

An Internship Report
On
Usage Of Communicative English at Gazipur City Model School

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

Declaration

I hereby declare that the internship report submitted to the Department of English 'Daffodil International University, is a genuine fragment of work under the course titled "Project Paper with Internship " (Course code: ENG 334) in the program of B.A (Hon's) in English. I have completed an internship on " Usage of Communicative English “and the report is written under the Supervisor of Emran khan, Lecturer, Department of English, Daffodil International University.



.....

Name: Anik

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Certificate

I am delighted to certify that Anik, Id: 191-10-398, a student of the Department of English, Daffodil International University, has completed the internship project report on " Usage of Communicative English " successfully under my supervision. To the greatest of my learning and as per his declaration. It is a main work completed under my supervision. It has been a grand pleasure to work with him. I wish him every success in life.



.....

Emran Khan

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Acknowledgement

First of all, I would like to show my gratitude to the God Almighty that I Completed my internship report on " Usage of Communicative English ". I also express my sincere gratitude to my academic Supervisor Emran Khan, Lecturer, Department of English, Daffodil International University for his constant support in completing my internship project report. I also thank my elder brother, because with his help I was able to select a school to work on this report. I am grateful to the Headmaster of that institution because he gave me the opportunity to work in his institution. I would like to thank Sabina Yasmin, the Assistant Head Teacher of this school, because she has helped me in all the activities of teaching English in this school.

Abstract

English language is very necessary for people of any country specially to learn. English Language in Bangladesh is taught as a compulsory course in the Bangladeshi context. Even though it is taught compulsorily, the progress of the English language is slowing down due to not using the correct method. Considering the improvement of English language in view of this requirement in higher secondary education, I decided to work on this subject. Nowadays, our secondary school students are very scared of English communication and they are very confused about learning English because they do not get proper instruction due to which they can't read English properly and can't understand English and can't communicate in English. But English is an international language. So, we should spread English education well among students in the secondary education system and teach them good communication skills. To give them a proper understanding of how they can easily learn and communicate this English language and develop these skills through various processes. Currently, secondary level teachers are not able to teach English subjects to students in an easy and fun way. I observed some of their classes and I took some of their classes as their class teacher and what mistakes they were making to learn English and what little mistakes they were making, I tried to correct them. So, I chose this title and I want to teach middle school students English communication skills properly through different fun techniques and through different sports and different stories to try to tell them the correct pronunciation and correct spelling of English and they are using and trying it. Through which I tried to develop their proper communication skills. And as if they try to speak English with the teachers in the classroom. I tried the same with them and they started using this technique. This will improve their English communication skills. And I told other teachers in the classroom to start training to speak English with the students in the classroom. If the activity continues like this, the students will try to communicate in English easily and boldly because they have to develop English communicative skills from secondary level. I have been consistently running them through this activity in class and other teachers are adopting this rule as well.

[Keywords: English, method, Platform, technology]

Table of Content

Content	Page No.
Declaration	ii
Certificate	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
Chapter-1: Introduction	1-2
Chapter-2: Objectives	3-4
Chapter-3: Methodology	5-6
Chapter-4: Institution Details	7-8
Chapter-5: Internship Activities	9-12
Chapter-6: class conduction	13-23
Chapter-7: Teaching Experience	24-25
Chapter-8: Administrative work	26-27
Chapter-9: Overall Findings	28-29
Chapter-10: Recommendation	30-31
Chapter--11: Conclusion	32-33
Appendix:	34
Appendix 2: Class Observation Check List	35-39
Appendix 3: photo	40-41
Appendix 1: Certificate	42

Chapter – 1

Introduction

English is the most common language in the world. The condition of teaching English in our education system in Bangladesh is very critical. There are very few teachers who are capable of teaching English in the secondary level of Bangladesh. But it is very important and unnecessary all over the world. We should increase the importance of English education in every educational institution in Bangladesh. The fact is that English education in Bangladesh is far behind is evident to everyone from many other countries of the world. Due to the inefficiency in English education, the importance of English in the current education system is decreasing day by day and students are not able to know the proper use of English, and are not able to communicate with people. We all know that English is an international language which is considered as the standard language of the world. More or less, everyone knows its importance. At present all activities are in English language, which we cannot complete by ourselves due to lack of proper knowledge and skills, so we need to acquire proper knowledge of the English language. I teach in Gazipur City Model School for three months among the students of 6th to 9th class. I continue to do all the activities according to the direction of my supervisor. Sabina Yasmin Madam, Head of English Department of this school let me take classes in different classes in the beginning and asked me to observe some of her important classes so that I can teach English properly to other students according to her guidance and on my own. I tried to communicate with them in English. So that they can become proficient in English at the secondary level and can acquire proper knowledge about the English language.

Chapter - 2

Objectives

1. Learning about "Usage of Communicative English " in the classroom.
2. Observing and knowing new techniques, ideas, materials and resources that are used in the classroom.
4. Try to communicate in English in the Class.
5. To acquire knowledge about the techniques used by teachers in the classroom.
6. Discovering the effects of using simple methods and techniques like the CLT and GTM techniques on students.
7. Observing students' common spelling mistakes and correct pronunciation and Focuses on Reading and Writing, uses Vocabulary Words, uses the Sentence as the Basic Unit of teaching.
9. Identify the student's weakness and try to overcome it.
10. To gain experience in the field of teaching.

Chapter – 3

Methodology

The first thing to do to get an internship is to choose a school. I found a school in Gazipur. That is Gazipur City Model School. Then I contacted the Headmaster of that school and he offered me an internship in his school. Basically, choosing the class was out of my control. But the Assistant Headmaster of that school was really my colleague and he helped me a lot by giving me the opportunity to take English first paper and grammar classes 6 to 9. They explained everything about their school rules and syllabus standards in a very easy way and always helped me to do my work easily. On the very first day I observed the class of ninth and they were being taught tag questions and they wrote the rules correctly on the board and they did some exercises according to those rules. In the same way I observed class VI and class VII and VIII. Every teacher informed me all the necessary information about the subject like class time, lesson topics while observing the class, class activities etc. Teachers began by checking their class and homework with a review of previous lessons and then began new lessons. I found that they valued and utilized time appropriately. They used text books as basic education. He would discuss the basics of the subject he was teaching and write down his rules and let everyone work according to those rules. If someone could not explain it to him and write down the correct answer. They taught most things from text books. Because students preferred to read from text books and it was easy medium for them. In the class room, the teachers tried to make them write the difficult topics in their own language. Students loved to read it with great pleasure. And I noticed that there was good communication between teachers and students.

