

Present Scenario of English Language Teaching at Bangladeshi School

Eng 334 project paper submitted to the faculty of humanities and social science in partial fulfilment of the requirements of the degree of Bachelor of Arts in English

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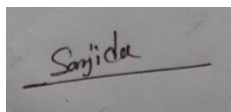
Daffodil International University

Date of submission: 11.12.2021

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

Declaration

I hereby declare that project paper entitled “ENG 334 project paper” which is being submitted as a report is an authentic record of genuine work done under the guidance of Ms. Fatema Begum Laboni, Assistant Professor, department of English, Daffodil International university. At the same time, I would like to reassure you that this project paper, or any portion of it, has never been published for any type of certificate other than the one you are holding now.



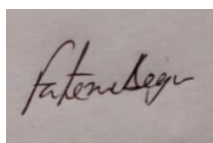
Signature of the Intern

Department of English

Daffodil International University

CERTIFICATION OF THE SUPERVISOR

I hereby certify that the intern..... bearing the ID no..... has undertaken the course Project Paper (ENG 334) with me. In the course she selected and visited Milestone Preparatory K.G School, observed two classes and conducted two classes. During this whole process she was in touch with me by taking guidelines from me on a regular basis, showed me her work and gave me updates about her project work. Therefore, she fulfilled the conditions and completed all the procedures of the course and the intern is qualified to submit this report.



Signature of the Supervisor

Date: 20.12.2021

Acknowledgements

I would want to convey my heartfelt thankfulness to Almighty Allah for protecting me from the fatal Corona virus. I am grateful to my supervisor, Ms. Fatema Begum Laboni, for providing me with easy and meaningful coaching in between her busy schedule. This study depicts the current situation and teaching methods used by Bangladeshi instructors in the classroom. I am also grateful to the school teachers who treated me with respect throughout the process and shared their teaching materials with me. I truly appreciate how cooperative and enthusiastic the pupils were in participating in the activities. I would also like to express my gratitude to the institution that assisted me in completing this study successfully, whether directly or indirectly.

Abstract

This report is an attempt to learn about the current state of language education in Bangladeshi schools, specifically in the Milestone Preparatory K.G School. I prepared myself in a variety of ways based on the factors of class observation, class conduction, teacher style, instructional materials, and feedback. The goal of the study is to learn how teachers organize their classrooms, what materials they use in language training, how they interact with students, and how they may improve their language teaching. This study finishes with some recommendations based on the findings and the observation checklist, which examines the observed teachers' weaknesses and strengths and can be useful for any motivated teachers.

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Chapter I

Introduction

In the current era of globalization, English is the only language available for worldwide communication. Though it is introduced at the primary level of education and continues until the university level. The greater part of individuals cannot talk or write in English in a legitimate way-even subsequent to getting advanced education. Students ordinarily retain to gain proficiency with the language to get better grades and furthermore to pass their assessments. In the vast majority of the Bangladeshi schools, there is no or less spot for student inward imagination. This is one of the principles motivations behind why understudies can't accomplish English as an objective language.

This paper focuses on the current state of language instruction in Bangladesh as well as how to create an interactive setting in the classroom to engage students and help them understand the textual content.

Chapter II

Objectives of teaching practicum

The main goals of the teaching practicum are to find teaching materials and to assess the current state of language teaching and learning.

- Observe classes and learn about the teaching strategies used by teachers.
- To gain a better understanding of the current state of language education in Bangladeshi schools.
- To determine the approach for regulating instructor's language usages based on contextual characteristics.
- To learn about the efforts of the teachers to keep pupils engaged in reading-comprehension.
- To learn more about the effects of technical applications on students.
- To learn about the extracurricular activities that the instructor engages in to help students enhance their English language skills
- Learn how to employ language teaching approaches in a real-world classroom setting and identify students' abilities and inabilities, as well as their reading and speaking challenges and deficiencies.

