sentences for each degree type

5.Task-3 Posttest (5 minutes)

- An individual posttest takes place on the material of the pretest.

6.Task -4 Individual Activity (If time permits)

- Each student gets a text from the seen passage of their first paper topic, from that they find out sentences of positive, comparative and superlative degree
- Students transform 6 sentences from one-degree type to another.

Assessment:

The pretest, posttest, group activities and the individual activity are the lead to make the assessment a precise one.

Photographs



Figure 1: Ashraf Textile Mills High School

Photographs



Figure 02: Class Conduction



Figure 03: Class Observation

Photographs



Figure 04: Group Activity

Observation Checklists

Checklist: 01

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

School / College: Ashraf Textiles Mills and High school

Teacher’s Name: Requested not to mention Class: V Section: _____

No. of Students Present :43 Course Title & Code: English First Paper

Room No: 1105 Peer/Observer: Umme Habiba Leema Date and Time: 14th March 2020

Objectives of the lesson (as perceived):

- I. To teach family tree
- ii. To discuss family values
- iii. To teach gender

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

S/ N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher had a very good knowledge. She attempted some great behavioral approach to develop her subject matter of the lesson among the students.

2	<p>ORGANIZATION (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)</p>	<p>Teacher's subject matter was very organized, and the objectives were stated very clearly. However, the class time was not managed properly and the macro focus on each objective were not maintained due to the shortage of time. Besides, there was also a lack of proper warm up session and summarization of the main points.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The teacher was friendly to the students. she maintained herself to be a good facilitator by providing guidelines, facilitating students with the precise contents and encouraging them to ask questions. Apart from these, she showed an excellent energy from in the class.</p>
4	<p>TEACHING METHODS (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>Basically, her whole class conduction process was based on GTM, but she also used some drills of CLT and ALM.</p> <p>She used bilingual translation for each of her speeches to make the student understand the lesson easily. However, this had taken much time of the class that the teacher was not able to give feedback and overall review for each phase of the lesson.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong</p>	<p>The teacher had always maintained her eye contact and an energetic voice with the students. She also showed standard pronunciation and standard use of overall English. All in All, her presentation was excellent.</p>

	projection, proper enunciation, and standard English)	
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MANAGEMENT

<p>Was the time spent properly?</p> <p>Apart from some small issues, the teacher spent the time 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 style="text-align: center;">Pretest (10 minutes)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Presenting slides/ diagram (15 minutes)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Explanation (15 minutes)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Q/A session (5 minutes)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Explaining Examples (2-3 minutes)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Posttest (3 minutes)</p>

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?

Nothing significant

Strengths observed:

- Good presentation skill
- Knowledge of different methods
- Ability to choose effective materials
- Very energetic

Suggestions for improvement:

The teacher should minimize the level of translation as it cuts of most of her time. Then examples should be chosen based on the social context of the students so that they can relate it perfectly. Further, the technological involvement in the classroom should be practiced more often rather than only in specific occasions.

Overall impression of teaching effectiveness:

The teacher was very energetic, and she also proved her to be a researcher of different method, as she used drills of several methods in her classroom. Her fluent delivery of the lesson also unfolds her great knowledge on the topic that she was teaching. Her overall class conduction was precise except the lack in class time management and socially unrelated examples for the students.

Checklist: 02

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

School / College: Ashraf textile Mills High School

Teacher’s Name: Golam Mustafa Class: V Section:

No. of Students Present:34 Course Title & Code: English Second paper

Room No: 105 Peer/Observer: _____ Date and Time: 15th March

Objectives of the lesson (as perceived):

- I. To teach degrees of comparison
- ii. To explain the rules of transformation
- iii. To make them memorize it properly

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

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The way he explained the contents revealed his in-depth knowledge on the subject matter. The energy and confident that he showed also unfolded his huge experience of teaching.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes	The teacher’s phases of the lesson and objectives were very clear to the students. As the lesson was delivered in

	<p>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)</p>	<p>a very organized way, the time management was precisely maintained. Basically, there were no formal summarization on the main points but while he gave homework, he made a short sum up.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The class started with a very informal greeting between the students and the teacher. However, this exposes level of friendly relation of the teacher with his students. The teacher ended the class with a joke, which also shows the positive rapport of the teacher with the students.</p>
4	<p>TEACHING METHODS (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>The teacher used the memorization drill followed by the GTM methodology. Still, there were no translation, even no English sentence at all was used as the medium of instruction. Except the degree words, teacher conducted the whole class in Bengali.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper pronunciation, and standard English)</p>	<p>Although there were no English was used in the class the teacher maintained the physical gestures appropriately. He maintained a strong voice while delivered the lesson. Side by side some words that he uttered was perfectly pronounced.</p>

MANAGEMENT

Was the time spent properly?

Yes, the teacher spent the time properly.

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

Presenting materials (5 minutes)



Explaining (10 minutes)



Memorization drill (10 minutes)



Explaining (10 minutes)



Memorization drill (5 minutes)



Oral Test (5 minutes)



Rapport building (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?

Nothing significant.

Strengths observed:

- Experience
- Acquaintance with students’ ability, knowledge and thought process
- Time management skill
- Strong voice
- Appropriate eye-contact

Suggestions for improvement:

The teacher should use some instructional and content-based English rather than conducting the class fully in Bengali. He can also use some effective methodologies like constructivism theory of teaching, CLT, ALM etc. Further, by minimizing the memorization drill the teacher can also focus on cognitive drill of learning by doing.

Overall impression of teaching effectiveness:

The main drill of the class was memorization. As all the students do not have the same capacity to memorize the contents, they faced trouble to cope up with the lesson. In addition, the process of punishment seemed also to be discouraging the students those who are weak in memorizing to learn the lesson. Other than these, the teacher conducted the class in a very organized way.

Certification of the Internship

After conducting and observing two classes at the school I had to stop my internship due to the outbreak of global epidemic COVID-19. However, I reached out the principal of the school to collect my recommendation letter from the school authority but he said that he is certainly sorry that they would not be able to provide me that until this crisis ends, as they are not allowed to do any type of official work during this critical time. Therefore, I could not collect as well as include my certificate of the internship in this report.

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