

**Internship on Teaching Experience**  
**at**  
**Shahid Cadet School and College**

ENG 431 thesis paper has been prepared for the partial fulfillment of the requirements of the degree of Bachelor of Arts in English

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**Date: 30 August 2022**

## **Declaration**

I hereby declare that the project entitled "ENG 431 project paper on English language and teaching at a school in Gazipur", which is submitted to the department of English at Daffodil International University, and this report is a record of my original and genuine work done by me under the guidance of Ms. Fatema Begum Laboni, Assistant Professor, Department of English, Daffodil International University.



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Signature of the Intern

## **Abstract**

The report was an attempt to know the current condition of English language teaching in an English version school in my area Joydebpur, Gazipur named Shahid School and College. I prepared myself in a variety of ways based on the elements to be perceived in teaching practice, such as class observation, assessment, lesson plan, teaching style, evaluation, and feedback, which I learned from the Course ELT( English Language Teaching).The goal of this report was not only to understand the current school situation in terms of English language teaching, but also to observe the teaching methods And to see which teaching methods by applying the students can understand their lessons very quickly. Also aimed to improve their target language teaching, grammar, speaking skill at the school level. Based on the findings and general observation, the study has offered some recommendations that might be useful for aspiring Teacher like me.

## **Certification of The Supervisor**

I hereby certify that the intern, Israt Jahan Asha bearing the ID no 191-10-1885 has undertaken the course Project Paper (ENG 431) under my supervision. As the part of the course, she selected and visited Shahid Cadet School and College, had regular communication with a facilitator in the host school, observed their classes and taught the 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 the project with internship work. As she fulfilled the conditions and completed all the procedures of the course, and the intern is qualified to submit her report being subject to the evaluation of the panel of the examiners.



Signature of the Supervisor

## **Acknowledgements**

At first, I am very grateful to almighty to who gave the chance to successfully complete my project paper with internship work which show the present scenario of the methods and English language teaching in a Bangladeshi school. Then I would like to thank internship supervisor Ms. Fatema Begum Laboni for valuable guide and sincere co-operation as she mange time for me somehow, she helped me a lot to precisely complete this project paper. Without her support, encouragement and guidance it would not have been possible to complete. I am also thankful to Headmaster and the other teachers of Shahid Cadet School and College who showed me a friendly behavior also give me the all facilities. I would like to thank the students of Shahid Cadet School and College for their cooperation. Last but not the list I would like to thank my mother who helped me to find the school for my complete internship.

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# **Chapter 1: Introduction**

## **1.1 Background**

In the current era of globalization, only English is used as a language of communication. For better grades and to pass exams, students typically memorize the language they are learning. The majority of Bangladeshi schools do not allow for or have limited space for students' innovation. Students' interest in study comprehension is decreasing day by day. And they are forced and focused to memorize everything also and they are not interested in following any method. And this is one of the primary reasons why students are not able to gain the proper idea about English language.

So, this report focuses on the present scenario of the language teaching in Bangladesh also by applying different types of methods make students more interested in learning the language.

## **1.2 Objectives of teaching practicum**

Identification of the teaching resources and the current state of language teaching and learning are the main goals of the teaching practicum.

- To visit classrooms and observe the teaching strategies used by the teachers.
- To learn about the current situation of language instruction in Bangladeshi schools.
- To find out what methods teachers are following to solve the grammatical problems of their students.
- To know the teacher's initiatives to improve comprehension and reading fluency in the class.
- To observe how much students are able to understand what is being taught in the class.
- To learn about the extracurricular activities the teacher engages in to help students with their English language skill.
- To gain experience applying language teaching methods in the classroom.
- To Identify which parts of the lesson students are having trouble understanding and learning.
- To figure out a student's weaknesses, skill of reading and speaking, as well as their hobbies and interest, and to determine their areas of incapacity.

### **1.3 Purpose of Teaching Practicum**

The major goal of this study is to determine the methods that used by teachers to teach English language to the students. Besides that, how to make students interested in both reading and writing. Understanding the classroom environment and students at the same time understanding of how to improve their reading, writing, speaking and listening skills. Through this research we will see what methods teachers use to help students overcome the problems of language teaching. Additionally, how students go on to learn from that instruction, as well as the current situation of language instruction in Bangladeshi schools.



## **Chapter 2: Methodology**

### **2.1 Selecting an Institution**

Shahid Cadet School and College is very known and popular school in our area. Also, they have both English and Bangla version, having two versions at their school has been more convenient for me. And I didn't even have to visit many schools as it was near my home and a popular school so I chose it without any hesitation. It was easy to me to get the permission for internship. And the teachers there also graciously allowed me to observe classes in both versions.

### **2.2 Selecting classes**

Since I joined a full-time job at the school, the principal selected two classes and gave me the opportunity to select a class of my own choice. Two classes were given to me in English version. So, I decided to take the next class on Grammar in Bengali version. For the first two days I observed the class to see what kind of methods and techniques the teachers are using also how to manage the class and students. All of the observation helped me a lot when I took their classes. I took classes of grade four, five and six.

### **2.3 Selecting facilitator**

Md. Shahidur Islam Shaidd, the principal of Shahid Cadet School and College, helped and supported me all through my internship phases. Also Helped me get to know the teachers and students at school and to provide me with all the important information. Principal and the teachers helped me a lot in all cases.

### **2.4 classroom observation**

At first, I collect the class routine from the admin sir. Then I observed three classes on the same day and tried to understand the teaching techniques of the teachers in the first class. In the next class, I try to observe how the teacher explains the grammar rules and techniques to the students. And the next class was speaking skill development class of English version, so I try to understand in the same way teachers are encouraging students to speak English fluently and accurately in class. After observation, I realized that the Bengal version is still lagging behind in terms of pronunciation and speaking. So I decided to take their spoken class. I noted everything like the techniques the methods they are following. The total duration of the class is 40 minutes and I had a checklist for class observation with evaluations of the teacher's teaching formation throughout the class.

