MY PORTFOLIO

MD BADRUL ALAM

BANGLADESH
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INTRODUCTION</td>
<td>03</td>
</tr>
<tr>
<td>2. My Goal</td>
<td>04</td>
</tr>
<tr>
<td>3. Reaching My Goal</td>
<td>05</td>
</tr>
<tr>
<td>4. Reflection on Field and Course Work</td>
<td>6-7</td>
</tr>
<tr>
<td>5. Similarities and Differences Between USA And Bangladesh Schools</td>
<td>08</td>
</tr>
<tr>
<td>6. Reflection on Computer Learning</td>
<td>09</td>
</tr>
<tr>
<td>7. Multiple Intelligence</td>
<td>10</td>
</tr>
<tr>
<td>8. Life Styles Inventory</td>
<td>11-12</td>
</tr>
<tr>
<td>9. Teacher Leadership Self Assessment</td>
<td>13-14</td>
</tr>
<tr>
<td>10. Vision/Mission as a Teacher Leader</td>
<td>15</td>
</tr>
<tr>
<td>11. Reflection on Field Trips</td>
<td>16</td>
</tr>
<tr>
<td>12. Materials from Mentor</td>
<td>17</td>
</tr>
<tr>
<td>13. Lesson Plan on M.I.</td>
<td>18-20</td>
</tr>
<tr>
<td>14. Five Lesson Plan</td>
<td>21-30</td>
</tr>
<tr>
<td>15. Five Strategy Sheets</td>
<td>31-35</td>
</tr>
<tr>
<td>16. An Assessment Practice or Tool</td>
<td>36-37</td>
</tr>
<tr>
<td>17. Lesson Plan from Eric(GHANA)</td>
<td>38-44</td>
</tr>
<tr>
<td>18. Learning Strategy from Eric(GHANA)</td>
<td>45-48</td>
</tr>
<tr>
<td>19. US Culture Lesson</td>
<td>49</td>
</tr>
<tr>
<td>20. More lesson plan</td>
<td>50-52</td>
</tr>
<tr>
<td>21. Conclusion</td>
<td>53</td>
</tr>
</tbody>
</table>
INTRODUCTION

I am Md Badrul Alam, TEA Fellow 2009. I am from Dhaka city of Bangladesh. I am an English teacher of a High School of Dhaka and I am also a Master Trainer of BRAC. As a teacher I have to teach the students of Grade level 6 to 10. And as a trainer I train up the English teachers of High School. Moreover I work with BRAC to develop materials of English for Secondary level.

I have been teaching in secondary level from 2002 and I have been working as a trainer from 2005. Now I am in USA in George Mason University to participate in a professional development program as a TEA Fellow.

I have Graduated in Bachelor of Social Science having special English & Economics and in Bachelor of Education with English. From my childhood I dreamt to be a teacher and thanks to Allah that now I am a teacher. As a teacher I am conscious of my duties and responsibilities.
MY GOAL

My goal is to be a good teacher and good administrator. A civil engineer builds roads, houses and buildings. And I believe that like an engineer a teacher builds real human being. Teachers are always model to the students. Students follow the life style, way of speaking, dressing of their favorite teacher. I would like to be a model to my students. I want my students to have supremacy over English and Technology. So I must have to have good command over English and Technology. And this exclusive program is helping me a lot to achieve both.
REACHING MY GOAL

To reach my goal I am here in USA in George Mason University. I must be innovative and hard working. To be a good teacher one should always do research and study and I am doing so. I take part in different workshops and training session to develop my professional skill after a regular interval. My vision is to make my students competent for the real life situation so that they can face the global challenge. So I am very much friendly with my students and I always make my classroom interesting. My students learn in a happy environment so they learn very fast. In my class I use various strategies to make my lesson effective and fruitful. And all these things are helping me to reach my goal.
REFLECTION ON FIELD AND COURSE WORKS

For spreading the light of education classroom and classroom teacher play a very important role. Before coming to USA it was my dream to observe US class. I am very lucky that I could fulfill my dream. As a TEA fellow, internship in a US school is also part of our course. I am doing my internship in POE MIDDLE SCHOOL, 7000 CINDY LANE, ANNANDALE, VIRGINIA. It is a FAIRFAX COUNTY PUBLIC SCHOOL (FCPS). FCPS maintain a high standard of teaching in the USA. So I am very lucky having my internship in POE MIDDLE SCHOOL. I go to the school every Wednesday and Friday. The first day Principal and the Teachers received us cordially and showed us the different department of the school. Then my mentor took me to her class. My mentor’s name is Emily Maksymonko. She is a very nice woman and excellent teacher. In USA classrooms are well-equipped with modern facilities like laptop, multimedia projector, overhead projector etc. Text books and reference books are available in each and every class. Classrooms are colorful and well decorated.

Here number of students in a class are very small. But in my country the situation is quite different. I saw 10 to 15 students in a class in POE. But in Bangladesh in my school we have 50 to 80 students in a class. We don’t have modern facilities like USA.

USA teachers are very much friendly and caring with their students. If the students make mistakes or fail to understand any simple matter teacher never get angry with the students. I like it very much. Students here learn in a happy and fearless environment.
We have been learning here various teaching related methodologies under the guidance of Dr. Steeley, Dr. Shahrokhi, Dr. Woody, Nora elbilawi and learning about US culture from Cara Bremer. I owe to them for their great contribution. Their way of teaching and speaking charmed me very much. They are such a great people I have ever seen. I will never forget them and their valuable suggestions.
SIMILARITIES AND DIFFERENCES THAT I NOTICED IN THE SCHOOLS OF USA AND IN THE SCHOOLS OF BANGLADESH

Similarities :

# Some subject matter of English is same.
# Grammar is taught in context.
# Classroom size.
# Set timetable.
# Students have similar difficulties.

