

**An Internship Report on
“The Present Scenario of English Language Teaching in Bangladeshi
Secondary Schools”**

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Daffodil International University

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This Internship Report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the requirement for the Degree of Bachelor of Arts (B.A.), in English.

Declaration

- I, Riad Hossen, from the Department of English, Daffodil International University, do hereby declare that the Internship Report, submitted to the Department of English at Daffodil International University, is an original work of mine. I have completed my internship on ‘The Present Scenario of English Language Teaching in Bangladeshi Schools’ under the supervision of Md. Abdul Momen Sarker, Assistant Professor, Department of English, Daffodil International University. It is a genuine work for my project paper course in the B.A. (Hons.) program in English. I further declare that this work has not been submitted to anywhere else for anything like certificate, award, degree. This report is based on my real experiences.



Riad Hossen

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Department of English

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Certificate

I am glad to certify that the project paper on ‘The Present Scenario of English Language Teaching in Bangladeshi Schools’ is successfully completed by Riad Hossen, ID : 182-10-1818, from the Department of English under my supervision. To the best of my knowledge and as per his declaration, it is an original work completed by his hard work.

I recommend the Project report presented by Riad Hossen for further academic commendations. This project paper is authentic and he has not submitted this elsewhere.

It has been a great satisfaction to work with him. I wish him infinite achievement for his future life and career.



Md. Abdul Momen Sarker

Assistant Professor, Department of English

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Daffodil International University

Acknowledgement

First of all, I would like to show my utmost gratitude to the Almighty Allah, who has given me constancy, attentiveness and great intention to finish my internship work successfully.

Also, I would like to express my gratitude towards the authority of the Department of English, Daffodil International University, for allowing me to do my internship report. I am very grateful to my respective supervisor Md. Abdul Momen Sarker, Assistant Professor, Department of English, Daffodil International University, for his valuable instruction and proper direction to complete my internship work. Without his precious and sufficient guidance, this project paper would not be successful. Besides, I am thankful to Md. Shoayib Miah, the Head Teacher of Baligaon High School, for giving me the opportunity to observe and conduct classes in his school. They were very helpful, positive and cooperative with me and their warm welcoming helped me to be confident to complete by internship there. This will help me a lot in future in the path to being a teacher.

My internship at 'Baligaon High School' on 'The Present Scenario of English Language Teaching in Bangladeshi Schools' was accomplished through my observation of three distinct English classes taught by three different teachers and my conduction of five classes. This project paper report contains information on the entire procedure's experiences. It was a joy for me to be able to visit Baligaon High School. I went to the school and talked to the Head Teacher of the institution, Mr. Md. Shoayib Miah for permission. Following that, I informed him of my presence in his institution. Before seeing my recommendation letter, he agreed to let me conduct my internship as he knows me very well. He also praised a lot about the internship project of our university and the efforts of our teachers for this.

Then, I worked out a timetable with the three English teachers, Alinoor Sikder, Md. Jahangir Alam and Md. Rafiqul Islam to learn their timetable of classes to facilitate my class observation and class conduction.

During my observation, I paid close attention to the classes and focused on the teacher's attitudes, teaching styles, classroom environments, students' interactions and most importantly, the chemistry between the teachers and the students. Throughout my classes, I used a variety of teaching strategies. Here, I tried enough to implement different methods of teaching and preparing lessons which I learnt from class observation and English Language Teaching (ELT) course. In a word, it was a fantastic experience.

