



An Internship Report on,
'English Language Teaching at Greenwoods School'

Submitted To
Mohammad Mustafizur Rahman
Assistant Professor
Department of English
Daffodil International University

Submitted By
Zarin Tashnim
ID No: 191-10-2026
Batch: 46C

This Report is Submitted in Partial Fulfillment of the Requirements for the Degree of
B.A (Honors) in English

DEPARTMENT OF ENGLISH
DAFFODIL INTERNATIONAL UNIVERSITY
FALL 2022

©Daffodil International University

Declaration

I , Zarin Tashnim, Department of English, do hereby declare that the internship report, submitted to the Department of English at Daffodil International University, is an original work. I have completed this Internship for the accomplishment of my course, which is entitled “Project Paper” (Course Code: ENG 431) in the program of B.A. (Hons) in English. I have completed my Internship on “English Language Teaching at Greenwoods School” under the supervision of Mohammad Mustafizur Rahman (Assistant Professor), Department of English, Daffodil International University.

Name: Zarin Tashnim

ID: 191-10-2026

Batch: 46C

Program: B.A (Hons) in English

Department of English

Daffodil International University

Letter of Approval

I am glad to certify that the project on “ English Language Teaching at Greenwoods School” is completed by Zarin Tashnim ID: 191-10- 2026, Department of English under my supervision. To the best of my knowledge and as per her declaration, it is an original work completed during the Fall Semester 2022. I recommend the Project report presented by Zarin Tashnim for further academic commendations. It has been a great satisfaction to work with her. I wish her every success in life.

Mohammad Mustafizur Rahman
Assistant Professor
Department of English
Daffodil International University

Acknowledgment

I would like to express my utmost gratefulness and sincere admiration to my supervisor, Mohammad Mustafizur Rahman (Assistant Professor), Department of English, Daffodil International University, who has helped me throughout the entire journey. I would remain indebted to him for providing valuable suggestions, and necessary information that helped me to complete this report accordingly. I got to learn a lot of things from him during this period. I would like to thank MD Zahurul Islam Khan sir, Principal of Greenwoods School for giving me the opportunity to do my internship at Greenwoods school. Furthermore, I would like to thank Mrs. Dilruba Rahman and Mrs. Nazmun Nahar, academic coordinators of Greenwoods School for helping me during my internship as my onsite supervisor.

Abstract

Teaching English is important for sustaining in this 21st century. My Internship at Greenwoods School allowed me to understand the attitude and professionalism of a teacher, student performance, classroom observation teaching materials and methods, and exam invigilations. The Internship project aims to put light on English language Teaching in educational institutions in Bangladesh. Through out the internship, I have gathered experience as an English teacher, and will surely reflect my expertise in the teaching sector. During writing this Internship report, I have tried to utilize my knowledge, and insights and prove my findings and recommendation for the betterment in English Language Teaching.

Table of Contents

Cover Page	i
Declaration	ii
Letter of Approval.....	iii
Acknowledgement.....	iv
Abstract.....	v
Table of Contents.....	vi
Chapter – 1: Introduction.....	1
Chapter – 2: Objectives.....	2
Chapter – 3: Methodology.....	3
Chapter – 4: Institution Details.....	4
Chapter – 5: Class Observation Report.....	
5.1 First Class Observation.....	5,6,7
5.2 Second Class Observation.....	8,9,10
5.3 Third Class Observation	11,12,13
5.4 Fourth Class Observation.....	14,15,16
5.5 Fifth Class Observation.....	17,18,19
Chapter – 6: Class Experience.....	20
6.1 Teaching Experience of First Class.....	20,21
6.2 Teaching Experience of Second Class	22,23
6.3 Teaching Experience of Third Class	24,25
6.4 Teaching Experience of Fourth Class.....	26,27
6.5 Teaching Experience of Fifth Class.....	28,29
Chapter – 7: Used Skills.....	30
Chapter – 8: Limitations.....	31
Chapter – 9: My Learning as an Intern.....	32
Chapter-10 : Overall Finding.....	33
Chapter –11.....	34
Chapter –12:	35
Appendix.....	36
Appendix 1: First Class Observation Check List.....	36
Appendix 2: Second Class Observation Check List.....	37
Appendix 3: Third Class Observation Check List	38
Appendix 4 : Fourth Class Observation Check List.....	39
Appendix 5 ; Fifth class observation checklist.....	40
Appendix 6: Internship Class Schedule.....	41
Appendix 7: Concern Letter Attachment	42
Appendix 8: Photo Attachment	43
Appendix 9 : Reference	44

Chapter 1

Introduction

The importance of English in sustaining growth and developing globally compatible workforces cannot be overstated. As a result, with economic concerns in mind, trying to improve English language teaching and learning has become a top priority. Despite numerous efforts in recent years to modernize English language teaching (ELT) in our country, the results have been dismal. To highlight, the most significant drawbacks that prevent ELT from meeting expectations are multifaceted problems such as the politically motivated decision to lower the status and use of English in Bangladesh. Since independence we have been facing inconsistent language in education policies, improper implementation of communicative language teaching (CLT) curriculum, uncertain teaching methods, and instructional materials in practice, and so on and so forth. So, it has become really tough to meet the expectation in the field of ELT. In *Teaching of English*, P.C. Wren writes (2015), “In the teaching of class subjects, the actual work of mind training is being performed. In the early lessons of English, the weapons are being forged, the tools are being made with which the work of mind training is to be performed.”

Prior to the late nineteenth century, English language teaching used to follow some traditional strategies. Lessons in Latin and Greek were based on drills, and students were required to read translations of ancient texts. Since the 1940s, communicative skills have become increasingly important for those who want or need to study other languages, and this is when many of the various theories for second-language acquisition began to emerge.

People still must follow health safety rules and maintain social distancing in this post-pandemic situation. After more than a year of attending online classes, students are now having difficulties in adjusting their classrooms and concentrating on class lectures and exams. I was advised to do my internship on "English Language Teaching at Greenwoods School" to better understand the current situation of the English Language Teaching environment in our country's schools. I think this internship has allowed me to acquire valuable knowledge and experience in real-world job fields. However, the whole internship process was new and difficult for me. Nonetheless, my supervisor's suggestions and cooperation have helped me to complete the whole process.

Chapter 2 Objectives

This project has been initiated with the subsequent objectives:

- a) To observe the English Language teaching environment, its limitations, benefits, and problems in Bangladeshi schools, especially in the post- Covid period.
- b) To understand how to manage a class effectively with a proper lesson plan, elements, and activities.
- c) To obtain some working knowledge and practical experience in teaching for my career.
- d) To gather knowledge regarding educational content including notes, tests, and assignments.
- e) To understand supervising classes to ensure all students are learning in a safe and productive environment.
- f) To deliver personalized instruction to each student by encouraging interactive learning.
- g) To accumulate essential data regarding offline classes and students' activities in the class and also collect feedback from them

Chapter 3

Methodology

As the partial fulfillment of the requirements for the degree of B. An (Honors) in English, I started my internship at Greenwoods School Dhaka. I have observed and taken classes at this institution under the supervision of my respective supervisor Mohammad Mustafizur Rahman sir. Alongside the senior co-ordinator teachers guided me with the required papers and helped me a lot to complete my internship.

After taking permission from Zahurul Islam Khan, principal of Greenwoods school, I observed five English classes of standard 6,7,8. They have been teaching different grammar items in their English 2nd paper and then I have conducted three classes of standard 6,7,8. I was instructed to teach students grammar items like subject-verb agreement, suffix-prefix, voice change, tense and etc. I have prepared my lesson plans according to the topic and organized the classes correspondingly.

I used to apply the communicative language teaching approach that is mostly focuses on communication rather than structure. I used to provide tasks that is relevant to students' interests. I have included meaningful discussions regarding their text to understand whether they can apply their knowledge in real or not. My teaching method was discussion based. It is used to focus on the linguistic level of the students based on their classes.

As an English language teacher, I tried to provide the students with task-based Learning is about focusing on individual tasks such as providing individual student poems and story writing to improve their creative thinking. Furthermore, I have provided additional tasks like extempore speech ,debate. Moreover, I prepared some error-correction activities for the students. Thus they can observe and rectify their own errors on their copies and it could be helpful for them in the future. The students also work in pairs to examine each others copy under my supervision so that they can reflect their knowledge on another one's work and gather knowledge for the betterment.

Chapter 4 Institution Details

Name	Greenwoods School
Location	HOUSE NO:3 , MAIN ROAD, OPPOSITE OF NUR MASJID, MOHOMMADIA HOUSING LTD., MOHOMMADPUR, DHAKA-1207., Dhaka, Bangladesh
Time of Establishment	2006
Building	Rented one building
Students	500
Dress code	Formal
Number of teachers	26
Teacher's qualification	MA Degree from different universities
Economic issue	Private
Social issues	Middle-class and upper middle class. But mostly middle-class students study here
Play ground	They don't have any playground in the campus
library	There is no academic library here
CCTV monitoring	Yes, full school is under CCTV coverage.
Prayer room	Yes

Chapter 5

Class Observation Report

5.1 First-Class Observation

I have observed my first class of class six on 7th august, October 2022 at 11.00 am at Greenwoods School. The duration of the class was 40 minutes. The number of the present students was around 15. The teacher was Mrs. Dilruba Rahman. The topic was creative writing under the English 2nd paper course. She began her class with warm greetings and introduced me to the students. They happily welcomed me to observe the lesson with them. She conducted her class effortlessly and delivered lectures mostly in English. But for students' better understanding Mrs. Dilruba used Bangla as well. The teacher was really well-behaved and professional. During her class period, the students were taking participate in the conversation and keeping notes as well. Her language proficiency, class management, his presentation skill was really nice. The class has started and ended on due time and the class time was spent efficiently.

At the end of class, the teacher asked the students if they had any confusion regarding the lesson. Some of the students asked about their confusion and got proper answers from the teacher. During the class time, I observed students' active participation and full concentration on the lecture.

Were the objectives achieved and to what extent ?

<p>In my view, the objectives were wisely fulfilled. Students were capable of understanding the basic ideas The teacher asked questions regarding the topic and also gave some examples. Students were very active in times of the question-answer session. It is really necessary for students to be more attentive in class while the teacher is really working hard for them.</p>
--

S/N	Review Section	In what ways? (Specific examples/clarifications)
1	<p>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)</p>	<p>She had excellent command of the subject and was well-versed in it. Her teaching style appeared to be very impactful with students.</p>
2	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today</p>	<p>She ran a well-organized class and was an excellent time manager. He developed each and every point for his students and encapsulated the major ideas of the lecture to help them understand better. Obviously, she finished his lecture on time which makes certain that everyone understood his points.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>Yes. The teacher was extremely pleasant and consisting. SHe encouraged students in class and didn't mind if they gave incorrect answers. Sh e gladly assisted them in correcting the incorrect answers</p>

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	She used both audio- lingual and grammar translation method together. Sometimes she used Bengali and the class was conducted mainly on lecture-based method. But She also focused on students' participation in the class
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 a clear voice but his pronunciation of words was not standard. But his presentation skill was really nice.

Management

Was the time spent properly?

Yes, the time was appropriately managed

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 class was on creative writing. The teacher tried her level best to utilize every single step to provide the students clear depiction regarding creative writing. So, everything was very comfortably done.

