

Project On
The Current Condition of English Language Teaching in Rajabari High School

Submitted by:
Md Maklokat Islam Sifat
ID: 181-10-252
Department of English,
Daffodil International University

Supervised by:
Ms. Anta Afsana
Department of English,
Daffodil International University



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

Declaration

I hereby declare that, this internship project has been done under the supervision of Ms.Anta Afsana, Department of English, Daffodil International University. I also declare that neither this project paper nor any part of this has been submitted to elsewhere for award of any degree or diploma. I certify that the work I've provided is original to the extent that it hasn't been combined with other people's work for publishing. The following explicitly acknowledges both my contribution to this work as well as those of the other authors. I certify that where references to the work of others have been made in this thesis, proper credit has been given.



.....
Md.Maklokat Islam Sifat

ID: 181-10-252

Department of English

Daffodil International University

Certificate

This is to certify that, Md Maklokat Islam Sifat, bearing ID number 181-10-252, is a student of the Department of English at Daffodil International University. I am pleased to state that he has completed his internship project under my supervision and worked hard in preparing this. The data and findings presented in this project paper seem to be authentic.

Md Maklokat Islam Sifat possesses a very good moral character and a pleasing personality. I wish him every success in life.

Anta Afsana

.....

Ms.Anta Afsana, Lecturer,

Supervisor,

Department of English,

Daffodil International University

Acknowledgement

At first, I would like to express my gratitude to the Almighty Allah for giving me the determination, strength and patience to complete this project paper.

I am indebted to my dear supervisor Ms. Anta Afsana, Lecturer, Department of English, Daffodil International University, for giving me his valuable time, scholastic guidance and feedback and for correcting my mistakes over and over again. I am really thankful to him because I have learnt so many new things under his supervision and without his help, this project paper cannot be accomplished successfully.

Finally, I would like to express my deepest gratitude to all the persons who had direct and indirect contribution in finalizing this project paper within the limited time frame.

Abstract

The goal of the study is to understand the current situation of the English language teaching system at a school in Bangladesh and to assess how the teachers' use of methods and approaches affects the students. In order to conduct this study, the Tangail district's Rajabari High School, which is located in a village, was selected. After obtaining permission from the school administration, three classes of three different levels were observed. From these classes, some findings regarding the interaction between teachers and students, teacher training and qualifications, equipment shortages, method and teaching style application by teachers, etc., were made. These results are crucial because they demonstrate how much English language proficiency among the kids is improving. Additionally, a class was held, and after the lesson was over, the students' feedback was recorded. Finally, based on the observations made in class and the results, several suggestions have been made that could assist this school's English language instruction system grow and improve. This project paper is based on a single school, hence the outcomes may differ for different Bangladeshi schools.

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Chapter- I

Introduction

The globe is connected through English, which is the most widely spoken language globally. English language instruction in Bangladesh has developed into a top priority in order to preserve international communication and economic prosperity. Since the seventeenth century, English has been studied by people in Bangladesh for a variety of reasons. In Bangladesh during the British era (1700–1947), the Traditional Grammar Translation Method (GTM) was utilized to teach English since at that time, improving reading and writing skills was the major goal. But over time, things changed, and as a result, the goal of learning English also altered. Even while the GT approach is suitable for improving writing ability and grammatical knowledge, it falls short of meeting all requirements in the age of globalization. People today feel the need to be proficient communicators, which is why the Communicative Language Teaching Approach (CLTA) was adopted in Bangladesh in the academic year 1998-1999. However, a lot of English language instructors did not welcome this change. According to Selim and Tasneem (2011), when CLT arrived in Bangladesh, conventional English instructors fiercely rejected it since they weren't prepared for something new. Researchers have discovered that Bangladeshi instructors continue to feel at ease utilizing conventional teaching strategies. According to research by Salahuddin Khan and Rahman (2013), teachers in English classes review homework before moving on to GTM-based lessons and concluding with homework assignments.

Bangladeshi kids begin learning English in grade I believed that for a variety of reasons, the majority of times, studying English does not achieve its intended goals. According to studies by Ahmed (2006) and Chowdhury & Shaila (2011), Bangladeshi students' inability to learn and speak English is primarily hampered by their large classes, lack of confidence, a lack of cooperative learning opportunities, limited access to communicative environments, shyness, and other factors. In addition, Bangladeshi instructors have inadequate training before being allowed to instruct children. Bangladesh is one of the few nations in the world where instructors can begin teaching without any professional training, according to Siddique (2004) Additionally, Bangladesh saw positive results. To maintain global communication, the students need to be skilled in all the four skills such as- listening, speaking, reading and writing but they are not encouraged to acquire these. The way of English language teaching should be changed and the students should be encouraged to be creative in learning which will help them to gain proficiency in English.