Chapter – 4

Institution Details

Name	Gazipur City Model School
Location	Dhigirchala, Gazipur, Dhaka
Time of Establishment	2009
Building	Rent building
Students	250
Dress code	Semi-formal.
Number of teachers	20 qualified teachers.
Extracurricular Activities	They organize various sports and cultural events.
Play ground	They have no playground.
library	No
CCTV monitoring	Yes, full school is under CCTV coverage.
Shift	Morning shift start at 8.30 AM to 11.40AM and Day shift start at 11.00PM to 3.15PM
Canteen	No
Teachers room	Yes
Computer lab	No
Economic issue	It is a private one.

Chapter – 5
Internship Activities

5.1: Class observation

I went to a class for class observation which was class VI. Their class teacher was Saptami. She goes to class first and takes me with her. First, she introduced me to the students and I started observing her class. She started the class. Her teaching subject was voice. She initially asks all the students what is meant by voice, some students answer and some students cannot. Then she talks about voice to everyone and writes some rules of voice on the white board from the text book and also wrote some examples to make it easy for them to understand. Then let them all do some examples. Most students are able to complete the task. For those who could not do it, write the correct answer and explain it well. Then she gave everyone some homework. Since the class is in a fixed period, she evaluates consciously and completes the class on time. And I find she has a very good communication with the students. Students collaborated very well with her.

5.2: Class observation

I did a class observation. It was class eight. As usual I entered first and Madam introduced me to them. Then I started her class observation. The subject taught in her class was the article. Madam gives them a basic idea about the article and explains the rules one by one in advance. Then she asked the students some rules. Then give them three exercises according to those rules and let them make some sizes from the text book. Then they were able to do that. Then discussed some more rules. Then she gave some homework from the text book and told him to write them down if there is any problem. She completes the class within the specified time. She had good communication with her students.

5.3: Class Observation

I go to class nine for observation. The class teacher was Sabina Yasmin. The main topic of their class was tag questions. Discuss it from their text book and write some rules on the white board. Write examples with each rule. She uses all means to make the students understand easily. Some students have trouble understanding the rules, so they ask questions to Madam and she solves them. Then discuss other rules and ask them to try them at home. Then give them homework. She takes classes at fixed times. Students were very attentive in her class. Tried to answer all her questions.

5.4: Class observation

I go to class seven for class observation. Saptami Madam was the teacher of the class. She was teaching a story in class. The story was titled Grasp All Loses All. She tells the story in English to Bengali from the text book. She explains it using various techniques to make it easy for the students to understand. Then she gives the students some time to read and write. Students are able to write half. Then she asked to write another story homework after looking at the index card. And read the rest of this story.

5.5: Class observation

I went to 8th class for class observation and the class teacher was Sabina Yasmin. The class topic was paragraphs. The paragraph name was "The street Hawker". She gives a brief idea about the paragraph. She asks to read the paragraph from the text book. She notices that the students could not read properly, could not pronounce. Then some students asked to write and explains in simple language. Then she wrote in her own way on the white board. Then the students were very happy. Students were communicating with the teacher very sincerely. Then ask them to write the paragraph as homework and read it. Madam other qualities were very endearing to me. Then he finished his class within the specified time.

Chapter: 6

Class Conduction

6.1: Conducting Class : 1

Subject: English Grammar

Topic: Article

Class: 9

Date: 20-09-2022

Time: 1:35-2:05

Overall plan:

Ice Breaking Session	5 minutes
Topic Discussion	15 minutes
Question and Answer session	10 minutes
Feedback	5 minutes

On the first day my supervisor Sabina Yasmin Ma'am took me to class 9 and she asked me to teach them articles and she left. As this is my first class with them. So I first exchange some pleasantries with them and discuss with them about myself and get to know them. Through this their initial fear is overcome. Then I ask them to take out the textbook. And give a basic idea about the subject and show its rules on the white board with examples. Then I try to explain those rules to them. Since it is the first day, try to explain them properly by teaching them few rules. Then based on that rule I let them do things and they are able to do them and those who couldn't I write down the correct answer and explain it simply. Then I go through the rest of the rules and ask them to come up with the problem. Write the readings in the diary and give some homework. Thus ended my first day of class.

6.2: Conducting Class : 2

Subject: English Grammar

Topic: Article

Class: 9

Date: 27-09-2022

Time: 1:35-2:05

Overall plan:

Ice Breaking Session	5 minutes
Topic Discussion	15 minutes
Question and Answer session	10 minutes
Feedback	5 minutes

I conducted class along with ninth class. In previous classes they were taught some basic ideas and rules of the article and were asked to come up with the rest of the rules and come up with problem solving. Consistently I enter their classes and sometimes discuss external matters with them. Then I start discussing the main topic of their class. Write the rest of the rules of the article on the whiteboard with an example and try to explain each rule in a simple way. And want to know some problems and questions from them. Then solve them and ask them to do some exercises from the text book. Again, I discuss the entire article. And ask them if there is any other problem with the article. They all said they understood the article. This is how I finish teaching their articles. Thus, their class ends.

6.3: Conducting Class : 3

Subject: English 1st paper

Topic: Passage

Class: 7

Date: 11-10-2022

Time: 11:45-12-30

Overall plan:

<u>Ice Breaking Session</u>	7 minutes
Topic Discussion	20 minutes
Question and Answer session	10 minutes
Feedback	8 minutes

I conducted a class along with seventh class. Consistently since this is my first class with them. So, spend some nice moments and get to know them. Then I discuss with them the main topic of the day. That day I took English first paper class with them. They were given a passage to read. I first translate it in Bengali and read it. And use simple language for them to understand. Since they are at the beginning of secondary level, we try to translate and explain. For a long time, I explain the entire passage in simple language. Then let one of them read it and observe whether they can pronounce it correctly. Then listen to some problems from them on this topic and discuss it. Then let me write some questions. Then check the accounts and correct the mistakes. Then ask them to read another message for the next day and write it in the diary.

6.4: Conducting Class : 4

Subject: English 2nd paper

Topic: Dialogue Writing

Class: 8

Date: 12-10-2022

Time: 2:05-2:40

Overall plan:

Ice Breaking Session	5 minutes
Topic Discussion	15 minutes
Question and Answer session	10 minutes
Feedback	5 minutes

I conducted a class with the eighth class. I entered their class and was received with respect. Then with them I talk about some nice moments and I introduce myself and listen to their introduction. Then I started teaching them. Their reading topic that day was dialogue. I ask them to read it first from the text book. After a while they asked me to explain it in simple terms and write it down. I give them the basics of dialogue and write on the whiteboard how to write a dialogue. Then I simply put the dialogue on them and write it in my own language. They are very happy to receive it. Then I ask them to memorize it and write it down. Most students are able to write. Then I want to know their problems and solve those problems. Then I ask them to read another dialogue for the next class and write it in the diary. I was able to finish the class on the day.

