

Internship on Teaching Practice
at
Bloomfield International School and College

The Eng431 internship paper was written to fulfill a portion of the requirements for the Bachelor of Arts in English degree.

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Declaration

I hereby confirm that the project entitled "ENG431 project paper on English language and tutoring at an academy in Gulshan zone", which is submitted to the department of English at Daffodil International University, and this report is a record of my original and honest composition done by me under the guidance of **Md. Ariful Islam Laskar**, Assistant Professor, Department of English, Daffodil International University.

Fahmida Mahzabin

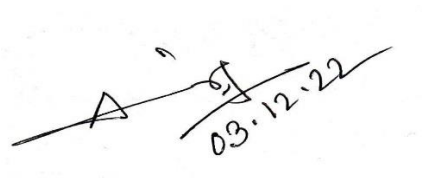
Signature of the Intern

Abstract

The summary of the project is to know about the current shape of English language tutoring in an English version school in my area Gulshan, Dhaka named Bloomfield International School and College. I groomed myself in a variety of ways based on the fundamentals to be perceived in tutoring practice, similar as class observance, evaluation, assignment plan, tutoring style, and feedback, which I picked up from the Course ELT (English Language Teaching). This report's objectives included not only understanding the present state of English language education in schools but also observing various teaching strategies. Additionally, to identify which teaching methods are most effective in helping pupils quickly understand the lesson. Furthermore, they wanted to improve speaking, grammar, and target language lessons at the school level.

Certification of The Supervisor

I hereby declare that Fahmida Mahzabin the intern, ID number 191-10-1890, completed the Project Paper (ENG 431) course under my guidance. She visited Bloomfield International School and College as part of the course, kept in touch with a facilitator in the school on a regular basis, observed their classes, and even lectured some of them. She kept in contact with me throughout the process, showing me her work and providing me with updates on the project with internship work while regularly asking for my advice. The intern is qualified to submit her report for review by the panel of examiners because she met the requirements and finished all the course requirements.

A handwritten signature in black ink, followed by the date "03.12.22" written below it. The signature is somewhat stylized and difficult to read.

Signature of the supervisor

Acknowledgements

At first, I'm genuinely thankful to almighty who gave the chance to successfully finalize my project paper with internship work which lay out the present scenario of the styles and English language teaching in a Bangladeshi school. Further, I would like to thank internship supervisor **Mr. Md. Ariful Islam Laskar** for precious and sincere co-operation as he manages his valuable time for me, he assisted me a lot to precisely complete this project paper. Without his support, encouragement and advice it would not have been achievable to complete. I'm also satisfied to the principal and the other schoolteachers of Bloomfield International School and College who showed me a friendly behavior and offered me all the facilities. I would like to thank the students of Bloomfield International School and College for their affiliation. In conclusion I would like to thank my ma who supported me to detect the school for my complete internship.

Table of contents

Declaration	i
Abstract... ..	ii
Certification of Supervisor.....	iii
Acknowledgment	iv
Chapter 1: Introduction.....	1-2
1. Background.....	1
1.1 Objectives	1
1.2 Purpose of Teaching intership.....	2
Chapter 2: Methodology... ..	3-4
2.1 Selecting institution... ..	3
2.2 selecting classes	3
2.3 Selecting a facilitator... ..	3
2.4 Classroom Observation... ..	3
2.5 Interview the particular course teacher	4
2.6 Testing students and self-Assessment	4
Chapter 3: Internship Experience... ..	5-13
3.1 School summary.....	5
3.2 Reflective journals.....	6
3.2.1 Class observation1.....	6
3.2.2 Class observation2.....	7
3.2.3 Class observation3.....	8
4. My experience of teaching.....	9
4.1Self-reflection:1.....	10
4.2Self-reflection:2.....	11
4.3Self- reflection 3.....	12-13
Chapter 4: Discussion	14
4. 1Overall findings.....	14-15
4.2 Self-reflection findings.....	16-17
5.3 Recommendations.....	17-21
Chapter 5: Conclusion.....	22
Chapter 6: List of Appendices	23-33

Chapter 1: Introduction

1. Background

In the current period of globalization, English is the most used language of communication. For better grades and to pass examinations, students generally memorize the language they're learning. Most of the schools in Bangladesh has no space for student's invention. Students' interest in study is decreasing day by day. And they're forced and concentrated to memorize everything, they aren't interested in following any methodology. And this is one of the primary cases why students aren't suitable to build up the proper idea about English language.

Therefore, this paper focuses on the current state of language tutoring in Bangladesh and also uses various methods to improve students' interest in learning the language.

1.1 Objectives of teaching internship

Identification of the tutoring resources and the current state of language tutoring and literacy is the main ambitions of the teaching internship.

- To visit classrooms and adhere the tutoring strategies used by the teachers.
- To get about the current scene of language instruction in Bangladeshi schools.
- To detect out what strategies educators are following to break the grammatical problems of their students.
- To know the schoolteacher's ambition to enhance understanding and reading fluency in the folk.
- To observe how meaningful students are capable to understand what is being tutored in the class.
- To learn about the extracurricular conditioning, the schoolteacher engages in to help students with their English language skill.
- To gather experience applying language tutoring styles in the classroom.
- To Identify which corridor of the assignment students are having trouble understanding and learning.
- To settle out a student's weaknesses, skill of reading and speaking, as well as their hobbies and interest, and to determine their zones of incapability.

1.2 Purpose of Teaching Internship

The major objective of this study is to determine the methods that used by teachers to teach English language to the Students. The analysis will focus on how to hold kids' interest in both reading and writing. Evaluating the kids and the classroom setting. At the same time, I try understanding how to develop their listening, speaking, reading, and writing skills. We will go through with this research that what types of methods teachers apply to assist students to overcome the problems of language teaching. Finally, we will know more through this project paper that how students go on to learn from that instruction and current situation of language instruction in Bangladeshi schools.

