



Daffodil International University

Dhaka, Bangladesh

September 2022

Internship Report on “Teaching Practices”

at

Anwara Model High School

(A report has been prepared for the partial fulfillment of the requirements
of degree of Bachelor of Arts in English)

**A Study Report
on
“Teaching Practices”**

Prepared by:

Tania Akter

ID: 191-10-520

Program: BA(Hon's)

Department of English

Supervised by:

Afroza Akhter Tina

Senior Lecturer

Department of English

Daffodil International University

Submission Date: 16th August 2022

Declaration

I hereby declare that the thesis paper entitled “Experiencing the Scenario of English Language Teaching at Anwara Model High School in Mymensingh” which is submitted to the department of English at Daffodil International University is a record of my original work which is completed by myself under the supervision of Afroza Akhter Tina, Senior Lecturer of English Department, Daffodil International University. And I also state that this report submitted in the partial fulfillment of the requirements of the course Project Paper with Internship of the degree Bachelor of Arts in English.

Tania Akter

Name: Tania Akter

ID: 191-10-520

Department of English

Daffodil International University

Certificate of the Supervisor

This is to certify that the intern, Tania Akter bearing student ID 191-10-520 has undertaken the course project paper with Internship with me. For her thesis she selected Anwara Model High School, and she maintained regular communication with the facilitator in the host school. She observed two classes and conducted classes for one month fifteen days. During this whole process she was in touch with me and asked for my guidance on regular basis. As she fulfilled all the conditions and completed all the procedure of the course, the intern is now qualified to submit her report being subject to the evolution of the panel of examiners. She must present the findings of the report in front of the panel of the evaluators. During the internship period, I found her sincere, hardworking and enthusiastic.



.....

Supervisor

Afroza Akhter Tina

Senior Lecturer, Department of English

Daffodil International University

Acknowledgements

Firstly, I express my deepest gratitude to Almighty Allah, for giving me the opportunity to complete my internship in a school and helping me every step of the way. As internship is an important part of BA program and through it one can acquire skills on a particular thing within a few months. For that my internship has been organized at Anwara Model High School in Mymensingh.

Secondly, I would like to express my deep gratitude and appreciation to my supervisor **Mrs. Afroza Akhter Tina** for her excellent guidance and supervision, as she helped me a lot in every step. And for her proper guidance I was able to complete the work successfully. She guided me very well.

I am very grateful to **MD Munjorul Hoque**, the head teacher of Anwara Model High School, who gave me the opportunity to do my internship in the organization.

I am also thankful to officials of Anwara Model High School who helped me during my internship period.

Abstract

Basically this report is based on my practical work. And it will give an idea about the current status of English language teaching in a Bangladeshi school. Bachelor of Arts in English is a program which is an excellent combination of both practical and theoretical spectacle. To fulfil the requirements of the program I did my internship at Anwara Model High School and prepared a report on " Experiencing Teaching Activities at a Bangladeshi School ". The predominant element includes teaching activities and observation, lesson plan development, focusing on performances, strengths & weakness, opportunities, facilities etc. Based on these elements I have prepared my report. Besides the observation, this record of my work aimed to fetching out the techniques of the lecturers use in the classes. This report also includes changes which have been recommended by the intern to improve the level of English teaching at schools.

Finally, all the elements found in this observation will present a picture of the current state of the school's teaching activities. And I tried my best to present my experiences in the report in a perfect way.

Table of Content

Serial No	Particulars	Page No.
	Declaration	ii
	Certificate of the Supervisor	iii
	Acknowledgement	iv
	Abstract	v
	Table of Contents	vi
Chapter 1.0	Introduction	1-2
1.1	Background	1
1.2	Objectives	2
Chapter 2.0	Methodology	3-5
2.1	Selecting the Institution	3
2.2	Selecting the Classes	3
2.3	Selecting Facilitators	3
2.4	Class Observation	4
2.5	Observing Students	4
2.6	Self-Assessment	4
2.7	Class Conduct	5
2.8	Using Checklists	5
2.9	Interviewing a Teacher	5
Chapter 3.0	Institution Details	6-7
3.1	Anwara Model High School	6
3.2	Some Prospectus of AMHS	7
Chapter 4.0	Class Observation Reports	8-9
4.1	Class 1	8
4.2	Class 2	9
Chapter 5.0	Teaching Experience	10-13
5.1	Day 1 Class 1	10
5.2	Day 2 Class 2	11
5.3	Day 3 Class 3	12
5.4	Learnings as an Intern	13
Chapter 6.0	Discussion	14-15
6.1	Overall findings	14
6.2	Self-reflection	15
Chapter 7.0	Recommendations	16-17
7.1	Recommendations for the institution and better learning environment	16
7.2	Facilitators' recommendations for the Intern	17
Chapter 8.0	Conclusion	18
Chapter 9.0	Reference	19
Chapter 10.0	Lists of Appendices	20-36
10.1	Lesson Plan	20-25
10.2	Checklists of Class Observation	26-31
10.3	Photographs of Class Observation	32-36