This project paper makes an effort to illustrate the current condition of English language instruction in a Bangladeshi school and to identify any issues that could prevent the kids from properly learning the language. On the basis of the observation and conclusions, certain recommendations have since been put out.

Chapter- II

Objectives of the Study

Though the key objective of the study is to know the present scenario of English language teaching system in a Bangladeshi school, there are also some other objectives. These are:

To monitor the courses and gather information for analysis

To observe the strategies and tactics used in the classroom

To become familiar with English language teaching strategies and procedures so that you may use them in a practical classroom setting.

To put into practice English language teaching techniques that seem appropriate given the circumstances, the number of students, etc., and to assess their effects on language learning

To put into practice, one's own teaching methods and assess the results

Chapter- III

Methodology of the Study

The goal of the study was to identify the problems that prevented students from learning to speak English in a classroom setting. To move this study further, the author had to go through certain techniques. The process included picking a school and grades, going to classes, interviewing instructors and students, etc.

Rajabari High school was picked from the institution's pre-selected list to finish the internship. This school has an average of 60 pupils in each class. The average teacher-to-student ratio in Bangladesh, according to UNESCO 2008, is 1:40, or around 1:36 in the instance of this institution. According to research by Basir and Ferdousy (2006), the average student enrollment in each class at Balarampur High School is 45, while the number of pupils in language classes ranges from 45 to 91. This school may be used as an example of Bangladeshi schools because the average number of pupils in each class and the teacher-student ratio were relatively similar.

The author chose grades VII, VIII, and IX for observation since the internship students were instructed to watch the classrooms above grade V. These classrooms at various levels were picked so that the teachers could observe how they run their classes while taking into account the various grades. The eighth grade was selected because the author believed that the instructor would prioritize teaching these pupils as JSC test candidates. The teachers in these courses were watched so that we could learn how they approach teaching English in the classroom. The author also chose to observe a class to understand more about the state of the kids' learning.

To learn the relevant details regarding the school's teaching methodology, the author sought the assistance of a facilitator. He has been teaching English at this institution for 21 years as a senior English instructor. He could so simply give the information required for the research. He was incredibly helpful and made finishing the internship quickly possible.

Data collection and analysis have been done using qualitative approaches. Focus groups, interviews with students and instructors, and class observations were all employed as equally important research approaches to gather data.

The author held a focus group discussion with 45 students. The author created a welcoming environment by being approachable, which encouraged the kids to address any questions. To find out the answers to a few already-selected questions was the author's motivation. They were questioned about how well they understood the lesson, how they felt in the classroom, what they wanted, and other things. For the comfort of the students and to create a calm setting, the FGD was conducted in Bangla.

For the purpose of gathering data for the study, three classes were observed at the designated times and dates. Each class observation included data collection using a checklist. On the checklist, various details were recorded, including the objectives of the lesson, the degree to which the objectives were met, the methods used by the teachers, their interaction with the students, how much time was spent on each activity, the extent to which the students could offer feedback, etc. Numerous discoveries were made from the classroom observations, and these findings differ between teachers and classrooms.

To learn more about his teaching expertise, a teacher of English was interviewed. He was questioned on a variety of topics, including how he used to get the kids' attention, how he runs his class, what teaching strategies and methods he used, and so on. In order to properly teach the children, he suggested that the school establish a multimedia classroom. He said that occasionally, due to a lack of resources, he was unable to attend class as he had planned. When his pay was brought up, he voiced extreme discontent with it. He said, "If the wage is increased, the instructors would be more motivated to educate effectively."

The data were analyzed using the qualitative approach. The teachers and students were given the opportunity to express their own opinions in response to several open-ended questions. The information was gathered through analyzing their opinions.

Chapter- IV

Institutional

Details

Rajabari high School is a local school located in Mirzapur Tangail . Given that it was established in 1970, it is one of Bangladesh's older schools. The school spans around 1 acre in total. Two one-story buildings and a tin-shade structure make up the institution. Its front features a sizable field where yearly athletic events and various cultural programs are organized to involve the students in extracurricular activities. Due to its location in a rural setting, the school has certain common infrastructure issues with other hamlet schools. It lacks a separate canteen, library, common area, lab, digital classroom, etc.

