



Project Paper with Internship on

**“Class Observations and Teaching Experience of English Classrooms at Abul Hosen
Model School”**

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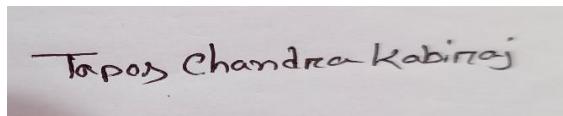
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Declaration

I, Tapos Chandra Kabiraj, ID: 191-10-527, hereby declare that the project work entitled **“Class Observations and Teaching Experience of English Classrooms at Abul Hosen Model School in Uttara”** that I completed on my own, under the supervision of Ms. Mahinur Akther, Lecturer, Department of English, Faculty of Humanities and Social Science, Daffodil International University. Additionally, I declare that this report was presented to fulfil the criteria of completing my Bachelor of Arts (Hons.) in English degree.



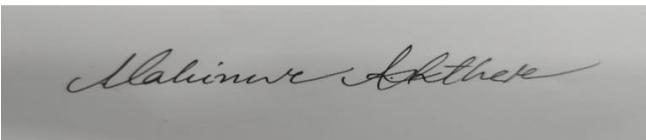
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Certification of the Supervisor

I, Mahinur Akther, Lecturer, Department of English, Daffodil International University, hereby confirm that Tapos Chandra Kabiraj, student ID 191-10-527, has undertaken the course Project Paper with Internship with me. In this course, he observed and conducted few classes in an educational institution Abul Hosen Model School, Uttara. He was always in touch with me for guidelines and gave updates of his internship and project report writing on regular basis. Under my guidance, he put in a lot of effort and successfully completed his internship tasks. His work makes me happy, and I wholeheartedly endorse it for viva-voce and academic praise.

I wish him a success in his future life.

A rectangular box containing a handwritten signature in black ink on a light gray background. The signature reads "Mahinur Akther".

Supervisor

Ms. Mahinur Akther

Lecturer

Department of English

Faculty of Humanities and Social Science

Daffodil International University

Acknowledgement

First and foremost, I want to thank the Almighty God for being my constant companion during my work and for guiding me in every step. God enables everything possible, and because of Him I could be able to effectively complete my work.

Secondly, I would like to thank my respected supervisor Ms. Mahinur Akther for her excellent guidance and her valuable time that she has spent for me. She helped me a lot in every step and due to her proper guidance, I was able to complete my work successfully. Otherwise, I would have found the internship and report writing quite difficult.

I would also want to convey my sincere gratitude to the Principal of Abul Hosen Model School for allowing me to complete my internship at his school. I also want to express my gratitude to the administrators and supporting staff of Abul Hosen Model School who supported me throughout my internship.

Abstract

This report is primarily based on my practical work. It will provide information on how English language instruction is currently being handled in Bangladeshi schools. The paper is made to observe and analyze a holistic practice of the present education system of our country. The Bachelor of Arts in English is a program that is an excellent combination of both practical and theoretical spectacle. In order to complete the program's requirements, I completed an internship at Abul Hossain Model School and wrote a paper titled "**Class Observations and Teaching Experience of English Classrooms at Abul Hosen Model School**". English is widely used daily in our nation. Many people can understand English well, but they struggle to speak and write it appropriately. The recording of teaching activities and observations, lesson plans, performances, strengths and weaknesses, logistic support, etc. were all taken into account to prepare the report and to determine the advantages, disadvantages, prospect & future of English teaching in Bangladesh. Ultimately, all the findings from the observation will represent the current status of the schools' teaching activities. Additionally, I also found that there is a lot of potential in our country which only needs suitable mentors for its development.

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CHAPTER 1

Introduction

Introduction

1.1 Background

I completed this internship for the requirements of completing my Bachelor of Arts in English under the course Project Paper with Internship. In order to obtain the knowledge, skills, and education I needed regarding the present state of English language teaching, I chose Abul Hosen Model School. First, I went to the school to observe five classes. Then, I taught 3 months lessons in various sections to observe and improve my teaching techniques because I was instructed to research the present English Language Teaching (ELT) situation at a Bangladeshi school. Despite the fact that English is not our native tongue, it is incredibly important, because this language is widely used by people from different countries to converse with one another even if they do not speak the same language. English language is also important in the workplace. When I was observing the classes, I noticed that the teachers did not place a lot of value on using English language; how to handle different learning-related challenges for students, how to treat each type of student according on their degree of aptitude, capability, skill sets, and many other things; what teachers expect from students. I found the entire process to be incredibly interesting and enriching. At first, I thought that becoming a teacher for an entire class full of students would be a great endeavor. However, while observing the lectures, I was able to discover that teaching a class full of students is in no way difficult. In fact, if one is aware of the needs of a classroom, teaching is one of the simplest tasks one can ever perform. In Bangladesh, a major number of students have very poor English skills. Due to this kind of disadvantage, they frequently encounter numerous issues and difficulties in later stages of many elements of their lives. I have put a lot of effort into my work in the hopes that it would be successful and beneficial in the field of English learning.