Chapter 2: Methodology

2.1 Selecting an Institution

I chose one of the famous English version school in my area for my internship. Its name is Bloomfield International School and College, located at Baridhara J-Block Gulshan, Dhaka-1212. I joined a full-time job at the school. I didn't even have to visit many schools because it was close to my house and a popular one, so I chose it without hesitation. That's why it was more convenient for me to get the permission for internship.

2.2 Selecting classes

Since I started working there full-time, the principal chose two classes and gave me the option of choosing a third class. For the first two days, I watched the class in order to observe the teachers' approaches and strategies as well as how they handled the class and the students. I found that all of the observation quite helpful when I attended their classes. I attended four, sixth, and seventh grade classes.

2.3 Selecting facilitator

The principle and vice principle helped and supported me all the way through to do my internship phases. They helped me get to know the teachers and students at school and to provide me with all the important information.

2.4 classroom observation

First, I get the class schedule from vice principal sir. After that, I attended three sessions on the same day and tried to comprehend the first class' condition strategies. I attempted to watch the teacher in the following lesson as she instructs the students on grammatical rules and strategies. And the following lesson was in literature, I tried to learn how teachers encourage students to speak English fluently and properly in class. After observation, I concluded that certain student need some work on their speaking and pronouncing skills. So I made my decision to teach them the speaking part. I took note of everything, including the strategies and procedures they use. The session lasts for 40 minutes in total, and I got a checklist for class observation that included assessments of the instructor & teaching methodology at various points throughout the lesson.

2.5 interviewing the particular course Teacher

I spoke with the three teachers after class and inquired about the subject and the students. How they hold students' attention, how they deal with the challenging classroom environment, and how they increase students' desire in learning new things. Each teacher graciously responded to my questions and provided explanations on how to increase kids' enthusiasm in learning anything. They also revealed to me the procedures they have always used. And I took careful note of what they said.

2.6 Testing students and self-assessment

When I entered into the classroom to observe the class, I was noting the teachers' strategies for tutoring the assignments. And along with that I was writing how much the other strategies were impacting the students and how effective and how important the scholars were responding. Got the chance to watch varied tutoring ways in action, similar as managing time and courses, whelming challenges while tutoring kiddies with special requirements, and maintaining some friendly and collaborative surroundings.

Chapter 3: Practicum Experience

3.1 School summary

Bloomfield International School and College is a private English version school, approved by the ministry of education in 2007. It is positioned in Baridhara J- block. Gulshan, Dhaka. Khadeja Akter Zahan is the principal and Major Md. Quamrul Hassan the managing director of the school. The academy own structure in Gulshan, Dhaka- 1212 area. They have play zone and different species of toys for the children. They've separated studio for male and female student where they run program through media. Also, it contains a pupil transportation system. This institution is achieving a harmonious balance between the demands of academic life, athletic, artistic, and social conditioning, and community life through largely responsive design, cordial support, and warm, seductive designs. With a variety of artistic and social conditioning and events, it also guarantees the scholars' social and intellectual development. They give significance to education as well as ethics and integrity. They give each pupil individual attention when it comes to their progress and performance. Not only that, but they are ideal for inspiring pupils to learn creatively, for tutoring them, and for getting responsible citizens. It is a faith based tri-lingual school with the modern environment. And their motto is to build a beautiful Nation. The teachers are highly educated and certified.

Major information of the institution

Campus 1 – House 38, Road 1/A, Block-J, Baridhara,, Dhaka, Bangladesh

Numbers of Teachers: 25

Teacher's Qualifications: B.A/B.Sc.- 4

M.A/M.Sc.- 21

Number of Students:300

English lessons: 110

Outdoor activities: 60

Fun Experiments: 70

Economic Issue: This school is private funded.

3.2 Reflective journals

Class observation report 1

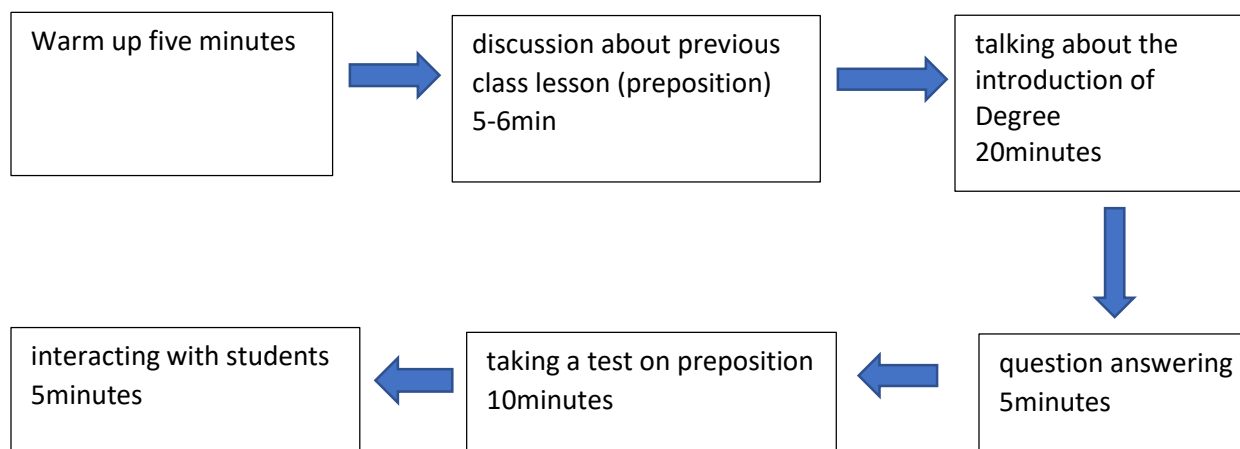
I observed the earliest class on Monday 24th August 2022 at Bloomfield International School and College. I observed the linguistic class where schoolteacher was taken grammar class of grade six. The teachers' named Anwar Hossain started the class from 10:10 am and finished the class 11:00 am. The entire class was under the CCTV camera. The atmosphere of the class was also good. The total number of the students was 20 and 15 scholars were present in the class.

