



Daffodil
International
University

**A REPORT ON
A JOURNEY OF AN ENGLISH TEACHER AT
“AFAJUDDIN MEMORIAL SCHOOL & COLLEGE”**

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

STUDENT'S DECLARATION

I hereby solemnly declare that the internship report titled “A Journey of an English Teacher. A Report of an Internship at “Afajuddin Memorial School & College” is prepared and completed by me under the supervision and guidance of Mr. Emran Khan, Lecturer (Senior Scale), Department of English, Daffodil International University. This report has not been previously submitted to any other university, college, or organization.

I hereby acknowledge that the study I have presented does not breach any existing copyright.


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CERTIFICATION OF THE ACADEMIC SUPERVISOR

I hereby declare that the internship report on “A journey of an English teacher at “Afajuddin Memorial School & College” has been submitted for the award of project paper with internship under my supervision. The author of this report is Sharmin Khan Juthi, bearing ID 201-10-639, Department of English. This internship report is recommended for submission to the Department of English, Daffodil International University.

It has been a great satisfaction to work with him. I wish infinite achievement for his future life and career.

Emran

Mr. Emran Khan

Lecturer (Senior Scale)

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ACKNOWLEDGMENTS

First, I would like to thank and express gratitude to Almighty Allah for everything. Then I would like to thank the following people, without whom I would not be able to complete this internship.

I would like to take this opportunity to express my heartfelt gratitude and special thanks to my supervisor, Mr. Emran Khan, Lecturer (Senior Scale), Department of English, for his advice, perseverance, and support. I consider myself extremely fortunate to be able to work with such a considerate and encouraging teacher as he is. It would have been impossible to complete this study without his assistance. I am grateful for his insightful suggestions and encouragement, which helped me feel less isolated at work.

Keeping this in mind, I would like to thank Md. Dilwar Hossain, Principal, Md. Jalil, Chairman, Afajuddin Memorial School and College, for giving me such a wonderful opportunity to work along with you in this school. Despite being extremely busy with their duties, they took the time to listen, guide, and keep me on the right track to teach the student. Thanks for allowing me to have the authority to teach in my way without any intervention.

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ABSTRACT

This internship report describes a 12-week teaching practicum at Afajuddin Memorial School & College, Kaliakair, Gazipur, from May to July 2025. At that time, I used to teach the English 1st paper to students in classes 4 and 5, and the English 2nd paper to students in class 6. The specific aims were to enhance the language competence of students, boost their confidence and reduce the distance between academic knowledge and classroom practice. By implementing interactive methods (such as story-making, role play, and learning-through-games), I tackled typical problems such as lack of vocabulary, the fear of speaking up, and poor grammar bases. My role did not cover just teaching; it included invigilating for exams, preparing question papers, and managing school functions (at times), which provided me with a new perspective toward school functioning. Classroom observations uncovered students who wanted to learn but lacked self-assurance and also unearthed institutional needs; teacher shortages and lack of technological tools, such as a computer lab. Over the course of this internship, I honed important skills that prepared me to become an effective professional as I learned how to manage the classroom, communicate effectively with students, and plan effective lessons, as well as gained further knowledge in student psychology and different learning types. One of the most gratifying results was watching students slowly evolve into empowered, engaged contributors to their own learning process. This experience reignited my love for teaching and provided me with tangible resources to expand me as a teacher. I end with suggestions, such as the creation of an English-speaking club and the promotion of better classroom atmosphere conducive to learning. This internship has further strengthened my determination to mold young brains with empathy, imagination, and purpose.

TABLE OF CONTENTS

Content	Page
<i>Student's Declaration</i>	ii
<i>Certification of supervisor</i>	iii
<i>Acknowledgement</i>	iv
<i>Abstract</i>	v
<i>Table of Content</i>	vi
Chapter 1: Introduction	01-07
1.1 Introduction.....	02
1.2 Responsibility of a teacher.....	03
1.3 Required Skills and Knowledge.....	05
Chapter 2: Objectives	08-10
Chapter 3: Methodology	11-13
3.1 Teaching Methods.....	12
Chapter 4: Institution Details	14-15
Chapter 5: Internship Activity	16-25
5.1 Class Experience.....	17
5.2 Class Observation Experience.....	22
5.3 Learnings.....	24
Chapter 6: Administrative Work	26-28
Chapter 7: Overall Findings	29-31
Chapter 8: Recommendations And conclusions	32-35
8.1 Recommendation.....	33
8.2 Conclusion.....	34
Chapter 9: Reference	35-36
Chapter 10: Appendices	37-44
10.1 Certification.....	38
10.2 Class observation report.....	39-42
10.3 Photograph.....	43-44

CHAPTER 1

INTRODUCTION

INTRODUCTION

Teachers are the building blocks of a country, they determine the future of a nation by seeding in young minds the knowledge, confidence, and passion to dream. A teacher is more than the one who teaches - it's the person who sparks curiosity, promotes critical thinking and enables students to achieve their very best.

When I was a child, I wanted to become a teacher. Although this dream gradually vanished soon after, it presented itself again during my fluency in English course at Daffodil International University (DIU), starting teaching Junior kids in English as financial supporter. For the better part of three years, I had the privilege of teaching, seeing a student's "a-ha" moment, and also their increasing confidence. That realisation inspired me to start teaching again and reaffirmed that it wasn't just a transient occupation or career, but a vocation.

I had that requirement too, internship in teaching for my BA in English. I wanted to attend such schools where I could impart something and Afajuddin Memorial College, a prestigious school in Kaliakair, Gazipur, was one of them. As a college widely recognized for its commitment to quality education and student development, it served as a great place to launch my formal teaching career. After a very difficult interview (8-12+ hours across a week of rigorous scrutiny and further recruitment, I was offered a position to intern teaching English to class 4,5,6. I used to teach English 1st Paper (Grammar, Vocabulary, Reading), class 4 and 5 and English 2nd Paper (writing & Composition), class 6. The 4-month internship (May to July 2025) is another turning point in my career from passion to profession.

I was so excited and a bit nervous of my first day at the Afajuddin Memorial College. Teaching younger students is not the same as tutoring older students: A different level of patience, creativity and emotional intelligence is required. According to the head, Mr. Md. Dilwar Hossain there were other things to be learned such as most of the students feared to study English this is because of the low confidence and false teaching in the past. And with that in mind, I wanted to work towards not just teaching English but making English accessible, fun, and empowering.

The difficulties were actual: catering to the range of document and responding to the questions in three different grades, and adjusting my own teaching to the developmental needs of my classes. But it was in these challenges, as much as in the victories, that growth came. I found that games,

story-telling, role-play and speech context/cultural relevance led to more open student involvement. I knew how to pinpoint who they were, from the shy silent observer to the person who never shut up, and I adjusted to support each.