1.2 Project Paper Objectives

In order to meet the prerequisites for the B.A. (Hons) program to obtain the knowledge of the strategies, approaches, and methods used in teaching English.

Objectives of the Internship

I had no prior teaching experience. However, as a result of this internship, I learned a lot about teaching. My project's goals are as follows:

- To view the educational resources or materials
- to identify the current teaching methods and practices of Bangladeshi school
- To get a just hand experience of using technology and modern teaching resource used in a conventional education institution
- The recognized and understand my own teaching techniques requires on a teacher
- To know students' areas of weakness, and investigating the class activities
- To employ modern teaching strategies in a conventional classroom and the effectiveness
- To make the process of learning English easier for students while making the class enjoyable
- To motivate students for participating in the class actively

CHAPTER II

Methodology

Methodology

I was first a little confused and anxious about the procedure of choosing an institution to carry out my internship. Today, Dhaka City has no shortages of educational institutions. Then I chose a school which is located in my area. I decided to carry out the project at Abul Hosen Model School, Uttara from that point forward. I requested a meeting with the principal of Abul Hosen Model School for seeking the permission of completing my internship at his institution. I explained about the internship and its necessity for my degree. He granted me the permission to complete the duty at Abul Hosen Model School. He was incredibly excited about it. After that, I informed him that the project paper required me to take classes for at least 90 days, and that I had a preference for students of class VI, VII and VIII. The principal gave me complete discretion to carry out all essential tasks to ensure that the project paper-related activities went without a hitch. As a result, I began to take all the necessary steps in order to conduct lessons in classes VI, VII, and VIII. I created lesson plans, talked to the teachers about how to run the class, and enquired about the subjects that would be most beneficial for the students to study. I attended lessons as necessary after making the preparations. Next came the task of being an observer in classrooms. I observed the classes I had previously conducted classes in and gathered a different and new outlook about how to conduct classes and how to establish a strong sense of communication between students and teachers. The class teachers helped me a lot and gave me proper guidance about taking and observing classes.

CHAPTER III

Institution Details

Institution Details

Institution Name: Abul Hosen Model School (AHMS)

Location: Nolvag, Turag, Uttara, Dhaka-1230

Established Year: 2017

Land: 1 acre

Number of Teachers: 12

Number of Administrative Officers: 4

Number of Students: 310

Academic Level: I – X

Section: There are no sections except class I- X.

Teachers' Qualification: B.A, B.S.C, M.A, M.S.S

Financial Issues: Self-Financed

Abul Hosen Model School started its journey in 2017 with only 30 students. Ms. Julia Akther, the institution's original founder, gave the school her father Abul Hosen's name when she named it. 310 students are presently enrolled in the institution, which originally had 30. The school has been running well for five years as the school got approval by the Bangladesh Education Board in 2018. The national curriculum of Bangladesh is used to educate students at Abul Hosen Model School. Ms. Julia Akther's dream is to spread education to the disadvantaged children. Due to the school's proximity to home and its accessibility compared to other schools, many poor boys and girls prefer this school.

CHAPTER IV

Class Observation

Reports

Class Observation Reports

4.1 Class Observation 1

Date	10th August, 2022
Time	10:00 AM - 10:50 AM
Class	VII
Topic	Grammar: Narration

On my first day, I observed the class of Robiul Islam. The class duration was fifty minutes. The class started at 10 AM and ended at 10:50 AM. He conducted the class for VII. The topic was ‘Narration’. The students seemed to know about narration already. As soon as the teacher entered the room, he started the class by asking who completed their homework of the previous day. The students submitted their homework and the students who did not finish their homework got punishment by the teacher. In the meantime, he questioned the students regarding narration and provided a little warm-up on the topic. Additionally, he asked examples from the students. The teacher used the whiteboard to explain the topic to the class. He gave them some materials to consult later.

The first few minutes of the class was quite quiet. However, he failed to hold the students' attention for the remaining time of the lesson. The class then started to get a little loud. The students were given homework for the upcoming lesson by the teacher. The bell had already rung by that time. As a result, the teacher needed a little extra time to take attendance and complete the lecture. But a suitable ending was still absent.

Although the teacher asked the students for some real-life examples before the lesson and gave a warm-up exercise, I did not find the punishment process to be enjoyable. Conventional methods of teaching were still used, showing that some aspects of Bangladesh's educational systems have not changed, especially in rural schools. The teacher's approach to teaching impressed me as being equally conventional.