## **2.5 Interviewing the particular course Teacher**

After class I interviewed three teachers and asked them some questions about the class and the students. How they grab students' attention, and in what ways they manage the adverse situation of the class and in what ways they make students more interested in learning different kind of things. Every teacher very nicely answered me and explained how to make students more interested in learning anything. They also shared me the methods they are following from the beginning. And I noted each and everything they have said.

## **2.6 Testing students and self-assessment**

When I went into the classroom to observe the class, I was noting the teachers' techniques for teaching the lessons. And along with that I was writing how much the other techniques were impacting the students and how effective and how much the students were responding. got the opportunity to watch various teaching techniques in action, such as managing time and courses, overcoming challenges while teaching kids with special needs, and maintaining a friendly and cooperative environment.

## **Chapter 3: Practicum Experience**

### **3.1 School summary**

Shahid Cadet School and College is a private institution, approved by the ministry of education in 2007. It is situated in Joydebpur, Gazipur. MD Shahidur Rahman Shahid is the principal and the chairman of the school. The school own building in Joydebpur Daksin Chayabithi area. They have playground and different kinds of toys for the children. Large libraries and separate common areas for male and female students are located in two different buildings. Additionally, it contains a science lab and a student transportation system. This institution is achieving a harmonious balance between the demands of academic life, athletic, cultural, and social activities, and community life through highly responsive design, cordial support, and warm, attractive designs. With a variety of cultural and social activities and events, it also guarantees the students' social and intellectual development. They give importance to education as well as ethics and integrity. They provide each student individual attention when it comes to their progress and performance. They are ideal for inspiring pupils to learn creatively, for teaching them, and for becoming responsible citizens. And their motto is to build a beautiful Nation. The teachers are highly educated and certified.

Campus 1 and 2 - Joydebur, Azimuiddin College Road, Gazipur

Numbers of Teachers: 25

Teacher's Qualifications: B.A/B.Sc.- 7

M.A/M.Sc.- 18

Number of Students:400

English lessons: 110

Outdoor activities: 150

Fun ExperimENTS: 100

Economic Issue: This school is private funded.

## **3.2 Reflective journals**

### **Class observation report 1**

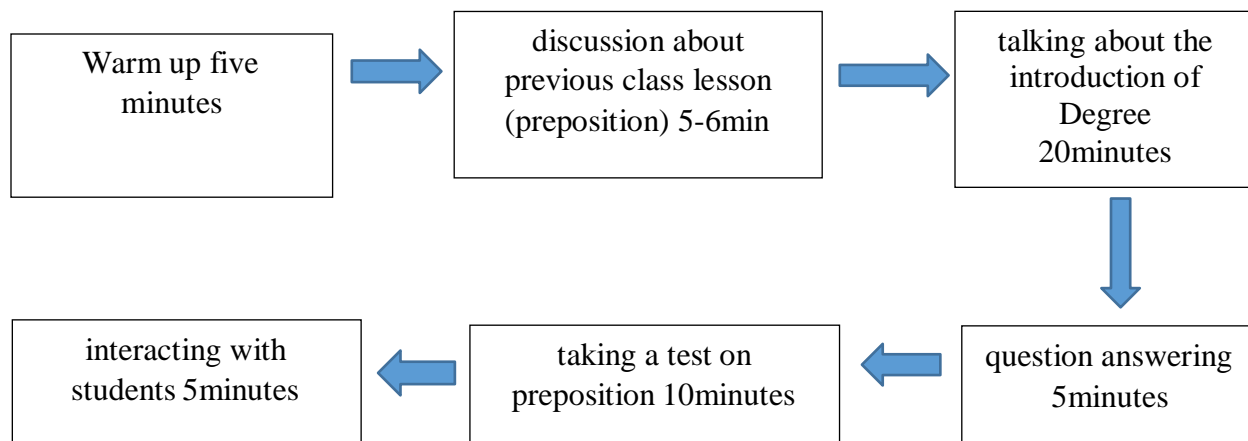
I observed first class on Sunday 17 July, 2022 at Shahid Cadet School and College. I observed the English second paper grammar class of grade five. The teachers named Nazma Akhter started the class from 10:10 am and finished the class 11:00 am. The entire class was under the CCTV camera. The environment of the class was also good. The total number of the students was 15 and 10 students were present in the class.

So, the main objective of the class was given an introduction about Degree, they also had a quiz on prepositions at the end of the class. The teacher used the book, marker, white board, and duster extensively to achieve the goals of taking a test on prepositions and an introduction to Degree. The teacher started the class very nicely with a warm-up with the students. And then she repeated what she had taught in class last class. And asked the students some questions from the previous class lesson. Almost everyone in the class was able to answer the questions, which showed that they revised their lessons very well.

Then she started to explain the rules of the superlative degree, I found her teaching style very interesting. She was trying to keep all the students involved in the class by asking various questions related to the lesson while teaching. And I noted her this teaching technique. After explaining the rules, students were called to the board during class time to solve some questions, and they were able to solve Most of the questions. And the questions that the students did not understand well, she repeated and explained them to everyone in the class. At the same time, she engaged the students orally and in writing in various activities in the class. But all the classes were being taught based on books. One thing I noticed was that real life examples were not being given in class. And 10 minutes before the end of the class, he took a quiz of 10 marks on Preposition. After taking the test the teacher collected all copies. And he informs everyone that the marks of the quiz will be announced in tomorrow's class.

Before leaving the class, the teacher again asked everyone if they had any confusion about today's lesson. And she asked everyone, without any hesitation, to meet her after class if they had any confusion about anything. He then signs everyone's diaries and leaves with classwork copies. Even with the absence of teaching resources and worksheets, the teacher did an amazing job.