Differences :

# Number of students.
# No corporal punishment.
# Using modern technology.
# Lots of Extra-curricular activities.
# Students call their teacher by name.
# Colorful classroom.
# Lunch in school.
# Teachers classes are fixed.
REFLECTION ON COMPUTER LEARNING

Before coming to USA I hardly knew how to operate computer. Now I am very happy to say that I have started my journey in the highway of technology. And for this I owe to my computer teachers. They are very much friendly and helpful. If I don’t understand anything they try again and again to make me understand. Now I have literacy of MS Word, MS Excel, making Power point presentation by putting color, animation and sound, opening E-mail address, sending E-mail with attachment, and much more. And all these things are very much essential for a teacher.

I have also learnt how to do research by taking help of Internet. And by doing lots of homework and assignment through computer now I feel happy to use computer.
MULTIPLE INTELLIGENCE

Some students have great attraction to music some students to reading books some students to playing some students to mathematics some students to drawing some students to nature and some students to pass time with their friends and some wants to stay alone. This is people’s universal character. Every person has his/her own personality and individuality. At the time of making lesson plan teacher should be aware of this. If teacher makes lesson plan being aware of the individuality and the different intelligences of the students, obviously his/her lesson will be interesting and effective.

Preparing such type of lesson plan is called Multiple Intelligence lesson plan. There are different types of Multiple Intelligence. At the time of designing lesson plan teacher should try to include almost all the types of Multiple Intelligences. If s/he do so then it will be a fruitful lesson plan. There are 8 kinds of Multiple Intelligences. They are as follows.

1. Linguistic Intelligence.
2. Logical-Mathematical Intelligence.
3. Spatial Intelligence.
4. Bodily-Kinesthetic Intelligence.
5. Musical Intelligence.
6. Interpersonal Intelligence.
7. Intrapersonal Intelligence.
8. Naturalist Intelligence.
LIFE STYLES INVENTORY

My life style is in 2 o’clock position. So I am AFFILIATIVE. This style represents a need for social interaction and interpersonal contact. Affiliative people seek out, establish, value and maintain close associations with others. In fact, I tend to be most comfortable when among those with whom I have established strong emotional and social ties.

Family, personal and business relationships are all equally important to me. I share my thoughts and feelings easily, and help others to feel important and worthwhile.

In general, this style is characterized by:

# A tendency to value relationships above all else.

# A need to build relationships that are meaningful and reciprocal.

# Strong, well-developed interpersonal skills.

# A tendency to motivate others using genuine praise and friendliness.

I typically well-liked by both subordinates and co-workers. I emphasize teamwork and value subordinates. I tend to be most effective and comfortable in the company of others.

I value teamwork, cooperation and mutually rewarding relationships. I express my liking for people and as I am tactful and considerate of others’ feelings, they tend to like me in return.
My lifestyle is also in 3 o’clock position. So I am APPROVAL. Approval-seekers base their level of self-worth on how consistently they feel accepted. Approval seekers typically concentrate more intently on the impression they are making than on forming healthy relationships.

In general, this style is characterized by:

- Low self-esteem.
- Preoccupation with the opinions of others.
- An over-concern with being popular and well-liked.
- A tendency to be too agreeable.
- Difficulties with conflict, negotiation and confrontation.

In a leadership position, the need for approval can cause indecisiveness, procrastination and failure to take action. I typically work too hard to gain the approval of others. If I do not get people’s full acceptance, I tend to feel anxious.
TEACHER LEADERSHIP SELF ASSESSMENT

Every teacher should be a leader in his or her context. But to be a leader teacher should have leadership quality. To cope with the changing situation of the world, everywhere there should be a change specially in the educational institution. And to bring about this change teacher must be the leader. And the teacher has to develop leadership quality in him to lead the changes. A teacher leader will always assess himself in various ways about his leadership. Some important points are given here for teacher leadership self assessment. Here I am expressing my working style which are helping me to be a leader.

1. I am clear about what I believe about teaching and learning.
2. I act in ways that are congruent with my values and philosophy when dealing with students and colleagues.
3. I seek feedback on how I might improve in my work setting.
4. I involve colleagues when planning for change.
5. I work toward improving the culture of the school.
6. I am willing to spend time and effort building a team to improve my school.
7. I listen carefully to others.
8. I adjust my presentations to my audience.
9. When facilitating small groups I keep the group members on-task and on-time.
10. When leading meetings I am able to get almost everyone to participate.
11. I use electronic technology effectively to communicate with individuals and groups.
12. I respect values and beliefs that may be different from mine.
13. I persist to assure the success of all students.
14. I have a reputation for being competent in the classroom.
15. I am approachable and open to sharing with colleagues.
16. I act with Integrity and fairness when working with students or adults.
17. I analyze and use assessment information when planning.
18. I participate in professional development and learning.
19. I am proactive in identifying problems and working to solve them.
20. I work side-by-side with colleagues, parents and/or others to make improvements in the school.
21. I exhibit self-confidence when under stress or in difficult situations.
22. I work effectively as a team member.
23. I create a satisfactory balance between professional and personal aspects of my life.

Scales of the Teacher Leadership Self-Assessment/ Some key words.