Chapter III

Purpose of teaching practicum

The major goal of this research is to find out what teachers do to teach English to students at the elementary school level. Apart from that, develop ways for kids to improve their reading, writing, speaking, and listening skills. This study investigated how teachers instruct students in the classroom and how they interact with one another in the event of language learning difficulties. Also, how kids learn from that teaching in the future, as well as the current state of language instructing in Bangladeshi schools.

Chapter IV

Methodology

Selecting an Institution:

In the neighborhood where I live, there is a well-known school called Milestone Preparatory K.G School. My younger sister is a student there, therefore everyone at the school, including the academic director, is familiar with me. Because it was so close to my house, I need not search for many schools or universities for getting the chance to do any internship. But in this present Covid-19 circumstance, getting authorization to complete my internship at any institution was not easy. However, I had to overcome numerous obstacles in order to complete my internship at that school in the current situation. After taking permission to undertake my internship, I was able to complete my internship there. Every teacher was gracious in allowing me to observe and attend their classes.

Selecting Classes:

The principal of Milestone Preparatory K.G. school allowed me to choose the lessons and classes that I wanted to conduct and observe on. I observed two classes and conducted two classes, during which I learnt about how to conduct classes, manage students, and use time management. All of these things were quite beneficial to me.

Selecting Facilitator:

M.A Mannan, the principal of Milestone Preparatory K.G School, was really supportive throughout my internship. He recommended the school teachers to share their classes with me, as well as equip me with the essential information and support.

Chapter V

Institution details

Milestone Preparatory K.G School is a co-educational, Bengali and English-medium private school located in Uttara Model Town, Dhaka, Bangladesh. Colonel Nuran Nabi, the founder principal of RAJUK Uttara Model College, founded it. It is a well-known institution.

This institution is developing an equitable balance between academic duties, sporting, cultural, and social activities, and community life. Furthermore, it facilitates students' social and mental development through a number of cultural and social activities and events.

Milestone Preparatory K.G School has a professionally educated, experienced, and motivated teaching team that is committed to preparing kids for future physical, mental, moral, and social obstacles. They provide each student individual attention when it comes to their performance and improvement. Slow learners and students from Bangla medium schools are given extra attention. They do an excellent job of teaching learners creatively, motivating them, and preparing them to also be good citizens.

Location

Milestone Preparatory K.G School

Chalabon Campus

Dakshin khan, Azampur, Uttara

Number of teachers: 70

Number of students: More than 300

Chapter VIII

Class observation report 1

First and above all else, I required to acquire approval to observe teacher classes. They were so nice to me that they would let me observe classes on my own schedule. One English Grammar class and one English First Paper class on a contextual topic have been observed.

This class observation is an element of my teaching practicum, which allows me to gain teaching experience in terms of improving my teaching pattern and procedure. I was sitting on the back bench with a class observation checklist which included assessments of the teacher's teaching formation during the class. On my checklist, I noted the techniques and methods used for the teachers. The classes lasted a total of 50 minutes.

Class observation:

The teacher was instructing their English First paper class and the topic was a seen passage. "Albert Einstein, one of the greatest scientists of the modern era".

According to the passage, the teacher began the lesson by reading the passage and explaining all the students in basic terms. The teacher instructed them to answer true/false questions, to which the students responded with her questions. Students made numerous errors, which were skillfully corrected by the teacher. There were no group activities; only pair work was instructed. The teacher kept excellent body language and communication with the students. The teacher provides them assignment and signed their diaries in the last five minutes of class.

Conductor's Strengths:

- The lecturer spoke clearly and loudly.
- The teacher was an expert on the subject.
- The instructor had a knowledge for getting the children' attention.
- Examples of the topic were delivered by the instructor.
- The instructor was able to keep the class focused.
- The lecturer knows how to get everyone involved.
- The instructor knows how to teach with a happy face.
- The instructor was quite able to answer the questions from the passage.