Chapter 1.0 Introduction

1.1 Background

In my BA program internship is mandatory for a course called Project Paper with Internship and I accepted this challenge. For this, I selected Anwara Model High School to get the necessary information, experience and education about the current scenario of English language teaching. To collect the necessary data, first I visited the school and observed two classes of two teachers and later I conducted eight classes in different sections and observed & enhanced my teaching skills. Because I was told, to found the current scenario of ELT in a Bangladeshi school. For which I have to do all these activities.

English is not our native language but the importance of this language is very high in all countries including ours. Because this language is a common language through which the people of one country can communicate with the people of another country even if they do not know other. That is why the importance of English language in the job sector is immense.

When I was observing the classes, I saw that the teachers did not give much importance to the usage of English language, took it only for academic purposes and used the language very little in the class, as much as there was English in the lesson. I noticed they have projector but they are not using it. Students were talking informally in class. Environment of the classroom was very dirty.

However, the teacher should pay a little more attention to what and how he teaches in the class and have to use more English language in the class otherwise the students will not understand the importance of English language and will not be able to learn well. In class, students should be taught manners, that, how to talk to a teacher, and should use technology as much as possible. The environment of the class room should fix, because if the environment of the class is not good and clean, it could be harmful for their health and also students could not pay attention in the class.

From this project not only the intern performer will be benefited, but also it may bring desirable recommendations for forming an amazing learning environment.

1.2 Objectives

- To know about the institution.
- To know about the curriculum of Anwara Model High School.
- To know about the academic performance of Anwara Model High School.
- To know the facilities of students of the institution.
- To observe classes of the institution.
- To make lesson plans with the help of class teachers.
- To conduct classes with the permission of the Headmaster.

Followed steps for achieving the objectives:

- Observing classes of different teachers.
- Seeking advice from teachers and working with them.
- Developing lesson plans to guide learners.
- Conducting classes through the methods based on students' need.
- Improving teaching strategies to be an effective teacher.
- Improvising lesson plans to be an effective teacher.

Chapter 2.0 Methodology

2.1 Selecting the Institution

When I came to know that I have to select a school for internship then I realized that it will not be very easy for me and I have to select the school very carefully where I can gather all the information I need, that's why I didn't choose any school in the city, I always wanted to work with village schools. That's why I went to my hometown Mymensingh and visited some schools, and among those schools, I went to a school called Anwara Model High School, and after talking to the authorities of that school, I realized that I could do my project with this school. Then I talked to them about my project, and the headmaster of the school gave me permission to intern at their school.

The reason for selecting the school is that the school has gained a very good reputation in the local area within a few years of its establishment.

2.2 Selecting the Classes

I selected up to VI-X level to take classes, because I felt that I could gain some experiences and knowledge from teaching each level. And it will help me to get a lot of information about ELT in schools in our country. As I was allowed to take classes of any level so I took classes for VI (basic level), VII, VIII, IX (advanced level).

2.3 Selecting Facilitators

- Md. Adnan Sami – M.S.S (Social Work) from National University
- Rafiquzzaman Khan – M.A from Bhawal Badre Alam Govt College

2.4 Class Observation

During class observation, I observed two English classes of two different teachers because there were only two English teachers in that school, and from there I got to know a lot about their teaching as styles how teachers conduct classes and engage students and elicit information from them etc.

2.5 Observing Students

When I was observing the teacher's classes and their methods, then, along with the teacher, I was also following students' activities, how they were behaving with the teacher, whether they understood the lesson at all, and whether they were interested in the class or not. I was following whether they responding to the teachers queries, whether trying to get lessons from the teacher what they want actually, when their attention was breaking, how much they were supporting the teacher's way of taking to the class. After observing these things, I got new ideas and made lesson plans accordingly. I noticed that they were not paying much attention in classes, so I made their lessons interesting to get their attention. I asked a lot of questions to keep them engaged with in the class.

2.6 Self-Assessment

After observing the teachers and students, I realized how I should conduct the class and in what way the students would pay attention and learn something. After observing their classes, I realized how qualified I am to teach students and I discovered myself in a new way. I have corrected my mistakes and prepared myself to teach in a convenient way according to their needs.