Despite the school's infrastructure shortcomings, it boasts a calm and quiet environment that allows students to focus on their studies correctly. There are 11 instructors in all at the school, with 3 of them being seniors and the others juniors. The senior instructors have an average of 21 years of teaching experience, compared to the other teachers' 8–9 years. The kids are taught by two English professors. Between the two of them, one has earned a B.A. in English and an M.A. in English from a national institution, while the other has earned a B.A. in English and a B.Ed. in history and Islamic studies.

About 600 people attend the school in total. The school has 9 classes available for the pupils. The average class size is 60 students. As an illustration, there are 65 pupils in class VII, 45 students are in class VIII and there are 38 students in class IX.

The majority of boys are sent to study in the town area, so there are fewer boys in a village school. The girls continue to attend the village school because their parents are afraid to send them elsewhere. Even though they were hesitant to introduce themselves in front of others, all of the pupils appeared to be really eager to learn more. The majority of them were in unsustainable economic situations, but they yearn to succeed later in life.

The children appeared to have the spirit to attain the highest peak of accomplishment despite attending a village school. The combined efforts of the students and teachers can make the kids' dreams come true.

Chapter- V

Class Observation Report

On October 16, 2022 and October 17, 2022 at Rajabari High School in Tangail district, three classes of three different levels were observed as part of the project paper in order to learn about the current state of English language instruction in a Bangladeshi school and to conduct research on whether the students are receiving a quality education or not. This project study looked at a variety of things, such as infrastructures, teacher qualifications, training, method applications, equipment, and more.

Class Observation-01

On October 16, 2022, the grade VII "Completing Story" class underwent the first class observation. Out of 65 pupils, 38 were present in the class. The teacher divided the class into 4 phases throughout the duration. First, the instructor spent ten minutes recapping the subject of the prior lesson. Second, in order to make it simple for the children in 10 minutes, he wrote the story on the blackboard. He took an additional ten minutes to explain what was written on the board. During this time, he introduced some vocabulary to the pupils using the GT approach. During the final 10 minutes of class, the teacher asked the students to share the material they were supposed to memorize during the previous class.

The project study also documented various phenomena that, on occasion, may prevent kids from receiving the necessary education.

- i. The classroom is located in a tin-roofed structure with a bamboo ceiling that is cracked. In addition, the classroom was poorly lit and ventilated.
- ii. The classroom lacks enough current technology, such as a projector, sound system, etc.
- iii. The teacher primarily focused on memory; no writing assignments were given.
- iv. When asked to summarize the story, the students did not offer enough input. Some students were given permission by the teacher to thoroughly narrate the story in Bangla. According to Stephen Krashen's Theory of Second Language Acquisition, in order to acquire a language, "meaningful interaction in the target language was essential," but these pupils barely spoke it at all. As a result, allowing kids to use solely their first language (L1) cannot help them acquire the target language.

Class Observation-02

On October 16, 2022, a senior English teacher's second class on "Voice Change" for grade IX was observed. Out of a total of 55 students, 31 were present in the class. The classroom had sufficient lighting and ventilation for the kids.

The instructor merely discussed voice and its classification while utilizing both English and Bangla as his primary languages for instruction. Without elaborating on the guidelines, he then offered the pupils several voice change exercises to complete on the board. While teaching, the teacher occasionally made grammatical and phonological mistakes.

When the teacher handed the activity to complete after the lesson, the students did not respond correctly. Some students were unable to even recognize the sentence's subject. Finally, the instructor made an effort to help them comprehend the lesson, but not in a sequential fashion. The teacher did not assign any writing assignments or pair or group projects to the students. The 40 minutes allotted for class were insufficient for both the teacher and the pupils to finish the lesson.

Class Observation-03

On October 17, 2022, the author watched the third English-taught class in the eighth grade. The learning environment in this classroom was also good, however there was no projector. For this class, the teacher didn't create a lesson plan. There were 40 minutes in each class. On the basis of the saying "Honesty is the best policy," he was teaching the students moral lessons. He didn't use any kind of strategy in his case. Nothing from the grade VIII students' allocated syllabus was covered by the teacher. He lectured the entire class period, occasionally making fun of the students while doing so.

There was no student participation in his speech, which was given in front of the class by him alone. The teacher didn't elicit any information from the students to demonstrate how much they might learn from his presentation.