6.5: Conducting Class : 5

Subject: English Grammar

Topic: Voice

Class: 6

Date: 18-10-2022

Time: 11:00-11:45

Overall plan:

Ice Breaking Session	7 minutes
Topic Discussion	20 minutes
Question and Answer session	10 minutes
Feedback	8 minutes

I conducted a class along with class Six. First of all, I entered their class and their class teacher said today's class will be taken by Anik sir. Then I spend pleasant moments with them and try to get to know them. Then I ask them about the main topic of today's class and they all say that today's topic is voice. Then I ask them to take out the voice section from the textbook and I write some rules on the whiteboard and give them a basic idea about voice. Let's give them some examples with some basic rules. And write five rules from the text book on the board and explain them with examples. Try to find out which rule they didn't understand. And let's write some more examples about those rules and try to explain in a simple way. Then write some questions on the whiteboard about those rules and ask them to do it. This is how we determine who has understood and who has not. For those who could not understand and do it, we try to explain them by writing the correct answers. Then ask them to come up with some exercises as homework and read other rules about voice from the book. This concludes my class today.

6.6: Conducting Class :6

Subject : English Grammar

Topic: Voice

Class: 6

Date : 19-10-2022

Time: 11:00-11:45

Overall plan:

Ice Breaking session	7 minutes
Topic Discussion	20 minutes
Question and Answer session	10 minutes
Feedback	8 minutes

I conducted a class with class Six. As usual I enter their class and they greet me with respect. Then I discuss some pleasant external things to keep them focused in class and to calm everyone down. Then I want to know about their teaching today. Today's lesson was about other rules of voice. Then I write some important rules from the original book on the board. Let me explain them with some examples. And discuss these rules some time. They listen to my words very attentively and try to understand. Then let them do some things and they keep doing them. After completing the tasks, everyone submits the accounts to me and I check them and correct the mistakes. Then let them do some homework and write it in the diary. Then my class ended.

6.7: Conducting Class :7

Subject : English 2nd paper

Topic: Email writing

Class: 10

Date : 25-10-22

Time: 11:00-11:45

Overall plan:

Ice Breaking session	7 minutes
Topic Discussion	20 minutes
Question and Answer session	10 minutes
Feedback	8 minutes

I took a class along with class ten. As usual I entered class 10. And they gave me a standing ovation. Since I went to Their class today, first of all I will talk about myself and know about them. And discuss with them for some time. Then I want to know from them what is the topic of today's class. They told me their model test exam after a few days so revision of all their subjects is going on. Had to read their Email writing today. Then I discuss their email writing for some time and write on the white board how to write emails correctly. Then read an email and ask to write it. Then explain them other emails in simple language. Let's discuss again the rule of how to write. Then they understand the rules well and can write any email easily. As the class is limited in time so the class time is over.

6.8: Conducting Class :8

Subject : English Grammar

Topic: Right form of verb.

Class: 9

Date : 01-11-2022

Time: 1:35-2:05

Overall plan:

Ice Breaking session	5 minutes
Topic Discussion	15 minutes
Question and Answer session	10 minutes
Feedback	5 minutes

I conducted the class with class IX. They greeted me as I entered their class. Then I spend some time with them saying pleasant words and bringing attention to the class. Then their teaching topic was the Right Form of Verb. I discussed this topic with them for a long time and write down some rules. Write some examples on the white board based on the rules. Listen to some questions from them and discuss them. Then let them do some exercises. And they are able to do them. Then I discuss some of the other rules and ask them to try some exercises on the other rules as homework. Thus, my class ended nicely.

6.9: Conducting Class :9

Subject : English 2nd paper

Topic: Story Writing

Class: 6

Date : 08-11-2022

Time: 11:00-11:45

Overall plan:

<u>Ice Breaking Session</u>	7 minutes
Topic Discussion	20 minutes
Question and Answer session	10 minutes
Feedback	8 minutes

I conducted a classe with class six. They greeted me as I entered their class. Since they are new in secondary level, they are a bit inattentive in class so I sometimes talk to them cheerfully and bring attention to class. Then their subject of teaching was story Writing. Then I discuss the story with them for a long time and explain its main point in Bengali in a simple way. Then let them read it for some time. And they are able to understand and read it. Then I ask them the main point of the story and ask them to tell half of it. Then they can all tell me very nicely. Thus, my class ended nicely.

6.10: Conducting Class :10

Subject : English 2nd paper

Topic: Paragraph

Class: 8

Date : 09-11-2022

Time: 2:05-2:40

Overall plan:

Ice Breaking Session	5 minutes
Topic Discussion	15 minutes
Question and Answer session	10 minutes
Feedback	5 minutes

I conducted the class with class VIII. First, I entered their class and they respected me. They were very inattentive and talking loudly in class. So, ask them to warm up for a while. Then do some pleasant discussion and bring them attention and calm down the class. Then ask them about today's teaching topic and today's teaching topic was paragraph. I read the entire paragraph from their original book and translated it into Bengali. Then I discuss the paragraph from my own knowledge and make it easy for them to understand. Then I let them read for some time and write what they read. In this way, I try to master their paragraph. For those who could not make separate arrangements and ask to meet me. Thus, the class ends at the specified time.

Chapter – 7
Teaching Experience

The experience of being a teacher during my internship was very exciting and very charming for me. In this period, I have faced many situations and some situation was undoubtedly awesome and beautiful. On the other side some situations are very unexpected. I tried to solve those problem and adopt myself with the situation. But I enjoyed the whole time and passed it with great pleasure. On the first day I went to the class, after I got to know them and wanted to introduce myself to them one by one everyone introduced me. On the first day I was very nervous. I cannot understand what to do. I could never imagine standing in front of them as a teacher but try to change myself when I do. I struggled to maintain the class on the first day. Time maintenance was very difficult. All these experiences will be my memories and lifelong learning. How hard a teacher works to impart knowledge and ideas to a student, I might not have known if I had not stood at this place. I get to learn a lot from my internship school supervisor. Sabina Yasmin Madam observed and emphasized on how to better present the experience from the observation class to the students. As a teacher I have taken care of how to overcome nervousness and inertia after going to class. And at one time I was able to solve it very easily and correctly and I happily taught. Apart from the text books, I have focused on how to easily explain each subject and develop communication skills through various fun and games of the students. I gave extra time for those who were weak in the class and taught them properly at that time. Thus, they were covered in this workout. And with long efforts they have improved their communication skills. They maintained my guidelines on how to talk to a teacher. To develop my presentation skill, communication skills, quickly response skill and problem-solving skills etc. I worked with them for three long months and learned a lot and realized one of the best times of my life.