Class observation report 2

Class observation:

The teacher taught an English Grammar class on the subject of tense. It is an important thing for both the English Grammar syllabus and the learners.

The teacher used the book, marker, white board, and duster to meet the goals of taking a test on Tense. The teacher started the class by delivering a warm-up and revising the previous topic. The teacher explores the problems by defining the objectives, illustrating a few sentences, and thoroughly clarifying the entire topic.

He described the tense in a variety of ways.

He looked over the many categories of tenses.

- The present
- The past
- The future

The teacher explained the tense and it's categories and it's usage of our daily life as well as how the tense is related to our daily conversation.

Throughout class, the teacher and students had a strong relationship. As a result, students could open up about their concerns and confusions without fear of being judged. He signed their diaries and collected their assignment copies in the last five minutes.

In light of the above discussion about tense, regardless of the lack of instructional materials and worksheets, the teacher conducted an incredible job.

Conductor's Strengths:

The conductor's voice was clear and less mistake.

The conductor began the class with certainty.

The conductor was familiar and humble.

The conductor's presentation was simple and easy to understand.

Chapter IX

Overall findings from Observation:

At Milestone Preparatory K.G. School, I observed two classes. One class focused on English grammar, while the other focused on reading passages. My supervisor gave me two checklists for class observations. During my observation, I discovered several important things about teaching students. The teachers announced what they would be learning today, and two of them analyzed the class material. Then they gave a topic-related instruction about the activities. The teachers went around the classroom, having a discussion to each student and responding to their needs and trying to resolve their topic-related problems. Nevertheless, the warm-ups were unappealing because the teachers were entirely ignorant of it. Except for one, the classroom environments were suitable for displacement. Teachers kept students' attention in class by using an amusing style. Throughout class, I observed that teachers did not use these additional materials or handouts to make the lesson more effective and elegant. Teachers only used a white board, a marker, a book, and a duster to achieve the lesson's goal.

Chapter X

Class Conduction Report 1

First and foremost, I'd like to explain some of the challenges I've encountered while teaching. Due to the current state of Covid-19, I was hardly allowed to lead the class because the course teacher still has a lot of course work to do and they are running out of time to complete the lesson. They also have to deal with the issues of just having two classes each week.

I taught an English class to grade six students at Milestone preparatory K.G school on Saturday, November 6, 2021. The class lasted for 40 minutes in total. Out of sixteen students, ten were present. The class began at 9 a.m. and ended at 9:40 a.m. The class's goals were to evaluate students' reading abilities as well as their ability to comprehend the context of their books and solve passages from other groups.

The subject of the passage was "Sheikh Mujibur Rahman."

I greeted the students at the start of the class, warmed them up, and inquired about their current position during this dangerous era of covid-19. I inquired as to how they felt about returning to physical education after almost two years. They expressed their joy and shared their feelings with me. They were delighted about their new teacher and the lessons I planned to give them.

So, they were going to be taught a section from their English for Today book " Sheikh Mujibur Rahman " during that time. At the first, I asked them to open their books and read the chapter. Because they were eager to learn something new, I began with the title and asked if they were familiar with the author of their passage. In less than ten minutes, I read the passage orally while explaining the meaning of the text. I attempted to conduct the entire lesson in English, but there were times when I needed to use Bengali to clarify the meaning of the material or interact with them correctly.

After that, I provide them some activities. Completing several questions and filling in the blanks from the passages were the tasks. I conducted the class by using the **Grammatical Translation Method**.

The questions are:

- a. Who is sheikh Mujibur Rahman?
- b. Where does he live?
- c. What was his childhood pastime?
- d. Which personality group does he fit into?

Because they had a good understanding of the material, the majority of the students answered the question correctly. They were on the point of completing in all of the blanks with the correct answers. Two or three kids had made mistakes, but I had properly corrected them.

They were able to determine their reading ability from the passage, and it was fantastic. They were able to comprehend a book and accurately answer the questions. They were very interactive and engaged with their new teacher and the new topic. I gave them marks after they finished the tasks given above, and the majority of students did well on their tasks.