# Self-Awareness.

# Leading change.

# Communication.

# Diversity.

# Instructional Proficiency and Leadership.

# Continuous Improvement.
# Self-Organization.

**VISION/MISSION AS A TEACHER LEADER**

My vision is to prepare my students in such a way so that they can face the challenges of real life. And I believe that if they become expert in using English and Computer automatically they will be able to keep pace with the modern world. So my vision is to make them expert in English and Computer.

To materialize my vision I have many mission. I would like to mention here the special one. I will set up an English language and Computer club in my school. By taking part in the activities of club students will be able to use English and Computer in their real life situation. And they will be confident about their own ability. And obviously they will be able to get suitable job and do business with the whole world.
REFLECTION ON FIELD TRIPS

During the program I got ample opportunities to visit different places. On September 23 we visited different important places of Washington. The places were Library of Congress, Shakespear Library, Supreme court, Vietnam Square, Union Railway Station Washington monument, White house etc. On September 24 we arrived in Fairfax city, Virginia. Here every Wednesday and Friday we went to school for our internship. On September 26 we joined at a Brunch at Dr. Steeley,s house and then we went for a cultural visit to Old Town Fairfax. On October 3 we went to Dr. Shahrokhi’s house for lunch and then to Tyson’s Corner Center a great shopping mall in USA. On October 10 we went to Baltimore Inner Harbor in Maryland. In Baltimore we visited National Aquarium and watched a wonderful dolphin show. We also went to Anapolis. On October 17 we went to Maryland to take part in WATESOL Convention. On October 21 we went to philadelphia with the teachers and students of Robinson Secondary School.

On October 24 we went to Mount Vernon the house of George Washington.

On October 30 we went to visit Sherando High School.

I have learnt a lot from these visits.
MATERIALS FROM MENTOR

First of all I would like to say about my mentor that she is not only a good teacher but also a kind hearted woman. She is an experienced teacher and the head of her department. I have learnt a lot from her.

I have got a lot of materials from my mentor, such as:

# Science sample material.
# Science assessment tool.
# English lesson plan.
# Assessment sample.
# Books.
# A pen-drive full of different types of assessment.
# And a bag to carry Laptop.
LESSON PLAN ON MULTIPLE INTELLIGENCE

Teacher: Md Badrul Alam  School: Satarkul High School
Grade: Seven  Proficiency Level: Beginner
Program Model:  Content: English

PLANNING PHASE

VIRGINIA STANDARD OF LEARNING 7.1

Content and/or language objectives:

As a result of this lesson students will be able to,

1. Use oral vocabulary and style appropriate for listeners.
2. Communicate ideas and information orally in an organized and succinct manner.

Vocabulary: Look at, raise, put etc.

Materials: Book, white board, marker, visual aids etc.

Lesson Outline: The outline of this lesson is to develop speaking, reading and listening skill.

Content: Developing students speaking, reading and listening skill.

Teaching Phase Sequence

Warm-up Activity: Teacher will play a game with the students to develop their listening and understanding. If teacher says "Teacher says" before giving any instruction students will follow teacher’s instruction. If teacher doesn’t say teacher say before giving any instruction students will not follow teacher’s instruction. As for example teacher may say,

1. Teacher say stand up.
2. Teacher say sing your national song, first two lines
3. Sit down.
   M.I.—Kinesthetic.

Transition: Teacher will make pair among the students. In a pair one student may tell another student “please, draw a glass”. The student will draw the picture of a glass.

M.I.—Interpersonal and Spatial.

Activities:

Activity 1: Teacher will show a picture of natural scenery to the students and will allow them to talk about the picture for five minutes in pairs. At the time of this activity teacher will monitor and help them.

   M.I.— Interpersonal and Naturalist.

Activity 2: Teacher will check their understanding by asking several questions in plenary.

   M.I.—Linguistic.

Activity 3: Teacher will make some groups. Within their group they will read a story and find out the conflict between the characters.

   M.I.—Logical-Mathematical.

Differentiated Instruction:

Starting Up: Warm-up.

Beginning: Transitional activities.

Developing: Activity 1 & 2.

Expanding: Activity 3.

Bridging: Mixing up different level of students.
Assessment: Students will ask other students different questions set by the teacher to develop their speaking and listening skills.

Closure: Feedback.

Homework: Teacher will tell the students to watch TV news because he will ask some questions on TV news the next day.
LESSON PLAN

Teacher : Md Badrul Alam
School : Satarkul High School

Grade : Nine
Proficiency Level : Beginner

Program Model : Pull Out
Content : English

Unit : 11(Day In Day Out) Lesson:-1,2,3,4,5
5 days, each class 45 minutes

PLANNING PHASE

NATIONAL STANDARD OF LEARNING (BANGLADESH)

Lesson 1  LUTFUR’S DAY

Content and/or language objectives :

As a result of this lesson students (ss) will be able to,

1. Talk about the pictures.
2. Read a text about the daily life of Lutfur.
3. Fill in a social survey form.
4. Write a paragraph comparing Lutfur’s life and their own.

Vocabulary : Tempo, In search of, Scrap, Creek, Dirt etc.

Materials : Text book, Board, Marker, Visual aids etc.

Lesson Outline : This lesson is all about a street boy. The outline of the lesson is to introduce the ss with the reality of life in the guise of teaching English.

Content : Developing ss four skills.

TEACHING PHASE SEQUENCE

Warm-up Activity : Teacher will play a game with the ss to develop their language skill.
Introduction to the topic: Teacher will utter a few words to raise the inquisitiveness of the ss on the topic.

Transition: Teacher will take the initiative to start the lesson.

Activities:

Activity 1 (part A): Teacher will make pairs among the ss to talk about the pictures.

Time and technique: 5 mins and pair work.