2.7 Class Conduct

As I said earlier, I have selected classes VI, VII, VIII and IX. So I prepared separate lesson plans for each levels accordingly with the help of teachers and my supervisor. The teachers were very kind and helpful. They helped me in every ways, finally, when I conducted the class, I realized there is a big difference between observing a teacher's class and taking a class as a teacher. Since I have taken classes in a village school, the students didn't have much exposure to technology in the classroom. Even though they had a projector in their school, they were not using it because of the lack of internet connection. Although I wanted to take their class in a better way with the touch of technology, it did not happen due to a lack of proper teaching support. So I always wondered how to make the class educational and entertaining without any touch of technology. As students pays more attention during class entertainment.

2.8 Using Checklists

There are four checklists which have been used for class observation, and of these, two classes were observed by me and two classes were observed by school teachers. At the end of the report, the overview will be given as self-reflection and recommendations.

2.9 Interviewing a Teacher

Interviewing a teacher is very interesting. Since I needed to gather information about the school to mention in the report, I got the chance to interview a teacher. I interviewed a teacher who has been at this school for a long time because he knows almost everything about it. So I asked for all the details about the school, as: salary of teachers, dress code of students, tuition fees, exam system etc.

Chapter 3.0 Institution details

3.1: Anwara Model High School

Institution Name: Anwara Model High School

Location: Totoly, Niguary, Gaffargaon, Mymensingh.

Established Year: 2011

Land and Building Structure: The school is built on an area of 23086.8 square feet, it has a large field. The school has a two storied building. Each floor has five rooms.

Number of Teachers: 10

Record keeper: 2

Number of Students: 272

Academic Level: VI – X

Section: There are no sections except class IX & X. Because these rooms have the capacity to hold students of each level.

Teachers' Qualification: B.A, B.S.C, M.A, M.S.S

Type of Ownership of the Institution: A public funded School

Yearly expenses: 1.6million

Tuition fees: There is no tuition fees.

Examination fees: There is no examination fees.

Anwara Model High School started its journey in 2011 with only 26 students. During that time it was a charity and public funded school but recently it has become a fully public funded school. The original founder of the school is Dr. Abdul Majeed. He lives in London. At the beginning of the journey, the school was a charity school. He used to bear all the expenses. Everything was provided free of charge by the school, and no money was taken from the students. He named the school Anwara Model Junior School after his mother. Later, when it

started the higher secondary level in 2015, the school was named Anwara Model High School. The school, which once started with 26 students, now has 300 students. The school has been operating everything successfully for ten years, and it has recently been approved by the Bangladesh Education Board in 2022. When the school was not approved by the education board, the school used to give board exams in the name of other govt school, but, from now, they don't have to do that anymore. They can now give exams in the name of their own school. His dream and aim was to enlighten the poor children with the light of education. Many poor boys and girls are studying in this school, and most of them come from nearby villages to study here, because this school is close and easily accessible compared to other schools.

3.2 Prospectus of AMHS

- Students can get admission for free.
- At the time of admission, they get a school bag, a set of uniforms, and a notebook.
- Students do not have to pay any fees throughout the year.
- Since most of the students are poor, they cannot afford any tuition, so if they don't understand a lesson, then the teachers give them extra tuition for their improvement. And they are doing it without any extra fees.
- Poor students get stipend.
- A cultural program is held once a year.

Chapter 4.0 Class Observation Reports

4.1 Class observation 1

On June 30th, 2022, I went to observe an English class with Md. Adnan Sami. It was my first day at school as an observer. The class began at 11:00 a.m. and ended at 11:50 a.m. The teacher didn't take any extra time to conclude his class. He taught the class of VII. The topic was translation. When the teacher came to the class and asked whether they had completed the previous day's homework or not, then he praised those who had done their homework and punished those who hadn't, and the punishment was for standing on the bench in front of everyone in the class for 5 minutes. From here, the students paid attention in the class. And then in the second stage, he started the class by asking some Bangla meanings of English words from the book. The students noted down the meaning of the difficult words in their note book. Then the teacher revised some of the structure of tenses since they already knew about tense. However, before starting the new topic translation, he checked that the students remember the rules of tense or not. Since they know about Tense, they responded very well at this stage. The teacher used a Bangla sentence as an example of tense and said that to convert them into English by maintaining the rules of tense. At this stage, the teacher helped to translate the sentences from Bangla to English. Then he gave them some Bangla sentences to translate into English as class assignment. And after some time, when the bell rang, he assigned the class work as homework. He couldn't give any feedback on classwork because the bell was rang before finishing the class work that's why he assigned the class work as home work.

I didn't like the class much, the teacher was negligent in taking the class. His teaching style was not different from the others. He himself was distracted in class and kept looking outside the classroom. He could have taken the class better if he wanted to.