I attempted to make class time enjoyable, active, and competitive by encouraging all of them to improve their reading and listening skills. The students were cooperative, obeyed every instruction, and participated in the activities with excitement. My goal was for the students to be able to speak in front of their classmates in English during class. I told them that it is completely possible about making any grammatical errors because people learn by making mistakes. Their fluency was notable rather than flawless.

As soon as I gave valid instructions to help them understand the point, along with the exercises I made for them to practice. Despite the fact that I used simple language, few students did not get my point. So, I helped them out and explained the rules.

Throughout the class, I spoke with the students in simple English and in a friendly tone. Students were similarly unafraid. They asked me the passage related questions. The objectives of the class were successfully achieved because I could complete the text and answered their questions based on the topic.

Class Conduction Report 2

On Saturday, November 6, 2021, I conducted my second English Grammar Class at Milestone Preparatory K.G school to grade six students. The class lasted 40 minutes in total. There were twelve students present out of a total of eighteen. I began at 11 a.m. and finished at 11:40 a.m. The class's goals were to teach students the fundamentals of using voice changes and to evaluate their knowledge on this subject.

I greeted the students and warmed them up at the start of the class by asking how they were today and how their day went. Everyone responded as if nothing was out of the regular. When they are prepared to move on to the main lesson. I mentioned the topic they would be learning about: "voice change." Warm-up time was set at five minutes.

First of all, I wrote out about topic "voice change" from their "Learning Book Advance Learners Communicative English Grammar & Composition" book. I began the main lesson by interacting with the students to demonstrate the basic rules of using Articles and where they should not be used. I wrote some examples on the board those are given below.

Voice change

I explained why there is a change in tone of voice.

Then I discussed the various types of voice changes.

There are two methods for changing the voice rules.

- The active voice
- The passive voice

We must use some of their subjects' objects to change the voice from active to passive or passive to active.

They are as follows:

| Subject | Object |
|----------------|---------------|
| I | me |
| we | us |
| you | you |
| they | them |
| he | him |
| she | her |
| Our | ours |

I had to follow the rules of tense to change the voice from active to passive voice and vice versa.

| Tense | Active | Passive |
|--------------------|----------------------|--------------------------------|
| Present indefinite | Do/Does | Am/is/are |
| Present continuous | Am/is/are | Am being/is being/are being |
| Present perfect | Have/has | Have been/ has been |
| Past indefinite | Did | Was/were |
| Past continuous | Was/were | Was being/ were being |
| Past perfect | Had | Had been |
| Future indefinite | Shall/will | Shall be/will be |
| Future continuous | Shall be/will be | Shall be being/will be being |
| Future perfect | Shall have/will have | Shall have been/will have been |

The Active voice

The subject in most English sentences with an action verb performs the action denoted by the verb.

These examples illustrate that the subject completes the verb's action.

I used the following examples to make them clear the rules of voice change. Some of these are:

Examples:

Active: Are you reading an essay?

Passive: is the essay read by you?

Active: you have broken the glass.

Passive: the glass has been broken by you

The Passive voice

Many active sentences (those with a direct object) can have their normal word order changed so that the subject is no longer active and is instead being acted upon by the verb - or passive.

I again used some examples to explain how to change the voice from passive to active form.

Examples:

Passive: The work has been done by me.

Active: I have done the work.

Passive: we are taught English by Mr. Jalil

Active: Mr. Jalil teaches us English.

They were replying with me as I put some examples on the board. During the lesson, I asked them to list down their questions and doubts understand the basic concepts and examples, and then discuss them afterward. The students were quite cooperative and wrote several questions that I was able to answer after the lesson. I wrote several exercises on the board and requested students to speak solve them.