Abstract

My internship at 'Baligaon High School' on 'The Present Scenario of English Language Teaching in Bangladeshi Schools' was accomplished through my observation of three distinct English classes taught by three different teachers and my conduction of five classes. This project paper report contains information on the entire procedure's experiences. The project paper has been created to observe and analyze the way English is taught in our country by getting a glimpse of the current education system. Many people fail in using this language properly while reading, writing and speaking even though they understand English correctly. It can cause a serious problem if the maximum young people of Bangladesh fail to apply English properly in practical fields. That is why, more project paper researches should be created so that it becomes easy to find out the strengths and weaknesses of the facilitators of English in Bangladesh and focus on the main issues that can be brought into light. During my observation, close attention had to be paid to the classes to understand the teacher's attitudes, teaching styles, classroom environments, students' interactions and most importantly, the chemistry between the teachers and the students. Throughout my classes, a variety of teaching strategies were used by me including implementation of different methods of teaching and preparing lessons learnt from class observation and English Language Teaching (ELT) course. From a personal point of view, English Language teaching scenario will rise up to the most wanted standard in Bangladesh if the findings from the project paper are applied properly and practically as this project paper contains many suggestions and expectations. Appropriate methods should be followed for this generation to teach them English effectively.

Table of Contents

Contents	Page No.
Declaration by the students	ii
Certificate	iii
Acknowledgement	iv-v
Abstract	vi
Table of Contents	vii
Chapter-I: Introduction	1-2
Chapter-II: Objectives	3-4
Chapter-III: Methodology	5-6
Chapter-IV: Details of Institution	7-8
Chapter-V: Class Observation Report	9-12
Chapter-VI: Teaching Experience	13-20
Chapter-VII: Overall Findings	21-22
Chapter-VIII: Recommendations	23-24
Chapter-IX: Conclusion	25-26
Appendices	
Appendix 1: Class observation Check List	28-36
Appendix 2: Recommendation Letter	37
Appendix 3: Certificate of Internship	38
Appendix 4: Photographs	39

Appendix 5: Plagiarism	44
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(vii)

Hossen 1

Chapter - I

Introduction

I, Riad Hossen, am a student of the Department of English at Daffodil International University. English Language is widely used throughout the world. Almost every country considers English to be a secondary language except the native English speakers. More than 1000 million people, a combination of native and non-native, speak English as the first or second language. Every learner is required to learn English. In Bangladesh, we use English as a foreign language, but the majority are not properly familiar with the four essential skills of language. It is the only language used to communicate with people from other countries. A large number of people are found to be very weak in English even after completing their higher education. We, Bangladeshi people, are falling behind for not being familiar with the proper ways of English language learning and using. One of the most effective strategies for resolving this issue is good English language instruction. To understand about the current state of English language teaching in Bangladesh, my supervisor, Mr. Md. Abdul Momen Sarker, instructed me to visit a school and prepare an internship report on 'The Present Scenario of English Language Teaching in Bangladeshi Schools' and I am grateful to him for this. For my internship, I decided to go to Baligaon High School. On the 18th of June 2022, I met the Head Teacher of the school to ask for permission. Before I gave him my letter of recommendation, he graciously allowed me to attend classes and introduced me to the English teachers though it was not needed. Then I approached to the class teachers to arrange my observation and conduction schedule. Finally, on that day, June 18th, I observed three different English classes and conducted five classes on June 19th. I became impressed at the learners' remarks and enthusiasm while in class and I was thankful for their efforts.

Chapter - II

Objectives of the Internship

The fundamental purpose of this work is to get ideas of the circumstances of English language learning and teaching methods in Bangladeshi schools. The internship's subsequent objectives were as follows : To find out the teaching method, learning style, and approaches teachers follow in English class at Secondary level. The fundamental purpose of this work is to get ideas of the circumstances of English language learning and teaching methods in Bangladeshi schools. The internship's subsequent objectives were as follows :

- To find out the teaching method, learning style and approaches teachers follow in classes.
- To identify teaching materials used to teach English language.
- To know the relationship between teacher and students.
- To get idea about environment of the classroom.
- To understand teacher's behavior towards students and their efforts as well – whether they are active enough or not.
- To point out how the teacher make lessons interesting to the students and how they inspire them to ask questions.
- To get real life experiences applying ELT method.

In order to fulfill the objectives and intention, I need:

- To seek cooperation from my supervisor and the Head Teacher in order to obtain the essential data's.
- To visit classrooms and learn about the approaches that teachers use in classrooms.
 - To conduct classes and use methodology and technique.