4.2 Class Observation 2

It was my 2nd day as an observer, and on July 2nd, 2022, at 10:00 AM, I went to observe my 2nd English class with Mr. Rafiquzzaman Khan. The class started at 10:00 AM and ended at 10:50 AM. The teacher didn't take any extra time to complete the class. He taught the class of VI, and the topic was tense. It was an easy topic. The teacher came to the class and started the class by saying good morning to everyone and asking about how they are, and then he said the students that he will teach them tense and by the end of the class they will understand how to change tenses. Then he first taught what tense is, and then he taught the different types of tenses with the rules, and then he slowly wrote each structure of tense on the board, and gave one example with each structure. Students were writing down the structures of tenses in their notebooks. Soon after the bell rang, the class ended. Then the teacher left the class by saying goodbye. The teacher also said that tomorrow they will practice more on this topic.

I liked his teaching style. All his activities were fine.

Chapter 5.0 Teaching Experience

5.1 Day 1, Class 1

In the school, I started my first class on July 3rd, 2022. On the first day, I took the class for level VI, because I thought that it would be easier for me. On the first day, I took the English 1st paper class. I started my class at 10:00 AM and finished at 10:50 AM, and 29 students out of 34 were present on that day. At first, I started the class with morning greetings and introduced myself, and then I asked some interesting questions like: "Who among them likes to plant trees? Who planted trees this week and what trees were planted? ", to get their attention. I noticed all the students were paying attention and they were getting very excited about what was going to happen in the class. They were thinking that I was asking these questions for no reason. Then I told them that, today we will read the story "The Garden" and try to solve questions from it. Then I assured them that, we will learn a lot and have a lot of fun. " As they are village school students and are in class six, they are not very good at reading. I asked a student to read out the story aloud to focus on their pronunciation level. I also said that when he will read the story, I would immediately explain the meaning of the story in Bangla, but he was getting stuck again and again, so I didn't waste time. So I did the English reading myself and also told them the Bengali meaning. I tried to use their level of English language in the whole class and tried to give examples from real life. I also wrote the meanings of difficult words on the board for their convenience. I tried to make the class as interesting as possible so that the students wouldn't get bored.

After reading the story, I gave them 5 MCQ questions and 5 short questions to check whether they understood or not what I had taught so far. Because I told them at the beginning of the class that I would ask them questions about what I taught, and the person who can answer first all of them s/he will receive a prize. Almost all of them were able to give the answers, and among them, three students answered all of them, so I gave three chocolates to three of them.

And after, I took feedback on my teaching from them. Did they understand my class, did they feel bored or not, did they have face any difficulty to understand my words, did they understand the lesson properly or not. I was very happy to know that they liked my style of taking classes and they understood everything well and the review was positive. Since this was the first class I took in my life, this review meant a lot to me.

And I noticed that every student was attentive and not distracted in the class. And I must say that they learn very quickly.

5.2 Day 2, Class 2

On July 16th, 2022, I conducted my second class for level VII, and it was English 2nd paper class. The subject of teaching was "Article." When I was observing the classes, one of the English teachers said that he had just started to teach "Article" for the VII level and that I should take a class on "Article". So I conduct their class using the same lesson plan. I started my class at 11:00 AM and finished at 11:50 AM, and 22 out of 29 were present on that day. As usual, I was a new face to them. That's why I started the class officially with morning greetings and introduced myself. Then I asked them some basic questions like, "How many vowels are there, and what are they?" How many consonants are there? How many articles are there? As they already had some ideas about Article, they were able to answer very well. Then I asked them if they knew the types of articles. They said they knew and they answered. I asked them if they could do an exercise on article if I give them. They replied that they wouldn't because they haven't been taught that yet.

As the village students are comfortable learning grammar based on structure, because I was a student at a village school. I wrote some rules on the board with examples and asked them to note them down. I gave examples from real life to make them remember the rules so they can answer when we will exercise on Article. Then I asked them if they understood the examples and structures given by me correctly or not. Then one student said that he didn't understand the 2nd article, which is "Definite Article." Then I went to him and explained the whole structure with an example, and he said now its all clear to him. After that, I asked everyone again whether they understood properly or not. When their answer was yes, I said that now I would give them a task and would see how much they understand.

I gave them ten sentences to fill it up with the article. Many of them got all the correct answers. Then I said to all that they did a very good job.

I had to use both Bengali and English in the class because they are not very well in English. I didn't feel nervous throughout the class since I had taken a class earlier at a lower level.

Then I asked them if they liked my class. Their response was positive.