Chapter- 8

Administrative works

Teaching is an interpersonal interaction. Professional teachers are focused on teaching and they are expert in it. After joining this profession I learned a lot and got to know a lot and was involved in a lot of work. I worked on my objective and consulted with everyone on how to develop it. I was involved in various administrative works of this organization. Worked with all teachers to create student grading sheets and suggested how to make their grading sheet beautiful and simple. I acted as an invigilator during the examination of the students. Every month I had a monthly discussion with all the teachers of the school on how to improve students' academic performance and improve their English skills. One day in every month I organized a discussion with students of different classes on how they can improve their communicative English. I have worked as an organizer in various cultural programs and sports in this school.

Chapter – 9

Overall Findings

1. All the teacher in the institution behave in a friendly manner and have very competent teachers.
2. There is a friendly relationship between all the teachers and the students.
3. The institution has indeed well management.
4. There was no multimedia system in the classrooms of the institution.
5. The classroom environment of the institution was very good and there was enough space in the classrooms moving from one side to another was very easily and the students could be approached and exchanged easily.
6. A good rule of the institution was to have detention classes after school for those students who could not give their lesson in the class.
7. Teachers used to check the dairy of every student after school.
8. The teachers are very prepared to teach them and explain everything very nicely to them in a simple way. They used both Bengali and English language in the classroom.

Chapter – 10

Recommendation

1. Every teacher should use the GT & CLT methods in every class.
2. Every teacher should try to speak English as well as Bengali to students in English classes.
3. Teachers need training to effectively manage and monitor classes using communication.
4. The use of advanced technology for students in the classroom is essential like a projector.
5. Students need a playground, a canteen, a library and a common room.

Chapter – 11

Conclusion

It was the first experience in my life to teach in a school and through this project I could realize how to teach barely in nominal classrooms. By the glorifying of Almighty Allah, at last, I have completed my internship project paper work. I am lucky perfectly to get the grand chance of doing internship. It has supported me to improve my communicative skills and helped me to be an observer. I would like to express my thanks up to my supervisor Emran khan. I want to thanks my university authority for allow me to develop my consciousness among the students in such a way. I can surely say that, the whole journey of my internship was so informatory and educative. I learned many things through my project work. it is Helps me in the workplace Being able to communicate in English is an important skill for most workplaces. Developed career prospect Being able to communicate and write in English is fundamental for getting a job and advancing in everyone career. Finally, I would like to mention that for my project paper, I was able to observe the current situation of the English teaching system in Bangladesh. This paper includes everything I have done how to develop communicative English . I discovered that teaching is the most respected profession and for the first time I felt like a teacher. Communicative English is very significant as it can help a student to see value in their studies, in a meaningful way. Strengthening their communication skills in English is essential and it is a powerful instrument that can be used for business, travel, job to have a conversation in a different country. I have worked to help students develop communicative English skills and I want to continue my profession in teaching.

Chapter-12

Appendix

Observation Class checklist

#Class- 01

Name of the teacher:	Shaparni Barman
Subject:	English Grammar
Topic:	Voice
Date & Time:	06/09/22, 11:10 - 11:45

[1] Structure of the Lesson

Possible factors to consider: Order of presentation, logical flow, clarity/quality of transitions/examples, etc.

<input type="checkbox"/> Confusing	<input type="checkbox"/> Difficult	<input type="checkbox"/> Clear	<input type="checkbox"/> Effective	<input checked="" type="checkbox"/> Outstanding
Ideas were impeded by significant confusion that was left unresolved or frequent or severe digressions that were obviously counterproductive.	Ideas were hindered by recurring moments of minor confusion, a moment of major confusion that eventually passed, or digressions that were clearly off topic.	Key ideas were clear and easy to follow.	Key ideas and many nuances were clear and easy to follow.	Key ideas and many nuances were very clear and revealed in ways that deftly anticipated or addressed students' questions and interests.

[2] Style of Delivery

Possible factors to consider: Volume and tone of voice; pace of delivery; integration of discussion questions, problems, use of eye contact, gestures, strategic movement around the classroom, etc.; use of narrative, humor, suspense, etc.

<input type="checkbox"/> Lifeless	<input type="checkbox"/> Low	<input type="checkbox"/> Clear	<input type="checkbox"/> Active	<input checked="" type="checkbox"/> Captivating
Very low on energy, conveying the impression the instructor may be bored, severely fatigued or distracted, or indifferent to the audience.	Inconsistent or slightly low on energy, conveying the impression the instructor may be tired, distracted, ill, or unsure how to make the material interesting.	Alert and polished, but not necessarily enthusiastic; clear delivery but lacking in personality.	Obviously enthusiastic or engaged by the subject, conveying sufficient personality and interest to keep students alert and attentive.	Obviously passionate or fascinated by the subject, exuding personality and interest so effectively that students are visibly captivated or highly engaged.

[3] Professional Demeanor

Possible factors to consider: Punctuality, tone of delivery, familiarity with students, methods of classroom management, attire, etc.

<input type="checkbox"/> Inappropriate	<input type="checkbox"/> Lax	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Committed	<input checked="" type="checkbox"/> Outstanding
Some aspects of demeanor raise serious concerns about credibility and awareness of professional norms.	Some aspects of demeanor may weaken credibility or invite classroom management issues.	Demeanor is acceptable and does not detract or distract.	Demeanor conveys a positive sense of professionalism, suggesting a serious commitment to serving students well.	Demeanor is of role model caliber and seems to have elevated the professionalism of students.

[4] Use of Appropriate Instructional Tools

Specify tool(s) used: Possible factors to consider: Value added, clarity of format, skillfulness of integration, distractions/ delays etc.

<input type="checkbox"/> Disruptive	<input type="checkbox"/> Difficult	<input type="checkbox"/> Neutral	<input checked="" type="checkbox"/> Effective	<input type="checkbox"/> Outstanding
Creates substantial delays, distractions, confusion, either because the tool was used awkwardly or because a seemingly essential tool was excluded.	Creates minor delays, Coherent and distractions, or confusion, either because the tool was used awkwardly or because a potentially helpful tool was excluded.	unobtrusive, but adds little value or may seem gimmicky.	Noticeably enhances the lesson.	Greatly enhances the lesson and the level of student engagement.