5.2 Second-Class Observation

I observed my second class on 25th August 2022 at 11.40 am with class 7 at Greenwoods School, Dhaka. The duration of the class was 40 minutes. The number of the present students was 20. The topics of the discussion were translation and letter writing under the English Second Paper subject. The teacher was Mrs. Nazmun Nahar, who conducted the class. She began the class with warm greetings and introduced me to the class. Students again warmly welcomed me to observe the session with them. Sir conducted the class mainly in English, but for a better understanding of students, he sometimes used Bengali as well. Ma'am started to provide lectures describing the translation as it was included in their final syllabus. He taught them general rules of translation and gave them some examples from their textbook of Chowdhury and Hossain. And then ma'am has briefly discussed about their question pattern of the final syllabus.

Then the teacher moved to letter writing and its pattern in English. Ma'am mentioned two letters as examples from their syllabus and discussed about the common mistakes that most of the students can do while writing their letters. Also, he reminded students to make no grammatical mistakes while writing sentences on the exam paper. Finally, she ended the class after taking feedback from the students and also thanked me for joining with them.

Were the objectives achieved and to what extent ?

I believe the objectives were successfully completed because students were very jolly and enthusiastic during the lecture. They take part in every task that the teacher provided. The teacher asked them to do translation exercises and they completed it within a short time. Moreover, they were asked questions about what are problems they mainly face in the exam and the teacher provided them with solutions properly.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>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)</p>	<p>She knows a lot about the subject, and her teaching style is quite unique. He attempted to communicate with every student.</p>
2	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>She organized the class in a different way. She finished the lecture within a short time and then summarized the key issues of the lessons. She finished his lessons on time and made sure that everyone got their lessons well. She has given a conclusive end.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on the subject matter but also in manner, etiquette and attitude)</p>	<p>She gave feedback, aided his class with some powerful words, and attempted to ensure that his students participated in the classroom by requesting several questions and responding to them as needed. He made everyone sit separately to sustain physical distance and feel relaxed and comfortable in class.</p>

4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>She taught the students in the class using GTM. She also used a learner-centered approach throughout the session. She used real-life instances to make the learning more engaging.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintain eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>She spoke with a loud voice and maintained proper eye contact. Her teaching style was superb. Though her English was not that much formal, she was able to create an enjoyable and humorous classroom environment for students in a short period of time</p>

Was the time spent properly?

Yes, the time was used 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 lesson was divided into two sections. First, the teacher gave a lecture on translation and a lecture on letter writing. After ending the session precisely, she wrote on the board and instructed regarding writing notes. Moreover, she mentioned the summary of the lesson in the last five minutes.

5.3 Third - Class Observation

I observed my third 1st September, 2022 at 12.20 pm with class 5 at Greenwoods school, Dhaka. The class duration was 40 minutes as usual. The number of the present students was around 15. The topic of the session was tense under the English Second Paper course. The teacher was Mrs. Nazia Nowrin, who started her class by introducing me to the students. Students again happily welcomed me to observe the session with them. Ma'am has conducted the class mostly in English, but for a better understanding of students, she sometimes used Bengali as well. At first, she briefly talked about what is tense and its basic structures. Then she mentioned some rules from the book with relative examples. After that, she told students to change five tense exercises written on the board. Then she wrote down the answers on the board and told the students to check their answers. She also arranged some quizzes regarding their topic and divided them into groups for the task.

Finally, she provided students with some transformation exercises as their homework and asked them if they had any questions, and ended the session by taking a short feedback from me. I also thanked ma'am and the students for allowing me to follow their class.

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

According to my observation, the objectives were achieved to some extent. Students have shown their positive response toward the teacher. The teacher gave them some "changing the tense" exercises, which were completed by them properly. They were taking part in the question answers session lively.

S/N	Review Section	In What Ways
1	<p>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)</p>	<p>She is an expert at the subject matter. Her instruction was clear and excellent. She attempted to make good communication with every student.</p>
2	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>She successfully completed the lecture by summarizing the major points of the lesson. She started her class timely and ensured that students must gather proper knowledge regarding the lesson. Moreover, she has provided a conclusion.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>She has tried to provide feedback, started her class with motivational quotes, and attempted to ensure that students must participate in classroom activities. She added games and quizzes related to the topic so that the students remain engaged during the lecture.</p>

<p>4</p>	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, and group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>She used both GTM and the Audio-Lingual method in the classroom. Throughout the class. She kept maintained the student engaged in her lecture. However, she provided them with creative tasks at the end of the class.</p>
<p>5</p>	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong)</p>	<p>Her teaching method was enjoyable. She translated the topic in Bangla for a better understanding of the students. She used pictures and posters for creating variation in the content.</p>

<p>Was the time spent properly? Yes, the time was spent properly.</p>
<p>What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)</p> <p>The main idea of the lesson included a presentation on transformation. The teacher mentioned the rules and as well as examples. Se ended the session timely but productively. She used the white board and instructed the students to write notes. Finally, she concluded the session by summarizing the common mistakes the students make in the exam.</p>

5.4 Fourth - Class Observation

Mrs Tamanna Nusrat was the teacher for the fourth class observation. I was allowed to observe the class on 7th September, 2022. The teacher began her class by introducing herself to the students. There were 26 students in the classroom, and both the instructor and students used English as their target language. From the beginning to the end of the class, the teacher spoke in English. The learners, on the other hand, are at the beginning of the process of language acquisition and only know the fundamentals of the target language. They still lacked proper grammar and comprehension skills. In the class, no translation or having a conversation in L1 was permitted. As a result, all classroom discussions and question-and-answer sessions were conducted in the target language.

Despite some errors, both students and the teacher communicated comfortably in English throughout the entire class period. Following the greeting conversation, the teacher led the students in some simple physical activity. Later, when I questioned her about the intention of doing this type of exercise, she explained that it allows students to warm up before class and give their full attention during class. The teacher then instructed the students to describe about the day, hobbies, school, and so on and so forth. These were simply the regular warm-up sessions that the teacher used to keep the students' attention during the class period.

Following the warm-up, the teacher assigned the lesson topic to the students, which was 'Articles.' She wrote some article rules from the class text on the board and instructed the students to write them. The teacher then explained the rules and provided some examples. She also used components such as an apple, a ball, a pen, a marker, and so on to demonstrate how to use articles.

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

In my opinion, the objectives were achieved properly. Majority of the students tried to participate and communicate with the teacher. The lecture was enough contentful and informative. She has started her class on due time and ended with a positive impact on the students

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1.	<p>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)</p>	<p>She has good knowledge of academic contents and knows how to add her expertise during lectures. She tried to engage with the conversation with every student.</p>
2.	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>She applied her unique style of teaching in the classroom so that the students enjoy the class and provided concentration properly . She organizes the class systemically and her students were really watchful to the lecture.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>She has tried her level best to review her students writing copy accurately and at the same time, she has provided rhythm valuable feedback for the betterment in the exam.</p>

4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>She reviewed a topic regarding students' class test exams. She also mentioned question patterns, common mistakes, rules, and regulations for the exam. After the review session, she kept some time for the question-answer session. She provided some critical insights regarding the topic. Moreover, she tried to apply direct method and communicative language teaching methods in the classroom.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The students enjoyed the lesson and were interacting with their teacher. The teacher has maintained eye contact and proper communication with the students during the lecture.</p>

Was the time spent properly?

Yes, the time was used 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 the main stages of the lesson and time spent on each)

The lesson plan was divided into 4 sections. First, the teacher provided a lecture regarding their upcoming exam. After ending the session precisely, she mentioned some common errors regarding the topic. Then she arranged a surprise viva in the classroom to scrutinize their knowledge and she wrapped up her class with a summary.

5.5 Fifth-Class Observation

Finally, in the fifth class observation, I was allowed to visit Mrs. Shirin's class. I will discuss my observations of English language classes in class 7. This class, in my opinion, was preferable to the previous two language teachers' classes. Previously, we saw the teachers in other classes apply some refreshing tasks before the class, but all of the classes were performed very conventionally with the help of the GTM Strategy and explicit learning. The English language teacher in class 7, on the other hand, used a variety of methods to teach the learners English grammar. The teacher then instructed the students to describe about the vacation, journey, memorable day, and so on and so forth. These were simply the regular warm-up sessions that the teacher used to keep the students' attention during the class period.

After the conversation, the teacher assigned the lesson topic to the students, which was "Forming Adjectives". She wrote the definitions and examples of adjectives and asked students to provide their opinion regarding the topic. After explaining the basic idea, the teacher started to work on some exercise tasks from their book. She wrote some nouns, adverbs, and verbs on the board and asked the students to change them into adjective form.

Students were happy to see the tasks and it was new for them. They gladly responded and submitted their work. The teacher reviewed their submitted writing copies and rectify their errors.

Were the objectives achieved and to what extent ?

According to my observation, the objectives were achieved to some extent. Students have shown their positive response toward the teacher. The teacher gave them some "changing the tense" exercises, which were completed by them properly. They were taking part in the question answers session lively.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1.	<p>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)</p>	<p>She is an excellent teacher with good academic expertise. She tried to demonstrate her lecture with enthusiasm. Students seemed really concentrated on the lecture during the class.</p>
2.	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>She mixed different methods in her own way like a dual lingual, direct, total physical response, communicative language teaching method. Her way of speaking and pronunciation was appreciable. She has managed classes very nicely.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>She organized the class with different tasks for a different purpose. Students were seeming to read and write for academic tasks and also they were taking participation in different conversation regarding their favorite topics.</p>

4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>She has included several activities during her lecture. The students were divided into groups of 4-5 members and they chose a story where they would use at least ten adjectives and after that they will present it in front of the classroom. They made six groups and one from each group presented their story to inform of everyone. The students enjoyed the session .</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The teacher was very lively during her classtime, and she quiet good at presenting and interacting with the students. Her voice was understandable and made proper eye contact with everyone in the classroom. She had an average pronunciation with formal standard English</p>

Was the time spent properly?

Yes, the time was used 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 the main stages of the lesson and time spent on each)

The lesson plan was properly struc ted with academic and co-circular activities. First, the teacher provided a lecture regarding their textbook topic “ Adjectives” After ending the lecture session precisely, she mentioned a group task where the students are supposed to use the knowledge they have understood from the lecture. After the group tasks the teacher praises the students for their good work and wrapped the class with some valuable insights.

Chapter 6

Class Experience

After observing 5 classes of different teachers at Greenwoods School, Dhaka. I took permission of taking 5 classes at least for my internship purpose. I was instructed to make choose some topics and make lesson plans accordingly. Then with the permission of the principal sir, I started to work on taking classes. So, I took suggestions from Mrs. Dilruba Rahman, whom I was working with, and made lesson plans to take the classes.

6.1 Teaching Experience of Class (First class)

School / College: Greenwoods School

Teacher's Name: Mrs. Dilruba Rahman

Class: 6 Number of Students: 12

Course Title: English Second Paper

Peer / Guest Teacher: Zarin Tashnim

Topic: Voice change

Time: 40 minutes

Content	Time	Teacher activities	Student activity
Introduction	05 minutes	In the beginning, again I will introduce myself and tell them about my purpose of taking their class.	They will also introduce themselves so that I can feel comfortable while teaching them.
Motive of Teaching (Voice Change)	05 minutes	I will ask them about active voice and passive voice.	They will share their idea with me as much as they know.

Topic Discussion	20 minutes	I will teach them the structure of changing voices with appropriate examples.	Students will listen to me attentively. They will also get a clear to changes active and passive voices and vice versa
Student participation and taking feedback	05 minutes	I will ask them if they have any confusion regarding the lesson. Also, I will ask them how they feel about my class and will take feedback from them.	Students will ask me if they have any confusion regarding the topic and will provide feedbacks for me.
Conclusion	05 minutes	In the end, I will thank them for attending my class carefully	They will ask me questions if they have any questions or confusion.

