



Daffodil
International
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Internship Report

on

The Current Scenario of English Language Teaching in a Bangladeshi College

Submitted By

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Submitted To

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This paper is submitted in partial fulfillment of the requirements for the degree of

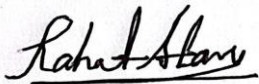
B.A (Hons) in English

Report Submission Date: December, 2024

DECLARATION

Me, A S M Rahat Alam, hereby declare that my project paper titled “The Current Scenario of English Language Teaching in a Bangladeshi College” is an original work submitted as a partial fulfillment of the requirements for the degree of Bachelor of Arts (Hons) in English, under the Department of English, Faculty of Humanities and Social Sciences, at Daffodil International University. This project was completed under the direct supervision of Shipra Mondol, Senior Lecturer, Department of English, Daffodil International University. I affirm that the content of this project report is entirely my own work and has not been copied, duplicated, or plagiarized from any other paper, journal, or book.

The report represents an authentic piece of academic research and is based on my independent efforts and professional experiences.



A S M Rahat Alam

ID: 192-10-2100

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CERTIFICATE OF APPROVAL

This is to certify that the work titled "The Current Scenario of English Language Teaching in a Bangladeshi College" is an original piece of research undertaken by A.S.M. Rahat Alam (ID: 192-10-2100) as part of the three-month project work. This work was carried out during the academic semester Fall 2024 to fulfill the requirements of the Course Project Paper and Internship for the Bachelor of Arts in English program. The project was conducted under my guidance and supervision, and I am pleased to confirm that this work is authentic and reflects the efforts and dedication of A.S.M. Rahat Alam.

I hereby approve this project and commend the student for the successful completion of this academic endeavor.



Shipra Mondal

Senior Lecturer

Department of English

Daffodil International University

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to the Department of English for granting me the opportunity to participate in the internship program and for equipping me with the necessary skills and knowledge to successfully navigate this valuable experience. This program has been an enriching journey, enhancing my academic and professional growth.

I extend my deepest appreciation to Ms. Shipra Mondal, Senior Lecturer, Department of English, whose invaluable guidance, mentorship, and unwavering support have been pivotal throughout the internship process. Her constructive feedback and insightful suggestions played a crucial role in shaping this report, ensuring its quality and coherence. Her encouragement inspired me to overcome challenges and achieve my objectives with confidence.

I am also immensely grateful to Demra Ideal College for allowing me the privilege to conduct my internship at their esteemed institution. The opportunity to work in such a dynamic and supportive environment provided me with practical insights and hands-on experience, complementing my academic learning.

Finally, I would like to thank everyone who directly or indirectly supported me throughout this internship journey, including my peers, instructors, and family members, for their motivation and belief in my abilities.

Once Again, Thank you all for your invaluable contributions.

ABSTRACT

I describe my experiences teaching English at Demra Ideal College in this internship report. It investigates how the theoretical knowledge I acquired during my studies is used in real-world situations. The report lists the main tasks completed during the internship, such as creating lesson plans, teaching classes to different age groups, and implementing various teaching principles. It also covers the difficulties encountered and the valuable abilities gained, including communication, classroom management, and modifying teaching methods to accommodate a variety of student backgrounds. Reflections on the overall internship experience and its importance in advancing my professional growth as an English language instructor round out this report.

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INTRODUCTION

In Bangladesh, English serves as a vital tool for bridging the gap between local and global opportunities. Proficiency in English is essential for accessing higher education, unlocking diverse employment possibilities, and embracing advancements in technology. Recognizing its significance, the role of English language teachers becomes indispensable in preparing students to succeed in these areas. Aspiring educators in this field must undergo practical teaching experiences to develop the skills necessary for effectively imparting this crucial knowledge.

This internship provided me with an invaluable opportunity to gain firsthand experience in teaching English, which has significantly enriched my understanding of classroom dynamics and pedagogical strategies. Throughout this journey, I developed key competencies such as effective communication, classroom management, and the ability to tailor teaching methods to suit students from diverse cultural and educational backgrounds. These skills not only enhanced my teaching abilities but also strengthened my confidence in guiding students toward mastering the English language.