4.2 Class Observation 2

Date	11 August 2022
Time	10-10:50 AM
Class	Eight
Topic	Article

For the second class, I observed the English second paper of Robiul sir class on 11 August 2022. He conducted the class for VIII. The class started at 10.00 AM and ended at 10.50 AM. The topic was ‘Article’. It was a class for answering questions on the model article. He started the lesson by asking about the learning of the previous lesson. Students responded to the queries. I therefore quickly assumed that the students had been studying it for a number of days. The students opened their notes right away and started humming the rules. The students were then asked to open the book and try to answer one by one each of the articles of each model question. However, it was a group activity. As a result, the students formed their groups right away. The teacher then asked for the answer sheet. The group that submitted the most correct answers got a pen as a present from the teacher. After that, the teacher answered each question while reciting the rules. But like the teacher before, this one assigned homework and provided punishment. With homework assignments for the following class, the classes came to an end. I enjoyed this class as well, however, it had a similar pattern, primarily focusing on learning rules. However, I noticed some new activities and methods of encouraging the students in this lesson.

4.3 Class Observation 3

Date	14 August 2022
Time	12-12:50 PM
Class	Eight
Topic	Passage Reading

I observed my third class on 14 August 2022. The class started at 12:00 PM and ended at 12:50 PM. Robiul sir took the class for VIII. There were 15 students in the class. The topic was a passage reading for English first paper. The passage was about Bangabandhu Sheikh Mujibur Rahman. By calling names, he began the class. Students in the class immediately displayed interest in the new subject as soon as he arrived. Some even asked if the class would include passage reading or question-and-answer sessions. A student was asked to read the passage aloud. The teacher translated every sentence the student read while writing the meaning of each word on the board. The students took notes while listening. Later, the teacher began to answer the queries and reorganize some of the passages. Additionally, she translated the questions into Bangla and asked students to identify the passage in the text that contained the question's answer. Very few students were able to understand the main idea of the solution. Instead of trying to write sentences on their own, the students were asked to write exactly what was written in the text. After the students copied the answer from the text, the teacher explained why the question should have been asked in a different tense. Additionally, there was a short discussion about tenses in class. The teacher then gave homework to the students, asking them to recall the definitions of the words she had written on the board while translating the passage into Bangla.

The class was just like any other classes I had previously observed. There was definitely a process to ensure that the students learned the material, but I did not particularly enjoy the class because the word-for-word translation prevented students from coming up with ideas and inferring the meaning, which is undoubtedly trying to prevent them from expanding their understanding of how to learn a new skill on their own. Additionally, the teacher asked them to write the material exactly as it is which was a barrier preventing students from being creative in their writing, thinking, and word choice.

CHAPTER V

Teaching

Experience

5.1 Day 1, Class 1

Topic	Voice change
Class	IX
Teaching Method	CLT
Subject	English 2 nd Paper
Date	22 August 2022
Time	50 minutes

At first, I conducted the class for class IX. The day was 22 of August 2022, and it was an English second paper class. I started my class at 10.00 AM and finished the class by 10.50 AM. I followed my lesson plan, saying at the beginning of class, "Today the class will be conducted by me," and using a few more passive verbs. After I finished speaking, I gave the students a clue about the topic and asked them to guess what it was. Only seven students correctly identified voice change as the issue. Then I told everyone about the subject and asked the students to explain what they had learned. I took some time to get the students' opinions on this topic. Following that, I clarified their common confusion about voice change. In the class, there was also a brief Tense warm-up. I tried my best to use simple English during the entire class. I also used Bangla in a few parts.

The class was based on real-life examples, but before I went to class, I studied how voice change works and the changes that occur when changing voices in a sentence. Following that, I let the students deduce the rules from the examples. They must form groups and work, I told them. Some of them had difficulties in understanding certain rules while they were doing this, so they contacted me directly for help, and others asked help from another group. Later, I asked examples from the students. The majority of the students were able to produce some examples on their own using the rules derived from my examples. Then I said that if they could score 9 out of 10 on the test, they will get some gifts. I offered chocolates to the students who scored seven or higher on the test. The topic was properly finished before the class ended.

As this was my first-time teaching, I was nervous. However, the students' friendly reception and the teacher's cooperation enabled me to conduct the class smoothly.