For the first class experience, I attended the English 2nd paper subject of class 6. It was 11.30 p.m. to 12.10 p.m. on 10 October 2022. My previous experience in class greatly aided me in overcoming my lack of self-esteem. As with the earlier one, the course teacher, Mrs. Dilruba Rahman provided me the lesson plan for the particular class. The teacher accompanied me into the classroom and completed the roll-calling procedure in 7 minutes. Then I began my lecture by describing the subject and asking them if they were comfortable with it. They responded with positive behavior.

I started the lesson with some basic definitions and examples of voice change and elaborate on the terms 'Active Voice' and 'Passive Voice'. Some students did have queries and they asked regarding it. I tried my best to solve their confusion by giving some examples. Then I wrote some exercises on the board from their book and asked them to mention the answers. Their response was quite good. Then wrapped up the class by giving them some homework for the next class.

6.2 Teaching Experience of Class (Second class)

School / College: Greenwoods School

Teacher's Name: Mrs. Dilruba Rahman

Class: 8 Number of Students: 13

Course Title: English Second Paper

Peer / Guest Teacher: Zarin Tashnim

Topic: Story Writing

Time: 40 minutes

Content	Time	Teacher activities	Student activity
Introduction	05 minutes	In the beginning, again I will introduce myself and tell them about my purpose of taking their class.	They will also introduce themselves so that I can feel comfortable while teaching them.
Motive of Teaching (Story Writing)	05 minutes	I will ask them to think about a story and its title	They will share their idea with me as much as they know.

Topic Discussion	20 minutes	I will teach them the structure of writing stories and titles.	Students will listen to me attentively. They will also get a clear idea to write stories
Student participation and taking feedbacks	05 minutes	I will ask them if they have any confusion regarding the lesson. Also, I will ask them how they feel about my class and will take feedback from them.	Students will ask me if they have any confusion regarding the topic and will provide feedback for me.
Conclusion	05 minutes	In the end, I will thank them for attending my class carefully.	They will ask me questions if they have any questions or confusion.

For the teaching experience of 2nd class, I was assigned to take a class of grade 7. I choose story writing for the lesson plan. So I told them to take preparation to write stories. A few sections of the narrative were written on the board, and they must complete the story while keeping it relevant. I told them they could do it their own way. Since the time is constrained and they must complete it, I assigned them to four to five-person's groups. After 20 mins, I called every student from the four groups and listened carefully. Following that, I discovered a few statements with grammatical mistakes and spelling errors. I couldn't read every team's script because it was too time-consuming. However, they wrote well overall. Finally, only five mins remained. I gave some tasks to for the next class and wrapped the class.

6.3 Teaching Experience of Class (Third class)

School / College: Greenwoods School
 Teacher's Name: Mrs. Dilruba Rahman
 Class: 7 Number of Students: 22
 Course Title: English Second Paper
 Peer / Guest Teacher: Zarin Tashnim
 Topic: Narration
 Time: 40 minutes

Content	Time	Teacher activities	Student activity
Introduction	05 minutes	In the beginning, again I will introduce myself and tell them about my purpose of taking their class.	They will also introduce themselves so that I can feel comfortable while teaching them.
Motive of Teaching (Narration)	05 minutes	I will ask them about Narration, indirect speech and direct speech	They will share their idea with me as much as they know.
Topic Discussion	20 minutes	I will teach them the structures of changing Narration	Students will listen to me attentively. They and will also get a clear idea regarding how to change direct speech from indirect speech and indirect speech from direct speech

Student participation and taking feedback	05 minutes	I will ask them if they have any confusion regarding the lesson. Also, I will ask them how they feel about my class and will take feedback from them.	Students will ask me if they have any confusion regarding the topic and will provide feedback for me.
Conclusion	05 minutes	In the end, I will thank them for attending my class and wish them good luck.	They will ask me questions if they have any questions or confusion.

I have chosen Narration to teach in the class of standard 7. Narration was in their final exam syllabus. So, I was instructed to do a full revision on the Narration. So, after class, I advised them to do narration homework exercises in order to prepare for their exam. In Greenwoods School Dhaka, I have experienced my third class with class 7. At the initial phase, I explained why I was taking their class and then introduced myself. After the introduction, I began attending their class. I wrote on the board and mentioned the rules of narration with some examples. I also requested that they provide several examples and work through them with me. They did make some mistakes, which I facilitated them in correcting. They actively participated in class and willingly answered my questions. They also queried me when they were absent from class.

They actively participated in class and willingly answered my questions. They also queried me when they were absent from class. The best accomplishment for me was receiving positive feedback and responses from them. I could tell they were happy from their gestures and body language when they had attended my class. It gave me happiness and self-esteem.

6.4 Teaching Experience of Class (Fourth class)

School / College: Greenwoods School

Teacher's Name: Mrs. Dilruba Rahman

Class: 7 Number of Students: 22

Course Title: English Second Paper

Peer / Guest Teacher: Zarin Tashnim

Topic: Paragraph Writing

Time: 40 minutes

Content	Time	Teacher activities	Student activity
Introduction	05 minutes	In the beginning, again I will introduce myself and tell them about my purpose of taking their class.	They will also introduce themselves so that I can feel comfortable while teaching them.
Motive of Teaching (Paragraph Writing)	05 minutes	I will ask them about a paragraph about its basic structure.	They will share their idea with me as much as they know.
Topic Discussion	20 minutes	I will teach them the structure of Paragraphs with appropriate examples.	Students will listen to me attentively. They will also get a clear idea to write an ideal paragraph.

Student participation and taking feedbacks	05 minutes	I will ask them if they have any confusion regarding the lesson. Also, I will ask them how they feel about my class and will take feedback from them.	Students will ask me if they have any confusion regarding the topic and will provide feedbacks for me.
Conclusion	05 minutes	In the end, I will thank them for attending my class carefully.	They will ask me questions if they have any questions or confusion.

I was instructed to teach Paragraph writing to the students of class 5 as it was included in their final term's syllabus. I entered to the class and greeted everyone and they greeted me back too. They were seeming enthusiastic to attend the class. So, I started to mention an ideal structure of a paragraph and how to maintain it in different topics. I showed them some references from their reference book and asked them a question regarding it. After a certain amount of time, I gave every student some random topic to write a paragraph following that particular structure. Everyone participated in the class task happily and share their thoughts writing paragraphs. They gave feedback for each other's paragraphs as well and appreciated who has given more effort in the writing.

During the last 10 minutes of the class, I checked their copies and corrected their mistakes. I mentioned their confusion and provided homework for the next class. Then wrapped up the class and bidding bye to them.

6.5 Teaching Experience of Class (Fifth class)

School / College: Greenwoods School

Teacher's Name: Mrs. Dilruba Rahman

Class: 6 Number of Students: 12

Course Title: English Second Paper

Peer / Guest Teacher: Zarin Tashnim

Topic: Letter Writing

Time: 40 minutes

Content	Time	Teacher activities	Student activity
Introduction	05 minutes	In the beginning, again I will introduce myself and tell them about my purpose of taking their class.	They will also introduce themselves so that I can feel comfortable while teaching them.
Motive of Teaching (Letter Writing)	05 minutes	I will ask them basic information about letter writing about its basic structure.	They will share their idea with me as much as they know.
Topic Discussion	20 minutes	I will teach them the rules, and regulations of writing a letter with appropriate examples.	Students will listen to me attentively. They will also get a clear idea about Letter Writing.

Student participation and taking feedback	05 minutes	I will ask them if they have any confusion regarding the lesson. Also, I will ask them how they feel about my class and will take feedback from them.	Students will ask me if they have any confusion regarding the topic and will provide feedback for me.
Conclusion	05 minutes	In the end, I will thank them for attending my class carefully	They will ask me questions if they have any question or confusion.

I took permission from Mrs. Dilruba Rahman to conduct my fifth class. After having permission I thought to make a lesson plan on Letter writing. So, I enter the classroom and greeted the class and they welcome me back in the classroom. I did some warm-up sessions with them and then shifted our attention to the main task. I asked them some questions regarding letter writing and show the format of writing letters. After providing a brief lecture on letter writing, I arranged an instant quiz for them. I divided my students in five groups and asked one from each group to write a letter to their friends regarding their favorite journey. They got 15 minutes for this task and after submitting the writeup I asked one from each to come forward and read out the letter loudly in front of the classroom. Every group participated in the tasks and they enjoyed their peer group's performance as well.

At the end of the class, they asked me some questions regarding the format of letter writing. After clarifying their queries, I mentioned to them to write a letter to your friend regarding their final exam preparation. After that, they submitted their copies and I corrected their errors. Then I wrapped up the class bidding bye to them.

Chapter 7 Used Skills

Greenwoods School has given me the opportunity to learn and apply some skills, which are;

1. **Communication** : During the internship, I have been through many classes, exams, and events where I needed to communicate effectively with the principal, senior teachers, colleagues, and students. I tried my level best to understand the chain of command regarding the educational institution and tried to apply the insight during my work.
2. **Patience** : Patience is one of the key skills that are mandatory to be in this profession. I have worked with some senior teachers and they were extremely patient during dealing with the students and parents. They seem really warm and approachable during the class too. I have tried to take suggestions and have understood that I have also applied this skill during my lectures and class management during the internship period.
3. **Creative Thinking** : While taking classes at Greenwoods School, I have tried my best to be a Creative thinker to my students. Textual learning and scripted materials is not going to be helpful for every class and for every student. There were many events arise where I needed to apply my instant creative ideas to add some available insights in their lesson, making students concentrated on my lecture and providing a fruitful lesson.
4. **Organization Skills** : My internship as an English teacher required me to apply my organization skills to my workspace. I have tried to maintain the classroom time, exam invigilation duty, and providing correction to the students when needed. These situations are indeed proper maintenance of time and schedule and organizational skills.

Chapter 8 Limitations

Though my department has been enough resourceful and communicative regarding the whole internship process, still I have felt some limitations that can be resolved by taking proper steps.

1. There should be one semester for completing the internship only. Dealing with the course work, classes, and internship at the same is very puzzling and it requires huge time, energy, and concentration to maintain everything properly.
2. Educational institutions have different requirements regarding internships and teacher; recruitment. Department can arrange some events and seminars where teachers from renowned Educational Institutions can come and share their insights regarding the scope of working in educational institutions.
3. The ‘Introduction to English Language Teaching’ course should be more prioritized with more real-life tasks, assignments and presentation so that the students who want to flourish in their career in the teaching sector just after finishing their studies can take the necessary insights from that particular course .

Chapter 9

My Learnings as an Intern

My Internship on English Language Teaching at Greenwoods school has given a good insight regarding my career objective and future steps. I just not only took classes for the project paper only, but I have also provided my extra time when the school authority provided me extra responsibility. I have tried to perform everything on my own. My experience as an English teacher has made me confident enough to take my career decision from now and explore the better options as well.

These are my learning as an Intern at Greenwoods School:

1. **Establishing Career Goals:** During this Internship Period, I have to set my priorities for having a good experience for the near future. I have attended meetings, and discussion sessions with teachers met several guardians regarding their children's issue, tried to perform as a host in different cultural performances, and groomed up students for their English debate competition. Everything made me more skilled and knowledgeable and gave me insights to become a full-time teacher

2. **Professionalism:** My Internship duties required lots of professional behavior that made me to think and behave like a professional. Maintaining punctuality for classes, taking preparation for lectures, behaving decent and warmly with students and guardians, and celebrating events and cultural programs with proper decorum. This made me to shape my thoughts, behaviours, attire and so many other issues. Moreover, I can think of myself as a professional and work side by side with other professionals.

3. **Perseverance:** I have learned to work in the same space with the same people for the same tasks for hours after hours. It has given me to understanding of the official works and formality. My colleagues strictly maintained the insituational regulations and help me to understand everything too. These formal behaviours helped to practice my patience and perseverance like other full time teachers.