Chapter- VI

Teaching Experiences

On October 17, 2022, a lesson for grade IX pupils was held at Rajabari High School. There were 31 pupils in the class, with more female students than male. To instruct the kids, a previously established lesson plan was used. The first 20 minutes of the lesson were spent teaching the kids "tense," as per the lesson plan. The final 20 minutes were spent discussing introductions with others and soliciting input from the class. Both English and Bangla were chosen to teach the students because they were having trouble speaking English properly.

They were initially questioned about tense to ascertain their prior knowledge of it. Few kids were able to clearly respond to some questions, but the majority did not. Thus, examples were used to teach them the various tenses' constructions. The distinction between "present continuous tense" and "present perfect continuous tense" baffled them. They provided helpful feedback after having their confusion resolved. They were instructed using the GT technique, which allowed them to explain examples of various tenses in English by translating from their own tongue.

A total of four students were invited to introduce themselves during the final 20 minutes of class. Three of the pupils among them were hesitant to identify themselves in English because they felt self-conscious and uneasy speaking the language. After being gently persuaded, they tried, but there were several mistakes in their pronunciation, grammar, sentence structure, etc. As a result, the author explained their mistakes and demonstrated how to construct a meaningful phrase using the GT approach. Finally, they gave a positive response when asked how much they valued the class. They expressed their joy at having learned these topics and their desire to learn more.

The GT approach was chosen since it was simple for the pupils to understand. By translating sentences between their native language and the target language, students can acquire the second language. According to Schaffner (2002), there are a number of advantages to translation, including increased verbal agility, an expansion of the students' L2 vocabulary, an improvement in their comprehension of how languages function, consolidation of L2 structures for active use, and improved monitoring and comprehension of L2. The kids in this class found the GT approach to be useful. Gradually, students were able to comprehend how the English language functions and compose sentences in L2 while recalling grammatical conventions. Additionally, it was discovered after class observation that teachers who used the GT approach could make their classes more effective than those who did not use any specific ELT method.

The author's class was more effective for some reasons which are:

- a. The author used a certain approach, while the majority of the school's teachers did not.
- b. The author corrected the pupils' sentence structure based on their spoken input, but no teacher seemed to care.
- c. The author established a learning environment by persuading the pupils not to be self-conscious or anxious, while the professors failed to do the same.

The teachers should implement ELT techniques and encourage the students to use English in their speaking. They should also establish a calm environment for learning. Students who are in a calm setting will be able to overcome their shyness and anxiety and produce better work when studying the English language.

Chapter- VII

Overall Findings

Following the observation of three courses, leading a class, and following all other processes for data collecting, the following conclusions were made:

7.1 Findings from Class Observation

The following observations were made from the three class observations at various levels.

7.1.1 Lesson Plan and Purpose of Teaching

Only one class appears to have followed a specific lesson plan, based on observations from the several classes. Without using a lesson plan, the other two classes were conducted. Because of this, neither the teacher nor the pupils understood the aim of the lesson.

7.1.2 Classroom Environment

There were issues with the classroom infrastructure throughout. Some classrooms had broken ceilings, poor lighting, and inadequate ventilation. Other than that, the surroundings were fine. Neither the classroom's interior nor exterior were noisy. The pupils felt comfortable with their seating arrangement.

7.1.3 Application of Methods

The GT approach was only used in one class by one teacher; in the other two courses, no particular method was used. Therefore, none of the four talents were properly learned by the students. The teachers lacked solid expertise in applying various ELT techniques. The teachers lacked training because they couldn't run the class effectively.

7.1.4 Usage of Materials

Through observation, it was discovered that all of the teachers wrote on the chalkboard while instructing the students without the use of any books. Because the schools lacked current equipment like a projector, sound system, etc., there was no use of any technology.

7.1.5 Interactive Relationship between Teachers and Students

There was no student involvement in the classes, which were teacher-centered. Despite the fact that several pupils did not fully comprehend the lecture, none of them asked the teachers for clarification. In addition, the lecturers did not encourage the kids to ask questions in a polite manner. Consequently, it is possible to say that there existed a communication gap between the teachers and the students.

7.1.6 Activities and Time Management

The teacher does not have enough time in the class period of only 40 minutes to finish his lecture properly. None of the professors gave the kids any pair or group projects, and they also didn't get them involved in any other creative activities that might have allowed them to communicate in English. The weaker students were not given additional attention by the teachers, which left them with few opportunities to grow as individuals.