Activity 2 (part B): Teacher will ask the ss some questions to check whether they know any boy like Lutfur.

Time and technique: 5 mins and whole class.

Activity 3 (part C): Teacher will tell the ss to read the passage silently. Then they will fill in a Social Survey Form based on their reading.

Time and technique: 20 mins, Individual and Group work.

Activity 4 (part D): Students will answer some questions given in the text book.

Differentiated Instruction:

Starting up: Warm up.

Beginning: Transitional activities.

Developing: Activity 1&2.

Expanding: Activity 3&4.

Bridging: Mixing up different level of ss.

Assessment: Teacher will ask ss different questions to check their understanding.

Closure: Feedback.

Homework: Students will write a paragraph comparing their daily life with Lutfur.
LESSON 2 WOMEN POWER

As a result of this lesson ss will be able to,

1. Talk about the pictures.

2. Read and interview.

3. Fill in gaps.

4. Read a text and discuss about given points.

Vocabulary: Look at, million, roughly, hardship etc.

Materials: Same as lesson 1.

Lesson outline: This lesson is all about empowerment of women. The outline of the lesson is to introduce the ss with the struggle of women.

Content: Same as lesson 1.

TEACHING PHASE SEQUENCE

Warm-up activity: Teacher will tell the best singer of the class to sing a song about garments workers.

Setting the scene: Teacher will tell a short story about garments workers.

Transition: Teacher will move to lesson by making pairs.

Activities:

Activity 1(part A): In pairs ss will discuss about the pictures.

Time and technique: 7 mins, pair work.

Activity 2(part B): Students will read an excerpt of an interview individually then they will check their understanding in pairs.

Time and technique: 15 mins, individual and pair work.
Activity 3(part C) : Ss will fill in the gaps of the text based on their reading of the interview.

Time and technique : 10 mins, individual work.

Activity 4(part D) : Ss will read the text silently and then they will discuss the questions with their partner.

Time and technique : 5 mins, individual and pair work.

Differentiated Instruction:

Starting up : Warm-up.

Beginning : Transitional activities.

Developing : Activity 1&2.

Expanding : Activity 3&4.

Bridging : Making pairs.

Assessment : Teacher will check their gap filling by chain drill.

Closure : Feedback.

Homework : Ss will write down at least 10 sentences about the women’s contribution to the development of our country.
LESSON 3 MEENA

As a result of this lesson ss will be able to,

1. Ask and answer questions.
2. Read a story and fill in blanks.
3. Read a story and arrange pictures in right order.

Vocabulary: Parrot, pick, disappointed, upset etc.

Materials: Same as lesson 1.

Lesson Outline: This lesson is all about a girl child Meena. The outline of this lesson is to give the ss message that a girl child should not be neglected in the family and in the society.

Content: Same as lesson 1.

TEACHING PHASE SEQUENCE

Warm-up activity: Teacher will play a game with the ss to develop their language skill and to remove their monotony.

Transition: Teacher will tell few sentences interesting to introduce the topic to the ss.

Activities:

Activity 1(part A): Teacher will make pairs among the ss and the ss will talk about the pictures.

Time and technique: 5 mins, pair work.

Activity 2(part B): Ss will read the text silently and will fill in the blanks in the speech bubbles.

Time and technique: 10 mins, individual work.

Activity 3(part C): Ss will read the story silently and arrange the pictures in right order.
Time and technique: 15 mins, individual and group work.

Activity 4(part D): Ss will make a list of what Raju and Meena did on that day.

Time and technique: 5 mins, pair work.

Differentiated Instruction:

Starting up: Warm-up.

Beginning: Transitional activities.

Developing: Activity 1&2.

Expanding: Activity 3&4.

Bridging: Making pairs and groups.

Assessment: Teacher will assess the ss by seeing their arranging pictures.

Closure: Feedback.

Homework: Ss will write a few sentences describing how they would feel if they have to do a boy’s work (if she is a girl) or a girl’s work (if he is a boy).
LESSON 4 THREE WISHES

As a result of this lesson ss will be able to,

1. Match captions with the appropriate pictures.
2. Read a text and write down Meena’s wishes.
3. Write a paragraph on Meena’s wishes.

Vocabulary: Rub, appear, wonderful, access, amazement etc.

Materials: Same as lesson 1.

Lesson outline: The outline of this lesson is to make the ss familiar with the three great wishes of Meena.

Content: Same as lesson 1.

TEACHING PHASE SEQUENCE

Warm-up Activity: Teacher will set the scene by telling a nice story.

Transition: Teacher will make pair among the ss.

Activities:

Activity 1(part A): In pairs ss will match the captions with the appropriate pictures.

Time and technique: 5 mins, pair work.

Activity 2(part B): Ss will read the passage silently and then they will write down Meena’s wishes.

Time and technique: 15 mins, individual work.

Activity 3(part C): Ss will guess about Meena’s third wish in group because it is not mentioned in the text.

Time and technique: 5 mins, group work.

Activity 4(part E): Ss will talk about some pictures.
Time and technique: 5 mins, group work.

Differentiated Instruction:

Starting up: Warm up.

Beginning: Transitional activities.

Developing: Activity 1&2.

Expanding: Activity 3&4.

Bridging: Pair and group work.

Assessment: Teacher will assess ss picture understanding in part A & E.

Closure: Feedback.

Homework: Ss will write a paragraph following the instruction of part D.
LESSON 5  CAREER WINDOWS

As a result of this lesson ss will be able to,

1. Match pictures with captions .
2. Read a text and note down difference .
3. Tell partner about the text .

Vocabulary : Discrimination, participation, assertive, remarkable etc.