Chapter 10

Overall Findings

- Using the mother language in the classroom interferes with the English Language Teaching environment in the classroom.
- Teaching methods are not properly efficient for average and weak students.
- Classroom environment is not enough spacious, ventilated, and decorated.
- Students don't have enough scope to speak and practice English outside of the classroom.
- Lesson materials are highly confined to textbooks.
- Few opportunities for students to practice all the English Language skills (Listening, speaking reading, writing) adequately.
- Lack of skilled and experienced teachers.
- Memorizing rules, and grammar is not helping students in real-life communication.

Chapter 11 Recommendations

The following are some recommendations I would like to make to improve the effectiveness of school-level English classes:

- The majority of students do not participate in classroom activities. So, there should be a sufficient amount for group projects and learning outside of the textbooks.
- During English class, both educators and students from our country frequently speak in Bengali. However, it is preferable if they exercise speaking English in English classes.
- Students are often hesitant to ask queries, but they should do so frequently and clearly. Otherwise, there's going to be an inherent gap in their English language knowledge.
- In addition to doing homework, classwork, and jotting down from the board, they could perhaps rehearse grammar exercises, and the teacher should assign advanced-level exercises for them to solve in class. Students can improve their English grammatical knowledge in this way.
- Following the lesson, the teacher should analyze the topic and encourage the students to ask questions.
- The teacher will not solve every interpretation on the board; instead, he or she will instruct students to solve it by themselves and describe it with their classmates.

Chapter 12

Conclusion

I would like to draw the conclusion of the report by stating my utmost gratitude towards Grennwodds School for providing me the opportunity to complete my internship as an English teacher. I have got permission for both to observe and take classes in their classroom and learned some valuable insight during my internship period. I have gathered knowledge on the lesson plan, classroom management, presentation, question making, script checking, organizing extracurricular activities, exam invigilations, and many more.

My fellow teachers and respected principal sir have given me enough opportunity and space to explore as an Intern teacher and I tried to apply my expertise in the best way. I am honoured and privileged to become the part of such noble profession and get utmost respect . I have completed this Intership with utmost dedication and I am confident to start my journey as an English Teacher in near future.

Appendix 1

Daffodil International University
Department of English
Internship on “English Language Teaching at Greenwoods School”

First Checklist for class observation

School / College: 11

Teacher’s Name: Mrs. Dilruba Rahman

Senior CO-Ordinator, Greenwoods School

No. of Students Present: 10

Course Title: English Second Paper

Room No: N/A

Peer/Observer: Zarin Tashnim

Date and Time: 31/9/2022 at 11 am

Objectives of the lesson (as perceived):

- i. To provide basic idea regarding creative writing
- ii. To assist in preparing them for their final exam and to go over the question pattern with them.
- iii. To provide students with a clear understanding of different segments of creative writing and, if necessary, to discuss other topics related it. Also, inform students about the most common mistakes they make when answering creative writing in the exam hall.

Appendix 2
Daffodil International University
Department of English
Report on “English Language Teaching at Greenwoods School”

Second Checklist for class observation

School / College: Greenwoods School
Teacher’s Name: Mrs. Nazmun Nahar
No. of Students Present: 10
Course Title: English Second Paper
Room No: N/A
Peer/Observer: Zarin Tashnim
Date and Time: 25/10/2021 at 11.40 am

Objectives of the lesson (as perceived):

- i. To make the students know about translation and letter writing.
- ii. To inspire the students to participate in the classwork.
- iii. To advise the students going through the questions properly before answering them.

Appendix 3
Daffodil International University
Department of English
Report on “English Language Teaching at Greenwoods School”

Third Checklist for class observation

School / College: Greenwoods School
Teacher’s Name: Mrs. Nazia Nowrin

No. of Students Present: 12
Course Title: English Second Paper
Peer/Observer: Zarin Tashnim
Date and Time: 01/11/2022 at 12.20 pm

Objectives of the lesson (as perceived):

- i. To teach students transformation and its rules.
- ii. To inspire the students to participate in the classroom activities.
- iii. To advice students going through the questions properly before answering them.

Appendix 4

Daffodil International University
Department of English
Report on “English Language Teaching at Greenwoods School”

Fourth Checklist for class observation

School / College: Greenwoods School
Teacher’s Name: Mrs. Nazmun Nahar
No. of Students Present: 10
Course Title: English Second Paper
Room No: N/A
Peer/Observer: Zarin Tashnim
Date and Time: 25/10/2021 at 11.40 am

Objectives of the lesson (as perceived):

- i. To make the students known about translation and letter writing.
- ii. To inspire the students to participate in the classwork.
- iii. To advice students going through the questions properly before answering them.

Appendix 5

Daffodil International University
Department of English
Report on “English Language Teaching at Greenwoods School”

Fifth Checklist for class observation

School / College: Greenwoods School
Teacher’s Name: Mrs. Nazmun Nahar
No. of Students Present: 10
Course Title: English Second Paper
Room No: N/A
Peer/Observer: Zarin Tashnim
Date and Time: 25/10/2021 at 11.40 am

Objectives of the lesson (as perceived):

- i. To make the students known about translation and letter writing.
- ii. To inspire the students to participate in the classwork.
- iii. To advice students going through the questions properly before answering them.

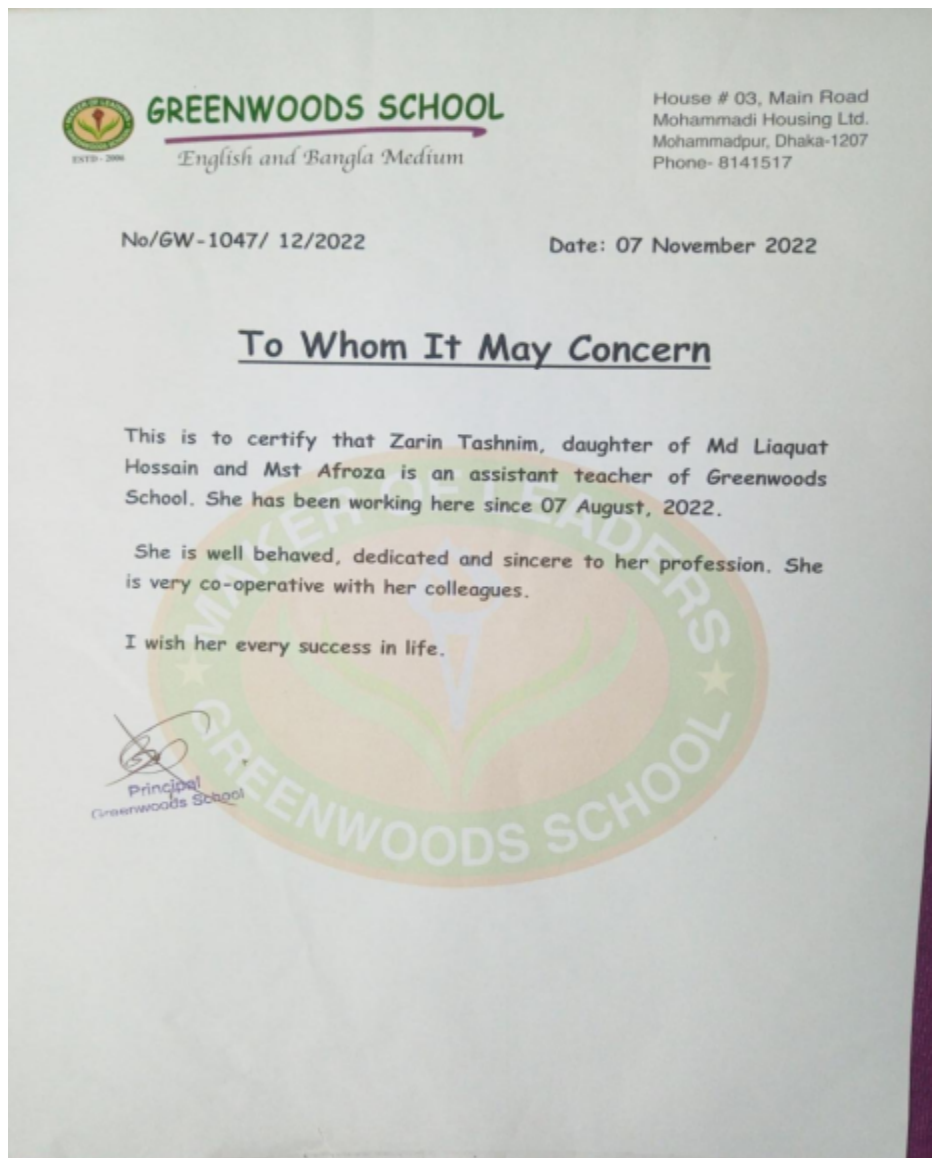
Appendix 6

Internship Class Schedule

The class schedule is given below:

Type	Date and Time	Class	Topic
Class Observation	7/8/2022	6	Translation
Class Observation	12/8/2022	7	Story Writing
Class Observation	13/8/2022	7	Narration
Class Observation	15/8/2022	5	Paragraph
Class Observation	18/8/2022	6	Letter Writing
Class Conduction	25/8/2022	6	Voice Change
Class Conduction	31/8/2022	7	Story Writing
Class Conduction	2/9/2022	7	Narration
Class Conduction	4/9/2022	5	Paragraph
Class Conduction	5/9/2022	6	Letter Writing

Appendix 7
Concern Letter Attachment



Appendix 8
Photo Attachment



Appendix 9 References

Abedin, M. M. 2012. 'The present mode of teaching in the ELT classes at the Higher Secondary level in Bangladesh: Is it the practice of CLT or disguised GTM?' *Stamford Journal of English*, 7, 1–15.

Ali, M. M. 2010. 'Revisiting the English Language Teaching (ELT) curriculum design: How appropriate is Bangladesh higher secondary level national ELT curriculum as a learner-centred one?' *IIUC Studies*, 7(1), 283–96.