7.2 Findings from Conducted Class

- i. Due to the students' favorable comments, the lesson plan was followed, and the lesson's intended learning outcome was almost achieved.
- ii. Due to the fact that the students were from a rural location and lacked opportunities to practice their English with relatives and neighbors, they were less conversational in English. As a result, the GT approach was utilized because this method uses both L1 and L2. Students felt at ease using this approach, which had successfully helped them learn English.
- iii. Due to a lack of class time, no creative assignments, such as pair and group projects, were given. The class would be more engaging and communicative if there were more opportunities for students to participate in these creative activities.
- iv. Videos or other pertinent materials may be shown in the classroom if there was a projector to help students with their pronunciation, sentence structure, and other English language skills.

7.3 Findings from Students' Opinion

During a class discussion, 10 students were asked if they experienced any problems, such as shyness or nervousness. They all gave positive responses and listed a number of issues, such as shyness, trepidation, anxiety, fear of receiving a bad grade from their peers, etc. According to Krashen's "Affective Filter" hypothesis, factors like worry, fear, and uneasiness might hinder learning a second language. According to Krashen (1982), feelings of fear, uneasiness, stress, etc. keep the learners' affective filters raised and prevent them from producing L2. As a result, these affective factors prevent the kids at this school from learning their target language.

7.4 Findings from Teacher's Interview

It was discovered during the third class observation that the teacher was merely offering advice to the pupils rather than actually teaching them anything. Therefore, it may be concluded that he did not perform as well as he could have in terms of teaching. The author spoke with him following the conclusion of the class and inquired about his income and level of job satisfaction. He complained about his pay, saying, "The amount is too low to inform the others." Taylor's theory of motivation states that only money can encourage workers to be productive. Salary discontent can be considered one of the causes of poor performance, according to this theory's experimental findings.

Chapter- VIII

Recommendations

This project paper has suggested some recommendations based on the study's findings. Although there were some nice aspects, such as the teacher's kind demeanor and the pleasant surroundings, there were also some drawbacks. Consequently, some suggestions have been made here for enhancing the educational system.

- i. Lessons should be taught to students in accordance with a specific lesson plan.
- ii. Teachers and students should have an interactive relationship.
- iii. It is best to find an instructor who is fluent in English.
- iv. New teachers need to receive training before beginning at a certain institution.
- v. Appropriate approaches must be used based on the subject and the quantity of pupils in order for the students to properly learn English.
- vi. Group and pair work should occasionally be assigned to give students the chance to clarify things among themselves.
- vii. In order for the weak students to stay up with the strong students, extra attention must be given to them.
- viii. It's important to steer clear of irrelevant issues in the classroom.
- ix. The length of the class period needs to be extended.
- x. Some classrooms' infrastructure has to be upgraded, and sufficient ventilation and lighting should be established.
- xi. It is necessary to set up contemporary technology such projectors, sound systems, lab facilities, etc.
- xii. To ensure that teachers perform at their highest level, their pay should be increased..

Chapter- IX

Conclusion

Since learning English is a requirement that cannot be disputed, it must be done so correctly in order to serve the function of intercultural communication. If teachers employ the right strategies and procedures, and if digital tools are set up, learning English can be successful. Since English is viewed as a foreign language by the Bangladeshi population, certain procedures must be followed in order to acquire it. To encourage pupils to study English efficiently, the ministry of education and authorities should take the required actions, provide the appropriate materials, and create a suitable environment.

Rajabari High School's administration can easily ensure that pupils receive a quality education by following the suggestions made in this project paper because the school has a conducive learning environment.

Appendix 1

Photographs



Figure: 01 Anwar Khan Sir conducting a language class



Figure: 02 Anwar Khan Sir conducting a language class

Figure: 03 The student conducting an English Class



Figure: 04 The student observing an English Class



Figure: 05 The author conducting an English Class



Figure: 06 The author observing an English Class

Appendix 3

Class observation checklist

Checklist for Class Observation- 1

Daffodil International University
Department of English
Project on “Current situation of English Language Teaching in
Rajabari High School”
Checklist for Class Observation

School / College: Rajabari High School _____

Teacher’s Name: _Anwar khan_____

Class: ___VII_____ Section: ___A_____ No. of Students Present: ___38_____

Course Title & Code: _____ English 1st Paper _____ Room No: ___203_____

Peer/Observer: _Md Maklokat Islam Sifat_____

Date and Time: October 16, 2022 (10:30-11:10) AM _____

Objectives of the lesson (as perceived):

- i. To teach a complete story and to give a moral lesson from the story
- ii. To use blackboard for writing the story in an easier language for the students
- iii. Giving some vocabulary for learning
- iv. To clarify the pronunciation of some difficult words

As the teacher made the story easier by writing in a simple language for the students and taught using GT method, they could easily understand the meaning of the story. As the students gave positive feedback about the story, the purpose of reading was achieved successfully but purpose of teaching pronunciation and vocabulary were not fulfilled. Though the teacher taught the pronunciation, most of the students failed to pronounce the words correctly. Therefore, in authors view, the objectives were achieved partially.