**This total class can be shown through a diagram:**

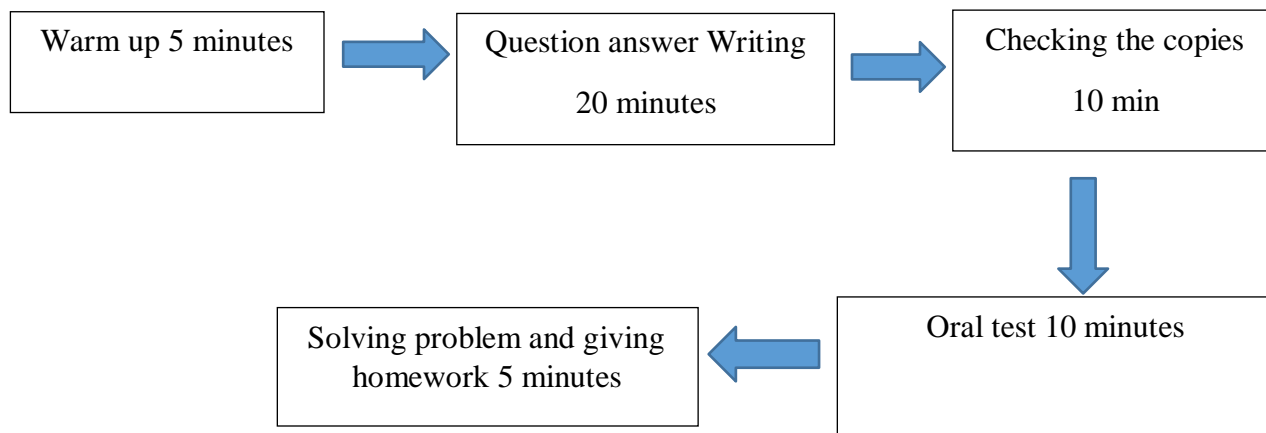


### **3.2 2 Class observation part 2**

I observed the second class on English 1st paper of class Four at Shahid Cadet School and College on 18 July 2022. The topic was unseen passage. The teacher named Sathi Ghosh started the class from 1:00 pm and finished the class at 1:50 pm the total number of the students 16 and 12 were present at that day. The teacher entered the class on time.

The main objective of the lesson were to read the passage about The sun, justify true and false, rearrange, fill in the blanks, answer the questions. The teacher began the class by reading the passage to the class and explaining it in simple terms. After explaining the passage, the teacher called the students on the board to write the true false answers one by one. Students were able to answer almost all of them. Then they completed fill in the blanks in pairs, the students made many mistakes but the teacher handled them well. And then the teacher asked them to solve the rearrange by themselves, but the students were having a little trouble. So she helped the students to solve the rearrange. There were no group activities in the class. The teacher kept excellent eye contact and built connection with the students. Finally, she asked the students to answer the five questions. And this time she took an oral test, she randomly asked the students to answer one question at a time. And the students were responding very well. In the last 5 minutes she wrote the homework for the next day of class and signed their diaries. The teacher was quite courteous and urged students to ask questions if they were confused about anything.

**The total class can be shown through the following diagram:**



### **3.2 3 Class observation part 3**

On Tuesday 19 July, 2022 I observed an English spoken class of grade 5. This course actually focused on improving their speaking skills. The class started from 9. 10 A.M to 10.00 A.M. The teacher named Farida Ahmed lucky conducted the class. The atmosphere of the class was very pleasant. The total number of students was fourteen and two were absent that day. Spoken classes are held every Tuesday and Wednesday in Grade Five. In every class they put a lot of emphasis on improving English speaking skills.

The main objective of the lesson was to teach them how to improve their communication skill as well as and how to accurately present anything in English in Front of audience.

At the beginning the teacher divided the entire class into two teams. And he entered the class with different kind of pictures. Then the teacher tells them about a communication game. Students in class get very excited when they hear about the game.

The game was basically the task. Where one player from team A and one player from team B were called. There was a lot of confusion among the students, which the teacher managed skillfully and without difficulty. After they she cleared all confusion and calmly explained how to play the game.

So, the game was Team A will show Team B a picture, Team B will have to say three to four correct sentences about that picture, and Team A will have to guess the name of the thing in the picture after listening to those sentences. And the team that guesses correctly will get one point, and the team with more points will be declared as winner. The students completed the task with great enthusiasm and Team B managed to guess more, and in the end they were declared the winners. And she gave a gift to the winning team.

And after the game was over, the class time was almost over. Then he asked students to practice speaking at home as much as possible. Overall, the students were very attentive throughout the

class and the teacher was encouraging the students to complete the tasks. The class was full of colorful material pictures, so that the students could enjoy.

### 3.3 My experience of teaching

#### 3.3 Self Reflection 1

I joined the school from 1st July and classes started from 17<sup>th</sup> July. After observing the class for the first two to three days, I started taking classes from July 20. so at first, I observed on English second paper class of grade four. And topic the was tense. My class started from 10:30 The total duration of the class was around 50min. And there were 12 to 13 students in the class. So, usually students feel a bit uncomfortable to be in a new teacher's class. So, it is very important to warm them up at the beginning of the class. so I greeted the students, ask their name to get to know them and then introduce myself. And then talk to them for a while. the duration of the warm up was 4 to 5 minutes.

After the Warm up I do some basic questions to the students at the beginning, through which I can understand how much idea the students have about the tenses. The questions were

"I went to school"

"Tomorrow I'll go to the bazar with my Father"

"I am doing my sum"

- I asked which sentence is in which tense. And then I saw that some could answer and some couldn't. So, I try to explain grammar rules to students by following grammatical method in the beginning and then practice with books and some real-life examples. I wrote structure in the boards
- Present perfect tense: **subj+ have/ has+past participle of the main verb+obj**
- Example: I have just finished my work.
- Since they were students of the English version, they understood after explaining it once or twice. Everyone in the class was a very quick learner. After explaining the grammatical rules, I give them some task. In the same class I tried to follow two methods. First is Grammatical method and second is TBLT. I divided the class into two groups for the task. I wrote two different passages to team A and B and asked them to find out which sentence is in which tense from the passage.
- The passage was:

- Team a: "My summer vacation is going on. Last Sunday I went to Cumilla. Now I am going to visit my uncle's house, and next Monday I will also go to Dhaka."
- Team b: "I have been working in this company for five years. This year I got promotion. So, this year I will go on tour with my family. And last night we decided to go to Sylhet."