Materials : Same as lesson 1 .

Lesson outline : The outline of this lesson is to give the ss idea about the career of the women .

Content : Same as lesson 1 .

TEACHING PHASE SEQUENCE

Warm-up Activity : Teacher will divide the ss in two groups . One student from one group will come in front and will stand keeping the board behind him . Another st from other group will draw a picture in the board . The st who is standing in front his group will try to make him understand by uttering five sentences what the picture is without mentioning directly .

Transition : Giving thanks to everyone teacher will make pair for next activities .

Activities :

Activity 1(part A) : In pairs ss will look at some pictures and they will match the names of the professions with the work places .

Time and technique : 5 mins, pair work .

Activity 2(part B) : Ss will read the passage silently and will jot down the differences in the profession between her time and the present time .

Time and technique : 10 mins, individual work .
Activity 3(part C) : In pairs ss will discuss about some specific matters related to the passage.

Time and technique : 5 mins, pair work.

Activity 4(part D) : Ss will read a passage about what a banker is saying about her profession and will write down the definitions of some selected words.

Time and technique : 10 mins, individual work.

Differentiated Instructions:

Starting up : Warm-up.

Beginning : Transitional activities.

Developing : Activity 1&2.

Expanding : Activity 3&4.

Bridging : Making pair.

Assessment : In activity 2 teacher will assess ss understanding of the passage.

Closure : Feedback.

Homework : Ss will make an assignment showing reasons which of the two professions is more interesting.
STRATEGY SHEETS

Portfolio Strategy Sheet—01

1. Name of method or strategy.
   Pre-reading or focus questions

2. When is this method or strategy useful?
   # At the time of reading activity.

3. Why or how is this method or strategy useful?
   # If there are pre-reading questions students read the text attentively to get the answers of the questions.

4. What are the steps involved in using this strategy or method?
   # First of all teacher will write down some focus questions on the board.
   # Then s/he will tell the students to read the passage silently and individually to have the answers of the focus questions.

5. When would this method or strategy be useful in your setting?
   # In a large or small classroom.
   # To deal with a reading text.

6. What would you like other teachers in your school to know about this method or strategy?
   This method is very much effective not only for English but also for all other subjects. Students generally don’t like to read. So I would like other teachers in my school to know that if they set pre-reading questions before any reading activity students will be curious to know the answers of the questions and obviously they will read seriously.
STRATEGY—02

1. Name of method or strategy.
   Talking about picture.

2. When is this method or strategy useful?
   # For learning listening.
   # For learning speaking.

3. Why or how is this method or strategy useful?
   Students of the countries where English is not Lingua franca generally are weak in speaking and listening. If we put them in pairs or in groups to talk about pictures and help them to talk automatically their listening and speaking skills will be developed.

4. What are the steps involved in using this strategy or method?
   # Teacher will make pairs or groups among the students.
   # In pair or in group students will discuss about the picture or pictures.
   # Teacher will monitor and help them.
   # In plenary teacher will check their understanding.

5. When would this method or strategy be useful in your setting?
   # In an ESOL class.
   # In a class of different learning abilities students.
   # In a class where students have little opportunity to practice English Outside their classroom.

6. What would you like other teachers in your school to know about this method or strategy?
   I would like other teachers in my school to know that picture discussion is very effective in learning English because students get much more amusement and become active in this activity.
STRATEGY—03

1. Name of method or strategy.
   Group work.

2. When is this method or strategy useful?
   # Group work is useful in a large or small classroom.
   # Students get more opportunities to engage themselves in various Activities.

3. Why or how is this method or strategy useful?
   # Students become active.
   # They feel free to discuss.
   # They don’t feel shy.
   # Students become more confident.

4. What are the steps involved in using this strategy or method?
   # First of all teacher makes group.
   # Teacher mixes up slow learners with the gifted students in a group.
   # Then teacher gives them work to do ‘
   # Teacher always monitor and help.

5. When would this method or strategy be useful in your setting?
   # For talking about picture.
   # For any writing activity.
   # For filling gaps.
   # For practicing grammar.

6. What would you like other teachers in your school to know about this method or strategy?
   I would like to discuss with other teachers of my school about group work as this strategy creates ample opportunity for the students to cope with different activities.
STRATEGY—04

1. Name of method or strategy.
   Pair work.

2. When is this method or strategy useful?
   # In a large or small class.
   # Specially in a language class.
   # To do different sorts of activities like talking about picture, gap filling etc.

3. Why or how is this method or strategy useful?
   # Students feel free as they are discussing with their friends.
   # Pair work removes their shyness and fear on learning.
   # Each and every student takes part in the activities.
   # They become more confident.

4. What are the steps involved in using this strategy or method?
   # Teacher will make pair among the students.
   # At the time of making pair teacher will mix up different level of students.
   # Teacher will give them particular task to do.
   # Teacher will monitor and help.

5. When would this method or strategy be useful in your setting?
   # To practice speaking.
   # To practice grammar.
   # To learn vocabulary.
   # To practice gap filling activities.
   # To cope with WH-questions.
   # To do different while reading activities.

6. What would you like other teachers in your school to know about this method or strategy?
   I would like other teachers in my school to know about pair work as this strategy is very much effective in learning any difficult topic in an amusing way.
STRATEGY—05

1. Name of method or strategy .
   Chain drill .

2. When is this method or strategy useful ?
   # To develop listening and speaking skills of the students .
   # To check different activities like gap filling, re-arrange etc .

3. Why or how is this method or strategy useful ?
   As students themselves check their answers they get much more involved and thus they can develop their skill .