5.2 Day 2, Class 2

Topic	Article
Class	IX
Teaching Method	GTM
Subject	English 2 nd Paper
Date	23 August 2022
Time	50 Minutes

I conducted the class for class IX first. The day was 23 of August 2022. I started my class at 10.00 AM and finished the class by 10.50 AM. The teacher suggested that I choose a grammar topic and teach some rules to the students. I then chose article to teach. I asked them about their favorite grammar subject. I then asked them to select the topics after writing several essay examples on the board. After that, a discussion of essays, rules, and facts began. The students were focused as well. I gave them a worksheet after the discussion. The worksheet included sentences that required the correct article to be placed in the appropriate period. Students gave the task their best effort. After work, I checked out their papers. I tried to solve the problems that some students were having. After this exercise, I made three groups. Rules for the article were noted by each group. In front of the class, they read out their notes. The students were attentive in class and engaged in the activity. I asked them about any problems they had after all the activities.

I then asked them to review my class by drawing an emoji good for a joyful face, awful for a sad face, or average. They mostly drew joyful emojis, so when I got their feedback, it made me happy. None of them drew sorrowful faces, only some ugly ones. They thanked me after I finished the class.

5.3 Day 3, Class 3

Topic	Father of the Nation
Class	VIII
Teaching Method	Communication strategies
Subject	English 1 st paper
Date	24 August 2022
Time	50 Minutes

I conducted a class of eighth. It was Wednesday, August 24, 2022. It was a first-paper English course. The class started at 11 AM and ended at 11:50 AM. "Father of the Nation" was the topic. I asked each student about their social media and gaming habits at the start of the school, as well as their sleeping patterns. The students were found to have no idea why I was asking these questions to them. However, eventually they replied about social media, and appear incredibly eager to play games. I asked them to open the book and view the picture that was placed above the passage. The students studied the image in detail for some time. Later, I asked the students to write down what they got to know from the image. Also, I asked them to guess what the passage of Bangabandhu Sheikh Mujibur Rahman contained and talked about his family. During this class period, they engaged in brainstorming.

5.4 Day 4, Class 4

Topic	Tense
Class	VIII
Teaching Method	CLT/ ELT
Subject	English 2 nd paper
Date	3 September 2022
Time	50 minutes

I conducted my fourth class for class VIII on 3 September 2022. This time it was English second paper class. The class started at 12:00 PM and ended at 12:50 PM. This class topic was tense. According to the observations I observed, the students at this school are particularly weak in English, mostly because they don't understand tenses. This class teacher also wanted me to use tense in this one. I started the lesson by introducing myself in English and expressing my happiness at being in their class.

The students had no idea what tense was, so I started from the beginning level. I used Bengali term as an example to finish the lesson. I then gave them examples of commonly used English that they hear on television or on social media, and I help them in extracting the rules from it. The rules were deduced by the students from the examples. Later, after getting a little more information about how tense works, I fixed the rules that were incorrect when guessing. Because I realized that the students didn't understand much of what I was saying when I was speaking in English, I mostly used Bengali for this part.

5.5 Day 5, Class 5

Topic	An old people's home (Passage)
Class	VI
Teaching Method	Communication strategies
Subject	English 2 nd paper
Date	5 September 2022
Time	50 minutes

I conducted my fifth class for class VI on 5 September 2022. This time it was English first paper class. The class started at 12:00 PM and ended at 12:50 PM. The class topic was "An old people's home" (Passage). I started the lesson by asking some interesting questions, such as: "What is your aim in life? How many different professions do you know? They were replying happily. After that, I welcomed everyone to the class and gave a short introduction. One of them was asked to read the story out loud as I immediately explained what it meant in Bengali. The other students listened, and they studied the book to find the challenging words because some of the difficult words are unknown to them. I then asked them to read the story one at a time while explaining the Bengali meaning so they could understand it quickly. I used examples from daily life while explaining the story's Bangla meaning to help in their understanding. I wrote 10 short questions on the board for them to answer when I finished reading the story. I, therefore, examined their understanding of the story. They answered nine of the ten questions correctly, and I could see they were aware of the entire story. After teaching, I gave them feedback on their understanding and took feedback from them about my teaching. They thanked me after I finished the class.

CHAPTER VI

Findings, Limitations and Recommendations

Recommendation

6.1 Overall findings

From my observation, Abul Hosen Model School could do better in future. On my very first day of observing the school, I thought that the school is nothing special but after conducting three classes, I could see how my opinion about the school greatly changed from the opinion I had before. Though the students are deprived of technological privilege, they are trying their best from their level to tackle the difficulties. But still there are many things about the school that needs to be modified.

The school's environment: The school has a really big area of its own but the school is not so neat and clean. I found everything dirty around the classrooms. They are seen to leave garbage of any kind here and there. Some teachers also have been observed to do the same. There is no any playground for the students. The school is situated beside the main road, there is no green ambiance to feel and that is the reason students feel upset and bored.