[5] Student Engagement/Participation

Possible factors to consider: Participation levels, eye contact, posture, facial expressions, distractions, etc.

<input type="checkbox"/> Negative	<input type="checkbox"/> Reserved	<input checked="" type="checkbox"/> Comfortable	<input type="checkbox"/> Engaged	<input type="checkbox"/> Energized
Students participate very rarely or never. Class seems apathetic or tense, as if participation unwelcome.	Students participate very rarely or never. Class seems timid.	Students participate sporadically, but class is attentive. There are no indications students feel unwelcome or unable to participate.	Students obviously feel comfortable participating and trust their comments are valued.	Students obviously feel excited to participate.

[6] Attentiveness to Students' Active Learning

Possible factors to consider: Use of lecture, discussion questions, in-class assignments, group activities, student presentations, story-telling, previously-assigned work, participation strategies, etc.

Routine <input type="checkbox"/>	<input type="checkbox"/> Passive	Basic <input type="checkbox"/>	Engaging <input type="checkbox"/>	Active <input checked="" type="checkbox"/>

#Class- 02

Name of the teacher:	Sabina Yasmin
Subject:	English Grammar
Topic:	Article
Date & Time:	07/09/22, 2:05-2:40

[1] Structure of the Lesson

Possible factors to consider: Order of presentation, logical flow, clarity/quality of transitions/examples, etc.

<input type="checkbox"/> Confusing	<input type="checkbox"/> Difficult	<input type="checkbox"/> Clear	<input type="checkbox"/> Effective	<input checked="" type="checkbox"/> Outstanding
Ideas were impeded by significant confusion that was left unresolved or frequent or severe digressions that were obviously counterproductive.	Ideas were hindered by recurring moments of minor confusion, a moment of major confusion that eventually passed, or digressions that were clearly off topic.	Key ideas were clear and easy to follow.	Key ideas and many nuances were clear and easy to follow.	Key ideas and many nuances were very clear and revealed in ways that deftly anticipated or addressed students' questions and interests.

[2] Style of Delivery

Possible factors to consider: Volume and tone of voice; pace of delivery; integration of discussion questions, problems; use of eye contact, gestures, strategic movement around the classroom, etc.; use of narrative, humor, suspense, etc.

<input type="checkbox"/> Lifeless	<input type="checkbox"/> Low	<input type="checkbox"/> Clear	<input type="checkbox"/> Active	<input checked="" type="checkbox"/> Captivating
Very low on energy, conveying the impression the instructor may be bored, severely fatigued or distracted, or indifferent to the audience.	Inconsistent or slightly low on energy, conveying the impression the instructor may be tired, distracted, ill, or unsure how to make the material interesting.	Alert and polished, but not necessarily enthusiastic; clear delivery but lacking in personality.	Obviously enthusiastic or engaged by the subject, conveying sufficient personality and interest to keep students alert and attentive.	Obviously passionate or fascinated by the subject, exuding personality and interest so effectively that students are visibly captivated or highly engaged.

[3] Professional Demeanor

Possible factors to consider: Punctuality, tone of delivery, familiarity with students, methods of classroom management, attire, etc.

<input type="checkbox"/> Inappropriate	<input type="checkbox"/> Lax	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Committed	<input checked="" type="checkbox"/> Outstanding
Some aspects of demeanor raise serious concerns about credibility and awareness of professional norms.	Some aspects of demeanor may weaken credibility or invite classroom management issues.	Demeanor is acceptable and does not detract or distract.	Demeanor conveys a positive sense of professionalism, suggesting a serious commitment to serving students well displayed by	Demeanor is of role model caliber and seems to have elevated the professionalism of students.

[4] Use of Appropriate Instructional Tools

Specify tool(s) used: Possible factors to consider: Value added, clarity of format, skillfulness of integration, distractions/ delays etc.

<input type="checkbox"/> Disruptive	<input type="checkbox"/> Difficult	<input type="checkbox"/> Neutral	<input type="checkbox"/> Effective	<input checked="" type="checkbox"/> Outstanding
Creates substantial delays, distractions, confusion, either because the tool was used awkwardly or because a seemingly essential tool was excluded	Creates minor delays, coherent and distractions, or confusion, either because the tool was used awkwardly or because a potentially helpful tool was excluded	unobtrusive, but adds little value or may seem gimmicky.	Noticeably enhances the lesson.	Greatly enhances the lesson and the level of student engagement.

[5] Student Engagement/Participation

Possible factors to consider: Participation levels, eye contact, posture, facial expressions, distractions, etc.

<input type="checkbox"/> Negative	<input type="checkbox"/> Reserved	<input checked="" type="checkbox"/> Comfortable	<input type="checkbox"/> Engaged	<input type="checkbox"/> Energized
Students participate very rarely or never. Class seems apathetic or tense, as if participation unwelcome.	Students participate very rarely or never. Class seems timid.	Students participate sporadically, but class is attentive. There are no indications students feel unwelcome or unable to participate.	Students obviously feel comfortable participating and trust their comments are valued.	Students obviously feel excited to participate.

[6] Attentiveness to Students' Active Learning

Possible factors to consider: Use of lecture, discussion questions, in-class assignments, group activities, student presentations, story-telling, previously-assigned work, participation strategies, etc.

Routine <input type="checkbox"/>	<input type="checkbox"/> Passive	Basic <input type="checkbox"/>	Engaging <input type="checkbox"/>	Active <input checked="" type="checkbox"/>
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#Class- 03

Name of the teacher:	Sabina Yasmin
Subject:	English Grammar
Topic:	Tag Question
Date & Time:	8/09/22, 1:35-2:05

[1] Structure of the Lesson

Possible factors to consider: Order of presentation, logical flow, clarity/quality of transitions/examples, etc.

<input type="checkbox"/> Confusing	<input type="checkbox"/> Difficult	<input type="checkbox"/> Clear	<input type="checkbox"/> Effective	<input checked="" type="checkbox"/> Outstanding
Ideas were impeded by significant confusion that was left unresolved or frequent or severe digressions that were obviously counterproductive.	Ideas were hindered by recurring moments of minor confusion, a moment of major confusion that eventually passed, or digressions that were clearly off topic.	Key ideas were clear and easy to follow.	Key ideas and many nuances were clear and easy to follow.	Key ideas and many nuances were very clear and revealed in ways that deftly anticipated or addressed students' questions and interests.