4. What are the steps involved in using this strategy or method ?
   # Teacher will give the students any task .
   # After completing their task one student will ask another student and the second student will give answer and he will ask another student in this way it will be continued .
   # Teacher will just monitor .

5. When would this method or strategy be useful in your setting ?
   In my setting this strategy is very much useful to make them active and they always remain alert .

6. What would you like other teachers in your school to know about this method or strategy ?
   Bringing them in my class I will show them how effective this method is and automatically they will be inspired to implement this strategy .
AN ASSESSMENT PRACTICE OR TOOL

Last Friday on October 23 I as usual went for my internship to POE MIDDLE SCHOOL. There I made a powerpoint presentation on Bangladesh, I taught Grammar and Vocabulary in Grade 8.

I also observed a class of Grade 7. It was an English class and the teacher was Nader Ayish. The topic was reading. He put the students in reading activity. He made them to read a story. It was a silent reading activity because we know for better understanding we should read silently. And the students read the story silently and individually.

After completing their reading the teacher gave the students a piece of paper for assessment. This was a formative assessment. I think it was also an authentic assessment.

The headline of the paper was CONFLICT. And it was divided into two parts. One was Internal and the other was External. I am showing here how the page was.

<table>
<thead>
<tr>
<th>CONFLICT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal</strong></td>
</tr>
<tr>
<td>Individual vs.---</td>
</tr>
<tr>
<td>Individual vs.---</td>
</tr>
<tr>
<td>Individual vs.---</td>
</tr>
<tr>
<td>Individual vs.---</td>
</tr>
<tr>
<td>Individual vs.---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>External</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual vs.---</td>
</tr>
<tr>
<td>Individual vs.---</td>
</tr>
<tr>
<td>Individual vs.---</td>
</tr>
<tr>
<td>Individual vs.---</td>
</tr>
</tbody>
</table>

And the students answer was Individual vs. self, Individual vs. individual, Individual vs. nature, Individual vs. supernatural, Individual
vs. technology. Then the teacher told them to draw a picture next to each type of conflict that would help them remember the meaning of that type of conflict.

The assessment seemed very effective to me. After any reading activities if the teacher use assessment tool like this the reading topic will be imprinted in the brain and heart of the students.

I like it and I am considering to apply such type of assessment tool in my real classroom. I will give my students reading topic and after their reading I will assess their understanding. As for example, I may write down some questions on the board and they will answer based on their reading, or I may tell them to summarize the topic. Such type of assessment activities will help them a lot to remember the reading topic.

And last of all teacher explain the plot structure of story. Plot is the literary element that describes the events that happen in a story or novel. In a story first there will be Exposition then Initiating event then Rising action and then Climax then Falling action and last of all Resolution. Teacher told the story in a nutshell and I could realize that he is a very nice story teller.

At the end teacher gave them Feedback.
LESSON PLAN FROM ERIC(GHANA)

LESSON PLANS

LESSON PLAN 1

TOPIC-The coming of the Europeans to Ghana.

OBJECTIVE –By the end of the lesson, students should understand factors that influenced European traders to come to Ghana in the 13th century.

Duration of lesson -80minutes [Double period].

MATERIALS FOR THE LESSON.

A-Test- books
B-Maps and Globe.
C-Pictures and artist impressions.

CONTENT.

A-Recall of previous knowledge of students through asking probing questions.
B-The period in history when the European voyage started.
C-Reasons for European trade with Ghana.
D-Effect of the trade on both Ghanaians and Europeans.
E-Items of trade-Gold, Ivory, Rum, Animal skin etc.
F-Who benefited from the trade?

ACTIVITY.

A-Students are made to read on the topic individually in the class.
B-Students are made to narrate what they have read to the class.
C-The teacher explains the topic and the content to the students.
D-The students are put into groups for group work on the topic.
E-Students are made to ask questions on the topic.

ASSESSMENT.

The teacher asks students questions on the topic to check their understanding.

HOMEWORK-Students will write four effects of European settlement in Ghana.

LESSON 2

TOPIC-POPULATION IN GHANA

OBJECTIVE- By the end of the lesson students should know what the population of Ghana is. They should also know the growth rate and the factors that contribute to the population structure of Ghana.

DURATION OF LESSON  80 MINUTES  [Double period]

MATERIALS FOR THE LESSON

A-Map of Ghana

B-Text books

C-Population pyramids

D-Charts and Graphs

E-Audio visual aids

CONTENT OF THE LESSON.

A-The definition of population

B-Factors leading to population growth eg cultural factors, political factors, migration etc.

C-Relationship between population and resources

D-Effects of Population growth on national development

F-Population control.
TEACHING ACTIVITY.

A-Warm-up activity: The teacher a population game with the students.

B-The teacher introduces the topic to the class.

C-The teacher lectures on the topic explaining various aspects of the topic to the students.

D-The students are put in groups for class discussion.

E-Students ask questions on the topic and the teacher explains it to the students.

ASSESSMENT.

The teacher puts questions to the class to assess their understanding of the lesson.

HOMEWORK-Students will write three ways of controlling population.

---

LEsson THREE

TOPIC- SLAVE TRADE

OBJECTIVE

By the end of the lesson, students should understand the genesis of the slave trade, how it was organized, the players of the trade and the moral lessons relevant for today’s world.

MATERIALS FOR THE TOPIC.

A-Text books

B-Maps

C-Audio visuals

CONTENT OF THE LESSON

A-Tracing slavery from ancient times

B-Differentiating local slavery from the Trans Atlantic Slave Trade.
C-Causes of the Slave Trade.