I decided not to take the task in writing, because their first class was with me. So I took the oral test. Through this I also got some idea about their reading skills. And I was very surprised that they responded so well in the first class. The scores of the two teams were very close. So I declare both the teams as winners and clapped for them. And after the task I asked them for feedback, and their feedback was very positive. That encouraged me a lot. From this I realized that they really enjoy teaching through tasks. Overall, I tried to keep the entire class as student focused as possible, and students also co-operate me a lot.

### **3.3 2 Self Reflection 2**

On Thursday 21 July 2022 I conducted an English spoken class in Shahid Cadet School and College with the grade six. And the total duration of the class was 50 minutes. There were 9 students present out of 15. I started the class at 12:10 pm and finished at 1.00 pm. The main objective of the class was to test the students' reading skills and simultaneously their speaking skills and listening skills.

First, I follow the TBLT and CLT method to test the speaking skills of the students. They were very excited when I told them about a role play task. First, I call two students in front, and write them a dialogue. Ask one of them to play the role of a doctor and the other a patient. At first, they were having problems with some pronunciations, I corrected them. And the dialogue script was practiced by them three to four times.



### **And the dialogue was:**

Sumon: Good morning, doctor.

Doctor: Very good morning, please sit down. What's your problem?

Sumon: I have stomach ache since morning.

Doctor: What did you eat last night?

Sumon: I ate a lot of oily food last night. And this morning I started having severe stomach pain.

Doctor: Don't be worried. I'm prescribing you some medicines and giving you some tests. Meet me tomorrow.

Sumon: Ok, doctor, thank you.

Doctor: You are welcome, take care.

After a few times of practice, they didn't need to see the dialogue again. Then I asked them to do the doctor and patient role play task without looking at the script. And since they are students of English version, and they do this task almost every day, they were able to complete the task beautifully in a very short time. And they are more willing to participate in such tasks.

10 minutes before the end of the class I divided the class into two teams to test their reading skills and gave them an unseen passage to read out. First, call a student from Team B to read the passage. And this test was for their improving the reading skill. I gave them five minutes to read an unseen passage from their book. And the passage was about the life of prophet Muhammad (PBUH).

At first, they were a bit nervous. But later they read out the passage beautifully. Then after a student from Team B read the passage, I asked one from Team A to summarize the story, and the student was able to summarize the story very well. The student from team A answered in a smart way that I was impressed. He was very confident and his pronunciation was also very good.

At the end of the class, I took feedback from them whether they would be willing to do more such tasks in the future. I got a great response from students and they are keen to do more such tasks in the future. I was very happy to see that. I made an effort to get everyone involved and make the class time enjoyable, energetic, and competitive by encouraging them to work on their reading and listening skills. The students were incredibly cooperative, followed every instruction I gave them,

and took great pleasure in the activities. I tried to encourage them as much as possible throughout the class.

### **3.3 Self Reflection 3**

On Sunday, 24th of July I conducted an English 1st paper class as a guest teacher in Shahid Cadet School and College with grade 5 students. The total duration of the class was fifty minutes. The main objective of the class was unseen to find out after reading the passage how much they understood the meaning of the words and sentences also to know about their vocabulary skills as well as their capacity for understanding and comprehension. I began the class by getting the student warmed up by discussing their favourite hobbies. The duration for warm-up was 4-5 minutes.

Before beginning the main lesson I divided the class into two teams, and gave them the names team Girls and team Boys. I asked team Girls to read the first part from the unseen passage About rivers of Bangladesh, Which I prepared for then, additionally asked that team boys read the second part of the passage. I give them 5 minutes for reading the passage. At the end of the reading session, I call one member from each team to the front, and ask them to summarize in their own words how much they understood the passage. They had difficulty presenting in front of the class, but they did a fantastic job throughout I kept giving them courage.

Then I asked them to write fill in the blanks, true false and answer the question from the passage as a class quiz. The whole test was of fifteen marks. There was some confusion at first about their quest. Then they asked me some questions, then I cleared their confusion. Team Boys was slightly more active than Team Girls. And their performance was very good also they tried hard to win the task.

They all performed exceptionally well, and group Boys was able to finish the quiz before group Girls. I then declared them the winning group.

15 minutes before class ended, I played a vocabulary game with the students. In the name of the game was "Newspaper word search". I think Classroom vocabulary games are some of the many fun teaching games out there and a great way to motivate students to study the words. I again divided the class into two teams and gave two newspapers to each team. I provide them a newspaper and selected an easy article because they were playing this game for the first time, and the game was to take a word from that newspaper and ask the other team its meaning. The team that answers get 1 point. This time team Girls were very serious about the game. They were 2 points ahead of the boys' team by answering almost all the questions. And the winner of the vocabulary game was Team Girls.

After announcing the winner, the entire class applauded. Later, I asked their feedback on the quiz, vocabulary game, and overall lesson experience. They gave a pleasant response and explained how

they felt about the class. They stated that they enjoyed the activities and gained valuable experience. Overall, I made an effort to achieve my goals and to make the class time enjoyable, interesting, and competitive by encouraging everyone to develop their vocabulary skills. The whole internship experience was very valuable and helpful for my teaching career.

## **Chapter 4: Discussion**

### **4.1 Overall Findings**

I observed lots of classes at Shahid Cadet School and College. Most of the class was based on English grammar and also, I took their spoken class for developing my English-speaking skill. In this way, I have learned many new things by doing class observation also I discovered different kinds of new stuff related to students and teachers. At the same time, I have had a good experience taking English classes.