There were changes over the years, I noticed, just small ones. Students who had previously been to shy to converse began to participate; those who did poorly writing came into the ability to compose complete sentences. Their progress was inspiration enough for me, albeit a small one. For me, I enjoyed watching their self confidence grow, their fear of English slowly slip away and their love of learning bloom.

It was more than an internship requirement, it was a transformative experience. It perfect my teaching styles, made my classroom management skills stronger, and gave me a sense of what the life of a teacher really is. More fundamentally, it reinforced that teaching is not just a profession; it is a calling. As I proceed through my education career, the knowledge and connections I have gained at Afajuddin Memorial School & College will always be very important, providing the base for the kind of Teacher Leader I hope to be.

1.2 Responsibilities and duties of a teacher

Being a teacher is much more than just teaching lessons out of a book. Teachers do have a great influence into their students' academics, personal life, and their overall character. In my internship, I find that teaching is a multi-faceted assignment that requires commitment, empathy, open-mindedness, creativity, and constant improvement. Some of the key job duties that I engaged in and observed during my time teaching are as follows:

1.2.1. Classroom Management

One of the most fundamental duties of a teacher is keeping unruly behavior in check and teaching children how to behave and interact with others. A controlled work environment is safe, positive and conducive to learning for students. I learned how to establish firm expectations, cultivate respect, and employ incentivization to control behavior. Creating an organized, safe and nurturing classroom environment helped me to create an environment where students were more comfortable, feel respect and ready to participate.

1.2.2. Motivating Students

Every student has a different learning style, and many arrive with insecurities, fears or a sense of inadequacy particularly in subjects such as English. I witnessed that encouragement has the power to change a student's perspective. By celebrating the smallest of victories and providing soft direction, I was able to encourage my students to have faith in themselves. By looking out for their happiness and acknowledging their strengths, it gave them the confidence to stand up and do better.

1.2.3. Engaging Students

A class isn't just a delivery mechanism for conveying knowledge; it's the means by which an institution of higher learning ignites and sustains the fire of interest and involvement in students. I made learning more interactive by implementing storytelling, visual tools, games and real life examples. Interactive presentations managed to keep their focus and clarified abstract ideas. The fun and meaningful lessons made the class a place of wonder and not a place of routine to learn something new.

1.2.4. Fair and Honest Evaluation

It is important to monitor students progress fairly as it is vital to their progress and development. I focused on assessing on each one's own effort, growth, and learning and not on comparing him to the others as well. Quality feedback, beyond mere grades, had an impact on learner improvement and awareness of their strengths and weaknesses. I also learned to keep an eye out for unconscious bias, and to give equal respect and attention to each student's work.

1.2.5. Promoting Values and Character

A teacher is not only an educator but a moral and ethical leader of the students. Screenshot I infused respect, empathy, accountability and responsibility at every opportunity. Simple behaviors such as listening to students, speaking to them politely, and promoting collaboration establish the tenor of respectful discourse. I have gradually noticed improvement in class behavior and respect for each other as peers in my classroom.

1.2.6. Adapting to Technology

We can ignore technology when teaching the language. Today, technology is not an option to integrate into teaching, it's a need. While working as an intern, I experimented with innovative methods including multimedia, such as videos, online quizzes, and visual presentations, to make learning more dynamic. These options served to improve comprehension as well as accommodate different styles of learners. I also learned the power of leading students into responsible use of technology.

1.3 Essential Skills and Knowledge for an Effective Teacher

An effective teacher needs to have more than academic credentials or content expertise. Teaching is an inter-personal, change-oriented, adaptive occupation, which requires a careful combination of technical knowledge, emotional sensitivity, and reflective practice. The more effectively a teacher can make his or her classroom a safe, enriching and diverse space for learning, the greater his or her impact will be.

The levels of student achievement are a main target to determine an effective teaching (Stronge, 2002) and they are heavily influenced by the teacher's lesson preparation, how deliver the lesson and his/her classroom management. Darling-Hammond (2008) argues the same, indicating that teachers who are well trained are not only more effective at teaching content, but are also less likely to burn out or to blame their students for individual deficits. These top three so you remember them by more, if you can do more than that certainly do: (Based on my internship and academic study) What every teacher must know and be features and qualities of an ideal teacher must know: neat and tidy appealing voice well dress code energetic head of the family active in sports and other fields knows the society knows the environment and education must be informer a good organizer god gifted knowledge and memory must be: creator teacher a philosopher master of the art or craft(he or she can teach) a poet activistanning_editor No Interest In Sex Friend of students Former In supervisor And Worker And Co-Worker Counselor A Guide A Godly Being Prosecutor Philosopher Evaluator Unforgettable.

1.3.1. Subject Knowledge

Critical is Command over the subject matter. For English Language teachers, this ranges from grammar, vocabulary, reading skills, literary analysis. When a teacher is knowledgeable about the

subject matter, they can effectively respond to students' queries, give varied examples, and relate learning to everyday life (Shulman, 1986). My English was a tool that helped me to make hard lessons easier, to differentiate in the classroom, and to develop activities that generated competence and strengths for the students.

1.3.2. Teaching Skills and Pedagogical Knowledge

It's not just knowing something, it's knowing how to teach it. Good teachers need to know how to use teaching techniques which make concepts easy to understand, interesting and accessible. This involves questioning strategies, scaffolding, formative assessment and differentiation of instruction. Marzano (2007) demonstrated that the most effective teachers employ scientifically research-based practices that accommodate varying student needs.

Through my internship, I found that having diversity in my teaching methods, storytelling, games and group activities helped keep students engaged and increased their comprehension. This ability is something that comes with practice, introspection and a real curiosity about how students learn.

1.3.3. Classroom Management

Classroom management and classroom climate are hallmarks of any teacher. "Effective classroom management is the foundation on which effective classroom instruction is built" (Wong & Wong, 2005, p. 2). It involves establishing your expectations, creating routines, responding to interferences in a relaxed manner, and promoting respect. I had to work out the dynamics of how to be friendly and authoritative so that the kids both felt safe and inspired to join in.

What I saw in my own room was that clear rules, consistent consequences, and praise for staying on task was a significant distraction and management reducer in my classroom.

1.3.4. Communication and Interpersonal Skills

The classroom is about effective communication, and good communication is the bridge of between what a teacher knows and what a student learns. It's not simply clear speech, but listening, answering questions with a smile, and fostering a helpful exchange. Hattie (2009) found teacher-student relationships are one of the most influential effects on academic achievement.

In all of my experiences these past 3 months, a smile, open body language, and simple encouraging words have made students feel noticed and heard. Even shy students started raising their hands, thinking that their voice could make a difference.

1.3.5. Patience and Emotional Resilience

Students learn at different paces. Some may require more time, more explanation or even more reassurance. A teacher needs to be patient, be it with a question asked again and again, behavior problem or even the slow pace of progress. Day and Gu (2010) highlight emotional resilience as an essential characteristic for teacher retention and effectiveness. My experience teaching young learners showed me the need for calm and kindness in the face of difficulty.