Chapter – III

Methodology

Selecting an Institute:

1. I chose Baligaon High School to do my internship.
2. Firstly, I met the Head Teacher and got approval to do my internship in the school.
3. Then, I discussed with the three different English teachers about the timing of my observations and about conducting my classes. They also watched my checklist.
4. After that, I observed three classes of 'VIII-A', 'X-A' and 'X-B'.
5. During my class observations, I filled up the checklists given by my department after observing the real facts.
6. After completing my observations, I conducted three English classes in 'VIII-A', 'X-A', 'X-B' and I conducted two more classes with the SSC candidates according to the request from the Head Teacher of the institute.
7. At last, after gathering the experience from the internship, I prepared the report on the given topic- 'The Present Scenario of English Language Teaching in Bangladeshi Schools.'

Chapter – IV

Details of Institution

- Name: Baligaon High School.
- Location: P. O. Baligaon, P. S. Tongibari – 175, Dist. Munshiganj – 20
- Establishment: The school was established in 1971
- Institute code: 3687
- Area: There are 6 two-storied buildings and 1 three-storied building and there are two large playgrounds inside the campus.
- Shift : Day shift.
- Time: Day shift starts from 10:00 a.m. to 4:00 p.m.
- Number of Students: 2200. Students (both boys and girls) from 6th to 10th class are taught by experienced teachers to prepare them for secondary examination.
- Number of Teachers: 48.
- Teachers' qualification: B.A. (Honours) and Masters in particular fields.
- Dress code: The students have a particular dress code.
- Library: Yes.
- Canteen: Yes.
- Transportation: No.
- CCTV security: Yes.
- Laboratory: Yes.

Chapter – V

Class Observation Report

To complete my internship report, on 18th June, I observed three English classes in classes 'VIII-A', 'X-A' and 'X-B' by three different English teachers, and I also conducted five English classes in Baligaon High School. My class observation reports are given below:

Class Observation - 1:

I entered class 'X-A' with the class teacher, Alinoor Sikder. He would take English Second Paper. However, he introduced me with the students and told them the reason behind my visit. The students welcomed me with proper greetings. Then I took my seat on a bench. At first, the teacher took the attendance of the students. After that, he explained the topic that they were going to learn. Then, he called a student to write down some tag questions without rules. He made some groups among the students. There were three members in each group. Then, each group was asked to complete and explain tag questions. They got 5 minutes for the task. After that, the teacher asked every group to read out the answers. Most of the groups answered correctly. Later, the class teacher solved everything with correct answers and explained the rules. He conducted the class in a combination of English and Bengali. The students were attentive in the class. The class was really organized.

Strength of the Instructor:

1. The instructor was friendly, strategic and energetic.
2. His voice was clear and loud enough for everyone in the class.
3. He seemed to have great experience in taking classes.
4. He knew very well how to involve the students to study.

Weakness of the Instructor:

1. The instructor was not that much comfortable to use English more than Bengali in the class.
2. He followed the traditional way of teaching English.

Class Observation-02

My second class observation was with class 'X-B'. It was their English First Paper class. The class teacher, Md. Jahangir Alam, took me in his class and introduced me with the students. I told them my name and the purpose of my visit. Then I took my seat on a bench of the class. The teacher took the attendance first. Then, he told the name of the topic that he was going to discuss that day. The teacher told them to open at 'Root' chapter from the English book provided by the NCTB. After that, one of the students was asked to read the first line of the passage. Then, the teacher translated it into Bangla. He also gave them a clear idea about the vocabularies. Later, he himself read out and translated the whole passage as well as asked the students to note down the important vocabularies. After reading the passage, the teacher formed some groups. Each group contained 5 students. Then, the groups were instructed to solve the 'multiple choice questions'. After they had submitted their answer scripts, the teacher himself solved the questions with explanation. He, later, discussed the answers. At last, as soon as the bell rang, he finished the class for that day. The students enjoyed the class.

Strength of the Instructor :

1. The instructor tried his best to teach the students.
2. His voice was loud enough for everyone in the class.

Weakness of the Instructor :

1. The instructor failed to give real life experiences properly in the class.
2. He could not control the naughty students.