[2] Style of Delivery

Possible factors to consider: Volume and tone of voice; pace of delivery; integration of discussion questions, problems, use of eye contact, gestures, strategic movement around the classroom, etc.; use of narrative, humor, suspense, etc.

<input type="checkbox"/> Lifeless	<input type="checkbox"/> Low	<input type="checkbox"/> Clear	<input type="checkbox"/> Active	<input checked="" type="checkbox"/> Captivating
Very low on energy, conveying the impression the instructor may be bored, severely fatigued or distracted, or indifferent to the audience.	Inconsistent or slightly low on energy, conveying the impression the instructor may be tired, distracted, ill, or unsure how to make the material interesting.	Alert and polished, but not necessarily enthusiastic; clear delivery but lacking in personality.	Obviously enthusiastic or engaged by the subject, conveying sufficient personality and interest to keep students alert and attentive.	Obviously passionate or fascinated by the subject, exuding personality and interest so effectively that students are visibly captivated or highly engaged.

[3] Professional Demeanor

Possible factors to consider: Punctuality, tone of delivery, familiarity with students, methods of classroom management, attire, etc.

<input type="checkbox"/> Inappropriate	<input type="checkbox"/> Lax	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Committed	<input checked="" type="checkbox"/> Outstanding
Some aspects of demeanor raise serious concerns about credibility and awareness of professional norms.	Some aspects of demeanor may weaken credibility or invite classroom management issues.	Demeanor is acceptable and does not detract or distract.	Demeanor conveys a positive sense of professionalism, suggesting a serious commitment to serving students well displayed by	Demeanor is of role model caliber and seems to have elevated the professionalism of students.

[4] Use of Appropriate Instructional Tools

Specify tool(s) used: Possible factors to consider: Value added, clarity of format, skillfulness of integration, distractions/ delays etc.

<input type="checkbox"/> Disruptive	<input type="checkbox"/> Difficult	<input type="checkbox"/> Neutral	<input checked="" type="checkbox"/> Effective	<input type="checkbox"/> Outstanding
Creates substantial delays, distractions, confusion, either because the tool was used awkwardly or because a seemingly essential tool was excluded	Creates minor delays, coherent and distractions, or confusion, either because the tool was used awkwardly or because a potentially helpful tool was excluded	unobtrusive, but adds little value or may seem gimmicky.	Noticeably enhances the lesson.	Greatly enhances the lesson and the level of student engagement.

[5] Student Engagement/Participation

Possible factors to consider: Participation levels, eye contact, posture, facial expressions, distractions, etc.

<input type="checkbox"/> Negative	<input type="checkbox"/> Reserved	<input checked="" type="checkbox"/> Comfortable	<input type="checkbox"/> Engaged	<input type="checkbox"/> Energized
Students participate very rarely or never. Class seems apathetic or tense, as if participation unwelcome.	Students participate very rarely or never. Class seems timid.	Students participate sporadically, but class is attentive. There are no indications students feel unwelcome or unable to participate.	Students obviously feel comfortable participating and trust their comments are valued.	Students obviously feel excited to participate.

[6] Attentiveness to Students' Active Learning

Possible factors to consider: Use of lecture, discussion questions, in-class assignments, group activities, student presentations, story-telling, previously-assigned work, participation strategies, etc.

Routine <input type="checkbox"/>	<input type="checkbox"/> Passive	Basic <input type="checkbox"/>	Engaging <input type="checkbox"/>	Active <input checked="" type="checkbox"/>

#Class- 04

Name of the teacher:	Shaptomi Barman
Subject:	English 2nd paper
Topic:	Story Writing
Date & Time:	13/09/22, 11:45-12:30

[1] Structure of the Lesson

Possible factors to consider: Order of presentation, logical flow, clarity/quality of transitions/examples, etc.

<input type="checkbox"/> Confusing	<input type="checkbox"/> Difficult	<input type="checkbox"/> Clear	<input type="checkbox"/> Effective	<input checked="" type="checkbox"/> Outstanding
Ideas were impeded by significant confusion that was left unresolved or frequent or severe digressions that were obviously counterproductive.	Ideas were hindered by recurring moments of minor confusion, a moment of major confusion that eventually passed, or digressions that were clearly off topic.	Key ideas were clear and easy to follow.	Key ideas and many nuances were clear and easy to follow.	Key ideas and many nuances were very clear and revealed in ways that deftly anticipated or addressed students' questions and interests.

[2] Style of Delivery

Possible factors to consider: Volume and tone of voice; pace of delivery; integration of discussion questions, problems, use of eye contact, gestures, strategic movement around the classroom, etc.; use of narrative, humor, suspense, etc.

<input type="checkbox"/> Lifeless	<input type="checkbox"/> Low	<input type="checkbox"/> Clear	<input type="checkbox"/> Active	<input checked="" type="checkbox"/> Captivating
Very low on energy, conveying the impression the instructor may be bored, severely fatigued or distracted, or indifferent to the audience.	Inconsistent or slightly low on energy, conveying the impression the instructor may be tired, distracted, ill, or unsure how to make the material interesting.	Alert and polished, but not necessarily enthusiastic; clear delivery but lacking in personality.	Obviously enthusiastic or engaged by the subject, conveying sufficient personality and interest to keep students alert and attentive.	Obviously passionate or fascinated by the subject, exuding personality and interest so effectively that students are visibly captivated or highly engaged.

[3] Professional Demeanor

Possible factors to consider: Punctuality, tone of delivery, familiarity with students, methods of classroom management, attire, etc.

<input type="checkbox"/> Inappropriate	<input type="checkbox"/> Lax	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Committed	<input checked="" type="checkbox"/> Outstanding
Some aspects of demeanor raise serious concerns about credibility and awareness of professional norms.	Some aspects of demeanor may weaken credibility or invite classroom management issues.	Demeanor is acceptable and does not detract or distract.	Demeanor conveys a positive sense of professionalism, suggesting a serious commitment to serving students well displayed by	Demeanor is of role model caliber and seems to have elevated the professionalism of students.

[4] Use of Appropriate Instructional Tools

Specify tool(s) used: Possible factors to consider: Value added, clarity of format, skillfulness of integration, distractions/delays etc.