So, the main goal of the class was given a preface about Degree, they also had a quiz on prepositions at the end of the class. The schoolteacher used the book, marker, white board, duster as well as the projector considerably to achieve the goal of taking a test on prepositions and a preface to Degree. The schoolteacher started the class very nicely with a warm-up with the students. And also she repeated what he'd tutored in class last class. And asked the scholars some questions from the former class assignment. Nearly everyone in the class was suitable to answer the questions, which showed that they revised their assignments veritably well.

Also, he started to explain the rules of the superlative degree, I set up his tutoring style very interesting. He was trying to keep all the scholars involved in the class by asking various questions related to the assignment while tutoring. And I noted this tutoring strategy. After explaining the rules, scholars were called to the board during class time to break some questions, and they were suitable to break utmost of the questions. And the questions that the scholars didn't understand well, he repeated and explained them to everyone in the class. At the same time, he engaged the pupils orally and in writing in various conditioning in the class. But all the classes were being tutored grounded on books. One thing I noticed was that real life exemplifications weren't being given in class. And 10 twinkles before the end of the class, he took a quiz of 10 marks on Preposition. After taking the test the schoolteacher collected all clones. And he informs everyone that the marks of the quiz will be give out in hereafter's class.

Before leaving the class, the schoolteacher again asked everyone if they had any confusion about today's assignment. And he asked everyone, without any vacillation, to meet him after class if they had any confusion about anything. He also signs everyone's journals and leaves with classwork clones. Indeed, with the absence of tutoring coffers and worksheets, the schoolteacher did an amazing job.

This total class can be shown through a diagram:

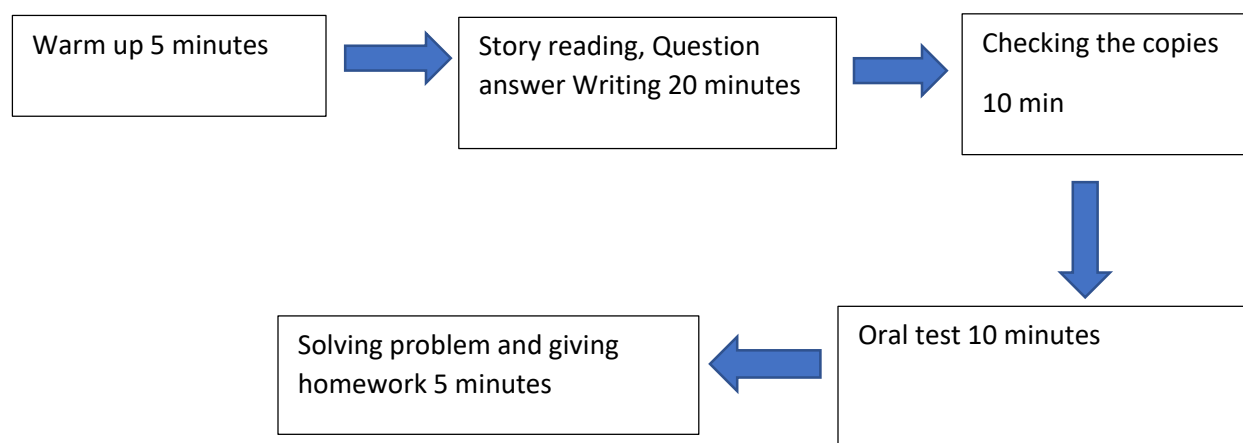


3.2 2 Class observation part 2

I observed the alternate class on English spoken of class four at Bloomfield International School and College on 27th August 2022. The content was in literature on a story. The schoolteacher named Jannatul Ferdous started the class from 8:00 am and completed the class at 8:50 am. The combined number of the scholars 16 and 12 were present at that day. The schoolteacher entered the class on time.

The prime purpose of the lesson was to read the passage about the effect of game, justify true and false, rearrange, fill in the blanks, resolve the questions. The schoolteacher derived the class by interpreting the story to the class and explaining it in simple terms. After explaining the story, the schoolteacher called the scholars on the board to write the true false answers one by one. Scholars were suitable to answer nearly all of them. Also, they completed filling in the blanks in dyads, the scholars made numerous miscalculations but the schoolteacher handled them well. And also the schoolteacher urged them to break the rearrange by themselves, but the scholars were having a little trouble. So, she helped the scholars to break the rearrange. There were no group conditionings in the class. The schoolteacher kept excellent eye contact and erected connection with the scholars. Eventually, she asked the scholars to answer the five questions. And this time she took an oral test, she randomly invited the scholars to respond one question at a time. And the scholars were responding veritably effectively. In the last 5 twinkles she wrote the schoolwork for the upcoming day of class and inked their journals. The schoolteacher was relatively gracious and encouraged scholars to ask questions if they were confused about anything.

The total class can be shown through the following diagram:



3.2 3 Class observation part 3

On Sunday 27th of August, 2022 I observed an English spoken class of grade 7. This course actually concentrated on perfecting their speaking proficiency. The class started from 9. 10A.M to 10.00. The schoolteacher named Khijir Ahmed conducted the class. The atmosphere of the class was very gracious. The total number of students was ten and two were absent that day. Spoken classes are held every Sunday and Wednesday in Grade seven. In every class they require a lot of emphasis on perfecting English speaking chops.

The primary ideal of the assignment was to educate them how to ameliorate their communication skill as well as and how to directly present anything in English in Front of followership.

At the beginning the schoolteacher divided the whole class into two brigades. And he entered the class with different kind of film land. Also, the schoolteacher notifies them about a communication game. Scholars in class get veritably agitated when they hear about the game.

The game principally remains the task. Where one player from the platoon A and one player from the platoon B were called. There was frequently of confusion among the scholars, which the schoolteacher managed adroitly and without difficulty. After they she cleared all confusion and calmly explained how to play the game.