Class Observation - 3:

With a view to observing my third English class, I went to class 'VIII-A' with the teacher, Md. Rafiqul Islam. It was English Second Paper class. He introduced me with the students and told them about my purpose of coming in the class. I was warmly welcomed by the students. I started observing the class sitting down on a bench. The teacher, at first, made the students clear about three form of sentences and the rules of those. Then, he explained the rules of using articles with examples. He also taught some exceptional rules with examples. Then, the teacher wrote down ten words on the white board and the students were asked to put an article before the words. They successfully did the task. Then, the teacher made the students engaged with some exercises from the book. The students eagerly solved the exercises. However, the class ended with thankful greetings of the students.

Strength of the Instructor:

1. The instructor seemed to be passionate about teaching English.
2. His voice was clear enough.
3. He knew how to control the environment of a class.

Weakness of the Instructor:

1. His voice was not loud at all.
2. The instructor was not fully comfortable to use English more than Bengali in the class.

Chapter – VI

Teaching Experience

On June 19th, I conducted five classes to finish my internship. I had previously got permission to conduct these classes. It was not the first time in my life that I had conducted a class as a lecturer.

Class Experience – 1:

Before I start, I would like to present my lesson planning that I created before conducting the class.

Time	Task	Teacher's Activities	Student's Activities	Evaluation
4 minutes	Warm up	Making the students attentive towards the teacher	Observing the teacher's attitude	Relationship was established between the teacher and students
20 minutes	Clarifying their ideas about	Conducting the class with different methods of sentence learning	Concentrating and noting	Achieving the basic idea of sentence formation
10 Minutes	Exercise and revise	Making some questions to resolve and get prepared to be asked	Trying to solve and asking further questions	Understanding the topic with proper revision
6 minutes	Feedback and ending	Asking the students whether they have any question or not one last time and motivate them	Asking the teachers if they really have any question and concentration	Detailed explanation about the topic

At first, I arrived at the school before 10 a.m. and met the Head Teacher. After that I entered into class 'X-A' and welcomed the learners before starting the class. Following that, the teacher entered into the classroom, called the roll, told me to take the class with greetings and then left the classroom. There were 50 students in that class. I introduced myself and started my discussion after getting theirs too. Firstly, I asked some queries to them. For example, "What is sentence and how many types of sentences are there?", "When do we use them?" etc. Students tried to respond to the questions. Their response encouraged me to go on with the class. Later, I provided them some exercises in which they had to read some rules from their grammar book. The majority of the learners tried to answer the questions on their own, while many of them were unable to do so. I checked several of their answer papers after they finished their tasks. They were eager to show me their answer papers which I truly liked. Then I described all of the answers using the necessary rules. I showed them how correct sentences may be linked to our daily actions or situations. I tried to teach them using my knowledge gathered from ELT course. After some time when the bell rang, I concluded the class by expressing gratitude and admiration to the boys.

Class Experience – 2:

Before conducting the class, I want to share my lesson plan again.

Time	Task	Teacher's Activities	Student's Activities	Evaluation
4 minutes	Warm up	Making the students focused on the teacher	Observing the teacher's attitude and style	Relationship was well established between the teacher and the students
20 minutes	Reading the whole passage	Explaining the topic with meaning and extra examples	Listening to what the teacher says	Find out the hidden meaning or message of the topic
10 minutes	Writing tasks and asking questions	Giving and asking for real life examples	Answering with proper examples and asking for more	Development of ideas about the following topic
6 minutes	Ending the session	Asking them for more questions and whether they understood the teacher or not	Asking the teacher for questions if they have and giving feedback	Detailed information about the message

After completing the first class, I went to class 'X-B' at 11:00 a.m. for conducting my second class. There were 51 students in all. After finishing our introduction parts, I gave them a simple idea from the biography of a Bengali poet from the text book provided by NCTB and told them to read loudly from the book. While I was conducting the class, some of the girls were making noise. However, the majority of the learners were intensely focused on my explanation. After finding some errors on their manners of reading, I explained how to be a good reader by overcoming difficulties. One girl questioned me how they could do better as a public speaker. I advised them to memorize and practise each pattern and make real life examples, as well as to read and practice more. To be a good speaker, the first criteria is to be a good listener. They asked some questions related to human psychology too. Then I started reading loudly from the book with proper explanation and eye contacts. I then asked a few questions. The majority of them answered properly. Overall, I appreciated taking the class of those students who were also supportive towards me.