The classrooms condition: Each of the classroom is large and has enough benches but the classrooms are dirty and the paint of the rooms has already faded. This ambiance might be the reason for students being inattentive to the classes.

Lesson plan: The teachers provided their lesson as they should do it, and almost started and ended the classes on time but they could not provide me with any lesson plan when I asked them for it. According to the teachers they do not make a lesson plan for the classes.

Lesson delivery: The teachers made the students realize the lesson the way they always do but there was no use of English neither by the teachers nor by the students. The teachers explained topics in Bangla and students also responded in Bangla.

Lesson management: All of the four teachers showed good command to the topics and all of them conducted the classes in a book-centered method. One of the four teachers used real-life examples and gave group activities but the other three did not do anything like that. Brainstorming part was absent totally. Even though the classes were supposed to be student centered but there were no such activities.

Use of technology: There was no use of technology in the classroom. The school does not have internet so there is no computer or projector used in the classroom. It is a matter of sorrow that the teachers are not aware of using different types of teaching methods.

Teachers came to the classes and delivered the lectures. Teachers played an active role and students became passive.

Students' involvement in the lessons: Group activity and role play of the students are absent totally. The teachers seemed so focused on finishing the lesson that they did not ask for students opinion or any confusion. Eye contact between the students and the teacher were not found.

Lack of teachers: The school does not have enough English teachers. As I observed the school only has two English teachers but one of them does not even come to the school on a daily basis. Even though he has classes, most of the time he is absent, confirmed by one of the teachers. Bangla teacher is found to take the English class.

Learnings from the Internship

I gained a significant amount of experience as an intern by participating and observing classes at this institution. Even two or three weeks later, I could not comprehend how difficult it is for a teacher to keep a class engaged. Eventually, I discovered how to overcome obstacles and succeed. I observed how a teacher administers a class here. Here, I was able to generate fresh concepts for schooling. I also discovered how a village class operates and how to manage it; how to grab students' attention; how to interact with them and keep them focused in classrooms. I gained communication skills with students and other employees of the school. But above all, the most essential thing I took away from my internship was how to educate effectively. I learned these things with the aid of the environment and the instructors at that school. I shall remain forever indebted to these teachers.

6.2 Limitations

Bangladesh is a South Asian overpopulated country. Despite the expanding opportunities for economic development provided by the English language, Bangladesh as a country appears to be ignorant of the strategies for getting English language education generally accepted. Even though Bengali society has given English an admirable social standing at the moment, problems including low learner motivation, poor public awareness, and below-average teacher competency still play a significant role. It is critical to administration, public conversation, and the search for knowledge. Additionally, it is well-liked in all facets of international relations. This paper sketches the areas of difficulty in teaching and learning English as a foreign language at secondary level schools in Bangladesh using data from questionnaire surveys among teachers and students, classroom observations and interviews with teachers, interviews and group interviews with students. An evaluation of the difficulties experienced by teachers and students in this region's English language instruction has been conducted. This study's primary goal is to highlight the areas of English language instruction and learning at secondary level schools in Bangladesh that are problematic. This essay makes an effort to delve deeper by examining the causes of the general public's cultural distancing attitude toward the English language and its use.

6.2 Self-reflection :

I have been conducting classes at Abul Hosen Model School for the last three months. I took English first and second paper classes. Within this time, I discovered plenty of significant things related to teaching.

Lesson Preparation: I made three different lesson plans for the classes according to the different teaching methods. Before I made my final plans, I had asked the teachers of the school about their opinion. Then I finalized the plan but I could not manage the class time.

Lesson delivery: I delivered the lesson as perfectly as I could. I gave the students the instructions according to my lesson plan but some students failed to realize it then I again repeated it.

Student involvement: My classes were mostly student-centered, I believe. The students were really very active. They participated in all class activities. They had fun while learning English grammar.

Use of other materials: I did not use books very much rather I used real life examples regarding my topic. After finishing the class- students had a quiz and they all participated in it.

Encouraging students to speak in the class: I asked students' opinions all the time. I always tried to engage them.

Use of language: I delivered 80 percent of the lesson in English and I asked the students to try speak in English. I used Bangla for the rest twenty percent as I noticed students were having problems understanding what I was saying.

Interviewing a teacher: I had the chance to interview Mr. Asgor Ali, a Bangla teacher, he said the salary of the school is quite low and this is why good teacher does not stay here. And the teachers they have in the schools are all local who have the tendency of leaving the school at any time if they find a job with a good salary. Therefore, they cannot find an appropriate time to give tuition to earn some extra money. So, most of the teachers are found absent in the school and the other teachers who come to the school have to take extra classes for absent teachers. He also talked about the dress code. He said the dress code for girls is strictly maintained but for boys it is not as much as it should be.