D-How the trade was organized.

E-The effect of the trade on the local people.

F-Moral lessons for today.

ACTIVITIES:

To measure previous knowledge, the teacher will ask probing questions on the topic.

Students will alternate reading paragraph by paragraph the topic to the whole class.

Group work- students are put in groups to prepare a presentation on each paragraph.

After each presentation, students will put questions to their peers for explanation.

The teacher will then explain challenging issues to the students.

ASSESSMENT

The teacher will ask questions to assess students understanding from their answers.

HOMEWORK-Students should write on two modern parallels of slavery.
LESSON FOUR

TOPIC- GENDER BALANCE

OBJECTIVE- By the end of the lesson, students should know the benefits of gender equality to the individual and the society as a whole.

DURATION OF LESSON- 80 MINUTES [DOUBLE PERIOD]

CONTENT- Identify the special attributes of each gender

- Explain complementary roles each gender plays in the society
- Identify areas of inequality
- The effects of inequality on society
- The benefits of equality on the society
- Bridging the gap between the genders

MATERIALS FOR THE LESSON

- Text books
- Newspaper articles
- Audio visuals

ACTIVITIES

Students are made to write their preferences when they give birth. They then discuss the reasons for their preference with their class mates.
The class is put into groups to come up with various areas of gender imbalance in our society. They are also to identify role models that cut across the sexes in the Ghanaian society.

The teacher explains to the class issues on gender.

ASSESSMENT-Students are to suggest ways to improve on gender equality in Ghana.

LESSON FIVE

TOPIC – INDUSTRIALISATION

OBJECTIVE-By the end of the lesson, students should know the various types of industries. They are to understand the importance of industries to the economic development of their country.

DURATION OF THE LESSON - 80 Minutes [Double lesson]

PRE-LESSON ACTIVITY-Students one after the other uses each alphabet to name a firm in an industry.

ACTIVITIES

Probing questions are asked to measure student’s knowledge.

The teacher explains the various levels of industries to the students.

The teaching activity will involve reading the text and explanation by teacher.

Students will be allowed to ask questions on the topic.

TEACHING MATERIALS.

Text books

Industrial Maps
Sample of products from industry

ASSESSMENT

A short quiz will be organized to assess students understanding.
LEARNING STRATEGIES FROM ERIC(GHANA)

1-NAME OF STRATEGY

GROUP WORK-Group work is a student centered strategy that involves the student in the teaching learning process

2-WHEN IS THIS STRATEGY USEFUL?

The strategy is useful when there are strong and weak students in the class. The strategy enables transfer of knowledge from stronger students to weaker ones. It is also useful when the teacher wants to cover a large section of the syllabus within a short time.

3- STEPS IN USING THE STRATEGY

STEP 1

In a class of say 50 students are put in five group of ten in each group the Teacher makes sure there are strong and weak students.

STEP- 2

Teacher gives the topic for discussing to ensure participation, roles are assigned to students in the group eg,leader, note taker etc.

STEP-3

Presentation-students present their work to the class for general class discussing

4- I will other teachers in my school to know about this strategy since it ensures student active participation.
1 NAME OF STRATEGY - DEBATES

2 This strategy is most useful when a panel class discussing is organized for the class. It is also useful when a controversial topic is being discussed for example, “who is most guilty? The Europeans who came for the slaves or the African chiefs caught the slaves for the European?

3 STEPS IN IMPLEMENTING THIS STRATEGY

A- Students ballot by selecting folded paper to be on either side of the Debate
B- The two sides are made to select their lead debaters
C- Main debate takes place

4- The benefit of this strategy is, it will bring out debating skills out of the students and be able to present two sides of an issue.
NAME OF STRATEGY—PICTURE DISCUSSING

1-When is this method used? This strategy is used when the topic under discussing needs pictorial images to bring the message home

2-Why should the method be used?-By using this method, events are made real in the minds of the students by so doing relate more with the event.

STEPS INVOLVED IN USING THIS METHOD

A-The teacher presents pictures about the topic to the class
B-The class is made spend some time to write about the pictures.
C-Students discuss the pictures in the class.

3-WHY IS THIS METHOD USEFUL?

This method makes students participate in class activity it makes discussing lively and interesting. This strategy breaks the monotony in the teaching and learning process.

1-NAM E OF STRATEGY-JIGSAW

2-WHEN IS THIS STRATEGY USEFUL?

A-When the class is large
B-When the students are in groups for group work
C-When the teacher wants to cover a large part of the syllabus over a short time.

3-WHEN OR HOW IS THE STRATEGY USEFUL?

A-To build the spirit of team of team work
B-To create a sense of sharing among the students.

4-STEPS INVOLVED IN USING THIS STRATEGY

A-The class is divided into groups of say ten students
B-The lesson is divided into topic segments and assigned to the students in the group.
C-Students are given time to read the segment given to them.

D-Students are made to explain their segment to their corresponding colleagues in other groups.

E-Students are made to present to the class the explanation made to them by their corresponding colleagues from other groups.

5-I will like other teachers in my school to you this strategy since it helps in making students participate in class work.

1- NAME OF STRATEGY-TASKED BASED STRATEGY

2-WHEN IS THIS STRATEGY USEFUL?
A-When one is dealing with a large class.
B-When the class is tired and needs an activity to keep them active.

3-HOW IS THIS STRATEGY USEFUL?
A-This strategy is useful in keeping students busy with their lessons
B-It helps students share ideas with one another.
C-Students are able to build communicative skills.

STEPS
A-Students are put into small groups
B-A specific activity is given to the students to work on.
C-While students work on their task, the teacher monitors the students work.