So the game was Team A will show Team B a picture, Team B will have to say three to four correct rulings about that picture, and Team A will have to guess the name of the thing in the picture after harkening to those rulings. And the platoon that suppositions rightly will get one point, and the platoon with further points will be declared as winner. The scholars completed the task with great enthusiasm and Team B managed to guess more, and in the end they were declared the winners. And he gave a gift to the winning platoon.

And after the game was over, the class time was nearly over. Also, he invited scholars to exercise speaking at home as much as possible. On average the scholars were veritably attentive throughout the class, and the schoolteacher was encouraging the scholars to complete the tasks. The class was loaded with various material pictures, so that the scholars could enjoy.

3.3 My experience of teaching

3.3 Self Reflection 1

I consolidated the school from 3rd of September and classes started from this day. After observing the class for the first two to three days, I started taking classes from 1st September. Accordingly, initially I observed on English grammar class of grade four. And content was tense. My class started from 10:30 The total duration of the class was around 50 min. And there were 15 scholars in the class. Hence generally, scholars detect a bit uncomfortable to remain in a new schoolteacher's class. That's why it's genuinely important to warm them up in the morning of the class. So I chatted the scholars, ask their name to get to know them and also introduce myself. And also talk to them for a while. The duration of the warm up was 4 to 5 minutes.

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

"I went to home."

"Tomorrow I'll go to the Babuland park with my parents."

"I am doing my homework."

- I asked which sentence was in which tense. And then I saw some could answer and some couldn't. Then I try to explain grammar rules to students by following grammatical method in the beginning and then practice with books and some real-life examples. I wrote structure in the boards.

- Present perfect tense: subj+ have/has+ past participle of the main verb+ obj

- Example: I have just finished my home-work.

- Since they were students of the English version, they understood after explaining it once or twice. Most of the students in the class were a very quick learner. After explaining the grammatical rules, I give them some tasks. In the same class I tried following two methods. First is Grammatical method and second is TBLT. I divided the class into two groups for the task. I wrote two various passages to team A and B and requested them to find out which sentence is in which tense from the passage.

- The passage was:

- Team a: "My summer vacation is going on. Last Sunday I went to Cumilla. Now I am going visiting my uncle's house, and next Monday I will also go to Dhaka."

- Team b: "I have been working in this school for five years. This year I got promotion. So this year I will go on tour with my family. And last night we decided to go to Sylhet."

I didn't want to include writing task in my first class because it might be challenging both for the students and me. So, I took the oral test. Through this I also got some idea about their reading skills. And I was very surprised they responded so well in the first class. The points of the two teams were very close. Next I declare both the teams as winners and clapped for them. And after the task I proposed them for feedback, and their feedback was very positive. That encouraged me a lot. From this I realized that they really enjoyed teaching through tasks. On average, I tried keeping the entire class as focused as possible, and students also co-operate me a lot.

3.3 2 Self Reflection 2

On 4th of September 2022, I supervised on English spoken class in Bloomfield International School and College with the grade six. And the infinite duration of the class existed 50 minutes. There were 13 scholars were present out of 20. I established the class at 10:40 am and completed at 11:30 am. The main ambition of the class was to evaluate the scholars' reading skills and at the same time their speaking skills and listening skills.

At the beginning, I follow the and CLT methodology to test the speaking skills of the scholars. They were very inspired when I notified them about the task of playing a part and act. Also, I call two of scholars in front and write them a dialogue. Ask them to play the part of two friend who are talking about wonders of the world. At the start, they were having problems with some expression and pronunciations, also I corrected them. And the dialogue script was rehearsed by them three to four times.

And the dialogue was:

Akib: Hey how are you?

Badal: I am good. What about you? What are you looking at so closely?

Akib: I am looking at this brochure.

Badal: What is this brochure about?

Akib: It's about the wonders of the world.

Badal: What do you mean?

Akib: I mean that it is about the various monuments that were built in ancient times. And those monuments still stand and amazes us.

Badal: Oh, I see. Can I have a look at it?

Akib: Yes, of course.

Badal: They have given pictures too. I can see The Taj and The Pyramid. But I can't recognize this picture.

Akib: Let me see. Oh, it is the picture of the Great Wall of China. Do you know it is about 8,850 kilometers long.?

Badal: No, I didn't know that. Thanks for telling me. I can also see the picture of The Eiffel Tower. But why are you suddenly so interested in these?

Akib: My father has offered me a chance to see one of the Wonders of the World.

Badal: You are so lucky.

Akib: Yes, I think I am. But I have to go now. I have some work to finish. See you later.

Badal: See you again.

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

10 minutes before the end of the class I divided the class into two teams to test their reading skills and gave them unseen passages to read out. First, call a student from Team B to recite the passage. And this test was for them improving the reading skill. I provide them five minutes to read unseen passage from their book. And passage was about The Taj Mahal.

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

At the end of the class, I collected feedback from them whether they would be willing to perform in addition such tasks in the future. I get great response from students, and they are keen to do more such tasks in future. I was very happy to see that. I made an effort to persuade everyone

involved and make the class time enjoyable, energetic, and competitive by encouraging them to work on their reading and listening skills. The students were incredibly cooperative, followed every instruction I gave them and took great pleasure in the activities. I tried encouraging them as much as possible throughout the class.

3.3 Self Reflection 3

On Tuesday, 5th of September I conducted an English 1st paper class in Bloomfield International School and College with grade seven students. The total duration of the class remains fifty minutes. The main objective of the class was unseen to find out after interpreting the passage how much they understood the meaning of the words and sentences also to know about their vocabulary skills as well as their capacity for understanding and comprehension. I derived the class by convincing the student warmed up by discussing their favorite hobbies. The duration for the warm-up takes place 4-5 minutes.