### **Lesson delivery**

At the beginning of the class, the teacher talked about the lesson and what they are going to teach. After that the teacher summarized the previous class lessons. Then they provided pertinent instructions for the topic-based exercises. The teachers speak English in the whole class. Or they explain any topic in English. Sometimes if the students do not understand something, they repeat it and explain it beautifully. So that students do not have any problem in understanding their topic.

### **Lesson formation**

They create a reading chart every month and this is their lesson plan. In that reading chart, what topics are to be taught in each class are written. And follow the reading charts every teacher takes in class. And the teachers also tell me that I have to follow the reading chart. The lesson topics of each of their classes are written there. Or if I want to create separate lesson plans for my class, they also gave me permission. But it is also said to observe whether the students are understanding the new lesson plan.

### **Lesson management**

Teachers demonstrated strong rule-following skills and provided book-centered explanations of the material. They don't just limit themselves with book-based things and also explain various things to the students with real-life examples. Usually, they try to have two teachers in a class. One helps to explain the topic and the other manages the class and students. They try to explain and teach students everyday topics in class.

### **Classroom management**

During the class, teachers go to each student to see if they understand the topic they are studying. If the students have topic related problem, they immediately ask the students to do question on that topic so that they can understand the topic immediately. One thing I like about them is that they don't just walk in and start taking the class. They warm up at the beginning of the class and then start teaching. As a result, students don't feel bored and they are very focused while explaining any topic. And the space of the classroom was quite big.

### **Student involvement**

Students were engaged from the start of class since the teachers encouraged them to share their confusions and ask questions about anything they didn't understand. They explained the answer of each question very fluently. Each and every teacher was very friendly. At the end of the class, feedback is sought from the students. overall every students were so active throughout the class and students participated in all the quizzes and the class work.

### **Use of other materials**

I noticed that teachers didn't use any additional resources or handouts to enhance the lecture during class time. The class became a little monotonous because they forced the student the fulley depend on textbook. But on the other hand, another beautiful thing I noticed is that they use different kinds of colorful staffs to grab the attention of the students.

### **Maintaining rapport**

In this instance, teachers performed flawlessly. Through adequate eye contact and vocal pitch, they kept the class's attention throughout. If a teacher welcomed the class with a kind smile, which help the students feel ease. In addition to participating in the discussion and demonstrating an interest in the subject, the students also interacted with the teacher and the issue

### **Use of language**

Throughout the entire lesson, the teacher politely listened to the students' opinions and encouraged them to discuss any issues they had with the subject. Teacher was speaking to all of the students in a kind tone and acting in an amiable way. The teacher spoke in a kind, cordial, and social manner.

## **4.2 Self Reflection Findings**

I took several classes at Shahid Cadet School and College joydebpur, Gazipur. Initially I took grammar classes in class four and five, and took spoken English class in class six. I explained the topic to them in my own way and their response was very good. I learned a number of important things about students during my period of self-reflection. how to interact with them, how to ensure that they comprehend what they are being taught, how to control the classroom environment, also how to keep a positive relationship with the students. I developed a good relationship with the students in a very short time.

## **Lesson preparation**

Knowing that I had to take the class, I had already created a demo of a lesson plan. Since I had already learned how to make a lesson plan in a course, I did not have to face much difficulty in making a lesson plan. Making colorful handouts for their exercises was part of my strategy to get the students to be more engaged and alert. In order to make the course more engaging for them, I also continued adding new, unexpected exams, different types of class quizzes.

## **Lesson delivery**

Since I had the lesson planned out in advance, I gave them the right directions to ensure that they understood the subject and the activities I had prepared for them to complete following the warm-up. Despite my use of simple language, several kids didn't understand what I was trying to say. I then went to them and gave them the instructions once more. I have tried to deliver a topic as simple as possible to the students.

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## **Lesson management**

Since I started teaching grammar to the students in the beginning, I experimented by applying some methods in the first three days of the class to see which method the students can solve the grammatical problems easily. First I tried to explain grammar rules in Grammatical Method to them and found that the teaching was completely based on books. And they will not learn anything extra by this technique. That's why to teach my students using the CLT technique, I primarily used group and pair activities. I made the announcement that they would have to present their group/pair activity in front of the class to ensure full participation. I made an effort to make the lesson more challenging for the students, so I encouraged competition within the groups while also supporting the students individually.

## **Students involvement**

Students participated in all the activities of the class and performed very well. When I used vibrant graphics and analytical worksheets to make the lessons mesmerizing, the students were very engaged. All during the lecture, they paid close attention and communicated any confusions they tried to share with me. Everyone in the class was very attentive except for a few, and was involved in pretty much every activity. I encourage them to join in the fun activities as well.

## **Use of other materials**

In the beginning I avoided teaching the rules structure from the book. Because only book-based teaching made students feel bored easily. I tried to teach them grammar structure by relating it to any example from daily life. Also to make the class more interesting, I right to do fun activities and inventive colorful handouts for them. Since I was aware that they were already using exercises from books, I created new ones for them. Since they only read from the book, I asked them to extract articles from different stories rather than just reading from the book or let them do where a tense is used in the story. They preferred to learn through stories and were learning faster as a result of teaching in this way.

## **Maintaining rapport**

I tried to maintain a good and fair rapport with of all the students. I pushed them to ask questions about the subject and communicate their confusion to me. On the other hand, the students were not overly confused and responded without hesitation to my inquiries. I warmed up the students in the beginning with engaging exercises to help them feel at ease.

### **Use of language**

I tried to explain any topic to them in as simple and fluent language as possible Throughout the course of the lesson, I spoke to the students in warm tones and simple English. Students were responding fearlessly as well. They were direct in their inquiries to me on the subject. Tried not to use any difficult English words so as not to make it difficult for them to understand.

