I. Introduction/Personal Reflections

WHO I AM AS A TEACHER

There goes a saying that “Education is the backbone of a nation”. I am one who deal with education of young children. My identity is that I am a teacher. As a teacher my first and foremost duty is to educate the children who read in my school. Besides, my duty is to teach them manner, sincerity, honesty, punctuality, accountability, dutifulness etc. In a word, my duty as a teacher, is to provide my children with such lessons by which they may become confident enough to face reality and able enough to overcome any struggle of life. Keeping all these in my mind I have been working as a teacher. I believe that no sooner had I chosen this profession than I soldered the noble responsibility of giving the light of education very sincerely to those who can never be cheated.

I am a member of my School Managing Committee. In the committee, there are two teacher representatives and I am one of the two. So, alongside my teaching I work as a school administrator also. As a matter of fact I manage to avail myself the opportunity to implement my planning that relate to the development of students as well as school. For being honest and sincere it is not different for me to gain favor of the Principal and cooperation of the colleagues in any matter. I love my students and in return, they also love and respect me. As a teacher, I lead a very balanced life. But it does not mean that I do not make fun or enjoy life. Of course I do. But I do considering place, time and person. I never forget about do’s and don’ts of a teacher of my country. Thus I enjoy my teaching life. I must say that I am really proud of being a teacher.
FIELDWORK REFLECTIONS

My First Fieldwork Observation

I went on my first fieldwork observation on Sept. 25, 2007. The name of the school where I went is Poe Middle School and my mentor teacher is Ms. Beley who at her first sight received me so cordially. This day I observed 2 of her classes, one was science and the other was grammar. She teaches only the students of Grade 6. While observing her classes, I did not find any remarkable similarity between Poe Middle School and my school or her teaching and my teaching. But the only similarity that I can mention is that she teaches English as a Second Language (ESL) and so do I, nothing else. On the other hand, I found a lot of differences among which class-size and freedom of students were the greatest I think. Firstly, in Poe Middle School each class is very small with 8 to 13 students. But in my school, all the classes are too large taking at least 60 to 80 students in each. Secondly, the students in the classes which I observed are totally free. They enjoy complete freedom. They are not supposed to be controlled. For this reason, they can talk, make fun, move around the classroom even during their work. But in our school as well as in our country, students are completely controlled. In the classroom, they are not allowed to talk to each other or move around without the prior permission of the teacher. I think some differences that I observed here are potentially useful for my school. They are mentioned below:

1) Small size class
2) Giving the students freedom
3) Teaching the students with hand notes or papers
4) To be more friendly with the students.
LESSON PLANS

I am going to describe a typical lesson plan that I usually conduct in my school. It belongs to Grade/Class 8 and the topic is “Looking and Learning”.

a) How I planned the lesson

I firmly believe that the success of the lesson depends largely on how effectively the lesson is planned. The teacher through using the SMART abbreviation given below can plan and write lesson plans that are effective. And I did follow it in preparing my lesson plan.

S=Specific
The aims and procedures in the lesson plan should be specific and to the point using action verbs.

M=Measurable
It should be possible to easily evaluate the student activity during or after the lesson. If this is difficult or impossible, lesson plan is not measurable.

A=Achievable
The aims of the lesson should be fulfilled within the time given for the lesson.
For example, an aim that requires students to answer 10 broad questions in 45 minutes can not be completed or achieved.

R=Realistic
The topic of the lesson should be within the learning ability of the students.

T=Time bound
The lesson plan should be completed with the time limit and include specific times given in the margins for each teacher and student activity.

b) Class activities that I conduct

To achieve lesson goals, the teacher has to conduct some particular activities with the students. I also do

So, I do the following to achieve my lesson goals:

i) I exchange greetings with the students.
ii) I get the students warmed up.
iii) I elicit topic-related questions.
iv) I give them work and walk around the class.
v) I ensure everybody's participation.
vi) I help them if necessary.
vii) I check their answers and test them randomly.
viii) I give them feedback.

c) The techniques that I use

While conducting the class, I use the following techniques:

i) Pair Work and ii) Individual Work

**Lesson Plan No. 1**

Lesson Information:
Class/Grade: 8
Subject: Eng. 1st Paper, Unit One, Lesson 8
Title/Topic: Looking and Learning
Duration: 45 minutes
Number of students: 65
Date:

Lesson Aims:

By the end of the lesson, the students will be able to:

- read and act out the given dialogue
-complete the multiple choice by choosing the correct statement

Academic Skills:
-Reading
-Oral Presentation

Social Skills:
-Raising Hands

Procedures:

Introduction : ( Ice breaker 5 minutes )
I will ask one of the bright students in the class to help me demonstrate acting out the dialogue with the help of the textbook and ask the students to observe.