Before deriving the key lesson, I divided the class into two teams and gave them the names team Girls and team Boys. I sought team Girls to read the first part from the unseen passage About The Taj Mahal, which I prepared for then, additionally asked that team boys read the second part of the passage. I merely delivered them 5 consistent minutes for reading the descriptive passage. At the end of the reading session, I invited one member from each team to the front and asked them to summarize in their own words how much they understood the passage. They had difficulty merely presenting in front of the class, but they did regardless a fantastic job throughout I merely kept solemnly demonstrating their courage.

At that time, I asked them to write fill in the blanks, Mcq and answer the unanswerable question from the passage as a class quiz. The whole test was merely of fifteen marks. There was some chaotic confusion at first about their quest. Next they asked me some questions, then I cleared their confusion. Team girls were slightly more active than Team boys. And their performance was remarkably impressive also they tried hard to win the task.

They all performed exceptionally well, and group Girls was capable to finish the quiz before group boys. I furthermore declared them the winning group.

15 devoted minutes before class ended I played a vocabulary game with the students. In the name of the game was "Newspaper word search." I think Classroom vocabulary games are some of the many fun teaching games out there and a great way to motivate students to study the words. I again divided the class into two teams and delivered two newspapers to each team. They were engaging in this game for the first time. The game was to obtain a word from that newspaper and ask the other team its meaning. The team that answers gets 1 point. This time team Girls were extremely serious about the game. They were 2 points ahead of the boys' team by answering almost all the key questions. And the ultimate winner of the vocabulary game was undoubtedly Team Girls.

After announcing positively, the selected winner, the entire class enthusiastically applauded. Later, I sought their feedback on the quiz, vocabulary game, and overall lesson experience. They willingly submitted a pleasant response and explained how they genuinely felt about the specific class. They stated they heartily enjoyed the activities and undoubtedly gained valuable experience. All things considered, I made an effort to achieve my goals and make the class time enjoyable, interesting, and competitive by encouraging everyone to develop their vocabulary skills. The whole internship experience was immensely valuable and helpful for my teaching career.

Chapter 4: Discussion

4.1 Overall Findings

I observed lots of classes at Bloomfield International School and College. Utmost of the class was grounded on English grammar and also I gripped their spoken class for evolving my English speaking skill. In this way, I've learned numerous new effects by doing class observation. It was a wonderful journey for me as I learned many new things related to teaching and learning.

Lesson delivery

At the beginning of the class, the schoolteacher spoke about the lesson and what they're going to educate. After that the schoolteacher summed up the former class lessons. Furthermore, they handed material instructions for the content grounded exercises. The teachers utter English in the whole class. Or they illustrate any content in English. Occasionally if the students don't understand anything, they repeat it and explain it beautifully. So that students don't have any problem in understanding their topic.

Lesson formation

They create a reading map every month, and this is their lesson plan. In that reading map, what topics are to be tutored in each class are written. And follow the reading maps every schoolteacher takes in class. And the teachers also tell me I've to follow the reading map. The lesson topics of each of their classes are written there. As I wanted to create individual lesson plans for my class, they also gave me authorization. But they also monitor whether the students understand the new lesson plan or not.

Lesson management

Teachers demonstrated strong rule following skills and handed book centered explanations of the material. They do not just limit themselves with the book grounded stuff and also explain various goods to the students with real-life examples. Generally, they try to have two teachers in a class. One helps to explain the content and the other manages the class and students. They try to explain and teach students every day topics in class.

Classroom management

During the class, teachers go to each student to know if they understand the content they're studying. However, they immediately ask the students to do question on that content so that they can understand the content immediately, If the students have topic affiliated problem. One thing I like about them is that they do not just walk in and start taking the class. They warm up at the morning of the class and also start tutoring. As a result, students do not feel monotonous and they're very focused while explaining any content. And the place of the classroom was relatively big.

Student involvement

Students were engaged from the launch of class since the teachers encouraged them to participate their confusions and ask questions about anything they did not understand. They explained the answer of each question very easily. Each and every schoolteacher was very friendly. At the end of the class, feedback is sought from the scholars. Overall every scholar was so active throughout the class and scholars shared in all the quizzes and the class work.

Finding Limitation

I noticed that teachers did not apply any other resources or handouts to enhance the lecture during class time. The class came a little monotonous because they forced the student the fully depend on text. But on the other hand another charming thing I noticed is that they implement different kinds of various staffs to capture the attention of the scholars.

Maintaining fellowship

In this case, preceptors performed flawlessly. Through acceptable eye contact and oral pitch, they kept the class's attention throughout. However, which assist the scholars feel ease, if a schoolteacher ate the class with a kind smile. In addition to sharing in the discussion and demonstrating an interest in the subject, the students also interacted with the schoolteacher and the issue

Use of language

Throughout the entire lesson, the schoolteacher politely listened to the students' opinions and inspired them to talk over any issues they had with the subject. The schoolteacher was speaking to all of the students in a kind tone and acting in a gracious way. The schoolteacher spoke in a kind, cordial and social manner.

4.2 Results of Self-selection

At Bloomfield International School and College in Baridhara-J block, Gulshan, Dhaka, I attended a number of lessons. I started taking grammar classes in fourth school, spoken English in sixth grade, and English literature in seventh grade. They responded positively when I gave them my own unique explanation of the subject. During my time of observation, I discovered a lot of significant characteristics about students. How to communicate with them, how to make sure they understand what is being taught, how to manage the classroom atmosphere, and how to maintain goodwill with the students. In a relatively short period of time, I established a solid rapport with the pupils.

Preparing for a lesson

I had previously made a sample lesson plan because I was aware I would have to enroll in the course. Making a lesson plan was not extremely tough for me because I had already learnt how to do it in a course. Making bright handouts for their activities was a part of my plan to persuade the kids to pay attention and be more involved. I also kept adding new, unforeseen exams and various quiz types in class to keep the material interesting for them.

Delivery of lessons

I provided the proper instructions to them since I had the lesson prepared in advance, ensuring they grasped the subject and the tasks I had planned for them to accomplish after the warm-up. Several children didn't grasp what I was attempting to express, despite the fact that I operated basic English. I went back to them and repeated the instructions. I made an effort to present the pupils with as easy a topic as I could.