This strategy will be applicable in Ghana because we have very large classes and large teaching syllabus.

4-I will like other teachers in my school to use this strategy because it will make their class more active and interesting.
CULTURE LESSON (BY CARA BREMAR)

Directions: Create an outline of a lesson about your experiences in America and your observations about American culture.

L = Link (Warm-up)

E = Engage and Educate (the teacher-lead portion of the lesson...what you explain)

A = Active learning (the bulk of the lesson)

R = Reflect (ex. An exit ticket)

N = Now and Then (explain to students what will be addressed next time; make a connection between the content and real-life applications)
LESSON PLAN

Teacher name: Md Badrul Alam        Subject: English
Topic: Meeting Feroza(U-10,L-1)        Class: 10
Date: 11/2/09        Time: 45 minutes

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

- Look at a picture and answer questions
- Read a passage and answer questions
- Fill in gaps with appropriate words

Materials: Text books, board, marker etc.

Teaching Phase Sequence:

<table>
<thead>
<tr>
<th>Section</th>
<th>Teacher’s and students activity</th>
<th>Time and technique</th>
</tr>
</thead>
</table>
          2. Warm-up.  
          3. Setting the scene  
          4. Teacher will make pairs among the ss.  
          5. In pairs ss will discuss about the picture.  
          6. Teacher will ask some questions to check their understanding about the picture. | 15 mins Pair work  |
| B       | 1. Teacher will write some vocabs in the board and then teacher will allow the ss to read the passage silently .  
          2. After reading the passage ss will write down the answers of given questions based on their reading . | 15 mins Individual work |
| C       | 1. Ss will read more about Feroza in a passage and there are some gaps in the passage ss will fill in the gaps . | 10 mins Pair work |
| D       | Feedback                                                                                       | 5 mins             |
| E       | Home work                                                                                      |                    |
Teacher name: Md Badrul Alam

Subject: English

Topic: Feroza’s Tale (U-10, L-3)

Grade level: 10

Date: 11/2/09

Time: 45 mins

Objectives: By the end of the lesson ss will be able to,

- Look at a picture and answer questions.
- Read a passage and match sentence parts.
- Read a passage and answer questions.
- Write about a person from given cues.

Materials: Eft 9/10, board, marker etc.

Teaching phase sequence:

<table>
<thead>
<tr>
<th>Section</th>
<th>Teacher’s and students activity</th>
<th>Time and technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1. Greetings, 2. Warm-up 3. Introduction to the topic. 4. Teacher will make pairs. 5. Students will discuss about the picture in pairs. 6. Teacher will check their understanding.</td>
<td>15 mins Pair work</td>
</tr>
<tr>
<td>B</td>
<td>1. Teacher will tell the ss to read the passage silently. 2. After reading ss will match the sentence parts of column A with the sentence parts of column B.</td>
<td>15 mins Individual &amp; pair work</td>
</tr>
<tr>
<td>C</td>
<td>1. Ss will read one more passage about Feroza and will answer the given questions.</td>
<td>10 mins Individual work</td>
</tr>
<tr>
<td>D</td>
<td>Feedback</td>
<td>5 mins</td>
</tr>
<tr>
<td>E</td>
<td>Home work. With the help of given information ss will write a paragraph about Amina.</td>
<td></td>
</tr>
</tbody>
</table>
Teacher’s name: Md Badrul Alam

Subject: English

Topic: Back Home(U-4,L-10)

Grade: 10

Date: 11/2/09

Time: 45 mins

Objectives: By the end of the lesson ss will be able to,

• Discuss the worries of teenagers.
• Listen to a description and answer question.
• Complete a passage after listening.
• Write down some of the differences between Singapore and Bangladesh.

Material: Text book, board, marker etc.

Teaching Phase Sequence:

<table>
<thead>
<tr>
<th>Section</th>
<th>Teacher’s and students activity</th>
<th>Time and technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1. Greetings. 2. Warm-up. 3. Setting the scene. 4. Teacher will make groups. 5. In groups students will discuss about the problems of teenage.</td>
<td>10 mins Group work</td>
</tr>
<tr>
<td>B</td>
<td>1. Teacher will ask the ss to look at some pre-listening questions. 2. Teacher will read out a listening conversation. 3. From their listening ss will give the answers of the questions.</td>
<td>10 mins Individual work</td>
</tr>
<tr>
<td>C</td>
<td>1. Teacher will read out another listening passage. 2. Ss will fill in the gaps from their listening.</td>
<td>10 mins Individual work</td>
</tr>
<tr>
<td>D</td>
<td>1. Ss will read the completed passage of section C and then they will discuss how Bangladesh is different from Singapore.</td>
<td>10 mins Group work</td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td>5 mins</td>
</tr>
</tbody>
</table>
CONCLUSION

Teachers are the torch bearers of the human society. Student’s latent talent flourishes because of the teacher. So a teacher should develop his or her skill in such a stage so that s/he can really be a model. And I am in USA in George Mason University to develop my skill for the betterment of my students as well as for my nation.

This is not my final Portfolio. Portfolio reflects professional development of a person. And we know professional development is a continuous process. So obviously I will try to develop my skill continuously and my portfolio will be enriched. My portfolio will reflect my professional achievement so I will always be eager to develop my professional skill.

Because of paucity of time I couldn’t write everything I have learnt from here specially brain-compatible teaching.

Last of all I would like to thank IREX for allowing me to take part in such an excellent professional development program and the teachers of George Mason University for their endless effort to teach me a lot.
THANK YOU