### **4.3 Recommendations**

All the teachers of Shahid Cadet School and College are well educated people, Especially the principal and chairman of the school is a very respectable a knowledgeable person. After observing the classes, I have taken in these few days, I realized that some techniques and methods should be improved in their teaching. Besides, the school environment and classes are perfect. The things on which they should give more emphasis are:

### **Preparing proper lesson plan**

Every class is conducted very well by the teachers. They basically converted the lesson plan into a reading chart and gave it to all the students. The concept of giving the reading chart seems a little different to me, and the teachers have no proper idea about the lesson plan. So I think they should make a lesson plan instead of a reading chart. which will be beneficial for both students and teachers.

### **Giving real life example**

Another thing is that if the teachers start giving more priority to everything based on books due to the students which caused the lack of interest in outside knowledge. So I think teachers should focus more on real-life examples. so that students can relate to any reading topic quickly. And only book-based teaching makes the lesson boring, and as a result, the students don't stay focused in the class for long. So teachers should focus on real-life examples in addition to books.

### **Attractive pleasantful**



Many of the teachers forget to warm up with the students at the beginning of the class. Students usually feel bored when they start explaining any lesson after entering the class. So you should be more careful in this matter. An interesting warm-up at the beginning of the class is very important so that the students stay focused throughout the class.

### **No students should be left behind**

Communicate as much as possible with each student from the beginning to the end of the class. Try to get class feedback from them. After talking about any lesson topic, if the students are confused about something, they should be given an opportunity to talk about it. As much as possible, any topic should be explained in simple and easy language. Students who talk less in class and who have less involvement in any class activities need to increase their involvement in class activities through extra care.

### **Using captivating material**

Besides using books and pens to explain any topic, we can also make some interesting things that will help the students to focus more. To encourage their creativity, we can enhance the usage of other materials such vibrant papers and worksheets that are not part of the curriculum. These could mesmerize the students and enhance the lesson.

### **Making an interacting situation**

If the teacher only speaks during the class, the students will eventually refuse to respond or answer or will lose interest in participating answering questions. So communicate with students as much as possible and give them opportunities to speak in class. Students should be given time and scope to express their feelings. This will increase any activity involvement in their class.

### **Maintaining rapport**

It is very important to develop a good relationship between the student and the teacher. After explaining a topic in the class, a teacher should take an opinion from the students. It helps to determine how well a student understands a lesson using this method. The relationship between the teacher and the student improves dramatically as a result of these actions. Teachers should try to give space to students, give priority to their thoughts, listen to them if they have any problems. It is very important for a teacher to maintain a good relationship with his students.

### **Focusing vocabulary skill**

There are few things we can do to improve vocabulary skills of students, one of them is we can ask them to read one page of English news-paper every day and write down any five or ten difficult words and meaning of that word every day. As a result, they get to know about new words and at the same time their vocabulary skills also increase.

### **Maintenance of behaviour**

Some teachers often get angry when students don't understand something, this matter should be handled as nicely as possible. Another thing is that many times it can be noticed that if any student does not learn their lesson in the class, some teachers treat them very rudely. This reduces students' desire to learn their lesson and come to class. So as much as possible teachers should have friendly behavior with students. And students should not be made to feel inferior through the use of derogatory language.

### **Avoid memorizing**

Teachers should make any topic simple for their students and relate it to various examples when teaching any lesson. Avoid forcing students to memorize a lesson or topic. As a result, a teacher must monitor whether or not students are paying attention during class. Because if they understand a topic they will not focus on memorizing.

### **Focus on outdoor activities**

Students can learn anything very quickly through outdoor activities. Therefore, outdoor activities should be increased as much as possible and if the system of foreign countries is observed, it can be seen that they keep outdoor activities more so that students can be more attentive. Students should be involved in outdoor activities at least once or twice a week.

### **Examination should not be goal**

The first goal of the students of our country is to pass the exam in any way. And this has become our education system where students focus only on exams rather than classes. Parents always create pressure on their children to do well in exams. Their parents do not emphasize how much they learn. As a result, students do not attempt to understand any topic taught by the teachers; instead, they attempt to memorize as soon as possible in order to achieve good exam results. Memorizing or getting good marks in exams should not be a student's only goal. A teacher may do a lot to help by encouraging the students to read books outside of the curriculum in order to improve the situation.

### **Including joy and playing part of curriculum**

students in Bangladesh typically do not look forward to going to school as much as students from other nations. Because the education system of foreign countries is completely different, it is not only based on books like our country. As a result, students are not very interested in going to school. The motto of every school in our country should be learn with lots of fun. So teaching is not just based on books, we should explain anything to students in an interesting way.

## **Chapter 5: Conclusion**

### **Conclusion**

This research represents my experiences as a teacher, the abilities of the students and their learning challenges. A few things I noticed that students have more problems with speaking and listening than writing. Students say something in class, they feel hesitate to speak for which they are a little behind in terms of speaking fluently. Due to their lack of speaking fluency, this has affected their reading skill as well. Without the help of the teacher, they are unable to comprehend a text. To increase their reading speed, their teachers must focus on their reading activities. In this case, teachers should arrange a reading competition every week. In this way, the reading speed of the students will increase and the speaking skills will also improve with it. But three-four people in the class are very good in reading speaking and the rest are average. But the teachers are giving a lot of effort to improve the reading and speaking skills of the students. From my observations in the classroom, I was able to see the significance of maintaining a relationship with the students and adhere to the techniques for being a skilled teacher. I have learned a lot by working in the school and everyone from students to teachers has been very cooperative in every task. And I am very proud to be a member of this school. Every day I learn new things while teaching students that will be useful for me going forward. I myself have overcome a lot of inertia and fear working here. I'm grateful for the opportunity to interact with the students who have paved my path to becoming a successful teacher. It is through this school that my journey into the teaching profession began.