Moreover, this experience has reinforced my passion for pursuing a career in English language teaching. Witnessing the transformative impact of education on students' lives has motivated me to dedicate myself to this field. Through this report, I aim to share my reflections on this life-changing experience, highlighting the practical skills and theoretical knowledge I gained.

OBJECTIVES

- ✚ To obtain firsthand knowledge of English Language Teaching (ELT) approaches.
- ✚ To create lesson plans that accommodate a range of student ages and learning preferences.
- ✚ To use a variety of instructional strategies to improve learning and student engagement.
- ✚ To put into practice efficient classroom management strategies to preserve a supportive learning environment
- ✚ To improve communication abilities for training that is engaging and straightforward.
- ✚ To watch seasoned teachers in action and absorb their methods.
- ✚ To establish a good rapport with pupils and cultivate a constructive learning atmosphere.
- ✚ To improve problem-solving and critical thinking abilities in an engaging school environment.
- ✚ To assess the efficacy of instructional strategies and modify your strategy in response to student input.

METHODOLOGY

For this internship project, I chose a local educational institution to gain practical teaching experience and fulfill the requirements of my project paper. Selecting a college located within my locality allowed me to immerse myself in a familiar environment while pursuing my long-standing interest in student teaching. With a permission letter from my university, I joined the institution, where I was warmly welcomed and given the opportunity to intern for three months. During this period, I observed and conducted classes for students of grades 11 and 12, focusing on English language teaching. The methodology for this project was structured around three key approaches: Observing multiple classes to understand teaching dynamics, student-teacher interaction, and how lessons are delivered and received. Analyzing the teaching methods employed by experienced educators to identify effective strategies for language instruction. Designing and delivering lessons that catered to the curriculum requirements and addressed students' diverse learning needs. Incorporating interactive techniques to engage students and encourage active participation in the learning process.

INSTITUTION OVERVIEW

Demra Ideal College, located in Dhaka, Bangladesh, is a well-regarded institution committed to providing quality education and fostering academic excellence. Established to nurture future leaders, the college offers a comprehensive curriculum that caters to science, arts, and commerce streams. Equipped with experienced teachers and modern facilities, it emphasizes a balanced approach to learning, integrating traditional teaching methods with contemporary practices.

The college boasts a conducive learning environment focusing on extracurricular activities, enabling students to explore their talents in various fields. Its library, laboratories, and computer facilities are designed to support academic pursuits effectively. Demra Ideal College also prioritizes moral and ethical development to shape responsible citizens.

With a reputation for strong academic results and an emphasis on discipline, Demra Ideal College has become a preferred choice for students in Dhaka seeking a promising academic foundation and holistic development.

CLASS OBSERVATION

Class: 1

The first class I observed during my internship was on September 3, 2024, in the first-year intermediate section at Demra Ideal College. The class was conducted by Jakir Sir, an experienced English teacher. The session took place during the second period, scheduled from 10:50 AM to 11:30 AM. As we entered the classroom, the students welcomed us warmly with enthusiasm and respect, setting a positive tone for the session. Jakir Sir introduced me to the students as a guest teacher, which helped establish rapport and made me feel included in the classroom environment.

The topic of the lesson was narration, a critical area in English grammar. Jakir Sir began by introducing the concept in a structured manner, breaking it down into manageable components for the students. He discussed the key elements of narration and explained the rules involved, focusing on direct and indirect speech.

To facilitate better understanding, he provided multiple examples, highlighting how the structures change depending on the context. His explanations were clear and concise, and he shared practical tips to help students remember the rules. After the explanation, he engaged the students by asking if they had any questions or needed further clarification. This interactive approach encouraged active participation and ensured that the students were following along. He then asked each student to create their own examples, which fostered confidence and reinforced their understanding of the topic.