Class Experience – 3:

I would like to show my lesson plan before conducting the class.

Time	Task	Teacher's Activities	Student's Activities	Evaluation
4 minutes	Warm up	Making the students comfortable with the teacher	Understanding the teacher's style of teaching	Relationship was well established between the teacher and the students
20 minutes	Discussion about the topic	Making the lessons attractive about tense	Trying to find the easiest way of learning tense from the teacher	Getting the basic ideas about tense and going deep
10 minutes	Writing tasks and reviews	Giving some tasks and finding out errors	Completing the tasks and asking for examples	Fixing confusions about tense
6 minutes	Ending the session	Asking for their feedback and whether they have any more questions or not	Asking the teacher if they have questions and giving their opinions	Details about the topic in short

I conducted the third class with the students of class 'VIII-A' at 11:45 a.m. on the same day. In order to conduct the class, I used both Bengali and English language as a medium of communication. There were 45 students in all.

After entering into the class, I finished our introductory parts. Then I started with Tenses as they are very much weak in this particular field. I advised them to be more careful when learning anything in order to enrich their vocabulary and writing skill. Then I wrote the rules of tenses and started explaining one by one. Most of the boys were listening to what I was saying with concentration. After finishing the discussion, I gave them some tasks to complete within a short time. When I checked their answer papers, I discovered a

lot of grammatical errors. Then I discussed about their errors and solved those. I asked them to come forward and write examples on the white board one by one. Few of them responded to this technique. The class was a very disciplined one. I asked one last time for their feedback or if they had any queries about regarding the topic. I concluded the class by thanking them for everything.

Class Experience 4 and 5:

I conducted the fourth and fifth classes with the SSC candidates in accordance with the request from the Head Teacher and the Assistant Head Teacher. SSC exam was postponed and the candidates were circling around the campus with a lot of issues. Most of them were very much weak in English, specially in writing skill. So, I had to come up without any proper lesson planning and preparation as my own teachers requested me. I started the class just after the leisure and 'Zohr' prayer period at 2:00 p.m. There were about more than 70 students, a combination of boys and girls and the large hall room was instantly arranged for the session. When I used to be a student there, I was considered to be the one with the best English writing skill by the teachers. I applied my own methods and finally I was able to motivate them a little bit. After continuously lecturing and motivating them for more than one hour, I gave a little break. Most of them did not know how to write properly in exam papers even after being SSC candidates. Within that little break, I made a question with the help of some teachers and told the students to solve the questions given to them when I restarted the session. Everyone tried and came up with the best. We were surprised by their efforts though many of them made a lot of mistakes. But if they practice in accordance with our instructions, they will be benefited for sure. I concluded the two long classes by thanking them for their patience and respect towards me though I was a bit tired. But their appreciation made my whole day. The thing that made me happy was that many teachers were attentively listening to me by sitting on the backside of the room and the Had Teacher requested me to take some more classes in the near future in his institute.

Chapter – VII

Overall Findings:

1. The institution guarantees a decent climate for study.
2. The institution is well organized indeed.
3. The teachers are very friendly, qualified and experienced in teaching.
4. The understudies mess around in the playground that keeps them intellectually and truly invigorated.
5. Friendly and wise relationship is found between the teachers and the students.
6. The students get the advantages of library, laboratory, multimedia classrooms, common rooms and canteen.
7. The students are taught grammar rules more instead of language.
8. There is a month to month meeting between the educators and the watchmen of the understudies.
9. Students can ask questions to the teachers if they have any problems.
10. Practice of English language is found.