Their patience helped build trust and foster the type of environment where students are not afraid to take risks, a fundamental part of the learning process.

1.3.6. Adaptability and Flexibility

There is no student that is the same, and no lesson that goes the same. Being able to change teaching techniques or pace, even the entire lesson, is important. Tomlinson (2014) emphasizes differentiated instruction and flexible teaching in a way to address differences in learning styles, backgrounds and needs.

For instance, when I realized my first attempt at a grammar lesson wasn't resonating with the group of kids, I abandoned it and went straight to their hearts with visuals and real-life examples. It saved the lesson and made the information more user friendly.

CHAPTER 2

OBJECTIVES

OBJECTIVES

My teaching work experience was meant to be the link between knowledge learnt in theory at university and a practical classroom situation. As a whole, however, during the internship I had made established certain goals and I was determined to work toward these goals to provide meaning of the professional internship for both the students, and for me. These objectives were designed to support student involvement, language acquisition, and professional development.

2.1. Enhance Students' English Language Skills

One of my main goals was to facilitate students' skill development in speaking, reading, writing and listening in English. My hope was to build lessons that practiced and developed fluency for students: the ability to articulate one's self clearly, to grasp new texts and write sound sentences to follow natural, spoken English. I concentrated on enhancing their communication skills quite well through practice and feedback.

2.2. Minimize Frustration and Gain Confidence in Speaking English

English can be a challenging subject for students and sometimes scary too. That was a big goal of my internship. I hoped to foster a classroom culture in which students felt comfortable experimenting, making errors, asking questions, and participating in conversation. I tried to create a friendly and nonjudgmental environment so to alleviate their fear and anxiety for English learning.

2.3. Identify and Address Language Weaknesses

It was also key to assess and discover students' particular needs whether it was (grammar, vocabulary, or comprehension) and to teach to that known weakness. To achieve these objectives, I employed different diagnostic tools such as informal testing, classroom practice work, and one-on-one interaction to identify students' needs and respond to them.

2.4. Incorporate Interactive and Engaging Activities

For fun and stimulating lessons, I'd like to add to our study time activities such as storytelling, role-play: acting everything out, word games, and group discussions. These such activities not

only kept students involved in the learning process, but also enhanced the social and cognitive aspects of their learning, and not just their language.

2.5. Bridging the gap between theory and practice in language teaching.

This apprenticeship served as an occasion to pilot the pedagogical theories and practices to which I was exposed during my undergraduate degree in English literature. I wanted to see how effective such strategies as CLT, scaffolding, formative assessment and others were in a real classroom. This enabled me to judge which methods were effective with younger learners in a school in Bangladesh.

2.6. Develop Professional Teaching Skills

Finally, a personal goal of mine was to develop as a teacher. To do this, I wanted to focus on core skills such as planning and managing lessons, assessing student learning, flexibility, and reflective teaching. I hoped that through this internship I would get an understanding of the realities (good, bad and indifferent) of what it meant to be a teacher and point myself in the right direction for future teaching positions.

CHAPTER 3

METHODOLOGY

METHODOLOGY

3.1 Teaching Methods

During my 12-week teaching experience in Afajuddin Memorial School & College, I taught English 1st Paper to class 4 & 5 where I had especially cared in, Reading section, vocabulary and basic grammar and English 2nd Paper to class 6 where I gave importance on writing and critical grammar. Knowing that students' learning styles vary, I used many learning techniques which are more interactive and beneficial to the students and were student-centered.

Here are the main teaching strategies that I used during my internship and some examples of how they were implemented in the classroom:

3.1.1 Grammar Translation Method (GTM)

To make students understand grammar rules, in particular tenses, sentence structure and parts of speech, I used GTM. I tried to present these ideas in simple terms in Bangla and students did not feel they were bombarded with technical jargon. When I was teaching simple past tense, for example, I taught it with relatable sentences like:

আমি স্কুলে মিঁেঁাি → I was in school.

This match approach of abstract rule with students' prior language knowledge made abstract grammatical rules more meaningful and easier to internalize.

3.1.2 Storytelling Technique

I used storytelling to teach vocabulary to my students and to demonstrate grammar in context. I'd tell my students short “he was walking to the market, he saw a birthday party, he went on a family picnic” stories to teach new words and structures. For example, to teach prepositions to Class 4, I used a story we called “Rina at the Market” and asked students to answer questions about the words in, on, under and near. This method was much more entertaining and students remembered the lessons better as well: more than once, students remembered better a rule they had listened to through a story than one that had been explained to them directly.

3.1.3 Interactive Activities

I also understood the power of involving students in the process and employed numerous group discussions, peer questioning, and role plays in my instruction. These were ways for students to gain speaking and listening experience in a safe space. For class 5, I arranged for dramatization of dialogues from the text book. They acted out characters enthusiastically, which not only helped improve their pronunciation and confidence, but also naturally consolidated sentence structures.

3.1.4 Sentence and board work

For class 6, I brought in sentence breakdown activities to explain topics like verbs, prepositions, subject-verb agreement, and complex sentences. I'd write some sentences from their textbook up on the board and pick apart the function of every word with the class. For example:

He went to the park mid-afternoon.

Students pointed out the subject, verb, and prepositional phrase, which explained how they all worked together to make sense of the sentence. It was this analytical approach which led to a greater insight into sentence structure and the way in which grammar was used.

3.1.5 Class Tests and Quizzes

To monitor their progress and to make learning stick, I administered frequent short tests and quizzes. These exercises consisted of type-the-gap, sentence level reordering, word-meaning matching, and short writing of paragraph. The assessment was helpful to trace each student's growth and to offer positive reinforcement for performance. I also provided constructive criticism, enabling students to learn from errors without being dismayed.

3.1.6. Peer observation and planning sharing.

I watched senior teachers teach as well as taught. These lessons were most helpful for classroom management, teaching for engagement and pacing a lesson. I also engaged in lesson planning sessions with other teachers, brainstorming ideas to make lessons more engaging and student centered. These cooperative compliances also greatly benefited my own planning and execution capabilities.

CHAPTER 4

INSTITUTION DETAILS

INSTITUTION DETAILS

Afajuddin Memorial School & College is a reputed educational institution at Kaliakair, Gazipur, Bangladesh. It was founded in 2015. The college is indeed one of the colleges that is known for quality education from the primary and secondary segments for the students from class 1 to class – 12 level since its establishment. The school educates boys from kindergarten to higher secondary level and caters to students, who have a academic growth trajectory from preschool through the pre-university level. The college is reputed for discipline, promotion of academic excellence and co-curricular development of students.