Development : ( 20 minutes )
All the students will be asked to work in pairs and read the dialogue for presentation in front of the class. To ensure the focus of the students I will inform them that I would pick pairs randomly for presentation.
I will pick several student pairs preferably as volunteers to act out the dialogue. After each presentation I will ask the opinion of other students who were observing about the presentation and provide encouragement and feedback to the respective pairs. At this stage I will remind the students to raise hands before offering their opinions.

Closing : ( 20 minutes )
I will then ask the students to individually complete the multiple choice exercise after reading the text a second time and their observation of the presentations. During this activity I will walk around assisting the students who face difficulty completing the exercise. At last I will conclude my class and leave the class saying “Good-bye”.

Materials:
English For Today Textbooks

Evaluation:
-Pair Presentations
-Written work by students.
LESSON PLAN # 2
Grade Level: 6
Number of students: 11
Title: About Bangladesh
Name of Teacher: Pulak Roy
Date: 10-11-2007

Objectives:
By the end of the lesson students will be able to:
- get a lot of information about Bangladesh
- fill up the blanks with necessary information
- choose the correct statement
- Write a paragraph about Bangladesh

Materials:
-A world map
- A map and a flag of Bangladesh (to be shown by projector)
- Sheets of paper for noting by listening
- Answer sheet (to be shown by projector)

Procedures:
Ice breaker 5 minutes
- Introduction
I will show the students a flag and a map by projector (with the help of mentor teacher) and ask them to try to identify which country they belong to. To bring out the right answer I will tell them the names of some neighboring countries. I will be asking them some MI (Multiple Intelligence) questions until they give the right answer. Then I will show Bangladesh in the world map and give each student a sheet of paper for noting by listening.
- Instruction: (10 minutes)
I will tell the students about Bangladesh so that they may take notes on History, People and culture, Education, Government, Climate etc. After speaking on point I will let them ask questions and talk if they want. The students will listen and take
some notes. I will give each student a questions-answers paper after I have finished speaking on the points as I mentioned earlier.

- Summary: (20 minutes)
After listening and taking notes the students will be working individually and they will answer all the questions taking help from the notes they have taken.

Assessment: (10 minutes)
I will collect all the answer scripts and show the answer sheet by projector (with the help of mentor teacher). I will check them one by one and give feedback to respective student as soon as I have finished checking one. At the same time I will ask each student to correct the wrong ones by seeing the answer sheet.

Differentiation:
The students will be able to differentiate a developing country from a rich country like America.

Reflection:
The students will have an idea about Bangladeshi people, their culture, education, language etc. so that they will be able to write some sentences about Bangladesh.

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LESSON PLAN 3

Numbers of students: 70, Class/Grade: 6

Title: Capitalization and Punctuation

Name of the teacher: Pulak Roy, Date:

Objectives:

By the end of the lesson students will be able to:

- know how to use correct Capitalization and Punctuation
- rewrite sentences using correct Capitalization and Punctuation

Materials:

Two or three colorful posters (containing some sentences using correct Capitalization and punctuation particularly Comma, Fullstop, Question Mark and Exclamation Point).
Procedures:

- **Introduction:** (Ice breaker 5 minutes)
  
  I will hang the posters on the wall and show students the correct use of Capitalization and Punctuation.
  
  Students will go through the posters.

- **Instruction:** (15 minutes)
  
  I will tell students about writing on different topics and tell them that we need to know the correct use of Capitalization and Punctuation while writing. I will tell them to listen to me carefully and go through the writings on the posters attentively. They will go through the writings, ask questions and make notes if necessary/possible.