Banu, R. & Sussex, R. 2001. 'English in Bangladesh after independence: Dynamics of policy and practice.' In Moore, B. (ed.), *Who's Centric Now? The Present State of Post-Colonial Englishes*. Oxford: Oxford University Press, pp. 122–147

Carter, R. & Nunan, D. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press

Turnitin Originality Report

Processed on: 04-Dec-2022 08:21 +06

ID: 1970471118

Word Count: 9663

Submitted: 1

191-10-2026 By Zarin Tashnim

Similarity Index

29%

Similarity by Source

Internet Sources: 29%

Publications: 1%

Student Papers: 16%

6% match (Internet from 21-Nov-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/7687/181-10-1714%20%2822%25%29%20clearance.pdf?isAllowed=y&sequence=1>

3% match (Internet from 25-Oct-2022)

http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/12372/15103009_ENH.pdf?isAllowed=y&sequence=1

2% match (Internet from 05-Jan-2022)

http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/5721/171-10-1503%20%2821_%29.pdf?isAllowed=y&sequence=1

1% match (Internet from 20-Nov-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4632/162-10-409.pdf?isAllowed=y&sequence=1>

1% match (Internet from 20-Nov-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4278/161-10-135%3d14%25%20Eng.pdf?isAllowed=y&sequence=1>

1% match (Internet from 20-Nov-2022)

http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4305/P14665%20%2811_%29.pdf?isAllowed=y&sequence=1

1% match (Internet from 02-Apr-2021)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4914/151-10-332.pdf?isAllowed=y&sequence=1>

1% match (Internet from 26-Oct-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/8156/181-10-1735%20%286%25%29.pdf?isAllowed=y&sequence=1>

1% match (Internet from 25-Oct-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/5413/172-10-445%3d10%25.docx?isAllowed=y&sequence=1>

1% match (Internet from 26-Oct-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/8110/181-10-270%20%2822%25%29.pdf?isAllowed=y&sequence=1>

1% match (Internet from 19-Nov-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/2427/P13100%20%2808%25%29.isAllowed=y&sequence=1>

1% match (Internet from 20-Nov-2022)

http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/5741/171-10-1513%20%2816_%29.pdf?isAllowed=y&sequence=1

1% match (Internet from 20-Nov-2022)

http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4694/171-10-185%2012_.pdf?isAllowed=y&sequence=1

1% match (Internet from 20-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4951/171-10-440.pdf?isAllowed=y&sequence=1>

1% match (student papers from 23-Dec-2019)
[Submitted to Daffodil International University on 2019-12-23](#)

1% match (Internet from 19-Apr-2022)
<https://www.coursehero.com/file/141670609/English-as-a-Second-Language-5docx/>

< 1% match (Internet from 20-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/3771/P13986%20%2814%25%29.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 25-Oct-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/2559/P11668%20%289%25%29.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 19-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/2425/P13098%20%2814%25%29.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 02-Apr-2021)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4915/152-10-344.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 25-Oct-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4321/162-10-144%2010%25.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 25-Oct-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/2331/P13158%20%289%25%29.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 20-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4302/P14656%20%2811%29.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 20-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/3754/P13948%20%2811%25%29.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 20-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4931/171-10-429.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 02-Apr-2021)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4928/163-10-419.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 20-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4285/P15327%20%2823%29.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 21-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/7587/181-10-1686%2c%2018%25.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 20-Nov-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4785/P14782%20%2817%29.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 25-Oct-2022)
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/6028/151-11-217.pdf?isAllowed=y&sequence=1>

< 1% match (Internet from 20-Nov-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4929/171-10-427.pdf?isAllowed=v&sequence=1>

< 1% match (Internet from 20-Nov-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4950/171-10-436.pdf?isAllowed=v&sequence=1>

< 1% match (Internet from 19-Nov-2022)

<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/2329/P13156%20%2812%25%29.pdf?isAllowed=v&sequence=1>

< 1% match (student papers from 11-Apr-2018)

Class: April 2018 Project Report

Assignment: Student Project

Paper ID: [944724129](#)

< 1% match (student papers from 10-Apr-2018)

Class: April 2018 Project Report

Assignment: Student Project

Paper ID: [944176189](#)

< 1% match (Internet from 04-Dec-2020)

<https://languageestingasia.springeropen.com/articles/10.1186/s40468-019-0085-8>

< 1% match (student papers from 07-Jan-2022)

[Submitted to North South University on 2022-01-07](#)

< 1% match (student papers from 23-Sep-2022)

[Submitted to University of Pretoria on 2022-09-23](#)

< 1% match (Internet from 14-Mar-2016)

https://oup.com.ck/media/teaching-guides/The%20Grammar%20Tree/TG_9780199067008.pdf

An Internship Report on, 'English Language Teaching at Greenwoods School' Submitted To Mohammad [Mustafizur Rahman Assistant Professor Department of English Daffodil International University Submitted By](#) Zarin Tashnim ID No: 191-10-2026 Batch: 46C [This Report is Submitted in Partial Fulfillment of the Requirements for the Degree of B.A \(Honors\) in English DEPARTMENT OF ENGLISH DAFFODIL INTERNATIONAL UNIVERSITY FALL 2022 © Daffodil International University i Declaration I](#) , Zarin Tashnim, Department of English, do hereby declare that the internship report, submitted to the Department of English at Daffodil International University, is an original work. I have completed this Internship for the accomplishment of my course, which is entitled "Project Paper" (Course Code: ENG 431) in the program of B.A. (Hons) in English. I have completed my Internship on "English Language Teaching at Greenwoods School" under the supervision of Mohammad [Mustafizur Rahman \(Assistant Professor\), Department of English, Daffodil International University](#). Name: Zarin Tashnim ID: 191-10-2026 Batch: 46C Program: B.A (Hons) in English Department of English Daffodil International University ©Daffodil International University ii Letter of Approval I am glad to certify that the project on " English Language Teaching at Greenwoods School" is completed by Zarin Tashnim ID: 191-10- 2026, Department of English under my supervision. To the best of my knowledge and as per her declaration, it is an original work completed during the Fall Semester 2022. I recommend the Project report presented by Zarin Tashnim for further academic commendations. It has been a great satisfaction to work with her. I wish her every success in life. Mohammad [Mustafizur Rahman Assistant Professor Department of English Daffodil International University](#) ©Daffodil International University iii Acknowledgment I would like to express my utmost gratefulness and sincere admiration to my supervisor, [Mohammad Mustafizur Rahman \(Assistant Professor\), Department of English, Daffodil International University](#), who has helped me throughout the entire journey. I would remain indebted to him for providing valuable suggestions, and necessary information that helped me to complete this report accordingly. I got to learn a lot of things from him during this period. I would like to thank MD Zahurul Islam Khan sir, Principal of Greenwoods School for giving me the opportunity to do my internship at Greenwoods school. Furthermore, I would like to thank Mrs. Dilruba Rahman and Mrs. Nazmun Nahar, academic coordinators of Greenwoods School for helping me during my internship as my onsite supervisor. ©Daffodil International University iv Abstract Teaching English is important for sustaining in this 21st century. My Internship at Greenwoods School allowed me to understand the attitude and professionalism of

a teacher, student performance, classroom observation teaching materials and methods, and exam invigilations. The Internship project aims to put light on English language Teaching in educational institutions in Bangladesh. Through out the internship, I have gathered experience as an English teacher, and will surely reflect my expertise in the teaching sector. During writing this Internship report, I have tried to utilize my knowledge, and insights and prove my findings and recommendation for the betterment in English Language Teaching. ©Daffodil International University v [Table of Contents](#) Cover Page i

[Declaration](#) ii [Letter of Approval](#)..... iii

[Acknowledgement](#)..... iv

[Abstract](#)..... v [Table of Contents](#).....vi [Chapter – 1:](#)

[Introduction](#)..... 1 [Chapter – 2:](#)

[Objectives](#)..... 2 [Chapter – 3: Methodology](#)..... 3 [Chapter – 4: Institution Details](#)..... 4 [Chapter – 5: Class Observation Report](#)..... 5.1 [First Class Observation](#)..... 5,6,7 5.2 [Second Class Observation](#)..... 8,9,10 5.3 [Third Class Observation](#)..... 11,12,13 5.4 [Fourth Class Observation](#).....14,15,16 5.5 [Fifth Class Observation](#).....17,18,19 [Chapter – 6: Class Experience](#).....20 [6.1 Teaching Experience of First Class](#).....20,21 [6.2 Teaching Experience of Second Class](#).....22,23 [6.3 Teaching Experience of Third Class](#).....24,25 [6.4 Teaching Experience of Fourth Class](#).....26,27 [6.5 Teaching Experience of Fifth Class](#).....28,29 [Chapter – 7: Used Skills](#).....30 [Chapter – 8: Limitations](#)..... 31 [Chapter – 9: My Learning as an Intern](#)..... 32 [Chapter-10 : Overall Finding](#).....33 [Chapter – 11](#)..... 34 [Chapter –12:](#).....35

[Appendix](#).....36 [Appendix 1: First Class Observation Check List](#)..... 36 [Appendix 2: Second Class Observation Check List](#)..... 37 [Appendix 3: Third Class Observation Check List](#)..... 38 [Appendix 4 : Fourth Class Observation Check List](#).....39 [Appendix 5 ; Fifth class observation checklist](#).....40 [Appendix 6: Internship Class Schedule](#).....41 [Appendix 7: Concern Letter Attachment](#)..... 42 [Appendix 8: Photo Attachment](#)..... 43 [Appendix 9 : Reference](#).....44 ©Daffodil International University vi [Zarin 1](#)

[Chapter 1 Introduction](#) [The importance of English in sustaining growth and developing globally compatible workforces cannot be overstated. As a result, with economic concerns in mind, trying to improve English language teaching and learning has become a top priority. Despite numerous efforts in recent years to modernize English language teaching \(ELT\) in our country, the results have been dismal. To highlight, the most significant drawbacks that prevent ELT from meeting expectations are multifaceted problems such as the politically motivated decision to lower the status and use of English in Bangladesh. Since independence we have been facing inconsistent language in education policies, improper implementation of communicative language teaching \(CLT\) curriculum, uncertain teaching methods, and instructional materials in practice, and so on and so forth. So, it has become really tough to meet the expectation in the field of ELT. In Teaching of English, P.C. Wren writes \(2015\), "In the teaching of class subjects, the actual work of mind training is being performed. In the early lessons of English, the weapons are being forged, the tools are being made with which the work of mind training is to be performed."](#) Prior to the late nineteenth century, English language teaching used to follow some traditional strategies. Lessons in Latin and Greek were based on drills, and students were required to read translations of ancient texts. Since the 1940s, communicative skills have become increasingly important for those who want or need to study other languages, and this is when many of the various theories for second-language acquisition began to emerge. People still must follow health safety rules and maintain social distancing in this post-pandemic situation. After more than a year of attending online classes, students are now having difficulties in adjusting their classrooms and concentrating on class lectures and exams. I was advised to do my internship on "English Language Teaching at Greenwood School" to better understand the current situation of the English Language Teaching environment in our country's schools. I think this internship has allowed me to acquire

valuable knowledge and experience in real-world job fields. However, the whole internship process was new and difficult for me. Nonetheless, my supervisor's suggestions and cooperation have helped me to complete the whole process. ©Daffodil International University Zarin 2 Chapter 2 Objectives This project has been initiated with the subsequent objectives:

- To observe the English Language teaching environment, its limitations, benefits, and problems in Bangladeshi schools, especially in the post- Covid period.
- To understand how to manage a class effectively with a proper lesson plan, elements, and activities.
- To obtain some working knowledge and practical experience in teaching for my career.
- To gather knowledge regarding educational content including notes, tests, and assignments.
- To understand supervising classes to ensure all students are learning in a safe and productive environment.
- To deliver personalized instruction to each student by encouraging interactive learning.
- To accumulate essential data regarding offline classes and students' activities in the class and also collect feedback from them.