Name:	Afajuddin Memorial School & College
Established:	2015
Location:	Kaliakair Road, Kaliakair, Gazipur, Bangladesh
Principal:	Md. Dilwar Hossain
Chairman:	Md. Jalil
Number of Teachers:	94
Number of Students:	2154 (estimated for classes 1-12)
Classes:	Grades 1 to 12
Contact:	amsc.edu.bd

Afajuddin Memorial School & College Head Office, Dhulkhola, Kamarkhanda, Sirajganj
Principal & Chairman : Principal Md. Dilwar Hossain Chairman : Md. Jalil Afajuddin Memorial School & College has been... The college believes in nurturing the intellectual growth and educating the humanitarian, with the emphases on sound academic knowledge and values based education which makes it an ideal place for students from all walks of life.

CHAPTER 5

INTERNSHIP ACTIVITY

INTERNSHIP ACTIVITY

5.1 Internship Activity

My intern at Afajuddin Memorial School & College, a 12-week wonderful experience with teaching English 1st Paper in English to classes 4 and 5, and English 2nd Paper in English to class 6. During this time, I taught in the classroom, observed veterans teachers, and learned some great tips that shaped my own philosophy about education. I taught 16 little topics from the English text books of class 4 and 5 and advanced grammar and writing skills for class 6. during CT Exam and the half yearly exam, where I was also 1 of the guard in the exam halls which took my role to a I was also the LAN Exam Facilitator Saad Un Din block Hajin. I will share with you my notes on my classroom experiences, observations and key learnings as I look back on how each week has shaped me as a teacher.

5.2 CLASS OBSERVATION EXPERIENCE

As part of my internship responsibilities at Afajuddin Memorial School & College, I not only conducted lessons but also closely observed my teaching sessions to better understand student behavior, learning progress, classroom dynamics, and areas needing attention. My primary focus was on English 1st Paper for classes 4 and 5, and English 2nd Paper for class 6. The following observations reflect how each classroom responded to various topics and teaching techniques over the 12-week internship.

5.2.1 Class 4 Observation

Topics Observed: About Me, Greetings, Family, Classroom Language, Numbers, Synonyms/Antonyms, Punctuation

Average Number of Students Present: 46

Teacher: Mr. Md Imran Ali

Observation Summary: Class 4 students were generally enthusiastic but required consistent guidance due to their limited vocabulary and exposure to English. They responded best to visual aids, storytelling, and role-playing activities. For instance, while learning about family members, they enjoyed drawing family trees and labeling them with words like “father,” “mother,” and “sister.”

Students had difficulty distinguishing pronouns and sentence structures, especially when using the verb “to be.” Activities involving games, matching words, and pronunciation practice were effective in improving engagement. I also noticed that pronunciation issues (e.g., confusion between “three” and “tree”) needed regular correction using repetition drills and modeling.

Punctuation was another weak area, where many students confused capital letters and commas. Using board corrections and sentence rewriting games helped them improve.

Reflection: Interactive techniques worked better than lecture-style teaching. Students needed a multi-sensory approach to stay engaged. Repeated reinforcement and one-on-one feedback helped struggling learners gain confidence.

5.2.2 Class 5 Observation

Topics Observed: Greetings, WH Questions, Leisure Time, Calendar & Days, Be Healthy, Letter Writing, Reading Comprehension

Average Number of Students Present: 44

Teacher: Mr. Md Nazim Uddin

Observation Summary: Class 5 students displayed moderate confidence in speaking and reading. Their participation increased during dialogue-based learning, such as practicing greetings like “Hello, I’m Saikat!” or asking questions using WH words. During the “Leisure Time” topic, students enjoyed role-plays and sharing their hobbies in English, although pronunciation errors and incorrect stress patterns (“IM-portant” vs “im-POR-tant”) were common.

In writing sessions, particularly letter writing and essay writing, students showed potential but struggled with structure and coherence. Providing writing templates and model examples helped them frame complete responses. Spelling mistakes were frequent, so I incorporated spelling correction exercises in class reviews.

Reflection: Students benefited most from guided writing practice, interactive Q&A, and visual prompts. Using real-life context and structured support increased clarity in both writing and speaking.

5.2.3 Class 6 Observation

Topics Observed: Tense (all forms), Right Form of Verbs, Voice Change, Narration, Paragraph Writing, Tag Questions, Prefixes/Suffixes

Average Number of Students Present: 47

Teacher: Mr. Md Rofiqul Islam

Observation Summary: Class 6 students had the most advanced syllabus among the three classes but also showed a heavy dependence on rote memorization, especially for model questions. Their understanding of tense usage was often mechanical, lacking deeper conceptual clarity. To address this, I used handwritten notes filled with contextual examples, stories, and timelines to distinguish between tenses.

The topic of voice change was particularly challenging. Most students were unfamiliar with the concept of sentence transformation. To simplify it, I used charts comparing active and passive forms and gave repetitive sentence practice. During lessons on narration and paragraph writing, I noticed that while some students excelled, others struggled with sequencing ideas logically.

Tag questions were taught using a game format where students completed prompts like “You are coming, aren’t you?” which they found enjoyable and memorable. Suffixes and prefixes were taught using root words and image association, which helped in vocabulary expansion.

Reflection: Higher-level grammar topics required scaffolded instruction with visual aids and real-life sentence application. Consistent feedback and group work encouraged hesitant learners to participate more actively.

5.3 Class Conduction

Week 1:

It was the first week of May 2025 when I made my way into the classrooms of Afajuddin Memorial School & College. With some excitement and a little bit of trepidation I was in front of 2 classes of 40-45 students each - curious but reticent about the language called English. To help them relax and break into learning, I shared a story from my own school days, which made them smile and feel at ease. In class 4 I taught the topic “About Me” where the students are required to describe themselves, using easy sentences like “I am Rina.” “I like to play.” I provided a game for them to play that required them to point to objects, such as books or bags, and formulate sentences. A few had trouble figuring out how to put together meaningful sentences, so I used the whiteboard to model, writing, “I am a student.” In class 5 I started the “Hello!” topic with an emphasis on Greetings/Introductions. We practiced little conversations, like “Hello, I’m Saikat!” two and two, but their bashfulness restrained others. I added their pairs, modeling their phrases, and they began to speak more openly. For class 6, I covered tenses, present, past, and future, by the use of a time line with examples such as “I eat” for present and “I ate” for past. When students muddled tenses, I pantomimed actions or impersonated weird actions like eating now versus yesterday, prompting questions and inquiry.

Week 2:

By the second week, I wanted to build on that initial connection with more interactive lessons. For class 4, I taught “Greetings,” practicing phrases like “Good morning!” and “How are you?” through role-plays where students greeted each other. They loved it, but some mispronounced

words like “morning,” so I spent time modeling the correct sounds. In class 5, we covered “See You!” and “Sound Practice 1,” focusing on farewells like “Goodbye!” and vowel sounds. A pronunciation game where they repeated sounds after me was a hit, though some struggled with sounds like /æ/ in “cat.” I gave them extra practice with simple words. For class 6, I dove into present simple and continuous tenses, explaining “She sings” versus “She is singing.” I gave a quiz with sentences like “They ----- (play) football now,” and most got about 80% correct, though some confused “is” and “are.” I reviewed with more examples, like “He walks” versus “He is walking,” and saw their confidence grow.