5.3 Day 3, Class 3

I conducted my third class for class VIII on 23th July 2022. This time it was English 1st Paper class. The class started at 12:00 PM and ended at 12:50 PM. The number of students present was 31. The class topic was "The River Gypsies in Bangladesh (passage). While starting the class, I asked them some interesting questions like: "What is your aim in life? How many occupations name do you know? etc. They were very excited and were happily answering. Then I started the class officially and introduced myself to them.

As they are slightly higher level students than the previous ones, I told one of them to read the story step by step, I will immediately explain its Bengali meaning of the text. And the rest of the students would listen and look at the book and mark the difficult words because here the students do not know the pronunciation and meaning of a little difficult words. Then I asked them to read the story one by one by themselves, and I explained the Bengali meaning of the story so that they could get it easily. When I was telling the Bangla meaning of the story, I gave examples from real life to help them understand the story. As they are students of the village and there are two rivers near their village, so they understood these examples easily.

After reading the story, I wrote 10 short questions on the board for them to answer. In this way, I tested their understanding of the story. They managed to answer nine out of ten questions, and I realized that they understood the whole story.

After teaching, I gave them feedback on their understanding and took feedback from them about my teaching. They helped me enough to take the class. They said they liked the class very much and learned something.

Sometimes asked them interesting questions in relation to the story so that they don't get bored in the class. That's why they didn't get distracted. I was satisfied with the class.

5.4 Learnings as an Intern

As an intern, I gained a lot of experience through observing and conducting classes at this school. Even a few days ago, I wouldn't have understood that a teacher has to work so hard to maintain a class. Here I learned how to overcome the challenges and achieve success. Here I learned how a teacher conducts a class. Here I was able to come up with new ideas of learning. I also learned how the situation of a village class is and how to handle it; how to get the attention of students; how to mix with the students and make them attentive in the class. I learned how to communicate with students and other staff. Most importantly, through this internship, I learned how to properly conduct classes as a teacher. The situation and the teachers of that school helped me to learn these things. I am very grateful to these teachers.

Chapter 6.0 Discussion

6.1 Overall findings

Everything in the world has both good and bad sides and nothing is perfect, nothing is above mistakes. While this school has a good reputation, it also has some bad sides and that's need to fix.

- It is true that the school consists of a very large area and its has big rooms but the class rooms are not clean.
- School washrooms are not clean which is a very important thing, it's increasing the health risk of students.
- Teachers do not prepare any lesson plans for the classes.
- If the teachers are unable to finish the lesson in time, they leave it for the next day. There is no sense of time management in them.
- The teacher himself does not speak in English while conducting the class and does not encourage students to speak in English.
- There is a shortage of English teachers in the school as I said earlier that I observed only two classes, because there was no other English teacher.
- There is lack of technology, here I have seen one computer in their school but it is in a room which is locked, computer has no internet connection. Another thing I noticed there is a projector but due to internet connection they can't use it. Rural schools lag behind urban schools due to lack of technology.
- There was not enough eye contact between the students and the teacher.

6.2 Self-reflection

I observed two classes in Anwara Model High School and took classes in this school for three months. Here I have taken classes for both English 1st and English 2nd papers and I learned many things related to teaching.

- I prepared lesson plans and took other teachers' opinion before finalizing them.
- I delivered the lessons according to my lesson plan and observed whether they understood instructions and everything properly.
- I involved the students by giving different tasks.
- Couldn't use technology but gave real-life examples in class.
- I used English in the class while delivering the lecture and also had to use Bangla to facilitate the learning.
- Encouraged students to speak a little English in class.

Chapter 7.0 Recommendations

7.1 Recommendations for the institution and better learning environment:

- Qualified and experienced English teachers should be employed.
- Teachers should be trained and updated regularly to conduct classes properly.
- The school environment should be fixed as soon as possible. As I said the classrooms and washrooms are filthy.
- Library should be provided for students.
- I have also noticed that there is no canteen in the school, they have to go far to have food during tiffin break and it wastes a lot of time, so the school should have its own canteen.
- I have seen that there have no clubs, competition of sports for children.
- Use of technology must be ensured.
- Teachers should be trained in teaching methods.
- Teachers have to think of something creative to teach in class.
- Have to maintain eye contact with the students and should interact with every student.
- Teachers should take the opinion of students, they have to listen what they want to say.
- Teachers should use English language in class which is suitable for their level, and try to use less Bangla as much as possible. Otherwise students will not be motivated to speak in English.

- Students should be prevented from memorizing the lesson, should give as many real examples from our daily life as possible so that they can understand and remember.
- As much as possible the students should be connected with the class work.
- Shouldn't be too friendly and too strict with students.
- Teachers should focus on English pronunciation. Because I noticed that the teacher was not pronouncing English words properly.