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

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (Exhibits strong subject-matter command and understanding; demonstrates breadth and depth of mastery; strives to foster in students a desire for knowledge)	The instructor appeared to have solid subject matter knowledge and made every effort to instruct the students effectively. He tried to encourage the students to seek knowledge rather than making jokes to lighten the mood.
2	ORGANIZATION (Subject matter is organized, objectives are stated clearly, key points are emphasized and summarized, class is present at the appointed time, the session is correctly started and ended with an engaging warm-up and a concluding end- how the objectives of the lesson were met/what they have learned today)	With respect to the scheduled time, the teacher began the lesson. He followed a lesson plan when instructing the kids, and he was very clear about his objectives. He gave a recap of the prior session before beginning the current lesson. He made an effort to make the lesson simple for the kids to understand. The pupils received some memorizing homework from him, and he ended the class on time. While some of the class's learning objectives were met, others were not.
3	RAPPORT (keeps students' attention; demonstrates respect for others; is impartial and fair; solicits feedback from students and promotes their participation; engages in conversation with them and displays enthusiasm; both the teacher and the students are prepared for the class in terms of both subject matter and manner, etiquette, and attitude.)	The children were attentive to the teacher, who was teaching them while grinning. The children treated their teacher with respect. The teacher solicited input from the pupils after finishing her lesson. While some kids responded to questions with no hesitation, others struggled. The teacher then made several attempts to motivate those children to participate. The teacher and all of the pupils behaved well in class.
4	TEACHING METHODS (uses appropriate teaching strategies, tools, techniques, and technology; incorporates variety, balance, imagination, and group participation; welcomes student questions and responds with interest; is open to suggestions; uses simple, clear, precise, and appropriate real-world examples; maintains focus on and meets stated objectives)	The teacher employed both Bangla and English while imparting knowledge using the conventional GT method. Technology was not used in the classroom at all. The teacher did not use any examples from real life while lecturing and instead used outdated tools like a blackboard. He did not give the pupils any writing assignments, pair work, or group projects. Students didn't ask any questions on their lesson, and the teacher didn't even encourage them to. The instructor attained the perceived objectives, but not in a way that was satisfactory.

5	PRESENTATION (creates a learning-friendly environment in the classroom; ensures students' interests; keeps eye contact; speaks in a clear voice with good projection, appropriate enunciation, and standard English)	In order to make the pupils feel welcome, the teacher greeted them as they entered the classroom. All of the pupils had the desire to study, and they paid close attention the entire time. The teacher's speech was practically intelligible, and he was able to look the kids in the eyes. For the benefit of the kids, he employed both English and Bangla rather than conventional English all the time.
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MANAGEMENT

Was the time spent properly?

The teacher followed his lesson plan for the entire period. Instead of discussing any other subjects, he tried to ensure that the students fully understood the lesson. Consequently, based on what the class saw, the time was used effectively.

What happened throughout the lesson's key phases? What duties and exercises did the teacher perform at each level? (Optional) Create a diagram to depict the lesson's key phases and the amount of time each took.)

The lecture consisted of three basic parts: writing the lesson on the chalk, reading the lesson aloud, and providing some vocabulary.

To make things simpler for the kids, the teacher composed the story in the initial stage in his own words. He read aloud the lesson's content from the chalkboard in the second stage. Then he requested comments from a few students. He wrote a few words with definitions and their pronunciations in the third stage. He then solicited comments from the class once more, and those who had uttered the words incorrectly had to fix themselves.

CRITICAL EVENT (If took place)

Did the lesson contain any "important events"? (A place where there was a breakdown in communication and confusion) How did the teacher respond to the circumstance?

Some of the pupils were requested to summarize the lesson when the teacher asked. Only one English sentence was spoken by two or three students. The instructor then permitted them to respond entirely in Bangla..

Strengths observed:

The instructor made an effort to perform at his highest level while being cordial. Additionally, the students were obedient, focused, and polite.

Suggestions for improvement:

Students should be given writing assignments by the teacher. Additionally, he must to provide the pupils with some innovative assignments like pair and group projects. In order for the students to be proficient in English communication, he had to encourage them to speak the language in class.