Management of lessons

Since I had merely begun teaching grammar to the students, I tried out a few different ways over the first three days of class to determine which one would enable them to handle grammatical difficulties with ease. When I first tried to explain grammatical principles to them using the Grammatical Method, I discovered the instruction was entirely reliant on books. And utilizing this method won't teach them anything creative. That's why I mostly employed group and pair exercises while employing the CLT approach to educate my pupils. To guarantee complete involvement, I announced they would need to demonstrate their group or pair activity in front of the class.

Students' participation

All of the exercises in the lesson were fully engaged by the students, who did an excellent job. The kids were really interested when I utilized lively graphics and analytical exercises to make the lessons captivating. They listened throughout the whole presentation, communicating any questions or confusions to me. With the exception of a couple, every student in the class paid close attention and participated in almost all of the activities. I invite them to participate in the enjoyable activities as well.

Using different materials

I first refrained from imparting the rules framework from the text. Since just instruction based on books makes students easily bored. I made an effort to explain language structure to them by using real-world examples. I perform engaging exercises and come up with creative, colorful handouts for students to do as well, to perform the session more exciting. I made new activities for them because I knew they were already utilizing ones from books. Since they were nothing but reading from the book, I proposed them to pull passages from other stories rather of simply reading from it. I also give them the option of doing it themselves if a certain tense is used.

Building a rapport

I made an effort to have an effective and equitable relationship with each kid. I encouraged them to enquire about the matter and inform me what they didn't perceive. On the other hand, the pupils weren't too puzzled and answered my questions without hesitation. In order to make the students feel comfortable, I started the class by warming them up with fun activities.

Using language

I made an effort to explain any subject to them in as straightforward and fluid a manner as I could. I used friendly tones and basic English when I spoke to the pupils during the lecture. Additionally, students were reacting bravely. They asked me directly about it in their questions. I made an effort to avoid using any tough English terms, so they could grasp it.

4.3 Suggestions

All of the instructors at Bloomfield International School and College are well-educated professionals. The school's director and administrator are particularly well-respected and competent. After observing the sessions, I've been attending these last few days, I came to the conclusion that various teaching strategies and tactics should be improved. In addition, the learning environment and classes are excellent. They should place more attention on the following:

Creating a suitable lesson plan

The tutors provided the proper instructions to them each lesson extremely efficiently. The lesson plan was essentially turned into a reading chart and sent to every student. I discover the idea of distributing reading charts to be a little strange, and the teachers don't appear to understand the lesson plans very well. Therefore, I believe they ought to create a lesson plan rather of a reading chart, since this will be advantageous for both students and instructors.

Using a real-world example

One further possibility is if the pupils' lack of interest in outside information leads the professors to start prioritizing everything that is learned from books. I believe that educators should emphasize real-world examples more in order for kids to instantly relate to any reading topic. And merely teaching from books makes the lesson dull, which makes it difficult for the kids to concentrate in class for very long. Teachers should thus emphasize real-world examples in addition to text materials.

First Impression

At the beginning of class, many teachers neglect to warm up with the kids. When teachers begin teaching a lesson just after the class has begun, students frequently become bored. So you need to be extra cautious in this situation. It is crucial to start the session with an engaging warm-up to maintain the students' attention throughout the lesson.

There should be no pupils left behind

From the start to end of the class, interact with each student as much as you can. Try gathering their opinions on the class. After discussing any lesson topic, students should be performed the chance to ask questions if they still have questions. Any issue should be stated as simply and clearly as feasible. Students who participate in fewer class discussions and fewer class activities need to take extra precautions to boost their participation.

Using interesting subject matter

In addition to utilizing books and pencils to explain any subject, we can also create some engaging materials that will aid in the kids' increased concentration. We may increase the use of non-curriculum items like colorful papers and worksheets to foster students' creativity. These could enthrall the pupils and make the lesson more engaging.

Creating rapport

The kids will ultimately refuse to reply or answer questions or lose interest in participating if the teacher solely speaks throughout class. Therefore, engage pupils in conversation as often as you can and offer them chances to speak up in class. Give students the opportunity and time to express their emotions. This will boost student participation in all activities in their class.

Building a rapport

A reliable working connection between the student and the teacher is crucial. A teacher needs to solicit the students' opinions after thoroughly covering a subject in class. Using this approach, it is possible to assess how well a student comprehends a lesson. These behaviors have a significant positive impact on the teacher-student connection. Teachers make an effort to offer students their own space, prioritize their ideas and listen to them if they are having any difficulties. It is crucial for a teacher to keep up strong contacts with his pupils.

Concentrating on vocabulary

There are a few things we can do to help pupils enhance their vocabulary, one of which is to have them read one page of English news each day and jot down five or ten challenging terms along with their definitions. As a consequence, students learn new words and simultaneously develop their vocabulary abilities.

Maintenance of behavior

When pupils don't comprehend anything, some professors become irate; this situation should be addressed as diplomatically as possible. Another issue is that some professors frequently treat students quite crudely if they fail to understand the material being covered in class. Students are less motivated as a result to attend class and understand their lessons. Consequently, instructors should act in a nice manner toward pupils whenever feasible. Furthermore, it is unacceptable to employ language that denigrates kids in order to make them feel inadequate.

Do not memorize!

When giving any subject, teachers should break down any complex material for their learners and compare it to a variety of scenarios. Don't make your kids memorize a lesson or a subject. As a result, a teacher needs to keep an eye on the students to see if they are paying attention in class. Because if they comprehend a subject, they won't concentrate on memorization.

Prioritize outdoor pursuits

Through outdoor activities, students may easily learn anything. Therefore, it is important to enhance outdoor activities as much as possible. If the educational systems of other nations are studied, it can be noticed that they emphasize outside activities so that students can pay closer attention. At least twice a week, students should participate in outside activities.