<input type="checkbox"/> Disruptive	<input type="checkbox"/> Difficult	<input type="checkbox"/> Neutral	<input checked="" type="checkbox"/> Effective	<input type="checkbox"/> Outstanding
Creates substantial delays, distractions, confusion, either because the tool was used awkwardly or because a seemingly essential tool was excluded	Creates minor delays, Coherent and distractions, or confusion, either because the tool was used awkwardly or because a potentially helpful tool was excluded	unobtrusive, but adds little value or may seem gimmicky.	Noticeably enhances the lesson.	Greatly enhances the lesson and the level of student engagement.

[5] Student Engagement/Participation

Possible factors to consider: Participation levels, eye contact, posture, facial expressions, distractions, etc.

<input type="checkbox"/> Negative	<input type="checkbox"/> Reserved	<input checked="" type="checkbox"/> Comfortable	<input type="checkbox"/> Engaged	<input type="checkbox"/> Energized
Students participate very rarely or never. Class seems apathetic or tense, as if participation unwelcome.	Students participate very rarely or never. Class seems timid.	Students participate sporadically, but class is attentive. There are no indications students feel unwelcome or unable to participate.	Students obviously feel comfortable participating and trust their comments are valued.	Students obviously feel excited to participate.

[6] Attentiveness to Students' Active Learning

Possible factors to consider: Use of lecture, discussion questions, in-class assignments, group activities, student presentations, story-telling, previously-assigned work, participation strategies, etc.

Routine <input type="checkbox"/>	<input type="checkbox"/> Passive	Basic <input type="checkbox"/>	Engaging <input type="checkbox"/>	Active <input checked="" type="checkbox"/>

#Class-05

Name of the teacher:	Sabina Yasmin
Subject:	English 2nd Paper
Topic:	Paragraph Writing
Date & Time:	14/09/22, 2:05 - 2:40

[1] Structure of the Lesson

Possible factors to consider: Order of presentation, logical flow, clarity/quality of transitions/examples, etc.

<input type="checkbox"/> Confusing	<input type="checkbox"/> Difficult	<input type="checkbox"/> Clear	<input type="checkbox"/> Effective	<input checked="" type="checkbox"/> Outstanding
Ideas were impeded by significant confusion that was left unresolved or frequent or severe digressions that were obviously counterproductive.	Ideas were hindered by recurring moments of minor confusion, a moment of major confusion that eventually passed, or digressions that were clearly off topic.	Key ideas were clear and easy to follow.	Key ideas and many nuances were clear and easy to follow.	Key ideas and many nuances were very clear and revealed in ways that deftly anticipated or addressed students' questions and interests.

[2] Style of Delivery

Possible factors to consider: Volume and tone of voice; pace of delivery; integration of discussion questions, problems, use of eye contact, gestures, strategic movement around the classroom, etc.; use of narrative, humor, suspense, etc.

<input type="checkbox"/> Lifeless	<input type="checkbox"/> Low	<input type="checkbox"/> Clear	<input type="checkbox"/> Active	<input checked="" type="checkbox"/> Captivating
Very low on energy, conveying the impression the instructor may be bored, severely fatigued or distracted, or indifferent to the audience.	Inconsistent or slightly low on energy, conveying the impression the instructor may be tired, distracted, ill, or unsure how to make the material interesting.	Alert and polished, but not necessarily enthusiastic; clear delivery but lacking in personality.	Obviously enthusiastic or engaged by the subject, conveying sufficient personality and interest to keep students alert and attentive.	Obviously passionate or fascinated by the subject, exuding personality and interest so effectively that students are visibly captivated or highly engaged.

[3] Professional Demeanor

Possible factors to consider: Punctuality, tone of delivery, familiarity with students, methods of classroom management, attire, etc.

<input type="checkbox"/> Inappropriate	<input type="checkbox"/> Lax	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Committed	<input checked="" type="checkbox"/> Outstanding
Some aspects of demeanor raise serious concerns about credibility and awareness of professional norms.	Some aspects of demeanor may weaken credibility or invite classroom management issues.	Demeanor is acceptable and does not detract or distract.	Demeanor conveys a positive sense of professionalism, suggesting a serious commitment to serving students well, displayed by	Demeanor is of role-model caliber and seems to have elevated the professionalism of students.

[4] Use of Appropriate Instructional Tools

Specify tool(s) used: Possible factors to consider: Value added, clarity of format, skillfulness of integration, distractions/ delays etc.

<input type="checkbox"/> Disruptive	<input type="checkbox"/> Difficult	<input type="checkbox"/> Neutral	<input checked="" type="checkbox"/> Effective	<input type="checkbox"/> Outstanding
Creates substantial delays, distractions, confusion, either because the tool was used awkwardly or because a seemingly essential tool was excluded	Creates minor delays, coherent and distractions, or confusion, either because the tool was used awkwardly or because a potentially helpful tool was excluded	unobtrusive, but adds little value or may seem gimmicky.	Noticeably enhances the lesson.	Greatly enhances the lesson and the level of student engagement.

[5] Student Engagement/Participation

Possible factors to consider: Participation levels, eye contact, posture, facial expressions, distractions, etc.