Problem Identified:

1. The range of vocabulary of this two classes was quite low.
2. The students were unable to identify the tense and sentences.
3. Most of the students of class 6 memorize the model question but did not understand the basic grammars.

So, I had to make lesson according to my identification of problems. It’s not like everyone was struggling. There were some promising students who were extraordinary. There was 2 boys I found and they needed extra care. Through asking questions from basic grammatical parts I realized their problems. So, keeping all things in mind from the day on I started making plans, finding out easy teaching methods to make them understand easily. As we all know to do better in grammatical part you need nothing but practice. But they were lacking immensely. Within one month they had a midterm exam.

Last three days of 2nd week I started teaching them the sentence and then tense as I found they had issues in rearranging sentences and in WH questions. For class 6 I had different plans for teaching them tense. I offered them hand notes of tenses filled with many practical examples.

Week 3:

In week three, the students were warming up to me, which made lessons more engaging. For class 4, I taught “Family,” introducing words like “mother” and “brother.” I had them draw family trees, which they enjoyed, but some mixed up “sister” and “brother,” so I brought in pictures to clarify. In class 5, we explored “Saikat’s Family” and “Sound Practice 2,” discussing family roles and practicing consonant sounds like /θ/ in “father.” Students described their own families, but

pronouncing sounds like /θ/ was tricky, so we practiced aloud together. For class 6, I taught past simple and continuous tenses using a story about a school picnic, explaining “We danced” versus “We were dancing when it rained.” I gave them worksheets with sentences like “She (read) a book yesterday,” and while most did well, some mixed tenses, so I used more story-based examples to help them understand.

Week 4:

Week four was about preparing for the upcoming CT exam, so I focused on practical skills. For class 4, I taught “Family Tree” and the verb “to be,” using sentences like “I am a student” and having students create family trees. Some confused “am” and “is,” so I used toys as props to show “The doll is small” versus “I am tall.” In class 5, I covered “Leisure Time” and “Sound Practice 3,” teaching hobby-related words like “play” and “read” and practicing stress patterns. Students role-played discussing their hobbies, which was fun, but stress placement, like in “re-CORD,” needed extra practice. For class 6, I introduced voice change, turning active sentences like “She paints the house” into passive ones like “The house is painted by her.” It was challenging, so I made a chart and practiced with sentences like “They eat rice” to “Rice is eaten by them,” which helped them grasp the concept with repetition.

Weeks 5, 6, and 7:

In week five, I built on earlier lessons to deepen my understanding. For class 4, I taught “Classroom Language” and “Sound Practice 1,” covering phrases like “May I come in?” and vowel sounds. A dialogue game where they acted out classroom scenarios was engaging, though pronunciation needed repeated practice. In class 5, we studied “Days in a Calendar” and “Stressed Syllables 1,” learning days like “Monday” and stressing syllables in words like “to-DAY.” Some forgot the order of days, so I used a calendar prop to make it clear. For class 6, I taught the right form of verbs, explaining rules like “He (go) to school every day” (goes). I used contextual sentences like “She ----- (study) now” (is studying), and while most improved, some memorized rules without fully understanding, so I emphasized context in practice.

Week six brought fresh topics to keep students interested. For class 4, I taught “At the Shop” and “Counting,” using role-plays like “I want two apples” to practice numbers and shopping phrases. They loved acting as shopkeepers, but pronouncing numbers like “three” versus “tree” needed

correction, so I modeled the sounds. In class 5, I taught “Eat Healthy,” introducing food words like “fruit” and “vegetable.” Students made sentences like “I eat rice,” but forgot new words quickly, so I started daily word reviews. For class 6, I covered future simple and continuous tenses with examples like “I will play” versus “I will be playing.” A story about a future school event made it relatable, though “will be” was tricky, so I gave extra practice with sentences like “We ----- (dance) tomorrow.”

In week seven, I mixed grammar with creative tasks. For class 4, I taught “Making Requests” and “Numbers and Sound Practice 2,” practicing phrases like “Please give me a pen” and consonant sounds like /p/ versus /b/. Students enjoyed making requests, but distinguishing sounds was hard, so I modeled them clearly. In class 5, we covered “Be Healthy” and “Stressed Syllables 2,” discussing health tips like “Drink water” and stressing words like “im-POR-tant.” Students wrote sentences about health, but stress placement needed more practice. For class 6, I taught tag questions, like “You are studying, aren’t you?” A game where they added tags to my sentences was fun, but some struggled, so I used simpler examples like “She sings, doesn’t she?” to build confidence.

Weeks 8 and 9:

Week eight was dedicated to the CT exam, where I also served as a guard in the exam hall, ensuring students followed rules and stayed focused. For class 4, I reviewed “Traffic Lights” and “Numbers,” using a traffic light model to teach “stop” and “go” and playing number games. Students were confident, but punctuation needed reminders, so I used flashcards. In class 5, I taught “Write to Me Soon!” focusing on letter writing. Students wrote letters to friends, but their structure was weak, so I provided a template to guide them. For class 6, I reviewed tenses, voice change, and tag questions with practice tests. Most students scored well in practice, showing strong grammar progress, which was rewarding to see.

After the CT exam, week nine introduced new topics. For class 4, I reviewed earlier topics and taught synonyms and antonyms, like “big/large” and “hot/cold.” A matching game where teams paired words was a hit, though some confused similar words, so I used them in sentences. In class 5, we continued letter writing, with students writing about their holidays. The template improved their structure, but spelling errors persisted, so I corrected them in class. For class 6, I taught narration, changing direct speech like “She said, ‘I am tired’” to indirect like “She said that she

was tired.” It was tough, so I used textbook dialogues and pair practice, which helped them understand better.

Week 10 and 11:

In week ten, I focused on skills relevant to the upcoming half-yearly exam, where I again served as a guard, monitoring students to ensure fairness. For class 4, I taught punctuation, like full stops and commas, using sentences like “I like to read, write, and play.” Students corrected sentences on the board, but commas were confusing, so I showed examples like “I have a cat, dog, and bird.” In class 5, I taught reading comprehension with a picnic passage, asking questions like “Where did they go?” Summarizing was hard, so I modeled a summary to guide them. For class 6, I taught suffixes and prefixes, like “happy” to “unhappy” and “care” to “careful.” Practice with context helped, though some memorized without understanding, so I emphasized meaning in sentences.