©Daffodil International University Zarin 3 Chapter 3 Methodology As the partial fulfillment of the requirements for the degree of B. An (Honors) in English, I started my internship at Greenwoods School Dhaka. I have observed and taken classes at this institution under the supervision of my respective supervisor Mohammad Mustafizur Rahman sir. Alongside the senior co-ordinator teachers guided me with the required papers and helped me a lot to complete my internship. After taking permission from Zahurul Islam Khan, principal of Greenwoods school, I observed five English classes of standard 6,7,8. They have been teaching different grammar items in their English 2nd paper and then I have conducted three classes of standard 6,7,8. I was instructed to teach students grammar items like subject-verb agreement, suffix-prefix, voice change, tense and etc. I have prepared my lesson plans according to the topic and organized the classes correspondingly. I used to apply the communicative language teaching approach that is mostly focuses on communication rather than structure. I used to provide tasks that is relevant to students' interests. I have included meaningful discussions regarding their text to understand whether they can apply their knowledge in real or not. My teaching method was discussion based. It is used to focus on the linguistic level of the students based on their classes. As an English language teacher, I tried to provide the students with task-based Learning is about focusing on individual tasks such as providing individual student poems and story writing to improve their creative thinking. Furthermore, I have provided additional tasks like extempore speech, debate. Moreover, I prepared some error-correction activities for the students. Thus they can observe and rectify their own errors on their copies and it could be helpful for them in the future. The students also work in pairs to examine each others copy under my supervision so that they can reflect their knowledge on another one's work and gather knowledge for the betterment. ©Daffodil International University Zarin 4 Chapter 4 Institution Details Name Greenwoods School Location HOUSE NO: 3, MAIN ROAD, OPPOSITE OF NUR MASJID, MOHOMMADIA HOUSING LTD., MOHOMMADPUR, DHAKA-1207., Dhaka, Bangladesh Time of Establishment 2006 Building Rented one building Students 500 Dress code Formal Number of teachers 26 Teacher's qualification MA Degree from different universities Economic issue Private Social issues Middle-class and upper middle class. But mostly middle- class students study here Play ground They don't have any playground in the campus library There is no academic library here CCTV monitoring Yes, full school is under CCTV coverage. Prayer room Yes ©Daffodil International University Zarin 5 Chapter 5 Class Observation Report 5.1 First-Class Observation I have observed my first class on 7th august, October 2022 at 11.00 am at Greenwoods School. The duration of the class was 40 minutes. The number of the present students was around 15. The teacher was Mrs. Dilruba Rahman. The topic was creative writing under the English 2nd paper course. She began her class with warm greetings and introduced me to the students. They happily welcomed me to observe the lesson with them. She conducted her class effortlessly and delivered lectures mostly in English. But for students' better understanding Mrs. Dilruba used Bangla as well. The teacher was really well-behaved and professional. During her class period, the students were taking participate in the conversation and keeping notes as well. Her language proficiency, class management, his presentation skill was really nice. The class has started and ended on due time and the class time was spent efficiently. At the end of class, the teacher asked the students if they had any confusion regarding the lesson. Some of the students asked about their confusion and got proper answers from the teacher. During the class time, I observed students' active participation and full concentration on the lecture. Were the objectives achieved and to what extent? In my view, the objectives were wisely fulfilled. Students were capable of understanding the basic ideas The teacher asked questions regarding the topic and also gave some examples. Students were very active in times of the question-answer session. It is really necessary for students to be more attentive in class while the teacher is really working hard for them. ©Daffodil International University Zarin 6 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) She had excellent command of the subject and was well-versed in it. Her teaching style appeared to be very impactful with students. 2 ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and

summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today She ran a well-organized class and was an excellent time manager. He developed each and every point for his students and encapsulated the major ideas of the lecture to help them understand better. Obviously, she finished his lecture on time which makes certain that everyone understood his points. 3 RAPPOR (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) Yes. The teacher was extremely pleasant and consisting. She encouraged students in class and didn't mind if they gave incorrect answers. She gladly assisted them in correcting the incorrect answers ©Daffodil International University Zarin 7 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 She used both audio-lingual and grammar translation method together. Sometimes she used Bengali and the class was conducted mainly on lecture-based method. But She also focused on students' participation in the class 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 a clear voice but his pronunciation of words was not standard. But his presentation skill was really nice. Management Was the time spent properly? Yes, the time was appropriately managed 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 class was on creative writing. The teacher tried her level best to utilize every single step to provide the students clear depiction regarding creative writing. So, everything was very comfortably done. ©Daffodil International University Zarin 8 5.2 Second-Class Observation I observed my second class on 25th August 2022 at 11 .40 am with class 7 at Greenwoods School, Dhaka. The duration of the class was 40 minutes. The number of the present students was 20. The topics of the discussion were translation and letter writing under the English Second Paper subject. The teacher was Mrs. Nazmun Nahar, who conducted the class. She began the class with warm greetings and introduced me to the class. Students again warmly welcomed me to observe the session with them. Sir conducted the class mainly in English, but for a better understanding of students, he sometimes used Bengali as well. Ma'am started to provide lectures describing the translation as it was included in their final syllabus. He taught them general rules of translation and gave them some examples from their textbook of Chowdhury and Hossain. And then ma'am has briefly discussed about their question pattern of the final syllabus. Then the teacher moved to letter writing and its pattern in English. Ma'am mentioned two letters as examples from their syllabus and discussed about the common mistakes that most of the students can do while writing their letters. Also, he reminded students to make no grammatical mistakes while writing sentences on the exam paper. Finally, she ended the class after taking feedback from the students and also thanked me for joining with them. Were the objectives achieved and to what extent ? I believe the objectives were successfully completed because students were very jolly and enthusiastic during the lecture. They take part in every task that the teacher provided. The teacher asked them to do translation exercises and they completed it within a short time. Moreover, they were asked questions about what are problems they mainly face in the exam and the teacher provided them with solutions properly. ©Daffodil International University Zarin 9 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) She knows a lot about the subject, and her teaching style is quite unique. He attempted to communicate with every student. 2 ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today) She organized the class in a different way. She finished the lecture within a short time and then summarized the key issues of the lessons. She finished his lessons on time and made sure that everyone got their lessons well. She has given a conclusive end. 3 RAPPOR (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 the subject matter but also in manner, etiquette and attitude) She gave feedback, aided his class with some powerful words, and attempted to ensure that his students participated in the classroom by requesting several questions and responding to them as needed. He made everyone sit separately to sustain physical distance and feel relaxed and comfortable in class. ©Daffodil International University Zarin 10 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) She taught the students in the class using GTM. She also used a learner-centered approach throughout the session. She used real-life instances to make the learning more engaging. 5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintain eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) She spoke with a loud voice and maintained proper eye contact. Her teaching style was superb. Though her English was not that much formal, she was able to create an enjoyable and humorous classroom environment for students in a short period of time Was the time spent properly? Yes, the time was used 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 lesson was divided into two sections. First, the teacher gave a lecture on translation and a lecture on letter writing. After ending the session precisely, she wrote on the board and instructed regarding writing notes. Moreover, she mentioned the summary of the lesson in the last five minutes. ©Daffodil International University Zarin 11 5.3 Third - Class Observation I observed my third 1st September, 2022 at 12.20 pm with class 5 at Greenwood school, Dhaka. The class duration was 40 minutes as usual. The number of the present students was around 15. The topic of the session was tense under the English Second Paper course. The teacher was Mrs. Nazia Nowrin, who started her class by introducing me to the students. Students again happily welcomed me to observe the session with them. Ma'am has conducted the class mostly in English, but for a better understanding of students, she sometimes used Bengali as well. At first, he briefly talked about what is tense and its basic structures. Then she mentioned some rules from the book with relative examples. After that, she told students to change five tense exercises written on the board. Then she wrote down the answers on the board and told the students to check their answers. She also arranged some quizzes regarding their topic and divided them into group for the task. Finally, she provided students with some transformation exercises as their homework and asked them if they had any questions, and ended the session by taking a short feedback from me. I also thanked ma'am and the students for allowing me to follow their class. Were the objectives achieved and to what extent (in your view)? According to my observation, the objectives were achieved to some extent. Students has shown their positive response toward the teacher. The teacher gave them some "changing the tense" exercises, which were completed by them properly. They were taking part in the question answers session lively. ©Daffodil International University Zarin 12 S/N Review Section In What Ways 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) She is an expert at the subject matter. Her instruction was clear and excellent. She attempted to make good communication with every student. 2 ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today.) She successfully completed the lecture by summarizing the major points of the lesson. She started her class timely and ensured that students must gather proper knowledge regarding the lesson. Moreover, she has provided a conclusion. 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) She has tried to provide feedback, started her class with motivational quotes, and attempted to ensure that students must participate in classroom activities. She added games and quizzes related to the topic so that the students remain engaged during the lecture. ©Daffodil International University Zarin 13 4 TEACHING METHODS (uses relevant teaching methods, aids, She used both GTM and the Audio- Lingual method in the classroom. materials, techniques, and technology; includes variety, balance, imagination, and 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) Throughout the class. She kept maintained the student engaged in her lecture. However, she provided them with creative tasks at the end of the class. 5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong) Her teaching method was enjoyable. She translated the topic in Bangla for a better understanding of the students. She used pictures and posters for creating variation in the content. 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 main idea of the lesson included a presentation on transformation. The teacher mentioned the rules and as well as examples. She ended the session timely but productively. She used the white board and instructed the students to write notes. Finally, she concluded the session by summarizing the common mistakes the students make in the exam. ©Daffodil International University Zarin 14 5.4 Fourth - Class Observation Mrs Tamanna Nusrat was the teacher for the fourth class observation. I was allowed to observe the class on 7th September, 2022. The teacher began

her class by introducing herself to the students. There were 26 students in the classroom, and both the instructor and students used English as their target language. From the beginning to the end of the class, the teacher spoke in English. The learners, on the other hand, are at the beginning of the process of language acquisition and only know the fundamentals of the target language. They still lacked proper grammar and comprehension skills. In the class, no translation or having a conversation in L1 was permitted. As a result, all classroom discussions and question-and-answer sessions were conducted in the target language. Despite some errors, both students and the teacher communicated comfortably in English throughout the entire class period. Following the greeting conversation, the teacher led the students in some simple physical activity. Later, when I questioned her about the intention of doing this type of exercise, she explained that it allows students to warm up before class and give their full attention during class. The teacher then instructed the students to describe about the day, hobbies, school, and so on and so forth. These were simply the regular warm-up sessions that the teacher used to keep the students' attention during the class period. Following the warm-up, the teacher assigned the lesson topic to the students, which was 'Articles.' She wrote some article rules from the class text on the board and instructed the students to write them. The teacher then explained the rules and provided some examples. She also used components such as an apple, a ball, a pen, a marker, and so on to demonstrate how to use articles. Were the objectives achieved and to what extent (in your view)? In my opinion, the objectives were achieved properly. Majority of the students tried to participate and communicate with the teacher. The lecture was enough contentful and informative. She has started her class on due time and ended with a positive impact on the students ©Daffodil International University Zarin 15 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) She has good knowledge of academic contents and knows how to add her expertise during lectures. She tried to engage with the conversation with every student. 2. ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today) She applied her unique style of teaching in the classroom so that the students enjoy the class and provided concentration properly. She organizes the class systematically and her students were really watchful to the lecture. 3 RAPPOR (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) She has tried her level best to review her students writing copy accurately and at the same time, she has provided rhythm valuable feedback for the betterment in the exam. Daffodil International University Zarin 16 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) She reviewed a topic regarding students' class test exams. She also mentioned question patterns, common mistakes, rules, and regulations for the exam. After the review session, she kept some time for the question- answer session. She provided some critical insights regarding the topic. Moreover, she tried to apply direct method and communicative language teaching methods in the classroom. 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 students enjoyed the lesson and were interacting with their teacher. The teacher has maintained eye contact and proper communication with the students during the lecture. Was the time spent properly? Yes, the time was used 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 the main stages of the lesson and time spent on each) The lesson plan was divided into 4 sections. First, the teacher provided a lecture regarding their upcoming exam. After ending the session precisely, she mentioned some common errors regarding the topic. Then she arranged a surprise viva in the classroom to scrutinize their knowledge and the she wrapped up her class with a summary. ©Daffodil International University Zarin 17 5.5 Fifth-Class Observation Finally, in the fifth class observation, I was allowed to visit Mrs. Shirin's class. I will discuss my observations of English language classes in class 7. This class, in my opinion, was preferable to the previous two language teachers' classes. Previously, we saw the teachers in other classes apply some refreshing tasks before the class, but all of the classes were performed very conventionally with the help of the GTM Strategy and explicit learning. The English language teacher in class 7, on the other hand, used a variety of methods to teach the learners English grammar. The teacher then instructed the students to describe about the vacation, journey, memorable day, and so on and so forth. These were simply the regular warm-up sessions that the teacher used to keep the students' attention during the class period. After the conversation, the teacher assigned the lesson topic to the students, which