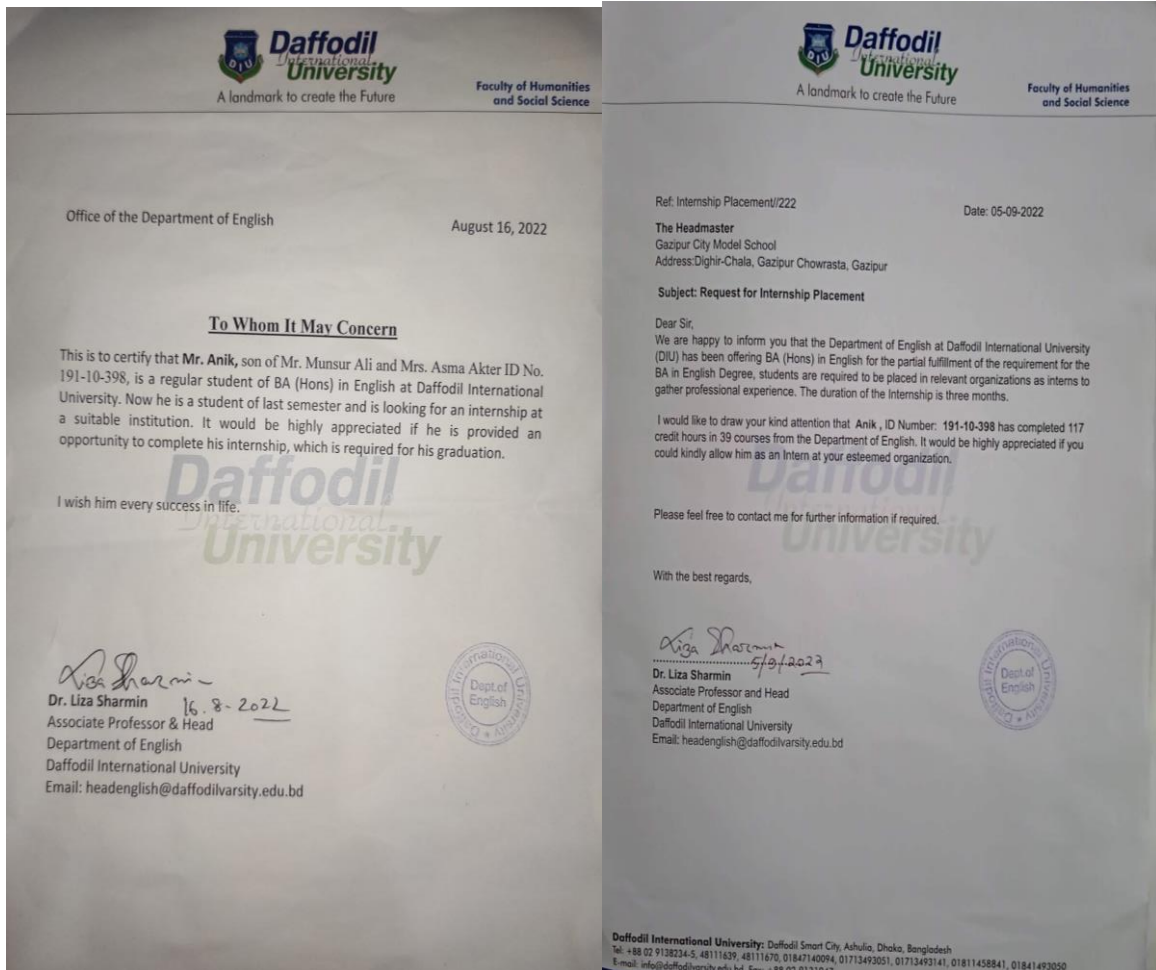
<input type="checkbox"/> Negative	<input type="checkbox"/> Reserved	<input checked="" type="checkbox"/> Comfortable	<input type="checkbox"/> Engaged	<input type="checkbox"/> Energized
Students participate very rarely or never. Class seems apathetic or tense, as if participation unwelcome.	Students participate very rarely or never. Class seems timid.	Students participate sporadically, but class is attentive. There are no indications students feel unwelcome or unable to participate.	Students obviously feel comfortable participating and trust their comments are valued.	Students obviously feel excited to participate.

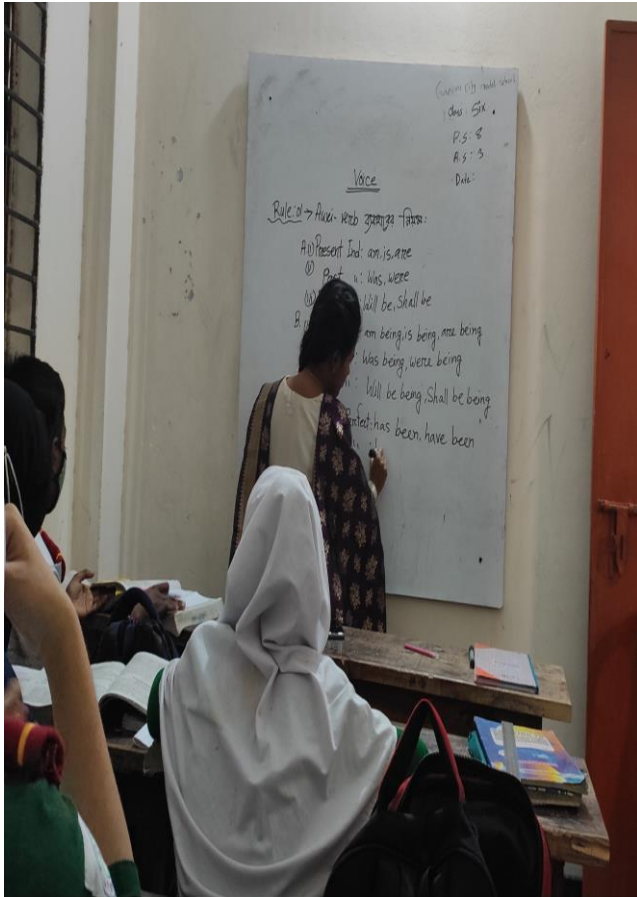
[6] Attentiveness to Students' Active Learning

Possible factors to consider: Use of lecture, discussion questions, in-class assignments, group activities, student presentations, story-telling, previously-assigned work, participation strategies, etc.


Routine <input type="checkbox"/>	<input type="checkbox"/> Passive	Basic <input type="checkbox"/>	Engaging <input type="checkbox"/>	Active <input checked="" type="checkbox"/>

Photos





Certificate



গাজীপুর সিটি মডেল স্কুল

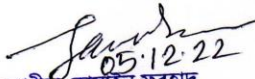
EMIS: 307011628

পশ্চিম দিঘীর চালা, ওয়ার্ড নং: ১৬, ডাকঘর: চান্দনা, গাজীপুর মহানগর, গাজীপুর। মোবাইল: ০১৯৭৮৫৯৭৯২১

TO WHOM IT MAY CONCERN

This is to certify that Anik, ID: [191-10-398](#) a student of the department of English, Daffodil International University, has successfully done his school visit though observing and conducting classes from 05th September 05th December 2022. That will surely help his to complete the internship report. His diligent activities and passionate lecture have encouraged both teachers and learners to be more focused on English Language teaching and learning. His lesson presentation capability is excellent and praiseworthy & I can recommend it to him. I would like to thank the department of English, Daffodil International University for sending him to my institution.

I wish his success in his every step of life.



মোঃ শরীফ হোসাইন ফরহাদ
প্রধান শিক্ষক
গাজীপুর সিটি মডেল স্কুল, গাজীপুর।
05.12.22

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<p>< 1% match (Internet from 25-Oct-2022) http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/2416/P13088%20%2811%25%29.pdf?isAllowed=y&sequence=1</p>
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<p>< 1% match (Internet from 26-Oct-2022) http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/8109/181-10-268%20%2810%25%29.pdf?isAllowed=y&sequence=1</p>
<p>< 1% match (Internet from 26-Oct-2022) http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/20.500.11948/2785/Intern_Report.pdf?isAllowed=y&sequence=2</p>
<p>< 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</p>
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