Week eleven brought more advanced skills. For class 4, I taught vocabulary building with a market story, introducing words like “shop” and “buy.” Daily word games helped retention, though some forgot meanings, so I kept reviewing. In class 5, I taught essay writing on “My Family.” Guiding them to organize paragraphs improved their essays, but spelling errors needed correction in class. For class 6, I taught sentence transformation, like turning “She is happy” to “She is not unhappy.” Group activities with sentences like “He runs fast” to “He does not run slowly” helped, but some needed extra practice to master it.

In the final week, I prepared students for the half-yearly exam, though I did not invigilate the final exam itself. For class 4, I reviewed all topics with quizzes and games, like correcting sentences such as “the book is Blue” to “The book is blue.” Students were confident, but punctuation needed last-minute reminders. In class 5, we practiced comprehension, writing, and vocabulary with model papers, and their clarity in writing and comprehension scores improved significantly. For class 6, I revised grammar and transformations with practice tests, and most students showed strong progress, especially in narration, which was a highlight. I also proposed an English-speaking club, suggesting 10-15 minutes of English conversation per class, and the principal approved it for the next year, which felt like a meaningful contribution.

5.3 LEARNING

My internship period of 12 weeks at Afajuddin Memorial School & College was an enriching one as I consider it to be a great addition to my teaching experience. I have learned from daily work and student feedback, from fellow teachers and mentors, and honed some techniques for my teacher toolkit. Here's what I learned along the way:

5.3.1. Public Speaking Confidence: Having to teach many classes (and large numbers of students) really helped with my ability to speak in front of groups. I got worried at my internship as well, cause I got asked to speak in front of a class, but as time went on, I got use to it. Learning to lesson plan on the fly, respond to questions, and facilitate classroom discussion made me more comfortable speaking, loudly, and productively. This have been a great experience and it will be great for me since I am going to be a teacher.

5.3.2. Language Skills: Discussing with co-workers on a daily basis massively helped me improve my language skills, it came naturally really. Sharing lesson plans, talking about teaching techniques and getting feedback helped me get better at articulating thoughts and listening to others. These discussions also taught me a lot about the teaching experience, about how to relate to students and also how to relate with other teachers.

5.3.3. Classroom Management: One of the hardest parts of teaching is managing student conduct. While interning, I discovered numerous ways to handle different behaviors from my students. I learned about how to establish a well-balanced learning environment from implementing positive reinforcement to setting realistic and clear expectations and effectively managing disruptions. It allowed me to modify my technique and style for a variety of age groups and help individual students learn in synchronized time.

5.3.4. Lesson Planning: One of the skills I gained in this internship that has been most valuable to me. I learned how to teach lessons that are informative and fun. I learned how to plan a lesson, use different teaching styles and provide appropriate levels of content for my students. Creating lesson plans that included grammar lessons, interactive tasks, and quizzes assisted me in delivering content to the students in an engaging manner and keeping them interested in their studies.

5.3.5. Patience and Emotional Resilience: This is especially important if you are working with students who have difficulty in understanding concepts; because teaching involves some level of

patience. Several times I ran into students that were not doing so well with basic grammar, or for whom work was challenging. But encouragement and answering questions were crucial to them being able to carry on. I discovered that teaching is not simply about presenting information, but also about generating a caring environment that fosters risk taking and learning from one's mistakes.

5.3.6. Learning about Student Psychology: The greatest thing I feel working on this internship is learning to understand the psychology behind students. Understanding how your students are thinking or how they are motivated in a certain activity or how they make sense of information helped me to reach them more. Through watching them learn in response to different teaching methods I was able to modify my style of teaching to suit the individual needs of my students. Through connecting with them through dance breaks or giving feedback on a personal level, knowing their struggles, I have learned that the power of empathy and student psychology is so important when forming the strong relationships you need as a teacher.

CHAPTER 6

ADMINISTRATIVE WORK

ADMINISTRATIVE WORK

Apart from normal teaching functions, my internship at Afajuddin Memorial college was also a good experience even administrative activities. Not only did these tasks give me a more comprehensive perspective of the day to day running of a school, but they enabled me to acquire skills beyond the classroom that are vital for a teacher. Here are some of the administrative duties and responsibilities that I've contributed to during my internship:

6.1. Paper Setting: During the exam preparation, I was used to prepare error less question papers for the exams. This detail requires special attention because the questions must be clear, correct, and match the materials discussed in class. And, I made sure that the difficulty of the assignments varied with the grade level. I learned to develop assessments through this process author just a sentence or two that are fair but at the same time indicative of the students' learning. I was also aware of how important it was to Compose my test so that it includes a variety of different types of questions (multiple choice, short answer, essay) so that it can help the entire class regardless of how different each student learns.

6.2. Supervision of Exams: I supervised students in CT (Continuous Assessment) exams and half-yearly exams. That action could involve checking that students were observing the rules of the exam and were not cheating as well as reducing the likelihood of students being able to concentrate on the examination itself. I discovered how to control exam halls, deal with when students became unstuck and how to ensure a level playing field in testing. Supervising exams also taught me the need to keep a professional and fair perspective in tests.

6.3. Organizing an Event: I helped out with the organisation of a school event, and this was great fun! I was part of a team of teachers who organized the event, line managing logistics, organizing students and number crunching how it would work. This job enabled me to further build my skills on working as a team and in an organized manner, as well as the significance of commination within planning for school-wide events. But it also showed me the extracurricular side of education, in which students and teachers are engaging off-hours.

6.4. Student Support: One of the most rewarding administrative functions I performed was to go to students' homes with other faculty members and talk about student progress. The visits were one way the school was trying to connect with parents and learn about students' personal lives. It

was during these visits that I was able to get to know my students lives in school and out, which in turn, helped me to mold my instruction to better suit their needs. This taught me the importance of developing strong relationships with students and their families as well as the role of teachers in promoting student well being.

6.5. Data Work and Files Maintenance: Throughout my internship, I helped in entering data as well tracking and managing student attendance, grades and progress reports. An example is maintaining spreadsheets for examination results, attendance and status of records. It was from that experience that I learned the necessity of an organizational system and the significance of details in up-keeping student files. It has also really opened my eyes to the administrative hierarchy in education, and I see how documentation actually makes a huge impact on student achievement & school culture.

6.6. Teacher Collaboration and Professional Development: I was able to participate in teacher collaboration and professional development such as staff meetings and brainstorming sessions. These gatherings were an opportunity for teachers to exchange resources, teaching methods, and common challenges. It was through these conversations that I was able to eavesdrop on how seasoned educators view curriculum design, student communication, and classroom control. I also got the opportunity to observe teaching concepts which helped me to utilize multiple methods in my teaching.