7.2 Facilitators' recommendations for the intern

- Need to develop the teaching skill.
- have to overcome nervousness.
- Should learn to manage the timing.

8.0 Conclusion

My task was to take classes at the school and write a report on the experience. Using my skills and learnings, I took classes in schools, observed some and tried to identify the problems of the students, teachers and tried to find ways to solve them. I was very happy to work with them and learned a lot as well. After all I was able to take classes as a teacher in Anwara Model High School & it means a lot to me. I ensured my best ability and attempts to represent details of the functions, activities of my teaching at Anwara Model High School throughout my report in a decent manner. If there is any shortcoming in the report that is nothing but the limitation of my knowledge and ability.

9.0 Reference:

1. <https://www.indeed.com/career-advice/career-development/how-to-write-an-internship-report>
2. <https://www.amazon.com/dp/0205464238?tag=uuid10-20>

Chapter 10.0 Lists of Appendices

10.1 Lesson Plan

Lecture 1

Class: VI

Date: 03 July 2022

Number of students: 34

Prepared by: Tania Akter

Subject: English 1st Paper

Topic: The Garden (Story)

Overall Aim: At the end of the class students will be able,

1. to read in English with guessing Bangla meaning.
2. to technically understand the story to answer specific questions from the story.

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	7 Minutes	<ul style="list-style-type: none"> ▪ Asking something interesting about themselves which will be relatable to their text. ▪ Asking them what they are seeing in the picture in their text book. 	<p>Students will answer the questions</p> <p>Students will able to know the topic.</p> <p>Students will answer the question.</p>	Teacher-whole class

Stage-2	33 Minutes	<ul style="list-style-type: none"> ▪ Going to the main story and reading the Bengali meaning of the story and explain it well. ▪ Giving them some one word/short question and MCQ from the story, to check if they understand the story well. ▪ Checking some answer scripts and giving feedback. 	<p>Students will listen carefully.</p> <p>Students will try to answer them correctly.</p> <p>Students will correct their answers.</p>	Teacher-whole class-students
Stage 3	10 minutes	<ul style="list-style-type: none"> ▪ Collecting feedback on the topic. ▪ Collecting feedback on my teaching. 	Students will provide their feedback.	Teacher - whole class - individual student

Lecture - 2

Class: VII

Date: 16 July 2022

Number of students: 26

Prepared by: Tania Akter

Subject: English Grammar

Topic: Article a, an, the

Overall Aim: At the end of the class students will be able,

1. to discriminate between articles and its types.
2. to apply these article in sentences.
3. to correct the wrong article used in the sentences.

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	8 Minutes	<ul style="list-style-type: none"> ▪ Starting the class by asking some introductory questions about the topic and let the students to guess the topic name. 	<p>Students will guess the topic.</p> <p>Students will able to know the topic.</p>	<p>Teacher-whole class</p> <p>Teacher-Individual Student</p>
Stage-2	32 Minutes	<ul style="list-style-type: none"> ▪ Explaining the types of article. ▪ Discussing the type of article very well with examples. ▪ Sharing a short chart of the rules of article. ▪ Giving them some sentences with the gap, they have to fill it with the article. ▪ Writing the right answers on the board and checking by themselves which mistakes they have been made. 	<p>Students will listen carefully.</p> <p>Students will try to understand and note down in their notebook.</p>	<p>Teacher-whole class</p>

Stage 3	10 minutes	<ul style="list-style-type: none"> ▪ Collecting feedback on the topic. ▪ Collecting feedback on my teaching. 	Students will provide their feedback.	Teacher-whole class
----------------	------------	--	---------------------------------------	---------------------

Lecture -3

Date: 23 July 2022

Class: VIII

Prepared by: Tania Akter

Date: 05 July 2022

Number of students: 28

Subject: English 1st Paper

Topic: The River Gypsies in Bangladesh (passage)

Overall Aim: At the end of the class students will be able,

1. to read the passage with the Bangla meaning.
2. to familiar with new words and will learn the meaning of new words.
3. to answer any questions from the passage.