The class concluded with a homework assignment designed to reinforce the concepts discussed. The session was highly effective, as the students appeared to grasp the material well. Observing this class gave me valuable insights into effective teaching strategies, such as maintaining a warm classroom atmosphere, using practical examples, and promoting student engagement.

Class: 2

On October 13, 2024, I observed a class for grade 11 at Demra Ideal College, conducted by Md. Ahsan Hossain, an English instructor. The session took place from 10:00 AM to 10:45 AM, with thirty students present out of the forty enrolled in the class. The class began with a warm and interactive introduction, as Md. Ahsan engaged the students in conversation to create a comfortable and focused learning environment. He provided an outline of the day's topic, which revolved around the concept of tense and its direct connection to the correct form of verbs. Recognizing that a firm grasp of tense is essential for using verbs accurately, he emphasized the importance of understanding foundational grammar rules.

Using a structured approach, Md. Ahsan began by revisiting basic principles of tense to ensure that all students, regardless of their current proficiency, could follow the lesson. He incorporated examples to clarify complex ideas and offered practical advice for remembering key rules. The use of the advanced English learning textbook provided a helpful framework for the lesson and added credibility to the material being taught.

Throughout the session, the students demonstrated active listening, particularly because of their maturity and familiarity with classroom expectations. Md. Ahsan maintained their attention through a combination of clear explanations and interactive engagement. He encouraged questions and provided detailed answers, ensuring that students could apply the concepts confidently.

The class concluded with a short exercise to reinforce the day's learning, and students were given practical assignments to complete at home. This session highlighted effective teaching techniques, such as revisiting foundational concepts, using structured resources, and fostering an engaging classroom atmosphere. Observing this class offered valuable insights into delivering effective grammar lessons in a dynamic learning environment.

Class: 3

On October 24, 2024, I observed a class for grade 12 during their third session, which was also the fifth period of the day, at Demra Ideal College. The session was conducted by Mr. Anwar Hossain, and was attended by sixty students out of the eighty-five enrolled. The energy in the room was vibrant, and the students greeted the principal with warm smiles that set a positive and welcoming tone for the class.

The lesson focused on reading comprehension and translation skills. The principal began by reading a passage aloud to the students, demonstrating proper pronunciation, rhythm, and emphasis. Following this, he translated the passage into Bengali, ensuring the students could understand the context and meaning of the text.

To further engage the class, he identified unfamiliar words from the passage and explained their definitions. This approach helped enhance the students' vocabulary and encouraged active learning. He also encouraged the students to participate by asking them to translate words and phrases independently, fostering their critical thinking and linguistic skills.

Despite being relatively new to such structured learning methods, the students performed admirably. Their enthusiasm was evident, particularly during the interactive parts of the session. The joy they found in reading and translating the chapter made the lesson enjoyable and effective.

The principal's ability to balance teaching and engagement was commendable. His methodical approach, combined with his ability to connect with the students, ensured a productive and enjoyable learning experience. Observing this session provided valuable insights into managing a large class while maintaining student interest and participation.

Class: 4

On October 25, 2024, I observed a class for grade 11 during their third session, which was also the fourth period of the day, at Demra Ideal College. The session was conducted by the Mrs. Fahima Akhter. The session I observed for grade 11 focused on creative writing and sentence structuring. Mrs. Fahima Akhter began the class with a short brainstorming activity, where students were encouraged to share ideas about their favorite hobbies. This activity sparked curiosity and engagement, as many students enthusiastically shared their thoughts.

Once the brainstorming session concluded, Mrs. Fahima Akhter introduced the main task: writing a short paragraph about a memorable experience. To guide the students, she provided a structured example on the board, breaking down the paragraph into introduction, main body, and conclusion. She emphasized the importance of using vivid vocabulary and connecting ideas cohesively.

During the individual writing phase, the teacher moved around the room, offering feedback and suggestions to students. This personalized attention motivated the students and helped them overcome challenges. Towards the end of the class, a few students read their paragraphs aloud, receiving constructive feedback from both the teacher and their peers.

The session demonstrated Mrs. Akhter's ability to balance structure and creativity effectively. