STRUCTURAL REFLECTION

ON PROFESSIONAL DEVELOPMENT

HAFIZAR

Mohammad Hafizar Rahaman
I am Mohammad Hafizar Rahaman.  
My father’s name is Mohammad Korban Ali.  
Village: Pakuria  
District: Joypurhat  
Country: BANGLADESH.  
I am an assistant teacher of Kotowalibag High School.  
Panchbibi, Jopurhat, Bangladesh. I have been teaching in this school for 12 years.
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I am MD. Hafizar Rahaman. I am an assistant teacher of Ktotowalibag High School, Panchbibi, Joypurhat, Bangladesh. When I entered as an English teacher into my school and when I was taking English class, I was feeling that I am not a perfect English teacher. I thought that I am an English teacher and I have so many responsibilities for my students as well as for the nation. Most of the students of our country are from the rural areas. So I took Bachelor in Education degree from the Bangladesh Open University and one month training in English from Bangladesh Institute for Business and management and but I could not make satisfied myself. Then I took training in English from BRAC and I became confident in my subject. But I wanted to be more confident in my subject. I was thirstier to familiar to native English environment.

IREX has made an opportunity to make my dream come true. I am grateful to IREX.

So completing my session, I will go back my country and I will try to implement my gathering knowledge for my students as well as my country.
I am very grateful to George Mason University that I have got an opportunity as a visitor of J.E.B. Stuart high school. When I went to this school in time with my group the mentor and her colleagues received and entertained us warmly and gently. My mentor teacher took me in to her class and introduced me with students. I astonished looking her class. This class is well decorated, well furnished with modern facilities. Such as white board, television, projector and what are not. Every student has a chair and table for themselves. There is a big library. Launch for every student is very enjoyable. Teaching materials are available in every class. They are teaching their by various ways. Their teaching techniques and methods are very useful for the students.

I went to this school every schedule day. I observed my mentor’s classes. Sometimes I conduct the class with the help of her and she could help me how to conduct the class, how use the projector, how to the student. Sometimes I visited several classes. I have visited library, computer class, history class and their debates laboratory.

But in my home country and in my class such types of opportunities are mater imagination. MY assets are small class rooms, a large number of students, chalk, duster text books. Now I am not worry about those. I have gathered various types of techniques and methods and I shall try to apply these Techniques and methods for the betterment for my students and country.
Lesson Plan # 1

Intern: Md. Hafizar Rahama                     Grade Level:  9

Title: Learning styles                          Date:  10/24/2007

I. Objectives

   By the end of the lesson learners will have
   Discussed different types of hand writings
   Filled in a questionnaire
   Calculated scores according to a scheme
   Read out the appropriate learner type
   Ticked the true statements

II. Materials for Learning Activities

   Text book, chalk, duster.

Focus:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Functions</th>
<th>Grammar/Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing</td>
<td>evaluating</td>
<td>Yes / no question</td>
<td>Accurate</td>
</tr>
</tbody>
</table>

III. Procedures for Learning Activities

<table>
<thead>
<tr>
<th>Section</th>
<th>T’s Activities</th>
<th>SS activities</th>
<th>Time</th>
<th>Technique</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>T will ask the SS to see the two different handwritings. Then T will tell them to ask their partner: Are the two handwritings of the same person? T will ask the SS to read two clues given. SS will try to find out the answers.</td>
<td>3m</td>
<td>pair</td>
</tr>
<tr>
<td>B</td>
<td>T will ask to see the questionnaire. Then T will ask the SS to sit in pair and ask one partner to get the information from another partner. SS should tick mark to the appropriate answers. SS will try to make the answers.</td>
<td>12m</td>
<td>pair</td>
</tr>
<tr>
<td>C</td>
<td>T will ask the SS to calculate the score using scheme given. SS will calculate.</td>
<td>5m</td>
<td>Individual</td>
</tr>
</tbody>
</table>
D  T will ask the Ss to read out the text of appropriate learner type. Then see what type of learn SS are.

E  T will ask which statements are true  SS will try to give the answers. 10m Elicitation

IV. Assessment: T will be monitor of SS and he will assess them.
V. Reflection: T will give feedback positively.

Lesson Plan # 2

Intern: Md. Hafizar Rahaman  Grade Level: 9

Title: Lutfur’s day  Date: 10/24/2007

I. Objectives

• By the end of the lesson learners will have
• Answers the questions the with cues from pictures
• Answers the questions about a person
• Read text about the daily life of Lutfur
• Filled in a form for Lutfur
• Write a paragraph comparing Lutfur’s life and their own.
II. Materials for Learning Activities
Text book , chalk , duster

Focus:
<table>
<thead>
<tr>
<th>Skills</th>
<th>Functions</th>
<th>Grammar/Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>describing</td>
<td>Present simple</td>
<td>Creek , afford to</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Procedures for Learning Activities

<table>
<thead>
<tr>
<th>Section</th>
<th>T’s activities</th>
<th>SS activities</th>
<th>Time</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>T will ask the SS to look at the picture and ask to answer the question</td>
<td>SS will try to answer the questions</td>
<td>5m</td>
<td>pair</td>
</tr>
<tr>
<td>B</td>
<td>same</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>T will ask the SS to read the life of Lutfur and then to fill in the form for him. (social survey form)</td>
<td>SS will fill up the form</td>
<td>10m</td>
<td>individual</td>
</tr>
<tr>
<td>D</td>
<td>T will ask the SS to read again about a day in the life of Lutfur. Now he will ask to SS to guess the answers. Let</td>
<td>SS will try to answers the questions</td>
<td>10m</td>
<td>elicitation</td>
</tr>
</tbody>
</table>
SS to think about the life of Lutfur and then ask them to tell the answers.