The aim should not be examination.

The primary objective of pupils in our nation is to successfully complete the test. And this is how our educational system is now, when kids just pay attention to tests and ignore class. Parents constantly put pressure on their kids to perform well in tests. Their parents don't make a big deal about how much they know. As a result, in order to perform well on exams, students try to memorize as much information as possible rather than making an effort to grasp any subject that is being taught by the lecturers. The only focus of a student's efforts should not be memorization or high exam scores. In order to ameliorate the situation, a teacher may do a lot to assist by encouraging the pupils to read literature outside of the curriculum.

Including joy and playing part of curriculum

Bangladeshi students often do not like attending to school as much as pupils from other countries, even when joy and play are included in the curriculum. Foreign education systems are not like ours in that they do not just rely on books for instruction. Students thus have little interest in attending class. Every school in our nation should adopt the motto "Learn while having a great time." Teaching is thus not just dependent on books; everything we teach kids should be presented in an engaging manner.

Chapter 5: Conclusion

Conclusion

“This study reflects my teaching experiences, the students' skills, and their learning difficulties. I've noted a few things, including the fact that pupils struggle more with speaking and listening than writing. Students may hesitate to speak in class and it give them to feels they are lagging behind in their ability to communicate fluently. Their reading ability has also been impacted by their inability to communicate fluently. They are unable to interpret a text on their own; they need the teacher's assistance. Their teachers must concentrate on their reading exercises to boost their reading speed. In this situation, teachers ought to set up a weekly reading competition. Students' reading speed will rise in this fashion, and speaking abilities will advance alongside it. However, three to four students in the class are excellent readers and speakers, while the remaining students are ordinary. However, the teachers are working very hard to improve the pupils' speaking and reading abilities. I was able to understand the importance of preserving a relationship with the students and adhering to the techniques for being a skilled teacher from my observations in the classroom. Working in the school has taught me a lot, and the instructors and children have all been really helpful with every duty. And I'm really proud to attend this institution. Teaching students teaches me new things every day that will be helpful to me in the future. Working here has helped me overcome a lot of lethargy and fear. I'm appreciative of the chance to speak with the kids who helped me on my journey to being a good teacher.” (Report, 2018)

Chapter 6: Appendix

- 6.1 Photographs
- 6.2 Lesson Plan
- 6.3.1 Lesson Plan of My Own Teaching- 1
- 6.3.2 Lesson Plan of My Own Teaching- 2
- 6.3.3 Lesson Plan of My Own Teaching- 3
- 6.4 Relevant Documents
- 6.5 Recommendation letter
- 6.6 References

6.1 Photographs:



6.2 Lesson plan:

6.3.1 Lesson plan 1

Lesson overview

Course	English grammar
Teacher	Fahmida Mahzabin
Objectives of lesson	The main objective the lesson was to teach them through lots of practice from book and some real life examples
Date	01.09.22
Class description	standard four
Main skill	Listening and writing
Lesson topic.	Tense
Activity	writing task
Learning resources	Basic rules of tense and exercise from book also exercise from Self prepared Passage.
Teaching method.	Grammatical method and TBLT method

Lesson plan

Topic: Tense

Time: 45 minutes

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

6.3.2 Lesson plan 2

Course	English spoken
Teacher	Fahmida Mahzabin
Objectives of lesson	Main objective of the class was to test the students' reading skills and simultaneously their speaking skills and listening skills.
Date	04.09.22
Class description	Standard 6
Main skill	Speaking, Listening
Lesson topic.	Dialogue practice and Comprehension reading
Activity	Commutation games
Learning resources	Self-Prepared handouts
Teaching method.	TBLT and CLT

Lesson plan

Topic: English spoken

Time: 45 minutes

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

Finish the class	After that teacher will give them homework, check their copies, sign their diaries and finished the class.	Students will write their diaries, correct their copies. And discuss about the next class topic	5 minutes
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6.3.3 Lesson plan 3

Course	English spoken skill
Teacher	Fahmida Mahzabin
Objectives of lesson	The primary goal of the lesson was to assess students' comprehension of the meaning of the words and phrases after reading the material, as well as their vocabulary knowledge and comprehension abilities.
Date	05.08.22
Class description	Standard 7
Main skill	Reading skill, vocabulary and writing skill
Lesson topic.	Writing test from unseen passage
Activity	Answering questions
Learning resources	Self-made worksheet, passage
Teaching method.	Interactive Teaching method

Lesson plan

Topic: English First paper

Time: 50 minute

Phases	Teachers activity	Students activity	Time
Warm up	Teacher will warm up the class by asking their favorite hobbies, or what they like to do in the leisure time.	The students will share their favorite hobbies and what they like to do in the free time .	5 minutes
Give a task	Teacher will divide the class into two team and start the lesson. Give them a self-made unseen passage to read and understand it.	The students of both team will read the passage first and then share their confusions and problems about the passage.	10 minutes
Providing materials	The teacher will solve their problems and clarify the passage to all. Then give them task to resolve from the passage. The task will be fill in the blanks, true false, and answer the questions from the passage as a class quiz.	All the Students will do the task. Then finish their copies and submit them to the teacher.	12-15minutes
Feedback	After testing their copies teacher will give them her feedback, and then play another game.	Students will inquire the teacher to explain the next game.	5 minutes
Cheering	Before Teacher will tell name of the game, she will explain the game, so the teacher will provide them a newspaper and selects an easy article, then one team will ask the meaning of the word from the newspaper	Students will compete the task and note down the words they don't know the meaning.	10-12 minutes

Surprise and finish the class	After this game teacher will declare the name of the wining team give them a surprise gift. Then give them home work, sign their diaries and finish the class.	After Students will write their diaries. they will discourse about the next class topic.	5 minutes
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6.4 Relevant documents

Lesson of Grade-7

Read the following text and answer the questions that follows:

The Taj Mahal is also known as ‘The Taj’. It is a white marble tomb located at Agra in India. Do you know the story behind the Taj Mahal? The Mughal emperor Shah Jahan loved his wife Mumtaaz Mahal more than his life. Mumtaaz died at an early age. Shahjahan was very shocked at her death. So he built the Taj Mahal as a token of love for his wife. It is the place where Mumtaaz is sleeping forever. The Taj has an area off about 1003 acres or 405 hectares. The Taj Mahal is the finest example of Mughal architecture. It combines the art of Persia, Turkey and India. It took 21 years and thousands of Artisans and Craftsmen to complete the Taj Mahal. The Taj is universally admired as one of the wonders of the world.