was Forming Adjectives" She wrote the definitions and examples of adjectives and asked students to provide their opinion regarding the topic. After explaining the basic idea, the teacher started to work on some exercise tasks from their book. She wrote some nouns, adverbs, and verbs on the board and asked the students to change them into adjective form. Students were happy to see the tasks and it was new for them. They gladly responded and submitted their work. The teacher reviewed their submitted writing copies and rectify their errors. Were the objectives achieved and to what extent ? According to my observation, the objectives were achieved to some extent. Students has shown their positive response toward the teacher. The teacher gave them some " changing the tense " exercises, which were completed by them properly. They were taking part in the question answers session lively . © Daffodil International University Zarin 18 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) She is an excellent teacher with good academic expertise. She tried to demonstrate her lecture with enthusiasm .Students seemed really concentrated on the lecture during the class. 2. ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today) She mixed different methods in their own way like aduli lingual, direct, total physical response, communicative language teaching method. Her way of speaking and pronunciation was appreciable. She has managed classes very nicely. 3 RAPPOR (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) She organized the class with different tasks for a different purpose. Students were seeming to read and write for academic tasks and also they were taking participation different conversation regarding their favorite topics. ©Daffodil International University Zarin 19 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) She has included several activities during her lecture. The students were divided into groups of 4-5 members and they chose a story where they would use at least ten adjectives and after that they will present it in front of the classroom. They made six groups and one from each group presented their story to inform of everyone. The students enjoyed the session . 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 was very lively during her classtime, and she quiet good at presenting and interacting with the students. Her voice was understandable and made proper eye contact with everyone in the classroom. She had an average pronunciation with formal standard English Was the time spent properly? Yes, the time was used 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 the main stages of the lesson and time spent on each) The lesson plan was properly structured with academic and co-circular activities. First, the teacher provided a lecture regarding their textbook topic " Adjectives" After ending the lecture session precisely, she mentioned a group task where the students are supposed to use the knowledge they have understood from the lecture. After the group tasks the teacher praises the students for their good work and wrapped the class with some valuable insights. ©Daffodil International University Zarin 20 Chapter 6 Class Experience After observing 5 classes of different teachers at Greenwoods School, Dhaka. I took permission of taking 5 classes at least for my internship purpose. I was instructed to make choose some topics and make lesson plans accordingly. Then with the permission of the principal sir, I started to work on taking classes. So, I took suggestions from Mrs. Dilruba Rahman, whom I was working with, and made lesson plans to take the classes. 6.1 Teaching Experience of Class (First class) School / College: Greenwoods School Teacher's Name: Mrs. Dilruba Rahman Class: 6 Number of Students: 12 Course Title: English Second Paper Peer / Guest Teacher: Zarin Tashnim Topic: Voice change Time: 40 minutes Content Time Teacher activities Student activity Introduction 05 minutes In the beginning, again I will introduce myself and tell them about my purpose of taking their class. They will also introduce themselves so that I can feel comfortable while teaching them. Motive of Teaching (Voice Change) 05 minutes I will ask them about active voice and passive voice. They will share their idea with me as much as they know. ©Daffodil International University Zarin 21 Topic Discussion 20 minutes I will teach them the structure of changing voices with appropriate examples. Students will listen to me attentively. They will also get a clear to changes active and passive voices and vice versa Student participation and taking feedback 05 minutes I will ask them if they have any confusion regarding the lesson. Also, I will ask them how they feel about my class and will take feedback from them. Students will ask me if they have any confusion regarding the topic and will provide feedbacks for me. Conclusion 05 minutes In the

end, I will thank them for attending my class carefully They will ask me questions if they have any questions or confusion. [For the first](#) class experience, I attended [the English 2nd paper](#) subject [of class](#) 6. It was 11.30 p.m. to 12.10 p.m. on 10 October 2022. My previous experience in class greatly aided me in overcoming my lack of self-esteem. As with the earlier one, the course teacher, Mrs. Dilruba Rahman provided me the lesson plan for the particular class. The teacher accompanied me into the classroom and completed the roll-calling procedure in 7 minutes. Then I began my lecture by describing the subject and asking them if they were comfortable with it. They responded with positive behavior. ©Daffodil International University Zarin 22 I started the lesson with some basic definitions and examples of voice change and elaborate on the terms 'Active Voice' and 'Passive Voice'.Some students did have queries and they asked regarding it. I tried my best to solve their confusion by giving some examples. [Then I wrote](#) some exercises [on the board](#) from their book [and asked them to](#) mention the answers. Their response was quite good. Then [wrapped up the class by giving](#) them some [homework](#) for [the](#) next class. 6.2 Teaching Experience of Class (Second class) School / College: Greenwoods School Teacher's Name: Mrs. Dilruba Rahman Class: 8 Number of Students: 13 Course Title: English Second Paper Peer / Guest Teacher: Zarin Tashnim Topic: Story Writing Time: 40 minutes [Content Time Teacher activities Student activity Introduction 05 minutes In the beginning](#), again [I will introduce myself and](#) tell them about my purpose of taking their class. They will also introduce themselves so that I can feel comfortable while teaching them. (Story Writing) Motive Teaching of 05 minutes I will ask them to think about a story and its title They will share their idea with me as much as they know. ©Daffodil International University Zarin 23 Topic Discussion 20 minutes I will teach them the structure of writing stories and titles. Students will listen to me attentively. They will also get a clear idea to write stories Student participation and taking feedbacks 05 [minutes I will ask](#) them [if they have any](#) confusion regarding [the](#) lesson. Also, I will ask them how they feel about my class and will take feedback from them. Students will ask me if they have any confusion regarding the topic and will provide feedback for me. Conclusion 05 minutes In the end, I will thank them for attending my class carefully. They will ask me questions if they have any questions or confusion. For the teaching experience of 2nd class, I was assigned to take a class of grade 7. I choose story writing for the lesson plan. So I told them to take preparation to write stories. A few sections of the narrative were written on the board, and they must complete the story while keeping it relevant. I told them they could do it their own way. Since the time is constrained and they must complete it, I assigned them to four to five-person's groups. After 20 mins, I called every student from the four groups and listened carefully. Following that, I discovered a few statements with grammatical mistakes and spelling errors. I couldn't read every team's script because it was too time-consuming. However, they wrote well overall. Finally, only five mins remained. I gave some tasks to for the next class and wrapped the class. ©Daffodil International University Zarin 24 [6.3 Teaching Experience of Class](#) (Third class) School / College: Greenwoods School Teacher's Name: Mrs. Dilruba Rahman Class: 7 Number of Students: 22 Course Title: English Second Paper Peer / Guest Teacher: Zarin Tashnim Topic: Narration Time: 40 minutes [Content Time Teacher activities Student activity Introduction 05 minutes In the beginning](#), again [I will introduce myself and](#) tell them about my purpose of taking their class. They will also introduce themselves so that I can feel comfortable while teaching them. Motive of Teaching (Narration) 05 minutes I will ask them about Narration, indirect speech and direct speech They will share their idea with me as much as they know. Topic Discussion 20 minutes I will teach them the structures of changing Narration Students will listen to me attentively. They and will also get a clear idea regarding how [to change direct speech](#) from [indirect speech and indirect speech](#) from [direct speech](#) ©Daffodil International University Zarin 25 Student participation and taking feedback 05 [minutes I will ask](#) them [if they have any](#) confusion regarding [the](#) lesson. Also, I will ask them how they feel about my class and will take feedback from them. Students will ask me if they have any confusion regarding the topic and will provide feedback for me. Conclusion 05 minutes In the end, I will thank them for attending my class and wish them good luck. They will ask me questions if they have any questions or confusion. I have chosen Narration to teach in the class of standard 7. Narration was in their final exam syllabus. So, I was instructed to do a full revision on the Narration. So, after class, I advised them to do narration homework exercises in order to prepare for their exam. In Greenwoods School Dhaka, I have experienced my third class with class 7 At the initial phase, I explained why I was taking their class and then introduced myself. After the introduction, I began attending their class. I wrote on the board and mentioned the rules of narration with some examples. I also requested that they provide several examples and work through them with me. They did make some mistakes, which I facilitated them in correcting. They actively participated in class and willingly answered my questions. They also queried me when they were absent from class. They actively participated in class and willingly answered my questions. They also queried me when they were absent from class. The best accomplishment for me was receiving positive feedback and responses from them. I could tell they were happy from their gestures and body language when they had attended my class. It gave me happiness and self-esteem. ©Daffodil International University Zarin 26 [6.4 Teaching Experience of Class](#) (Fourth class) School / College: Greenwoods School

Teacher's Name: Mrs. Dilruba Rahman Class: 7 Number of Students: 22 Course Title: English Second Paper Peer / Guest Teacher: Zarin Tashnim Topic: Paragraph Writing Time: 40 minutes

Content Time Teacher activities Student activity Introduction 05 minutes In the beginning, again I will introduce myself and tell them about my purpose of taking their class. They will also introduce themselves so that I can feel comfortable while teaching them. Motive of Teaching (Paragraph Writing) 05 minutes I will ask them about a paragraph about its basic structure. They will share their idea with me as much as they know. Topic Discussion 20 minutes I will teach them the structure of Paragraphs with appropriate examples. Students will listen to me attentively. They will also get a clear idea to write an ideal paragraph. ©Daffodil International University Zarin 27 Student participation and taking feedbacks 05 minutes I will ask them if they have any confusion regarding the lesson. Also, I will ask them how they feel about my class and will take feedback from them. Students will ask me if they have any confusion regarding the topic and will provide feedbacks for me. Conclusion 05 minutes In the end, I will thank them for attending my class carefully. They will ask me questions if they have any questions or confusion. I was instructed to teach Paragraph writing to the students of class 5 as it was included in their final term's syllabus. I entered to the class and greeted everyone and they greeted me back too. They were seeming enthusiastic to attend the class. So, I started to mention an ideal structure of a paragraph and how to maintain it in different topics. I showed them some references from their reference book and asked them a question regarding it. After a certain amount of time, I gave every student some random topic to write a paragraph following that particular structure. Everyone participated in the class task happily and share their thoughts writing paragraphs. They gave feedback for each other's paragraphs as well and appreciated who has given more effort in the writing. During the last 10 minutes of the class, I checked their copies and corrected their mistakes. I mentioned their confusion and provided homework for the next class. Then wrapped up the class and bidding bye to them. © Daffodil International University Zarin 28 6.5 Teaching Experience of Class (Fifth class) School / College: Greenwoods School Teacher's Name: Mrs. Dilruba Rahman Class: 6 Number of Students: 12 Course Title: English Second Paper Peer / Guest Teacher: Zarin Tashnim Topic: Letter Writing Time: 40 minutes Content Time Teacher activities Student activity Introduction 05 minutes In the beginning, again I will introduce myself and tell them about my purpose of taking their class. They will also introduce themselves so that I can feel comfortable while teaching them. Motive of Teaching (Letter Writing 05 minutes I will ask them basic information about letter writing about its basic structure. They will share their idea with me as much as they know. Topic Discussion 20 minutes I will teach them the rules, and regulations of writing a letter with appropriate examples. Students will listen to me attentively. They will also get a clear idea about Letter Writing. ©Daffodil International University Zarin 29 Student participation and taking feedback 05 minutes I will ask them if they have any confusion regarding the lesson. Also, I will ask them how they feel about my class and will take feedback from them. Students will ask me if they have any confusion regarding the topic and will provide feedback for me. Conclusion 05 minutes In the end, I will thank them for attending my class carefully They will ask me questions if they have any question or confusion. I took permission from Mrs. Dilruba Rahman to conduct my fifth class. After having permission I thought to make a lesson plan on Letter writing. So, I enter the classroom and greeted the class and they welcome me back in the classroom. I did some warm-up sessions with them and then shifted our attention to the main task. I asked them some questions regarding letter writing and show the format of writing letters. After providing a brief lecture on letter writing , I arranged an instant quiz for them. I divided my students in five groups and asked one from each group to write a letter to their friends regarding their favorite journey. They got 15 minutes for this task and after submitting the writeup I asked one from each to come forward and read out the letter loudly in front of the classroom. Every group participated in the tasks and they enjoyed their peer group's performance as well. At the end of the class, they asked me some questions regarding the format of letter writing. After clarifying their queries, I mentioned to them to write a letter to your friend regarding their final exam preparation. After that, they submitted their copies and I corrected their errors. Then I wrapped up the class bidding bye to them. ©Daffodil International University Zarin 30 Chapter 7 Used Skills Greenwoods School has given me the opportunity to learn and apply some skills, which are; 1. Communication : During the internship, I have been through many classes, exams, and events where I needed to communicate effectively with the principal, senior teachers colleagues, and students. I tried my level best to understand the chain of command regarding the educational institution and tried to apply the insight during my work. 2. Patience : Patience is one of the key skill that are mandatory to be in this profession. I have worked with some senior teachers and they were extremely patient during dealing with the students and parents. They seem really warm and approachable during the class too. I have tried to take suggestions and have understood that I have also applied this skills during my lectures and class management during the internship period. 3. Creative Thinking : While taking classes at Greenwoods School, I have tried my best to be a Creative thinker to my students. Textual learning and scripted materials is not going to be helpful for every class and for every students. There were many events arises where I needed to apply my instant creative ideas to