CHAPTER 7

OVERALL FINDING

OVERALL FINDING

During my 12-week internship at Afajuddin Memorial School & College, I noticed numerous facets relevant to student participation, classroom environment and school building. These discoveries gave me helpful insights into the positives and negatives that the school deals with. Below is a summary of my internship: Key Takeaways:

7.1. Student Enthusiasm but Self-doubt: The most striking feature of students, generally speaking with respect to learning, is that they were generally keen to learn. They got involved in the classroom discussion, asked questions, and did exercises. But, a great majority of them were not confident about English, especially speaking and writing. This reluctance was observed more in younger students (example in Class 4 students). It took continual positive reinforcement, praise, and a setting where making a mistake was ok.

7.2. Classroom Environment Needs Improvement: The classroom (which was like a playgroup for the Class, 4 kids) was fairly plain and non-stimulating. I noticed a better classroom setup where it is colorful and interactive can give added value to learning. Heart-shaped walls with educational posters, charts, and displays related to the topics at hand could be an effective way to not just grab students' attention, but also, make their learning more engaging and unforgettable. Including these visuals could pique interest and reinforce high-level principles.

7.3. Staff Dedicated but Shortage of Teachers: The school has some of the most dedicated and hardworking set of teaching staff who are highly committed to the success of their learners. But teachers, especially for the higher classes, was reported to be in short supply. Most of the teachers taught several subjects and grades- an extra burden on their part. An increase in common teachers for higher classes would enhance the quality of lessons, alleviate the teacher workload, and offers a more in-depth and personalized learning of students.

7.4. Inadequate Access to Technology: Not having a computer lab was a big deficit in the school facilities. Today's education is technology based and computer lab would help students to have access to digital resources and enhance their computer literacy and experience. By introducing key technology resources, such as computers and educational software, specifically the internet, students could obtain skills that will serve them in the future and Make the class more interactive.

7.5. Effective Teaching Methods: My instructional model, including storytelling and the way I connect with kids, led to increased student engagement and achievement. Storytelling created connections that allowed abstract grammar and vocabulary rules to become more concrete and therefore be more memorable. Students were quite stimulated by stories, particularly if they were in genuine contexts and had interactive tasks. Also, I have used a lot of games, role-plays and people work and that makes the students to stay active, so stimulate. My observation is that both methods seemed to work better than current state of the art in terms of student engagement and what struck me was that students are able to relate more to the material.

CHAPTER 8

RECOMMENDATIONS AND

CONCLUSION

RECOMMENDATION

8.1 Recommendations

From my internship at Afajuddin Memorial College, I would like to suggest the following, to improve the environment of education, make the students more active and to increase the influence of the teaching :

- i. The classroom, particularly class 4 and 5, should have some visual aids like posters, charts and instructional pictures. These components would help to create a more stimulating educational environment, as well as a better learning environment where the student could keep more of the information learned, staying motivated.
- ii. It is well done that the teaching side is committed, but there is simply a scarcity of teachers, especially on higher levels. Obviously hiring more teachers is not only going to lessen the work load, Clearly hiring more teachers will not only alleviate work load (1 comment) but actually improve teaching (I relatively guarantee it!).
- iii. After the library, the computer lab is the next important resource for students' digital literacy. With computers, students can visit online education resources, conduct research, and practice electronic skills that are essential to learning in the world of today.
- iv. One way to increase confidence in speaking English is to set up an English-speaking club. This club would give students a safe, open space in which they can freely speak English in an informal environment, and become more fluent and comfortable, with the language.
- v. Having more parent/teacher conferences would help to build the connection between the school and the student's family. As such, these meetings are a place to discuss your child's progress, address any challenges and ensure that your child has the necessary level of support both from Eldorado and their teachers as well as from you at home.
- vi. Encourage Debates, Creative Workshops, Writing Clubs and other extracurricular activities would develop students in skills more than just academics. These are projects that promote creativity, critical thinking, and collaboration while inspiring students to take engaging a broader, less traveled paths.

8.2 Conclusion

My 12-week internship at Afajuddin Memorial School & College has been a truly life-changing journey. From the very first day, when I stepped into the classrooms as a wide-eyed and inexperienced teacher, I began to grow both personally and professionally. I learned to interact more effectively with students, manage classes, design inclusive lesson plans, and address diverse learning styles. The most rewarding part was witnessing the transformation of my students, many of whom were initially shy and struggled to speak, read, or write in English, into confident communicators who actively participated in discussions and took pride in their learning. This growth in their academic abilities and self-confidence was deeply fulfilling. I am grateful for the guidance, support, and encouragement from the school leaders, my supervisor, and colleagues, whose teamwork and feedback helped me experiment with and refine my teaching techniques. The caring and dynamic environment at Afajuddin Memorial School & College fostered not only student development but also teacher growth. This experience has solidified my passion for teaching and my commitment to inspiring young minds to love learning, grow personally, and develop a sense of responsibility. As I reflect on the knowledge and skills I have gained, I feel both appreciation for the journey and anticipation for the path ahead, ready to continue making a meaningful difference in education.

CHAPTER 9

REFERENCES

REFERENCES

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CHAPTER 10

APPENDICES

10.1 INTERNSHIP CERTIFICATION



10.2 CLASS OBSERVATION REPORT

❖ Class 4 English 1st Paper (31-05-25)

DAFFODIL INTERNATIONAL UNIVERSITY Department of English		
A Report on 'A Journey of an English Teacher' at Afajuddin Memorial School and College		
School/College: <u>Afajuddin Memorial School and College</u>		
Teacher's Name: <u>Mr Md Imran Ali</u>		
Class: <u>4</u>	Section: <u> </u> No. of Students Present: <u>46</u>	
Course Title: <u>English 1st</u> Room No: <u> </u>		
Date: <u>31-05-25</u> Topic Name: <u>Number, classroom language, punctuation mark</u>		
Objectives of Lesson (as perceived): I. students will be able to identify and use numbers correctly in text II. students will learn common classroom language for effective communication III. students will recognize and apply punctuation mark correctly Were the objectives achieved and to what extent (in your view)? <u>Yes, the objectives were mostly achieved. Students actively participated in the class activities, could answer questions correctly in their understanding of numbers, classroom language and punctuation mark.</u>		
S/N	Review Section	In what ways? (Specific examples/ Clarifications)
1	Subject Matter Content (shows good command and knowledge on subject matter)	The teacher explained numbers, classroom language and punctuation mark with examples and guided student practice.
	Organization (Organizes subject matter, states clear objectives, emphasizes and summarizes main point)	The lesson was taught step by step first number then classroom language and finally punctuation mark, ending with a recap.