Chapter – VIII

Recommendations:

Though the institution tries to ensure all the facilities to the students, some more facilities should be included:

1. The instructors should continue to direct spaces for the understudies where understudies might take care of their concerns identified with study and different issues.
2. There is no active debating club in the organization. It ought to be set up so understudies can be locked in with rehearsing the English language. A language lab is mandatory to be set up.
3. As the kids like to duplicate others, the educators ought to be worried about their articulation so understudies can adapt effectively.
4. Well organized playgrounds are needed as both of the grounds are not in good conditions.
5. The institution ought to distribute a month to month magazine containing works of the understudies. It will be a motivation for them to be more creative.

Chapter – IX

Conclusion:

The internship has provided me with a reasonable thought of the Scenario of English instructing in Bangladeshi schools. During my temporary position in the school, I took in a ton of things about English educating from experienced educators. As the instructors and understudies were exceptionally sincere and accommodating, I could finish the entry level position pleasantly. I concealed their illustrations with fun and attempted to give models from our reality. That is the reason they part in the illustrations and made an agreeable relationship with me. Subsequent to having been capable from the entry level position, I made the task. I trust, these encounters will help me in the future to improve in the educating area. All things considered, the times of my temporary job were truly pleasant and I will recollect the days. All these experiences will help me in the near future.

Appendices

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

School / College: Baligaon High School

Teacher's Name: Alinoor Sikder

Class: X section: A No. of Students Present: 55

Course Title & Code: English Second Paper Room No: 85

Peer/Observer: Riad Hossen

Date and Time: 18-06-2022 - From 10:20 am to 11:00 am

Objectives of the lesson (as perceived):

- i. Students will know how to answer Tag Questions.
- ii. They will learn different methods.
- iii. They will be able to use those.

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

In my view, objectives were more or less achieved. Most of the students understood the lesson.

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)	He tried to develop students' knowledge about the context an as an expert.
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)	Everything was well organized. The interaction was great.

	today)	
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)	Teachers could hold students' interest with 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)	Grammar Translation Method was used by the teacher.
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)	Students were very attentive in class as the teacher used good English.

MANAGEMENT

Was the time spent properly?

Yes. The time was spent properly.

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

The teacher wrote the content with proper rules, and solved problems with examples and explanations.

CRITICAL EVENT (If took place)

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

No critical event was found as the students were attentive.

Strengths observed:

He was strong enough for students, with a loud and energetic voice.

Suggestions for improvement:

The teachers should use English more than Bangla in classes.

Overall impression of teaching effectiveness:

To communicate with students more efficiently, the teachers should arrange the term 'Learn with Fun' in classes.

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

School / College: Baligaon High School
 Teacher's Name: Md. Jahangir Alam
 Class: X Section: B No. of Students Present: 53
 Course Title & Code: English First Paper Room No: 39
 Peer/Observer: Riad Hossen
 Date and Time: 18-06-2022 From 11:05 am to 11:45 am

Objectives of the lesson (as perceived):

- i. Reading and understanding the meaning of passage.
- ii. Finding Bengali meaning.
- iii. Answering questions.

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

In my view, the objectives were achieved.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher seemed to be skilled as he kept the lesson interesting.
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)	There were interactive session at the end of the class for further clarification.

	today)	
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 students showed good manners in class and were attentive.
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)	Content Focused Method was used during the class. The teachers explained the content later.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The teachers used clear voice with Bangla and English and students listened.

MANAGEMENT

Was the time spent properly?
The time was properly used

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)
Reading, translating and explaining were the main stages.

CRITICAL EVENT (If took place)

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

No critical event took place.

Strengths observed:

Ability to solve problems with explanations. - and he was good enough.

Suggestions for improvement:

The teachers should have more patience during class.

Overall impression of teaching effectiveness:

The teachers was quite effective for the students.