I attempted to reach the objectives I set out for myself to make class time enjoyable, lively, and competitive by involving all of them in improving their reading and speaking skills. The pupils were really cooperative, obeyed all of my instructions, and participated in the activity in a competitive way. I have used the **Communicative Language Teaching** method as I gave them some group work.

To teach students using the CLT technique, I organized my classes into groups and pair activities. To ensure that they were all involved, I told them that they would have to present their group activity. In every part of the lesson, I spoke to the students in simple English with a warm tone. Students were similarly ready to answer. They asked me open-ended questions about the subject.

Chapter XI

Overall Findings from self-reflection:

I conducted two classes at Milestone preparatory K.G school. One class worked on English grammar, while the other worked on the context. I handed the teachers two checklists that can be used when they came to observe my class. Throughout my self-reflection, I discovered a number of significant facts about students.

Including how to interact with students, how to ensure that they comprehend, how to maintain the classroom environment, and how to encourage a good relationship between students.

It is quite disappointing to hear that in this day and age, there was no use of technology and while there was no device or projector. Because of the lack of technology, teachers had few possibilities for increasing the effectiveness of their classes. With technology, students would be benefited more and classes would be more satisfying. However, the students had a good time even without any technological devices in the classroom.

Chapter X

Recommendation:

To begin with, the Milestone Preparatory K.G school teachers are unquestionably well-educated and informed individuals. As I observed their two classes, they performed an excellent job, though there are some aspects where their teaching techniques might be improved.

The teachers performed an excellent job managing the classrooms still, a class is incomplete without a lesson plan. They may create a lesson plan to make the class more academic and disciplined.

One thing I've learned is that they need to be more attentive to make the warm-up more attractive in order to grab the students' concentration pretty quickly. Teachers are usually unaware of the importance of creating an interactive warm-up that provides as a valuable tool for attracting children at the beginning of the class. To communicate with the students in a more welcoming manner, we need to enhance our language skill.

- Fundamental technological tools should be given.
- Students should be more mindful.
- Instructors should take feedback from students before finish the class.
- Instructors should make a cordial environment with students
- Instructor should give test marks from class reaction so everyone will focus.

Focusing vocabulary skill:

To work on their vocabulary, teachers can give students 5 new words to rehearse with their companions. This part is frequently ignored by us. This can genuinely useful for their future.

Maintaining behavior:

We typically correct their mistakes in a rushed attitude. Some of them are hesitant students. As an instructor, we need to treat them with respect and not to make them hesitate in front of their classmates.

Chapter XI

Conclusion

I must declare that I have gained a great deal of knowledge and experience that will support me in my future practical life.

This research is based on my teaching experience, and also the skills and learning challenges of my students. They are still unable to absorb a passage without the guidance of the teacher, and they are also unable to present in front of the class. Their teachers need to improve their reading speed by working on their reading activities. Some of them were average readers, and only one or two were exceptional. Furthermore, I was able to observe the teachers' teaching approaches, as well as parts of a real-life classroom scenario, and I learned lot of information about professional teaching. From classroom observations, I was capable of recognizing the significance of establishing relationships with the students and following the techniques for becoming a skilled teacher. Even I highlighted one student's weakness, lack of learning, and fear, as well as what a teacher's duty should be to make students feel more at ease.

Chapter XII

Appendix 1

Lesson plan:

A lesson plan is a document that shows us an overview of a class and how it will be done. Generally, it's a brief though informative overview of the class. A lesson plan is very significant and effective for a better teaching experience.

Use of Language:

As an English Department student, I believe that English should be the preferred language. Unfortunately, in Bangladesh, not all students have such a solid command of the English language. In that scenario, I agree that a mixture of English and Bangla would be more beneficial in class. Another advantage of implementing common and simple vocabulary is that it encourages students to rapidly understand the context and learn. It will affect the confidence of students who may not be native English speakers but attempt.