3 Rapport (Holds interest of students, is respectful, fair and impartial. Provides feedback)	<u>Maintained student interest, encouraged participation, gave fair feedback, student stay attentive and engaged.</u>
4 Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology, includes variety)	<u>used examples, board work, real life sentence and group practice.</u>
5 Presentation (establishes classroom environment conducive to learning, ensures learners interests)	<u>clear explanation, friendly tone, encouraged question.</u>

Management	
Was the time spent properly?	
<u>Yes, used fully for explanation, practice, & review</u>	
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?	
<u>Introduction - explained topic</u> <u>Practice - student identified and used punctuation mark</u> <u>Application - role play in classroom language</u>	
Any Critical situation/events during class?	
<u>No major issues, class went smoothly</u>	

Strength observed
<u>clear explanation, engaging style, good use of examples, encouraged participation</u>
Suggestion for improvement
<u>include more visual aids and interactive activities for better retention.</u>
Overall impression of teaching effectiveness:
<u>Effective, well-structured and student friendly lesson delivery</u>

❖ Class 5 English 2nd Paper (09-06-25)

DAFFODIL INTERNATIONAL UNIVERSITY
Department of English

**A Report on 'A Journey of an English Teacher'
at Afajuddin Memorial School and College**

School/College: Afajuddin Memorial School and College
Teacher's Name: Mr. Md. Nazim Uddin
Class: 5 Section: _____ No. of Students Present: 44
Course Title: English 2nd Room No: _____
Date: 09-06-25 Topic Name: WH Question

Objectives of Lesson (as perceived):
I. Student understand the meaning and use of WH question.
II. Students will learn to make correct WH question sentence.
III. Students will be able to answer WH question properly.

Were the objectives achieved and to what extent (in your view)?
Yes, the objectives were achieved as most students could form and answer WH question correctly after practice.

S/N	Review Section	In what ways? (Specific examples/ Clarifications)
1	Subject Matter Content (shows good command and knowledge on subject matter)	The Teacher explained each WH question with examples and simple exercises.
2	Organization (Organizes subject matter, states clear objectives, emphasizes and summarizes main point)	The lesson was presented by step by step with examples practice and a short recap.

3	Rapport (Holds interest of students, is respectful, fair and impartial. Provides feedback)	The teacher maintained student interest, encouraged participation giving fair feedback.
4	Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology, includes variety)	The teacher used an interactive method explaining WH questions with examples and asking students to make their own questions.
5	Presentation (establishes classroom environment conducive to learning, ensures learners interests)	The teacher presented the lesson clearly using the whiteboard and oral examples.

Management

Was the time spent properly?
Yes, time was managed well with explanation practice, and review.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?
Introduction: Teacher explained the meaning of WH questions.
Practice: Students made sentence using WH words.
Review: Teacher checked answers and corrected mistakes.

Any Critical situation/events during class?
No, students were attentive & cooperative.

Strength observed

clear explanation
good student engagement.
step by step teaching

Suggestion for Improvements

use more visual aids for better understanding
Give extra practice for weaker students

Overall impression of teaching effectiveness:

The lesson was well organized, clear and effective in helping student understand and use WH questions.

❖ Class 5 English 1st Paper (23-06-25)

DAFFODIL INTERNATIONAL UNIVERSITY
Department of English

**A Report on 'A Journey of an English Teacher'
at Afajuddin Memorial School and College**

School/College: Afajuddin Memorial School & College
Teacher's Name: Mr. Md Nazim Uddin
Class: 5 Section: _____ No. of Students Present: _____
Course Title: English 1st Room No: _____
Date: 23-06-25 Topic Name: Reading Comprehension

Objectives of Lesson (as perceived):
I. To help students read and understand the given passage clearly.
II. To enable them to identify the main idea and important details.
III. To improve their ability to answer comprehension questions in their own words.

Were the objectives achieved and to what extent (in your view)?
Yes, the objectives were mostly achieved. Most student were able to read the passage carefully find the main idea and answer the question correctly.

S/N	Review Section	In what ways? (Specific examples/ Clarifications)
1	Subject Matter Content (shows good command and knowledge on subject matter)	The teacher explained the passage step by step pointed out key ideas and asked a question for better understanding.
	Organization (Organizes subject matter, states clear objectives, emphasizes and summarizes main point)	The class was well-organized: first reading, then explaining, followed by practice questions, and finally short review.

3	Rapport (Holds interest of students, is respectful, fair and impartial. Provides feedback)	teacher-te. I tried to keep my students interested, treated everyone with respect and fairness, and tried to help improve.
4	Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology, includes variety)	The teacher followed a simple reading and discussion method. Student read the passage, listened to the explanation, and then practiced answering question.
5	Presentation (establishes classroom environment conducive to learning, ensures learners interests)	The teacher presented the lesson clearly, reading the text aloud and explaining difficult word and sentences.

Management

Was the time spent properly?
yes, the time was managed properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?
introduction: Teacher gave short idea about topic.
Reading stage: Teacher & student read the passage together.
Practice & Review: Teacher discussed and question individually checking and corrected mistakes.

Any Critical situation/events during class?
There was no major problem.

Strength observed

* clear explanation of the passage
* Active student participation.
* Good classroom management

Suggestion for improvements

use more real life examples during explanation
Provide extra practice for weaker student

Overall impression of teaching effectiveness:

The lesson was clear, well prepared and effective, and student showed their good interest, and improve their reading comprehension skills.

❖ Class 6 English 2nd Paper (05-07-25)

DAFFODIL INTERNATIONAL UNIVERSITY
Department of English

**A Report on 'A Journey of an English Teacher'
at Afajuddin Memorial School and College**

School/College: Afajuddin Memorial School & College
Teacher's Name: Md. Rafiqul Islam
Class: 6 Section: _____ No. of Students Present: _____
Course Title: English 2nd Room No: _____
Date: 5-07-25 Topic Name: tense

Objectives of Lesson (as perceived):
I. To understand the basic idea of tense.
II. To learn the structure and use of tenses.
III. To make correct sentences using tenses.

Were the objectives achieved and to what extent (in your view)?
yes most students achieved the objectives though a few needed more practice.

S/N	Review Section	In what ways? (Specific examples/ Clarifications)
1	Subject Matter Content (shows good command and knowledge on subject matter)	explained tenses with examples and exercises
2	Organization (Organizes subject matter, states clear objectives, emphasizes and summarizes main point)	Lesson had clear steps explanation, practice and correction.

3	Rapport (Holds interest of students, is respectful, fair and impartial. Provides feedback)	The teacher was respectful and fair, kept student engaged, gave useful feedback to improve their learning.
4	Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology, includes variety)	Interactive with example and practice
5	Presentation (establishes classroom environment conducive to learning, ensures learners interests)	Teacher explained on board give examples; time was proper

Management

Was the time spent properly?
Yes, time was properly used.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?
introduction → Explanation → Practice → review

Any Critical situation/events during class?
yes. A few student confused tenses. the teacher corrected them.

Strength observed

clear explanation, student participation, good time use.

Suggestion for improvement

more practice, use of many charts

Overall impression of teaching effectiveness:

The class was effective and students learned tense well.

10.3 PHOTOGRAPHS



Snapshots of Class Taking



Some Snapshot Class Observation Moments