Overall impression of teaching effectiveness:

It is challenging to assess the teaching effectiveness after spending only a brief amount of time in the class. According to the observations, the class was successful in improving the student's reading skills, but it did not succeed in helping them learn how to speak, write, or list.

Checklist for Class Observation- 2

Daffodil International University
Department of English
Project on “Current situation of English Language Teaching in
Rajabari High School”
Checklist for Class Observation

School / College: Rajabari High School _____

Teacher’s Name: _Ms.Mahmuda_____

Class: ___IX_____ Section: ___A_____ No. of Students Present: ___31_____

_____ Course Title & Code: _____ English 2nd Paper _____ Room No:
 _____105_____

Peer/Observer: _Md Maklokat Islam Sifat_____

Date and Time: October 16, 2022 (11:50 AM-12:30 PM) _____

Objectives of the lesson (as perceived):

- i. To teach English grammar (voice change)
- ii. Using blackboard to write examples
- iii. To ask for solving some exercises

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

No, the goals weren't met because the majority of students gave incorrect answers. Some students' performances were incredibly subpar.

S/ N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (demonstrates strong subject-matter command and knowledge; demonstrates breadth and depth of mastery; aims to encourage students to actively seek out knowledge)	Although the instructor knew a lot about the subject, the students found his lecture style to be unappealing. He gave them a workout without reviewing or explaining any rules.
2	ORGANIZATION Subject matter is organized, objectives are stated clearly, key points are emphasized and summarized, class is present at the appointed time, the session is correctly started and ended with an engaging warm-up and a concluding end how the objectives of the lesson were met/what they have learned today)	As planned, the instructor started the class. He didn't create any lesson plans for the kids whose goals were unclear. Following a lesson on voice classification, he led the class in some voice-changing exercises. He rushed through the class without outlining the crucial norms of voice.
3	RAPPORT (maintains students' interest; is respectful, impartial, and helpful; offers feedback, promotes participation; engages with students, displays enthusiasm; and ensures that both the teacher and the students are prepared for the class, not only in terms of the subject matter but also in terms of conduct, manners, and attitude.)	The teacher was rushing that day and failed to keep the students' attention during the lesson. No clarifying questions were posed by the students. When students provided incorrect answers, the teacher became irritated. Some students were reluctant to stand when asked a question. Although the teacher and the students were not prepared for the subject, they behaved properly.
4	TEACHING METHODS (applies appropriate teaching strategies, aids, materials, techniques, and technology; incorporates variety, balance, imagination, and group participation; welcomes students' questions and responds with interest; is open to suggestions; uses simple, clear, precise, and appropriate real-world examples; maintains focus on and achieves stated goals)	The teacher employed both English and Bangla in the classroom without employing any special teaching techniques. He didn't utilize any modern technology, but he did write on a chalkboard. The teacher did not assign any creative assignments to the kids. He failed to adequately explain the subject and failed to provide any examples from real life. The students were unable to provide accurate feedback as a result. The students failed to ask the teacher any questions despite not fully understanding the lesson.

5	PRESENTATION (creates a learning-friendly environment in the classroom; ensures students' interests; keeps eye contact; speaks in a clear voice with good projection, appropriate enunciation, and standard English)	The instructor failed to foster a learning environment in the classroom and was not well prepared to present the course. Some students were unable to focus on their studies since the teacher could not keep eye contact with them. The instructor's voice wasn't very clear and he didn't utilize proper English.
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MANAGEMENT

Was the time spent properly?

No, the teacher diverted attention from the lesson's essential topics by teaching unimportant material.

What happened throughout the lesson's key phases? What duties and exercises did the teacher perform at each level? (Optional) Create a diagram to depict the lesson's key phases and the amount of time each took.)

There were 2 stages of the lesson including taking about the classification of voice and giving the exercises. In the first stage, he taught the classification of voice but there was no clarification of any rules. In the second stage, he gave some exercises on the blackboard and asked some students to tell the answers orally.

CRITICAL EVENT (If took place)

Did the lesson contain any "important events"? (A place where there was a breakdown in communication and confusion) How did the instructor handle the circumstance?

No.

Strengths observed:

The pupils were respectful of the teacher and did not make any disturbance during class. The teacher had a talent for making the kids laugh, which may be useful for igniting their enthusiasm.