Lesson plan 1

| | |
|---------------------------|--|
| Subject | English 1 st Paper |
| Instructor | Sanjida Afrin |
| Standard | Class – 6 |
| Lesson Topic | Sheikh Mujibur Rahman |
| Objectives of this Lesson | Students will be able to understand the text, they can have knowledge about the life of sheikh Mujibur Rahman. They can acknowledge and get inspired after reading the text. |
| Class duration | 40 minutes |
| Learning Book | English for Today |
| Date | 6 th November 2021 |

Lesson Overview

| Class Experience | Procedure | Time |
|-------------------------|---|-------------|
| Introduction | Greetings with the students with a positive impression and get introduced. | 2 minutes |
| Class activities | Teacher will treat the students with a friendly atmosphere. Teacher will ask about their topic and if they are interested to learn from their new teacher. Teacher will have a look of their text book and give a short speech of the topic so that the students can have a bit idea of what they are going to learn about. | 8 minutes |
| Class Execution | The teacher will read out the text as well as illustrate the whole story to the students, Teacher have to make them understand about the theme and the message of that story. | 10 minutes |
| Students' activities | Teacher will also provide some task with some questions and fill in the blanks relevant the text where students will be asked to complete the task. | 10 minutes |
| End of the class | The teacher will sort out the mistakes of the task that students are asked to complete and the class will be end after asking whether the students understand the text or not as well as give them some homework about the topic | 10 minutes |

Lesson plan 2

| | |
|---------------------------|---|
| Subject | English 2nd Paper |
| Instructor | Sanjida Afrin Sanju |
| Standard | Class – 6 |
| Lesson Topic | Voice change |
| Objectives of this Lesson | Students will be acknowledged the grammatical rules and structures of the topic, Voice change. They will be able to use in daily life conversion. |
| Class duration | 30 minutes |
| Learning Book | Advance Learners Communicative English Grammar & Composition. |
| Date | 6 th November 2021 |

Lesson overview

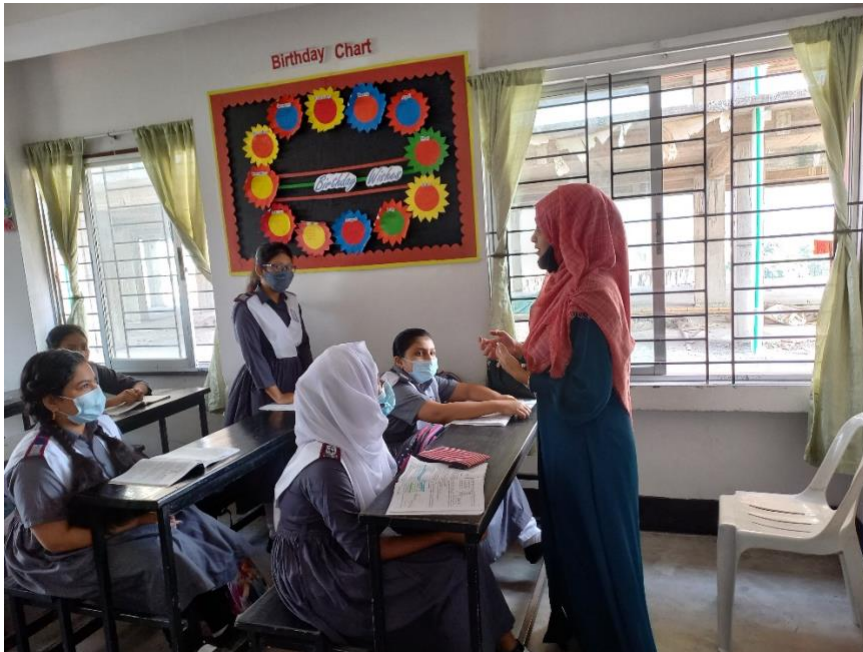
| Class Experience | Procedure | Time |
|-------------------------|--|-------------|
| Introduction | Greetings with the students and get introduced with a friendly atmosphere | 2 minutes |
| Class activities | <p>Teacher will talk about the topic they are going to learn.</p> <p>Teacher will illustrate that how the students can use the voice change in their daily conversation to make their sentence little bit standard</p> | 6 minutes |
| Class execution | <p>Teacher will explain the grammatical rules and structures so that they can go into the topic and able to understand the whole thing.</p> <p>Teacher will explore to the students why voice change is used in a sentence and how it is used in our daily life conversion and how it makes our conversion in the standard format. Teacher will also explain the topic by giving examples.</p> | 10 minutes |
| Students' activities | <p>Teacher will ask some questions to the students and give them some sentences to change into the opposite form.</p> <p>Teacher also solve the task if they do any mistakes to complete the task.</p> | 10 minutes |