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

School / College: Baligan High School
 Teacher's Name: Md. Rafiqul Islam
 Class: VIII Section: A No. of Students Present: 55
 Course Title & Code: English Second Paper Room No: 85
 Peer/Observer: Riad Hossen
 Date and Time: 18-06-2022 From 11:50 am to 12:30 pm

Objectives of the lesson (as perceived):

- i. Students got clear ideas about sentences.
- ii. They learnt the rules effectively.
- iii. They focused very quietly in the content.

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

In my view, the objectives were achieved effectively. Students were attentive enough for the teacher.

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 was fluent about the topic and passionate.
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)	The teacher organized the class effectively.

	today)	
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 was very compassionate about questions and difficulties.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teacher used grammar translation method.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The teacher used Bangla with English to explain

MANAGEMENT

Was the time spent properly? The time was spent properly.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) There was a question and answer session at the end and it was the most awaited part.

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?

The students were attentive and no critical event took place
--

Strengths observed:

He was fluent with the topic.

Suggestions for improvement:

He should use more Bangla with English.

Overall impression of teaching effectiveness:

The teacher's activities were encouraging.

Appendix – 02

Recommendation Letter



Faculty of Humanities
and Social Science

DEPARTMENT OF ENGLISH

Letter of Recommendation

This is to state that Mr. /Ms. Riad Hossein, Program:
BA (Hons.) in English, Summer 2022, ID No. 182-10-1818, is a final year
student of the Department of English, Daffodil International University (DIU).

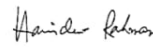
As a part of the compulsory courses of the program, he / she is assigned to do an
internship based course: *ENG 334 Project Paper* with attachment to a school or college
with objectives:


- i) to learn about the school
- ii) to observe at least three classes of three different teachers
- iii) to plan three lessons with the help of class teachers and
- iv) to teach them with permission of Head Teacher / Principal.

Respected Head Teacher / Principal may be requested to cooperate with the internee
to conduct the project as efficiently and fully as possible.


Supervisor
Internship Project


Head
Department of English


Dean, FHSS


18-06-2022

Appendix - 3

Certificate of Internship

শিক্ষাই জীবনের আলো

শিক্ষাই জাতির মেরুদণ্ড



বালিগাঁও উচ্চ বিদ্যালয়

ডাকঘর : বালিগাঁও, থানা : টংগিবারী, কোড নং : ১৭৫
জেলা : মুন্সীগঞ্জ, কোড নং : ২০, জে.এস.সি কেন্দ্র কোড : ২৭৩ ও এস.এস.সি কেন্দ্র কোড : ২৩৪

BALIGAON HIGH SCHOOL

P. O. BALIGAON, P. S. TONGIBARI, CODE NO.-175

Code No. : 3687, EIIN: 111234 DIST. MUNSHIGANJ, CODE NO.-20

(স্থানীয় বীর মুক্তিযোদ্ধা ও এলাকাসীমার সহযোগিতায় প্রতিষ্ঠিত)


স্মারক নং ১৩

তারিখ : ২০-০৬-২০২২

To Whom It May Concern

This is to certify that **Riad Hossen**, ID No. 182-10-1818, from the Department of English, Daffodil International University, S/O of Mr. Ibrahim Sheikh & Mrs. Sheruna Begum, Address: Bepari Villa, Islampur, Baligaon, Tongibari (Code-175), Munshiganj (Code- 20), has successfully completed his internship of 18 June 2022 to 19 June 2022 in Baligaon High School (Code No- 3687, EIIN- 111234) P.O. Baligaon- 1522, P.S. Tongibari, D'st. Munshiganj. During the period, he observed three classes and took five classes. His different activities and enthusiastic teaching method have encouraged our students to give more attention to English Language learning. His lesson presentation capability is excellent and praiseworthy & I can recommend for him.

I wish him all success in life.


20.06.2022

Headmaster
Baligaon High School
Tongibari, Munshiganj
Md. Shoyib Miah
Head Master
Baligaon High School
Tongibari, Munshiganj.

Appendix – 03

Photographs

Observing and Conducting Classes:













Turnitin Originality Report

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182-10-1818 By Riad Hossen

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