6.3: Recommendations

- Qualified, experienced and punctual English teachers should be employed
- Teachers should be trained on the current teaching methods
- The school environment should be fixed as soon as possible
- Immediately library and playground should be provided for students.
- Multimedia classroom should be introduced in the
- Teachers should focus on the lesson plan
- Teachers should be creative in teaching
- Eye contact between teacher and student should be maintained
- Teachers should speak in English with the students and as well as they should motivate their students to speak in English inside and outside the classroom.
- Memorization should be strictly prohibited. Teachers should provide real life examples in the classes
- Teachers should focus on English pronunciation. They can follow any native person to upgrade their pronunciation skill

CHAPTER VII

Conclusion

Conclusion

This study portrays my overall experience as a teacher where I tried to give my level best to bring out my experience, knowledge and inner power in the school, and the students major problems in learning as well as their skills. I also provided the several suggestions for the development of the school and its students.

Finally, I can say that I really enjoyed observing and conducting classes in Abul Hosen Model School.

Plagiarism Result

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CHAPTER VIII

Appendices

8.1 Lesson Plan

Lecture 1

Class: I

Date: 22 August 2022

Number of students:

Prepared by: Tapos

Kabiraj

Subject: English Grammar

Topic: Voice Change

Overall Aim: Teaching students about basic voice change rules.

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	7 Minutes	Giving a brief idea about the topic.	Asking questions whenever they encounter confusion.	Teacher-whole class
Stage-2	32 Minutes	Giving some class tasks about voice change.	Performing the class tasks given by the class supervisor.	Teacher -whole class- students
Stage-3	10 Minutes	Reviewing the class work of students and delivering feedback.	Receiving the feedback from the class supervisor.	Teacher – whole class – individual student

Lecture 2

Class: II

Date: 23th August 2022

Number of students:

Prepared by: Tapos

Kabiraj

Subject: English 1st Paper

Topic: Article

Overall Aim: Making students understand where and how articles are to be placed in sentences.

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	7 Minutes	Giving Introductory lecture about topic.	Understanding the lecture delivered by teacher and asking questions.	Teacher-whole class
Stage-2	32 Minutes	Providing students with some exercises about articles to test their learning.	Completing the exercises given to the students from the class supervisor.	Teacher-whole class – students
Stage-3	10 Minutes	Giving each student feedback about their class work.	Receiving feedback from the teacher.	Teacher – whole class – individual student

Lecture 3

Class: III

Date: 24th August

2022

Number of students:

Prepared by: Tapos

Kabiraj

Subject: English 1st Paper

Topic: Father of the Nation

Overall Aim: To improve the reading practice of students.

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	7 Minutes	Asking students about their prior knowledge regarding the topic.	Expressing their prior knowledge about the topic.	Teacher-whole class
Stage-2	32 Minutes	Instructing the students to do a reading practice from passage.	Reading the passage out loud for the teacher to hear.	Teacher-whole class – students
Stage-3	10 Minutes	Giving constructive feedback regarding the reading session of each student.	Understanding the feedback given by the teacher and correcting their mistakes if they made any.	Teacher – whole class – individual student

Lecture 4

**Class: VI
2022**

Date: 3rd september

Number of students:

Prepared by: Tapos

Kabiraj

Subject: English Grammar

Topic: Tense

Overall Aim: Giving a good idea about tense so that they can identify and also change tense.

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	7 Minutes	Giving introductory lecture about the topic.	Understanding the introductory lecture being delivered by the teacher.	Teacher-whole class
Stage-2	32 Minutes	Providing students with tense change exercises.	Completing the exercises assigned by the class supervisor.	Teacher-whole class – students
Stage-3	10 Minutes	Delivering accurate feedback about the performance of each student.	Asking the teacher about how they can perform better tasks as students.	Teacher – whole class – individual student

Lecture 5

Class: II

Date: 5th september

2022

Number of students:

Prepared by: Tapos

Kabiraj

Subject: English 1st Paper

Topic: An old people's home

Overall Aim: Improving the reading practice of students.