| | | |
|------------------|---|-----------|
| End of the class | Teacher will end the class with a review of the topic as well as giving them some exercises related to the topic. | 2 minutes |
|------------------|---|-----------|

Appendix 2

Photographs





Checklist for class observation

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

School / College: Milestone Preparatory K.G. School
 Teacher's Name: Mizanur Rahman Class: 6 Section: (B)
 No. of Students Present: 13 Course Title & Code: English First Paper
 Room No: _____ Peer/Observer: Sanjida Afrin Date and Time: 07-11-2021

Objectives of the lesson (as perceived):

- i. To be familiar with Albert Einstein and the innovation
- ii. Convey in English language.
- iii. To be familiar with more vocabularies.

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

The objectives were not fully achieved because the students could not communicate with the teacher properly.

| 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 instructor has told the students and attempted to extend the information among the students. |
| 2 | 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) | The teacher's class organization was quite good as the teacher has a proper lesson plan. The teacher started and finished class on time. |
| 3 | 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) | Because of having only text book the teacher could not gain the students attention properly. |

| | | |
|---|--|--|
| | but also in manner, etiquette and attitude) | |
| 4 | 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) | The teacher conducted his class through the Arcamman translation method. The conductor used only text book. The teacher didn't use any technology. |
| 5 | PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) | The Overall presentation was not perfect. The teacher could not acknowledge the student's interest. |

MANAGEMENT

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

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

Greeting (2 minutes), discussion about the new topic (5 minutes), completed the chapter (20 minutes), Ending with given home task (13 minutes)

CRITICAL EVENT (If took place)

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

No, There was no critical event happened in the classroom

Strengths observed: The teacher, Mr. Mizanur Rahman was quite patient and good at explaining.

Suggestions for improvement: The teacher should provide some practical illustration to make the class interesting.

Overall impression of teaching effectiveness: The teacher, Mr. Mizanur Rahman is all qualified.

Smita

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

School / College: Milestone Preparatory K.G. School
 Teacher's Name: Mizanur Rahman Class: 6 Section: _____
 No. of Students Present: 12 Course Title & Code: English 2nd Paper
 Room No: _____ Peer/Observer: Sanjida Afrin Sanju Date and Time: 07-11-21

Objectives of the lesson (as perceived):

- i. To be familiar with the topic.
- ii. To know the rules.
- iii. To communicate the whole class in English.

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

The objectives were perfectly achieved.

| 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 smart thought about the point and he conveyed the class by posing inquiries a. |
| 2 | 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) | The teacher's teaching method was a lot of good just as finished the destinations in a delicate manner. |
| 3 | 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) | The class climate was so merry and useful in light of the fact. The teacher and students were cordial. |

| | | |
|---|--|---|
| | but also in manner, etiquette and attitude) | |
| 4 | 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) | The teacher completed the topic through the Grammar Translation Method. |
| 5 | PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) | The teacher's class presentation was quite good. |

MANAGEMENT

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

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

Greetings (5 minutes), discussion about the topic (10 minutes), completed the topic (20 minutes)
 Ending with homework (5 minutes)

CRITICAL EVENT (If took place)

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

No, there was no critical event happened in the class.

Strengths observed: The conductor's voice was loud and clear and delivered the class properly.