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	8 Minutes	<ul style="list-style-type: none"> ▪ Starting the class by asking some interesting questions which is related to the passage. 	Students will answer all the questions and will confused.	Teacher-whole class
Stage-2	35 Minutes	<ul style="list-style-type: none"> ▪ Let one of them read one part of the passage one by one and telling the Bengali meaning of the passage. And writing the meaning of difficult words on the board. When telling the Bangla meaning of the passage that time explaining the passage 	Students will listen carefully.	Teacher-whole class

		<p>and relate it with the example from real life.</p> <ul style="list-style-type: none"> ▪ Examining them to see how much they understand and asking them some MCQ from the passage and giving them some short questions for answering. ▪ Checking their answer scripts & giving feedback. 	Students will write the answer of short questions	
Stage 3	7 minutes	<ul style="list-style-type: none"> ▪ Collecting feedback on the topic. ▪ Collecting feedback on my teaching 	Students will provide their feedback.	Teacher-whole class

Lecture 4

Class: IX

Date: 01 August 2022

Number of students: 31

Prepared by: Tania Akter

Subject: English Grammar

Topic: Voice Change

Overall Aim: At the end of the class students will be able,

1. to know difference between both voice.
2. to change the voice

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	9 Minutes	<ul style="list-style-type: none"> ▪ Starting the class by writing a sentence in the board and eliciting information from students on voice change. 	Students will answer the questions.	Teacher-whole class

Stage-2	32 Minutes	<ul style="list-style-type: none"> ▪ Talking about the types of voice. ▪ Explaining briefly about the types of voice and writing the example of each types of voice in the board, so that students can relate their understanding. ▪ Sharing general rules to change the voice active to passive. ▪ Sharing general rules to change the voice from active to passive. ▪ Giving them class task and checking the scripts. 	<p>Students will listen carefully.</p> <p>Students will do their class work.</p>	Teacher-whole class
Stage 4	9 minutes	<ul style="list-style-type: none"> ▪ Collecting feedback on the topic. ▪ Collecting feedback on my teaching 	Students will provide their feedback.	Teacher-whole class

10.2 Checklists of 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: Anwara Model High School

Teacher’s Name: Rabbil Alamin

Class: VII

Section:

No. of Students Present: 20

Subject: English 2nd Paper (Translation) Room No: 4

Peer/Observer: Tania Akter

Date and Time: 30-06-2022 , 11:00 AM

Objectives of the lesson (as perceived):

- i. By this lesson, students will know the Bangla meaning of critical English words.
- ii. Students will learn how to convert from Bangla sentences to English sentences according to the rules of tense.
- iii. Students will able to make proper English sentence.

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

Not exactly, the objectives were not fully achieved through this 50 minutes class and I think that it could be possible if the teacher would have technically involve the students throughout. The teacher came to the class and asked whether they had completed the previous day's homework or not and then he asked Bangla meaning of some English words from the book. The students noted down the meaning of the difficult words. Then the teacher revised some of the structure of tenses, as part of the feedback. Then he gave them some Bangla sentences to translate them into English. And after some time he assigned the class work as homework.

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 came to the class and said that he will teach translation and at the end of the class students will be able to translate Bangla sentences to English sentences. And I noticed that the students answered all the questions with joy and became curious to know the meaning of critical words that they did not know.
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)	Subject matter was not properly organized and at the beginning of the class teacher didn't clear the objectives of the lesson properly. He just started the class randomly. Teacher meets class at scheduled time, there was no attractive warm-up when teacher started and finished the lesson. And the end of the class was not conclusive like teacher didn't said that what they have learned from today's lesson. He just gave them some home work which was their class work before the end of the class.
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 but also in manner, etiquette and attitude)	The teacher interacted well with the students, supported the participation of the students. When the students were saying the meaning of English words, the teacher praised and encouraged them to read better. Both teacher and students were ready for the class not only on subject matter but also in manner 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)	Teacher used marker pen and white board as teaching aids. He took the class in an easy way, he asked the students questions and got the expected answers. Students did not question that much. No examples from real life are given. No technology is used to deliver lessons. Explained through conversation and writing on the board.
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)	Classroom environment was conducive to learning, first 30 minutes of the class learners shows the interest to learn. Both teacher and students maintains eye contact and uses a clear voice. Neither the teacher nor the student had a good English pronunciation and teacher did not used any English in the class except the English in the text book. He did not use any English during teaching.

MANAGEMENT

Was the time spent properly?

Not exactly, in my opinion, because sometimes the teacher was distracted while teaching. He looked outside the classroom more often than inside the classroom. And the students were also doing mischief because of which the lesson could not be completed within the proper time.

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)

The main stage was teaching word meaning, teaching tense and translation of Bangla sentences to English. In the first stage he asks the meaning of some English word and then tells them the meaning of the word which was very critical. Then he writes the rules of tense on the board and checks whether the students remember the rules or not, then gives Bengali examples from the tenses and asks them to convert them into English. First, he showed one or two sentences from Bengali to English, then he gave work to the students in the class.

CRITICAL EVENT (If took place)

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

No there was no critical event in the lesson.