Stage	Timing	Teacher's Action	Students Action	Interaction
Stage-1	7 Minutes	Talking about the topic in brief.	Asking questions about the topic.	Teacher-whole class
Stage-2	32 Minutes	Giving instructions about how to read the topic.	Reading the topic according to the instructions.	Teacher - whole class - students
Stage-3	10 Minutes	Asking students what they have learnt from the lesson.	Telling the class conductor about their learnings.	Teacher- whole class- individual student

8.2 Checklists of Class Observation

Classroom Observation Record Sheet

Instructor evaluated __Tapos Kabiraj

Course __English Grammar

Number of students present _15

20 Date _ : 3rd september 2022

Evaluator(s) :- Robiul Islam

Topic _____ Tense _____
pm

Time: started 12.00 PM ended 12:50

Format (s) - lecture

Lesson Plan & Execution					
	Completely	Mostly	Somewhat	Little bit	Not at all
a. Was the format appropriate	✓				
b. Were objectives shared with learners		✓			
c. Did the instructor get the attention of learners early	✓				
d. Did the instructor stated purpose in interesting way	✓				
e. Did the instructor posed a dilemma			✓		
f. Did the instructor asked a stimulating question			✓		
g. If not, how could it have been done more effectively					
h. Was there a handout				✓	
i. If yes, was it organized according to the presentation					
j. How much did the instructor highlight important points					
How much information was presented for given time period	✓				
l. Did instructor link content with application	✓				
m. Were stated objectives met		✓			

Did instructor encourage student responsibility for further learning					
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Comment:

Teaching Techniques

	Completely	Mostly	Somewhat	little bit	Not at all
a. Did the instructor maintain control of class	✓				
b. Did the instructor ask the audience to answer questions	✓				
c. Did the speaker use brainstorming	✓				
d. Were many responses generated by the students	✓				
e. Were any audiovisuals used	✓				
f. Were they of good quality	✓				
g. Was the instructor conversational	✓				
h. Did the instructor use eye contact	✓				
i. Did the instructor use natural hand and body gestures	✓				
j. Did the instructor vary the pace of the presentation	✓				
Did the instructor avoid standing in a stiff manner or hiding behind a podium					✓
l. Was voice quality/volume adequate			✓		
m. Did the instructor show interest in the subject	✓				
n. Did the instructor show interest in teaching	✓				
o. Did the instructor appear to have prepared for the presentation	✓				
Overall, did the instructor try to help the learners learn the subject	✓				
q. Were learners asked to evaluate the presentation			✓		
r. Did the instructor maintain control of class	✓				
s. Did the instructor ask the audience to answer questions			✓		

Class Management

	Completely	Mostly	Somewhat	little bit	Not at all
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a. Teachers presence in the class was appropriately approachable not stifling		✓			
b. Teacher established a rapport with the class before starting the lesson		✓			
c. Teacher took the time to introduce the lesson to the Class	✓				
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)		✓			
e. Lesson material was meaningful, motivated, contextualized	✓				
f. Use of ample example or reference		✓			
g. Use of activities to engage the students (Group work, pair work, peer evaluation)	✓				
Enough opportunities for students to respond or question the teacher		✓			
i. Effective balance of STT and TTT			✓		
j. Transition from one point to another			✓		
k. Time maintenance	✓				
l. Linking lesson to previous or next lesson materials					✓

Comments:

Learning Environment

	Completely	Mostly	Somewhat	little bit	Not at all
a. The class atmosphere was warm, open and accepting		✓			
b. Learners were clear about the topic being taught	✓				
c. Student participation was appropriate not disturbing		✓			
d. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc)			✓		
e. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)				✓	
f. The seating arrangement is suitable, not over crowded		✓			
g. Interaction of Teacher and Learner during lesson		✓			
h. Learner's response was appropriate and inquisitive		✓			
Display of misconduct or hostility towards Teacher from the learners	✓				

Display of misconduct or hostility from one Learner to other learners				✓	
k. Peer feedback and feedback from Teacher was supportive and constructive				✓	

Teaching methods / techniques

	Completely	Mostly	Somewhat	Little bit	Not at all
Teacher uses a specific teaching method in class			✓		
Teaching techniques are related to the objective of the lesson		✓			
Teacher takes initiative to promote communication among students and teachers.			✓		
Use of techniques which has implication outside the classroom					✓

Comments:

Presentation skills of the teacher

	Completely	Mostly	Some what	Little bit	Not at all
Teacher's voice is enough audible for all the students.		✓			
Teacher's pronunciation is clear enough to understand.		✓			
Teacher is able to keep pace while giving lecture			✓		
Teacher can change the pitch of his tone to support the meaning & for emphasis.					
The teacher gives adequate pauses while giving lecture.		✓			
The teacher is able to make eye contact with all the students.		✓			
The gesture of the teacher compliments what he is saying		✓			

Comments:

Personal qualities of the teacher

	Completely	Mostly	Some what	Little bit	Not at all
The teacher is friendly with the students while teaching.	✓				
The teacher welcomes opinion & comments from the students.	✓				
Teacher uses relevant personal examples to create rapport with students.		✓			
The teacher shows enthusiasm & passion regarding the subject matter.	✓				