Suggestions for improvement: The teacher could give them a group task.

Overall impression of teaching effectiveness: The class was very effective.

Confidential

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

School/ College: Milestone Preparatory K.G. School
 Teacher's Name: Sanjida Akter Sanju Class: 6 Section: _____
 No. of Students Present: 12 Course Title & Code: English First Paper
 Room No: _____ Peer/Observer: Mizanur Rahman Date and Time: 06-11-21

Objectives of the lesson (as perceived):

- i. To Peruse out the text and Comprehend the text
- ii. To be aware of the Passage Sheikh Mujibur Rahman
- iii. To partake in a discussion

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

The objectives were achieved very well.

| 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) | Here teaching way was quite good and conducted the class properly as well as completed the lesson properly. |
| 2 | 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) | Class organization was good. She maintained the class on time. |
| 3 | 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) | She could gain the attention and interest of the students. The students enjoyed a lot. |

| | | |
|---|---|---|
| 4 | <p>but also in manner, etiquette and attitude)</p> <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>She conducted the class through the grammar translation Method and the students understand the topic perfectly</p> |
| 5 | <p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p> | <p>The whole presentation was quite perfect as a conductor.</p> |

MANAGEMENT

Was the time spent properly?

Yes, the time spent properly

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

Greeting (2 minutes), discussion about the topic (10 minutes), completed the chapter (20 minutes), homework (5 minutes), Endings (3 minutes).

CRITICAL EVENT (If took place)

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

No, there was no critical issues during the classroom.

Strengths observed:

She has provided the patience in conducting the class.

Suggestions for improvement:

To draw the students in pursuing and elocution

Overall impression of teaching effectiveness:

Compelling for the learners.

M. M. M. M.
6.11.21

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

School / College: Milestone Preparatory K.G. school
 Teacher's Name: Somida Afrin Sanju Class: 6 Section: A
 No. of Students Present: 13 Course Title & Code: English 2nd Paper
 Room No: _____ Peer/Observer: Mizanur Rahman Date and Time: 06-11-2021

Objectives of the lesson (as perceived):

- i. To know the grammatical rules.
- ii. To know the use of voice change.
- iii. To gain knowledge about the topic.

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

The following objectives were achieved well.

| 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's lesson plan was good & she developed the knowledge seeking manner among the students. |
| 2 | 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) | The topic organization was good and she emphasis the lesson well among the students. |
| 3 | 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) | The teacher hold the interest among the teachers students. |

| | | |
|---|--|---|
| | but also in manner, etiquette and attitude) | |
| 4 | 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) | Her teaching method was very clear. She developed to be make the learners engage in class activities |
| 5 | PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) | The overall presentation was good. |

MANAGEMENT

Was the time spent properly?

Yes, she spent the whole 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)

Greetings - 5 minutes, Class activities - 10 minutes, Questioning session - 10 minutes, Task giving - 5 minutes. ~~Eng~~ Ending - 5 minutes.

CRITICAL EVENT (If took place)

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

No such situation has come.

Strengths observed:

She hold the class interest ~~am~~ among the students.

Suggestions for improvement: She need engage all the learners in the class task.

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

Misammur
G. 11.2021

Milestone Preparatory K.G School

Gono Koborstan Rd, Uttara, Ajompur, Dhaka 1230, Bangladesh

Phone: 01766771681, 01676901405

Recommendation Letter

This is certify that Sanjida Afrin Sanju bearing ID 182-10-488 has conducted two English classes related her project from our institution, Milestone Preparatory K.G School as internee. The students enjoyed having her class.

As the facilitator I upheld her and I have absolute trust in her capacity to order a study hall without oversight. Her inventive strategies and uplifting perspective will help each understudy.

I wish her prosperity and suggest her profoundly.

Name:

Designation

Alauddin
Principal
07/11/21
Professor M.A. Mannan
Principal
Milestone College Uttara
Dakshinkhan, Dhaka-1230.