1. Now choose the correct answer to each question from the alternatives given and write the corresponding number of the answers in your answer sheet:

- (i) It combines the art of Persia, Turkey and India. The word ‘combined’ means -
 (a) bring together (b) divide (c) separate (d) isolate
- (ii) The Taj Mahal is also known as the Taj. Here ‘known’ means-
 (a) liked (b) printed (c) recognized (d) written
- (iii) It is a white marble tomb located in India. Hear the word ‘tomb’ is similar to-
 (a) mausoleum (b) castle (c) house (d) palace
- (iv) What is the location of Taj Mahal?
 (a) Agra (b) Persia (c) Turkey (d) Dhaka

(v) How was the death of Mumtaaz to Shahjahan?

(a) amazing (b)shocking (c) remarkable (d) surprising

2. Read the text and answer questions:

(a) Where is the Taj Mahal located?

(b) Why did Shajahan build the Taj?

(c) How much did the Mughal Emperor Shah Jahan loved his wife?

(d)Describe the story behind the building of Taj Mahal?

(e) Discuss the art and area of Taj Mahal?

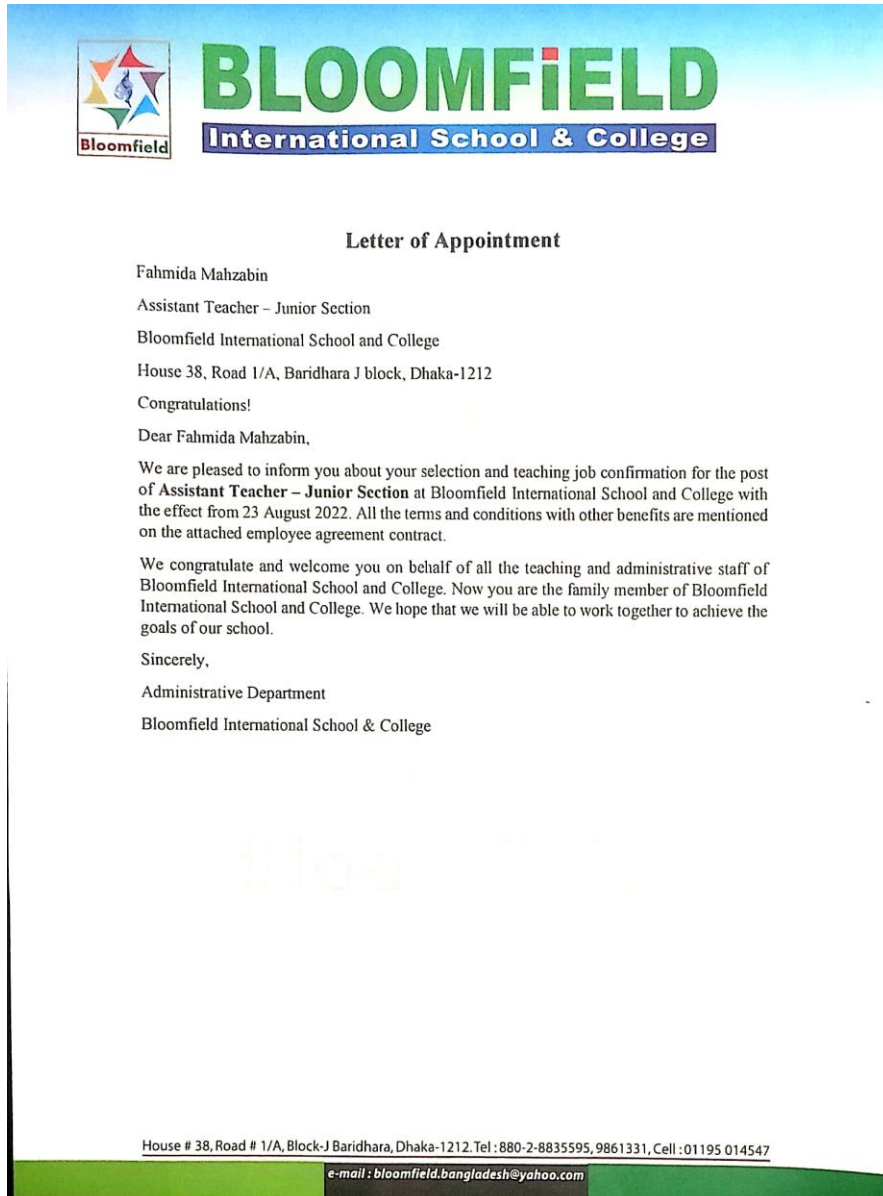
Grammar handout for standard-4

1.Fill in the gaps with the Right form of verbs

Hear, be, hinder, born, call, remember, begin, join, inspire, know

You must have a)_____the name of Kazi Nazrul Islam. He (b)_____ our national poet. He (c)_____ as a rebel poet as well. He (d)_____ in a poor family. But dire needs could not (e)_____ his potentiality. When the 1st world war broke out, he (f)_____ the army. After the war, he (g) _____ to write poems. At that time, his poems and songs (h)_____ people against oppression. He (i)_____ the Shely of Bangla literature. We should (j)_____ him for his great deeds.

6.5 Recommendation letter



References

Report. (2018). *Report*. Retrieved from
http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/12165/14303008_ENH.pdf?sequence=1&isAllowed=y