## **Chapter 6: Appendix**

- 6.1 Teacher's Observation Checklist for My Own Teaching
  - 6.1.1 Teacher's Observation Checklist for My Own Teaching-1
  - 6.1.2 Teacher's Observation Checklist for My Own Teaching-2
  - 6.1.3 Teacher's Observation Checklist for My Own Teaching-3
- 6.2 Photographs
- 6.3 Lesson Plan
  - 6.4.1 Lesson Plan of My Own Teaching- 1
  - 6.4.2 Lesson Plan of My Own Teaching- 2
  - 6.4.3 Lesson Plan of My Own Teaching- 3
- 6.5 Relevant Documents
- 6.6 Recommendation letter by the Facilitator

## 6.2 Photographs:



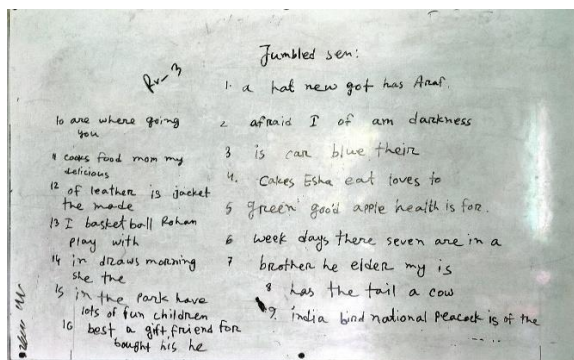
Self-reflection with class -4



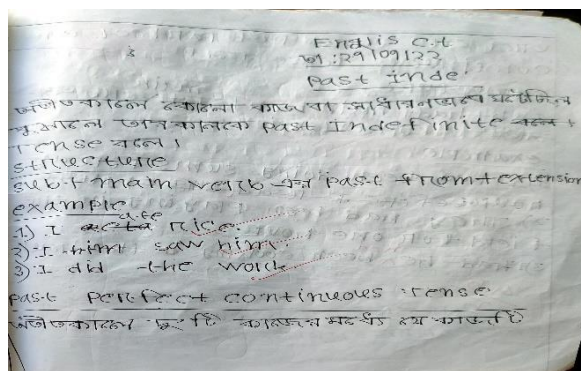
Self-reflection with class 4



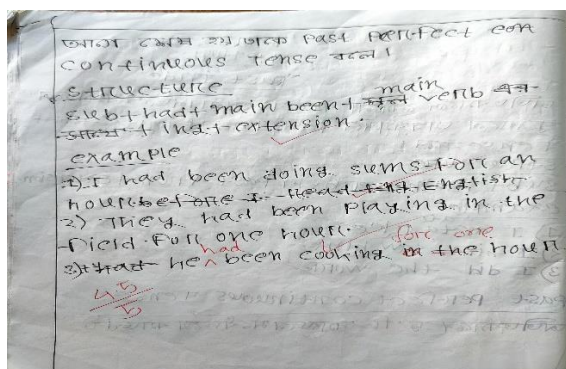
Self-reflection with class 5



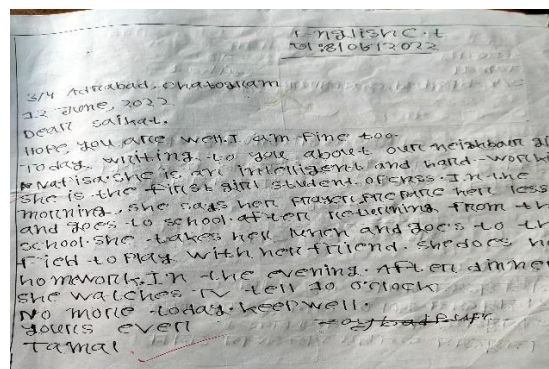
Class work for students



Sample of class work



Sample of class work



Sample of home work

### 6.3 Lesson plan:

#### 6.3.1 Lesson plan 1

##### Lesson overview

Course	English grammar
Teacher	Israt Jahan Asha
Objectives of lesson	the main objective the lesson was to teach them Through lots of practice from book and some real life examples
Date	20.07.22
Class description	standard four
Main skill	listening and writing
Lesson topic.	Tense
Activity	writing task
Learning resources	Basic rules of tense and exercise from book also exercise from Self prepared Passage.
Teaching method.	grammatical method and TBLT method



## Lesson plan

Topic: Tense

Time: 50 minute

Phases	Teachers activity	Students activity	Time
1	The teacher started the class by greeting the students also asked some questions about their self. By warming up at the beginning of the class, the students can able to express their feelings.	Students will also greet the teacher and then they will listen to their teacher. After they introduce themselves and then answer what the teacher asked	5 minutes
2	The teacher will ask some easy questions about tense to know how much they have idea about tense	Students will respond and share if they have any idea about tense and they will answer if they know .	20 minutes
3	After that teacher will discuss about the introduction of tense, and by writing in the board ,give them proper idea about the rules and structure of tense .	students will listen the lecture very carefully, also ask the question if they have any confusion about the lesson	5 minutes
4	After the discussion teacher will give them some exercise to do in the class from the book and some self-made life example	Students will practice the exercise in the class and Note down everything in their copies.	5 minutes
5	After the practice teacher will give them a task to see how much they have understood the lesson.	The students will try to solve questions, or if they have any confusion they will write on their work copy. So that the teacher could understand where he/she did not understand	5 minutes
6	After that teacher will give them homework, check their copies, sign their diaries and finished the class.	Students will write their diaries, correct their copies. And discuss about the next class topic	5 minutes

### 6.6.2 Lesson plan 2

Course	English spoken
Teacher	Israt Jahan Asha
Objectives of lesson	Main objective of the class was to test the students reading skills and simultaneously their speaking skills and listening skills.
Date	20.07.22
Class description	Standard 6
Main skill	Speaking, Listening
Lesson topic.	Dialogue practice and Comprehension reading
Activity	Commutation games
Learning resources	Self Prepared handouts
Teaching method.	TBLT and CLT