8.3 Photographs of class

Class Observation

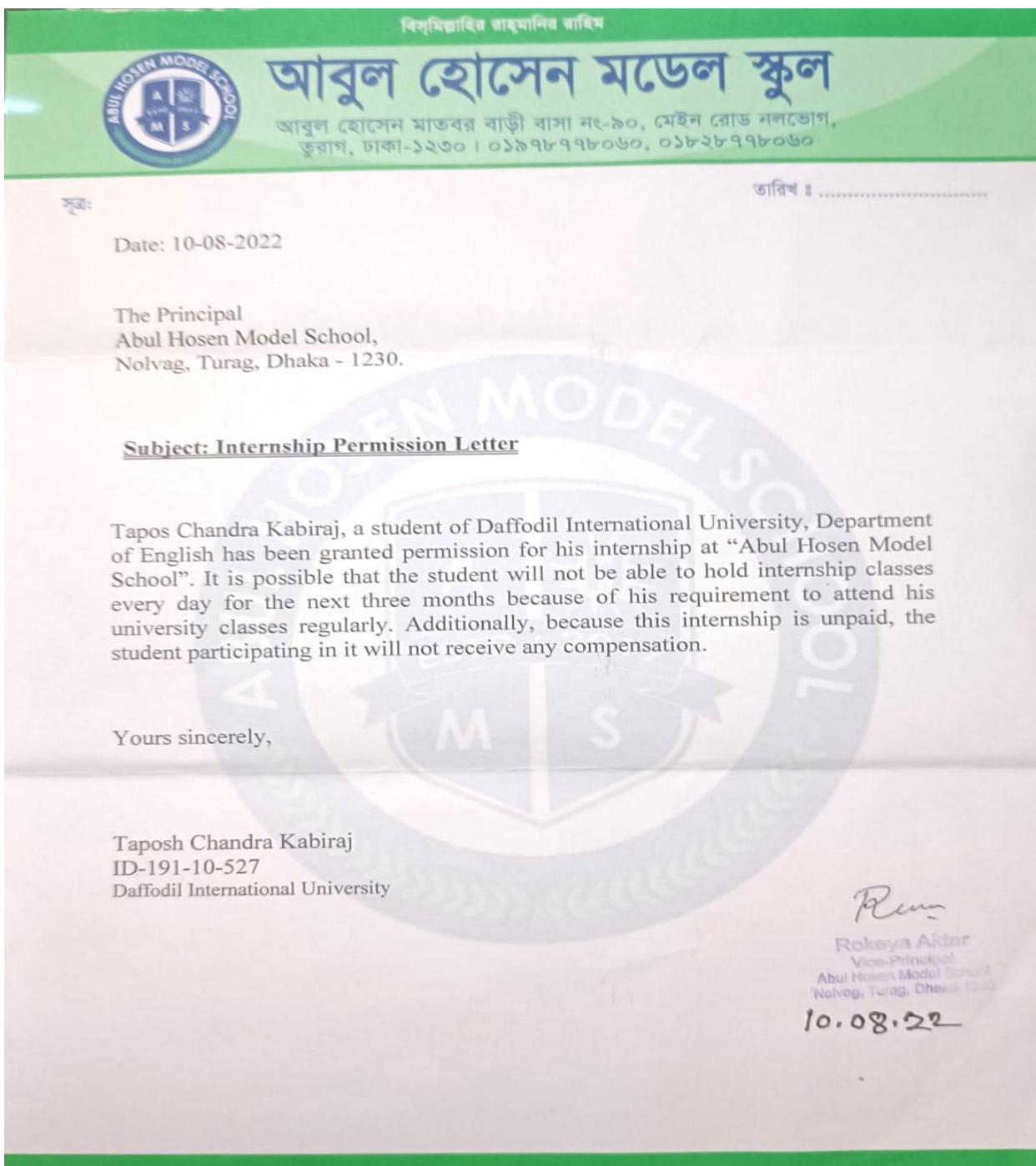


Photographs of Conducting class



Students were asking for help

Permission Letter



Recommendation Letter



Faculty of Humanities
and Social Science

Date: August 14, 2022

Ref : Internship Placement//222

The Principal

Abul Hosen Model School

Address: House No-90, Main Road Nolvag, Turag, Dhaka-1230

Subject: Request for Internship Placement

Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering BA in English and in partial fulfillment of the requirement for the BA in English Degree, students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention that **Taposh Chandra Kabiraj, ID Number: 191-10-527**, has completed 114 credit hours in 38 courses from the Department of English. It would be highly appreciated if you could kindly allow her as an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With the best regards,

B. Barman
14-08-2022

.....
Dr. Binoy Barman

Professor

Department of English

Daffodil International University

Email: drbinoy@daffodilvarsity.edu.bd



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