add some available insight in their lesson, making students concentrated on my lecture and providing a fruitful lesson. 4. Organization Skills : My internship as an English teacher required me to apply my organization skills to my workspace. I have tried to maintain the classroom time , exam invigilation duty, and providing correction to the students when needed .These situations are indeed proper maintenance of time and schedule and organizational skills.

©Daffodil International University Zarin 31 Chapter 8 Limitations Though my department has been enough resourceful and communicative regarding the whole internship process, still I have felt some limitations that can be resolved by taking proper steps. 1. There should be one semester for completing the internship only. Dealing with the course work, classes, and internship at the same is very puzzling and it requires huge time, energy, and concentration to maintain everything properly. 2. Educational institutions have different requirements regarding internships and teacher; recruitment. Department can arrange some events and seminars where teachers from renowned Educational Institutions can come and share their insights regarding the scope of working in educational institutions. 3.The 'Introduction to English Language Teaching' course should be more prioritized with more real-life tasks, assignments and presentation so that the students who wants to flourish h their career in the teaching sector just after finishing their studies can take the necessary insights from that particular course . ©Daffodil International University Zarin 32 Chapter 9 My Learnings as an Intern [My Internship on English Language Teaching at Greenwood's school](#) has given a good insight regarding my career objective and future steps. I just not only took classes for the project paper only, but I have also provided my extra time when the school authority provided me extra responsibility .I have tried to perform everything on my own. My experience as an English teacher has made me confident enough to take my career decision from now and explore the better options as well. These are my learning as an Intern at Greenwood's School:

1. Establishing Career Goals: During this Internship Period, I have to set my priorities for having a good experience for the near future. I have attended meetings, and discussion sessions with teachers met several guardians regarding their children's issue, tried to perform as a host in different cultural performances, and groomed up students for their English debate competition. Everything made me more skilled and knowledgeable and gave me insights to become a full-time teacher 2. Professionalism: My Internship duties required lots of professional behavior that made me to think and behave like a professional. Maintaining punctuality for classes, taking preparation for lectures, behaving decent and warmly with students and guardians, and celebrating events and cultural programs with proper decorum .This made me to shape my thoughts, behaviors, attire and so many other issues. Moreover, I can think of myself as a professional and work side by side with other professionals. 3. Perseverance: I have learned to work in the same space with the same people for the same tasks for hours after hours. It has given me to understanding of the official works and formality. My colleagues strictly maintained the institutional regulations and help me to understand everything too. These formal behaviors helped to practice my patience and perseverance like other full time teachers. ©Daffodil International University Zarin 33 Chapter 10 Overall Findings

- Using the mother language in the classroom interferes with the English Language Teaching environment in the classroom.
- Teaching methods are not properly efficient for average and weak students.
- Classroom environment is not enough spacious, ventilated, and decorated.
- Students don't have enough scope to speak and practice English outside of the classroom.
- Lesson materials are highly confined to textbooks.
- Few opportunities for students to practice all the English Language skills (Listening, speaking reading, writing) adequately.
- Lack of skilled and experienced teachers.
- Memorizing rules, and grammar is not helping students in real-life communication.

©Daffodil International University Zarin 34 Chapter 11 Recommendations The following are some [recommendations I would like to make](#) to improve [the effectiveness of school](#)-level English classes:

- The majority of students do not participate in classroom activities. So, there should be a sufficient amount for group projects and learning outside of the textbooks.
- During English class, both educators and students from our country frequently speak in Bengali. However, it is preferable if they exercise speaking English in English classes.
- Students are often hesitant to ask queries, but they should do so frequently and clearly. Otherwise, there's going to be an inherent gap in their English language knowledge.
- In addition to doing homework, classwork, and jotting down from the board, they could perhaps rehearse grammar exercises, and the teacher should assign advanced-level exercises for them to solve in class. Students can improve their English grammatical knowledge in this way.
- Following the lesson, the teacher should analyze the topic and encourage the students to ask questions.
- The teacher will not solve every interpretation on the board; instead, he or she will instruct students to solve it by themselves and describe it with their classmates.

©Daffodil International University Zarin 35 Chapter 12 Conclusion I would like to draw [the conclusion](#) of the report by stating my utmost gratitude towards Greenwood's [School for providing me the opportunity to complete my internship](#) as an English teacher. I have got permission for both to observe and take classes in their classroom and learned some valuable insight during my internship period. I have gathered knowledge on the lesson plan, classroom management, presentation, question making, script checking, organizing extracurricular activities, exam invigilation, and many more. My fellow

teachers and respected principal sir have given me enough opportunity and space to explore as an Intern teacher and I tried to apply my expertise in the best way. I am honored and privileged to become the part of such noble profession and get utmost respect. I have completed this Internship with utmost dedication and I am confident to start my journey as an English Teacher in near future.

©Daffodil International University Zarin 36 Appendix 1 [Daffodil International University Department of English Internship on "English Language Teaching at Greenwood's School"](#) First [Checklist for class observation School / College](#): 11 [Teacher's Name](#): Mrs. Dilruba Rahman Senior Coordinator, Greenwood's School [No. of Students Present](#): 10 [Course Title](#): English Second Paper [Room No](#): N/A [Peer/Observer](#): Zarin Tashnim [Date and Time](#): 31/9/2022 at 11 am [Objectives of the lesson \(as perceived\)](#): i. To provide basic [idea](#) regarding creative writing ii. [To](#) assist in preparing them for their final exam and to go over the question pattern with them. iii. To provide students with a clear understanding of different segments of creative writing and, if necessary, to discuss other topics related to it. Also, inform students about the most common mistakes they make when answering creative writing in the exam hall.

©Daffodil International University Zarin 37 Appendix 2 [Daffodil International University Department of English Report on "English Language Teaching at Greenwood's School"](#) Second [Checklist for class observation School / College](#): Greenwood's School [Teacher's Name](#): Mrs. Nazmun Nahar [No. of Students Present](#): 10 [Course Title](#): English Second Paper [Room No](#): N/A [Peer/Observer](#): Zarin Tashnim [Date and Time](#): 25/10/2021 at 11.40 am [Objectives of the lesson \(as perceived\)](#): i. [To](#) make [the students](#) know [about](#) translation [and](#) letter writing. ii. [To](#) inspire the [students to](#) participate in the classwork. iii. To advise the students going through the questions properly before answering them.

©Daffodil International University Zarin 38 Appendix 3 [Daffodil International University Department of English Report on "English Language Teaching at Greenwood's School"](#) Third [Checklist for class observation School / College](#): Greenwood's School [Teacher's Name](#): Mrs. Nazia Nowrin [No. of Students Present](#): 12 [Course Title](#): English Second Paper [Peer/Observer](#): Zarin Tashnim [Date and Time](#): 01/11/2022 at 12.20 pm [Objectives of the lesson \(as perceived\)](#): i. [To](#) teach [students](#) transformation [and](#) its rules. ii. [To](#) inspire the [students to](#) participate in the classroom activities. iii. To advise students going through the questions properly before answering them.

©Daffodil International University Zarin 39 Appendix 4 [Daffodil International University Department of English Report on "English Language Teaching at Greenwood's School"](#) Fourth [Checklist for class observation School / College](#): Greenwood's School [Teacher's Name](#): Mrs. Nazmun Nahar [No. of Students Present](#): 10 [Course Title](#): English Second Paper [Room No](#): N/A [Peer/Observer](#): Zarin Tashnim [Date and Time](#): 25/10/2021 at 11.40 am [Objectives of the lesson \(as perceived\)](#): i. [To](#) make [the students](#) know [about](#) translation [and](#) letter writing. ii. [To](#) inspire the [students to](#) participate in the classwork. iii. To advise students going through the questions properly before answering them.

©Daffodil International University Zarin 40 Appendix 5 [Daffodil International University Department of English Report on "English Language Teaching at Greenwood's School"](#) Fifth [Checklist for class observation School / College](#): Greenwood's School [Teacher's Name](#): Mrs. Nazmun Nahar [No. of Students Present](#): 10 [Course Title](#): English Second Paper [Room No](#): N/A [Peer/Observer](#): Zarin Tashnim [Date and Time](#): 25/10/2021 at 11.40 am [Objectives of the lesson \(as perceived\)](#): i. [To](#) make [the students](#) know [about](#) translation [and](#) letter writing. ii. [To](#) inspire the [students to](#) participate in the classwork. iii. To advise students going through the questions properly before answering them.

©Daffodil International University Zarin 41 Appendix 6 Internship Class Schedule The class schedule is given below:

Type	Date and Time
Class Topic	Class Observation 7/8/2022
6 Translation	Class Observation 12/8/2022
7 Story Writing	Class Observation 13/8/2022
7 Narration	Class Observation 15/8/2022
5 Paragraph	Class Observation 18/8/2022
6 Letter Writing	Class Conduction 25/8/2022
6 Voice Change	Class Conduction 31/8/2022
7 Story Writing	Class Conduction 2/9/2022
7 Narration	Class Conduction 4/9/2022
5 Paragraph	Class Conduction 5/9/2022
6 Letter Writing	

©Daffodil International University Zarin 42 Appendix 7 Concern Letter Attachment ©Daffodil International University Zarin 43 Appendix 8 Photo Attachment ©Daffodil International University Zarin 44 Appendix 9 References

Abedin, M. M. 2012. 'The present mode of teaching in the ELT classes at the Higher Secondary level in Bangladesh: Is it the practice of CLT or disguised GTM?' Stamford Journal of English, 7, 1-15.

Ali, M. M. 2010. 'Revisiting the English Language Teaching (ELT) curriculum design: How appropriate is Bangladesh higher secondary level national ELT curriculum as a learner-centred one?' IIUC Studies, 7(1), 283-96.

Banu, R. & Sussex, R. 2001. 'English in Bangladesh after independence: Dynamics of policy and practice.' In Moore, B. (ed.), Who's Centric Now? The Present State of Post-Colonial Englishes. Oxford: Oxford University Press, pp. 122-147

Carter, R. & Nunan, D. 2001. The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press

©Daffodil International University