Suggestions for improvement:

Before beginning to teach, the teacher should assess the students' past knowledge. The teacher should explain the lessons to the students based on what they already know. He should occasionally assign group and pair projects to the students, as well as provide them with opportunities to speak in front of the class.

Overall impression of teaching effectiveness:

The pupils' ability to learn any of the four skills—listening, speaking, reading, and writing—was not improved by the class.

Checklist for Class Observation- 3

Daffodil International University
Department of English
Project on “Current situation of English Language Teaching in
Rajabari High School”
Checklist for Class Observation

School / College: Rajabari High School _____

Teacher’s Name: _Anwar khan_____

Class: ___VIII_____ Section: ___A_____ No. of Students Present: ___31_____

_____ Course Title & Code: _____ English 2nd Pa per _____ Room No:
 _____105_____

Peer/Observer: _Md Maklokat Islam Sifat_____

Date and Time: October 17, 2022 (10:30 -11:10) AM _____

Objectives of the lesson (as perceived):

- i. To tell the proverb “Honesty is the best policy”
- ii. To give some moral lessons

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

The objective of teaching was not clear. The teacher taught noting without taking about honesty and giving some advices. It is hard to say whether the objective of giving advices were achieved or not. It would be clarified later from the students’ behavior and activities.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (demonstrates strong subject-matter command and expertise; demonstrates breadth and depth of mastery; aims to encourage students to actively seek out knowledge)	Although it is impossible to assess the teacher's effectiveness as a subject matter teacher because he did not teach anything, he was able to provide the students with sound counsel. He made jokes in an effort to lighten the mood in the classroom.
2	ORGANIZATION Subject matter is organized, objectives are stated clearly, key points are emphasized and summarized, class is present at the appointed time, the session is correctly started and ended with an engaging warm-up and a concluding end- how the objectives of the lesson were met/what they have learnt today)	At the appointed time, the instructor walked into the room. He did not give the kids any explicit objectives. Instead, he quickly finished instructing his class before launching into a discussion about honesty without teaching anything else. Although the goal of learning English was not achieved in this session, the students did learn some moral principles that they can use to their future lives.
3	RAPPORT (keeps students' attention; demonstrates respect for others; is impartial and fair; solicits feedback from students and promotes their participation; engages in conversation with them and displays enthusiasm; both the teacher and the students are prepared for the class in terms of both subject matter and manner, etiquette, and attitude.)	The teacher occasionally used humor to keep the kids' attention. The pupils listened intently to the teacher's remarks while showing respect for him. There was no student interaction in the classroom, which was entirely teacher-centered. Even the pupils did not ask the teacher any questions. Despite not being prepared for the material, the students and teacher behaved well in the classroom.
4	TEACHING METHODS (Applies appropriate teaching strategies, aids, materials, techniques, and technology; incorporates variety, balance, imagination, and group participation; welcomes student inquiries and offers thoughtful responses; is receptive to suggestions; uses simple, clear, precise, and appropriate real-world examples; maintains focus on and achieves stated goals)	In the classroom, the teacher didn't employ any ELT techniques. He gave guidance on honesty using the English language. He occasionally mocked the students in the class while speaking in Bangla. There was no use of any educational resources. The instructor in no way pushed the students to pursue English as a second language. He didn't ask the kids to participate individually or in any group or pair projects.

5	PRESENTATION (Creates a learning-friendly environment in the classroom; ensures students' interests; keeps eye contact; uses a loud voice, strong projection, appropriate enunciation, and standard English)	There was no conducive setting for studying English created by the teacher. The pupils were in the mood to make fun of each other rather than learning anything new. The teacher spoke while making eye contact with the kids. Although the teacher spoke clearly, he occasionally made grammatical mistakes when using English. There was no forecast for English language learning.
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MANAGEMENT

Was the time spent properly?

No, the teacher only used the time to offer advice, so it wasn't properly utilized. He did not impart any knowledge that would help students improve their English.

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

The lesson was divided into two sections: discussing a proverb and imparting moral lessons based on it. Other than these two activities, the teacher did nothing.

CRITICAL EVENT (If took place)

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

No.

Strengths observed:

The students behaved well and treated the teacher with respect. The teacher had the ability to enthuse the students.

Suggestions for improvement:

When teaching, the teacher should put out his or her best effort. He should instruct the kids on crucial subjects related to acquiring the English language. He shouldn't use up the entire class period by offering only a few suggestions. He ought to motivate the kids with a variety of exercises that would enable them to practice all four English language skills.

Overall impression of teaching effectiveness:

The class was completely ineffective for teaching the intended language.

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