IV. Assessment
   T will ask the Ss to write a paragraph comparing their daily life with Lutfur’s.

V. Reflection
   T will be monitor and give the Ss feedback positively.

Lesson Plan # 3

Intern:-Md.Hafizar Rahaman                      Grade Level:  9
Title: Lives and jobs                          Date: 10/24/2007

I. Objectives
   • By the end of the lesson learners will have
   • Matched dialogues with the pictures
   • Read an interview and fill in table
   • Answers the questions from the interview
   • Written composition

Focus:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Function</th>
<th>Grammar/Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing, speaking</td>
<td>Describing events sequentially</td>
<td>questions</td>
<td>Downtown inaugurate upcoming</td>
</tr>
</tbody>
</table>

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II. Materials for Learning Activities

Text book, chalk, duster.

III. Procedures for Learning Activities

<table>
<thead>
<tr>
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<th>T’s Activities</th>
<th>SS activities</th>
<th>Time</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>T will ask the SS to look at the picture, what is happening in the picture.</td>
<td>Seeing the pictures SS will try to answers of these questions.</td>
<td>3m</td>
<td>pair</td>
</tr>
<tr>
<td>B</td>
<td>T will ask the Ss to read the interview with David, British businessman in Bangladesh. Then Twill ask the SS to fill in the table for different times</td>
<td>SS will write the answer in their exercise book</td>
<td>15m</td>
<td>Individual</td>
</tr>
<tr>
<td>C</td>
<td>T will ask the Ss about David</td>
<td>SS will try to answer the question</td>
<td>15m</td>
<td>Chain drill</td>
</tr>
<tr>
<td>D</td>
<td>T will ask the SS to write a paragraph about what</td>
<td>SS will write a paragraph on their exercise</td>
<td>12m</td>
<td>group</td>
</tr>
</tbody>
</table>
IV. Assessment
T will monitor and he will assess their writing

V. Reflection
T will give the Ss feedback positively.

Portfolio strategy sheet # 1

Name of method or strategy:

➢ “Pair work”

When is this method or strategy useful?

➢ To see the picture and to discuss between them.

Why or how is this method or strategy useful?

➢ Because they will be active and discuss between themselves
What are the steps involved in using this strategy or method?

- Speaking and listening

When would this method or strategy be useful in your setting?

- In big class and a large number of students in class.

What would you like other teachers in your school to know about this method or strategy?

- As our class is big and a large number of students in every class so this method is very useful for the students and this is why I will suggest another teacher to apply this method for benefit of our students.

Portfolio strategy sheet # 2

Name of method or strategy:

- “Individual work”

When is this method or strategy useful?

- Understanding and writing skills

Why or how is this method or strategy useful?

- To make sure myself to understand about my students’ writing skill.

What are the steps involved in using this strategy or method?
Time maintaining and understanding the topic.

When would this method or strategy be useful in your setting?
- For developing writing skill.

What would you like other teachers in your school to know about this method or strategy?
- To increase writing skill I will suggest another to do it so that the students write some easily.

Portfolio strategy sheet # 3

Name of method or strategy:
- Choral drill

When is this method or strategy useful?
- To present vocabulary and to know the proper pronunciation for the students.

Why or how is this method or strategy useful?
- Because to make understand others words and to understand others words it is very important for the students.

What are the steps involved in using this strategy or method?
- Teacher will write down the words on the board and he will be spelling one word it will be pronunciation and students will pronounce chorally.
When would this method or strategy be useful in your setting?

➢ In a big class and a large number of students.

What would you like other teachers in your school to know about this method or strategy?

➢ It is useful for those students, who are of the auditory Multiple Intelligences.

The students of grade 8 of my Kotowalibag High School among 40 students only 4 students are fit for this class. So, how shall I teach all the students equally so that they can speak English fluently?

Sub-Questions

1. How will they be attentive to their teacher?

2. How will they be more confident?
My action: At first I want make a plan for question. I will make a 6 months plan for my class with consulting of my colleagues. Then I try to implement in my class properly so that I can make an applicable environment for the students. I hope that most of all them will be positive. Since some students are week, I shall have to more work for them. Gradually I hope, they will be confident. Then I shall make another for them for three months and I shall observe them with the help of my colleagues. If it is fruitful, I shall make a plan for next 2 months for them and I am hopeful that they will try to speak English finally.
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