- **Summary:** (15 minutes)
  
  I will get my students into 10 groups and give a sheet of worksheet to each student. They will be working in groups. They will rewrite some sentences using the correct Capitalization and Punctuation like Comma, Question Mark and Exclamation Point.

- **Assessment:** (10 minutes)
  
  I will ask one from each group to collect answer-scripts of respective groups. Then I will collect the answer-scripts from the representative of each group. Then I will check one script from each group.
  
  As all the answers of the same group are supposed to be the same and then I will let them know what is Wrong and what is right.

- **Reflection:**
  
  The students will have a good knowledge about using Capital letters, Comma, Question Mark and Exclamation Point. At last I will thank them to be patient in learning and leave the class.
STRATEGY SHEETS

PORTFOLIO STRATEGY # 1

A method or strategy that I learned or observed during field experience

1. Name of method or strategy:
   Thinking sharing in pairs.

2. When is the method or strategy useful?
   It belongs to pre-evaluation. For the introduction of the topic or activating the prior knowledge of the students this is useful.
3. Why or how is this method or strategy useful?
   Encouraging everyone in topic related conversation and to find out students’ knowledge.

4. What are the steps involved in using this strategy or method?
   i) Asking students to think and share in pairs.
   ii) Students think and make necessary notes.
   iii) After discussing in pairs, students’ responses are sought.

5. When would this method or strategy be useful in your setting?
   In my setting, this strategy would be useful in the same case. But it might be useful in group sharing also.

6. What would you like other teachers in your school to know about this method or strategy?
   I would like my colleagues or other teachers to know that this strategy helps students thinking on a certain topic with the help of the partner particularly regarding some areas which he/she does not have any idea about.
Before students start reading a text.

3. Why or how is this method or strategy useful?

To help students understanding a certain text with new important words.

4. What are the steps involved in using this strategy or method?

After previewing reading text some new important words are --------------

i) identified   
ii) read by students and  
iii) retaught

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

This method or strategy would be useful for teaching students English as a Foreign Language (EFL)

Particularly for teaching reading skill.

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

In my school almost all the teachers of EFL have more or less idea about this skill. Yet, I will tell them

...to know more about this through open discussion with each other including myself and I will tell

...them that this strategy is very effective for teaching reading skill.

PORTFOLIO STRATEGY # 3

A method or strategy that I have learned about or observed during field experience
1. Name of method or strategy:
   Starting with vocabulary presentation

2. When is this method or strategy useful?
   Before students start reading a text.

3. Why or how is this method or strategy useful?
   To help students understand a certain text with new important words.

4. What are the steps involved in using this strategy or method?
   After previewing reading text some new important words are
   i) identified  ii) read by students and iii) retaught

5. When would this method or strategy be useful in your setting?
   This method or strategy would be useful for teaching students English as a Foreign
   Language (EFL)
   Particularly for teaching reading skill.

6. What would you like other teachers in your school to know about this method or strategy?
   In my school almost all the teachers of EFL have more or less idea about this skill. Yet, I will
tell them
   to know more about this through open discussion with each other including myself and I will tell
   them that this strategy is very effective for teaching reading skill.

PORTFOLIO STRATEGY # 4

A method or strategy that I have learned about or observed during field experience
1. Name of method or strategy:
    Group Work

2. When is this method or strategy useful?
   This is useful when many information are necessary for performing a task. For example, the topic is “The Scientist” and students are asked to write as many names as they know about what a scientist uses, observes and measures.

3. Why or how is this method or strategy useful?
   This is useful because students get opportunities to apply shared effort which develops their thinking and enriches their knowledge.

4. What are the steps involved in using this strategy or method?
   i) Teacher tells about the topic elaborately.
   ii) Students ask questions and take necessary notes.
   iii) Students work in groups.
   iv) Teacher evaluates students’ work and gives feedback.

5. When would this method or strategy be useful in your setting?
   In the same way this method or strategy would be useful in my setting I think.

6. What would you like other teachers in your school to know about this method or strategy?
   I would like my colleagues or other teachers to know that this strategy is used mostly in the school which I visited in the USA. Not only in my visiting school, I came to know that it is used mostly almost in all the schools which we, all the participants visited.
Materials from mentor teachers