## Lesson plan

Topic: English spoken

Time: 45 minute

Phases	Teachers activity	Students activity	Time
1	In the beginning, teacher will start the class with warm up, by asking them different kinds of informative questions.	The students will try to answer the questions one by one.	5 minutes
2	Then teacher will start class with a speaking task. And then explain the first task role play task. After that teacher will call two students for the task, also solve their problems related to task, and practice them two to three times.	Student will participate and complete the task to improve their speaking vocabulary and Listening skills.	15 minutes
3	After the task teacher will announce the name of the winning team, And give them another task to get idea about their reading and vocabulary skills by giving them a unseen passage to read. Also divided the class into two team.	All the student will read the passage. And then team will share the some important information about the passage. Then team B will do the same thing. The task will one student have to read the passage and see which team will able give the most important information about the passage.	10minutes
4	Then teacher will provide a self-made short one word question between two team. Because they already have idea about the passage and the important information.	Student will complete the copies, also note down the question which they are confused about. And they will submit their copies.	12minutes
5	Teacher will collect their copies, give them feedback and also ask them about whole class experience, the tasks surprise quiz.	Student will give their feedback. After that express their feelings and also share their whole experience.	3minutes
6	After that teacher will give them homework, check their copies, sign their diaries and finished the class.	Students will write their diaries, correct their copies. And discuss about the next class topic	5 minutes

### 6.6.3 Lesson plan 3

Course	English spoken
Teacher	Israt Jahan Asha
Objectives of lesson	Main objective of the class was to find out after reading the passage how much they understood the meaning of the words and sentences also to know about their vocabulary skills as well as their capacity for understanding and comprehension
Date	24.07.22
Class description	Standard 5
Main skill	Reading skill, vocabulary and writing skill
Lesson topic.	Writing test from unseen passage
Activity	Solving questions
Learning resources	Self-made worksheet, passage
Teaching method.	Interactive Teaching method

## Lesson plan

Topic: English First paper

Time: 50 minute

Phases	Teachers activity	Students activity	Time
1	Teacher will warm up the class by asking their favorite hobbies, or what they like to do in the leisure time.	The students will share their favorite hobbies and what they like to do in the free time .	5 minutes
2	Teacher will divided the class into two team and start the lesson. Give them a self-made unseen passage to read and understand it.	The students of both team will read the passage first and then share their confusions and problems about the passage.	10 minutes
3	The teacher will solve their problems and explain the passage to all. Then give them task to solve from the passage. The task will be fill in the blanks, true false, and answer the questions from the passage as a class quiz.	All the Students will do the task. Then finish their copies and submit them to the teacher.	12-15minutes
4	After checking their copies teacher will give them her feedback, and then play another game.	Students will ask the teacher to explain the next game.	5 minutes
5	Before Teacher will tell name of the game, she will explain the game, so the teacher will provide them a newspaper and selects an easy article, then one team will ask the meaning of the word from the newspaper	Students will compete the task and note down the words they don't know the meaning.	10-12 minutes
6	After this game teacher will announce the name of the wining team give them a surprise gift. Then give them home work, sign their diaries and finish the class.	After Students will write their diaries. they will discuss about the next class topic .	5 minutes

## **6.5 Relevant documents**

### **Handout for class 6**

#### **The Life of Muhammad**

Muhammad was born around 570, AD in Mecca (now in Saudi Arabia). His father died before he was born and he was raised first by his grandfather and then his uncle. He belonged to a poor but respectable family of the Quraysh tribe. The family was active in Meccan politics and trade. Many of the tribes living in the Arabian Peninsula at the time were nomadic, trading goods as they crisscrossed the desert. Most tribes were polytheistic, worshipping their own set of gods. The town of Mecca was an important trading and religious center, home to many temples and worship sites where the devoted prayed to the idols of these gods. The most famous site was the Kaaba (meaning cube in Arabic). It is believed to have been built by Abraham (Ibrahim to Muslims) and his son Ismail. Gradually the people of Mecca turned to polytheism and idolatry. Of all the gods worshipped, it is believed that Allah was considered the greatest and the only one without an idol.

### **Handout for class 5**

#### **Rivers of Bangladesh**

Bangladesh is a riverine country. Most of the rivers of this country rise from the Himalayas and fall into the Bay of Bengal. All rivers of Bangladesh flow from the north to the south.

The Padma, the Meghna, the Jamuna the biggest and widest rivers. There other important rivers too. The Teesta, the Madhumati, the Arial Khan, the Karatoa, the Atrai, the Buriganga, the Kushiara, the Gumoti, the Karnaphuli and the Matamohuri are some of the other rivers. Some of the smaller rivers are the branches of the big rivers.

The rivers of Bangladesh bear a great utility. They have made the soil fertile. During the rainy season, they leave silt deposits every year. Fishes abound in the rivers. Besides, rivers are the waterways of country for trade, commerce and general transport. Again some rivers are the source of energy They help us produce electricity .

Sometimes the rivers cause great damage to our life and property . In the rainy season, the rivers overflow their banks and cause flood. People untold sufferings then.

#### **Fill in the blanks**

Bangladesh is a \_\_\_\_\_country. Most of the rivers of this country rise from the \_\_\_\_\_and fall into the\_\_\_\_\_. The rivers of Bangladesh bear a great utility. They have made the\_\_\_\_\_. rivers are the source of energy They help us produce\_\_\_\_\_.

- **Answer the questions:**
- a) What kind of country is Bangladesh?
- b) Where do most of the rivers rise from
- c) From which direction do all rivers of Bangladesh flow?
- d) Which rivers are big and wide?
- e) The How are the rivers of Bangladesh useful to us?
  
- **write true for correct statement and False for wrong statement**
- a) Bangladesh is a riverine country.
- b) Most of the rivers of this country rise from the Tibbat hill and fall into the Ganga.
- c) The Padma, the Meghna, the Jamuna these are smallest river.
- d) Rivers are the waterways of country for trade, commerce and general transport.
- e) All rivers of Bangladesh flow from the north to the west.

## **Recommendation letter**