Strengths observed: He explained well whatever he taught, text related entertainment was less in the class. As long as he taught, he was able to hold the attention of the students.

Suggestions for improvement: Make a lesson plan according to the need of the learners and take the class accordingly. And should refrain from joking and distracting in class. Teacher and students both should practice speaking in English at class.

Overall impression of teaching effectiveness: I liked the class quite a bit, but the teacher was negligent in taking the class so I didn't like it much. He could have taken the class better if he wanted to.

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

School / College: Anwara Model High School

Teacher’s Name: Rafiquzzaman Khan

Class: VI

Section:

No. of Students Present: 29

Subject: English 2nd Paper (Tense) Room No: 5

Peer/Observer: Tania Akter Date and Time: 02-07-2022, 10:00-10:50 AM

Objectives of the lesson (as perceived):

- i. What is Tense.
- ii. Structure of Tense.
- iii. Finding the structure of tense form the example of sentences.

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

Yes, the objectives were achieved, within the class time. The teacher came to the class and starts the class by saying good morning to everyone, first he tells the students that he will teach them tense today and by the end of the class they will understand how to change tense. Then he first taught what tense is and then he taught the different types of tense and then he slowly wrote each structure of tense on the board, and gave one example with each structure.

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	At first the teacher gave a good idea about the subject matter. For example: If students can acquire knowledge about tense very well, they can easily understand other parts of grammar like, voice,

	mastery; tries to develop a knowledge seeking behavior among students)	narration, translation etc. Then the students became more interested to know more about “Tense”. Teacher teaches students simple ways to remember tense rules and gives good examples.
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 very good because teacher meets the class at scheduled time, subject matter was organized and at the beginning of the class teacher states clear objective of the lesson that means what they will learn from today’s class then emphasized and summarized the main point of the lesson in the first 20 minutes of the class, for example: what is tense, different types of tense etc. Teacher starts the class and finished the lesson properly but didn’t do any attractive warm-up but class lesson was conclusive because the teacher reviewed once again what they have learned from today's lesson and gave them some home work. The home work was, to write at least 2 sentences as example of every structure.
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 but also in manner, etiquette and attitude)	Both teacher and students were ready with the subject matter but some of students was doing mischief at the beginning of the class but after few minutes teacher handled it very well. When teacher was talking about the structure of tense that time students was asking, is there any easy way to remember those structures so that they can memorize it for a long time. Teacher was feeling happy after hearing that type of question from the students and he gave some instructions and said follow them and practice more and more because practice makes a man perfect. He encouraged the students every time in the class.
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)	He used some techniques in teaching structure of tense and in this case he did not use any technology, he used many examples from real life, he was encouraged by the interest of the students to know and the questions of the students. And he answered all the questions happily. As teaching aids, he used white board and marker pen.
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)	Classroom environment was conducive to learning. In the whole class learners shows the interest to learn. Both teacher and students maintains eye contact and uses a clear voice. Neither the teacher nor the student had a good English pronunciation and teacher did not used any English in the class except the topic. Teacher did not use any English during teaching.

MANAGEMENT

Was the time spent properly?

Yes time spent well and 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)

The main stage of teaching was, what is tense, how many types are they and what are they, and examples. First he taught the tenses, then he taught the different types of tenses one by one and also gave an example in each types. Later he wrote Bangla sentence one by one and asked to do it in English according to tense rules.

CRITICAL EVENT (If took place)

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

No there was no critical event in the lesson. There was no conditions.

Strengths observed: He was able to teach the lesson well, the students' attention was intact throughout the class. Made the students attentive and interested.

Suggestions for improvement: A little more entertainment must be added to the class lesson otherwise the students will get bored.

Overall impression of teaching effectiveness: I liked his teaching style. All his activities were fine except for one or two.

10.3 Photographs of class observation

Day 1 Class1



Day 2 Class 2



9.3 Photographs of Conducting class

Day 1 class 1



Day 2 class 2



Day 3 Class 3



Plagiarism Result:

191-10-520

ORIGINALITY REPORT

9 %	8 %	1 %	4 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	dspace.daffodilvarsity.edu.bd:8080 Internet Source	5 %
2	Submitted to Daffodil International University Student Paper	2 %
3	Submitted to BRAC University Student Paper	1 %
4	kmea.karnataka.gov.in Internet Source	<1 %
5	Peter Matheja, Torsten Kuwert, Peter Lüdemann, Matthias Weckesser et al. "Temporal hypometabolism at the onset of cryptogenic temporal lobe epilepsy", European Journal of Nuclear Medicine, 2001 Publication	<1 %

Exclude quotes On
 Exclude bibliography On

Exclude matches < 10 words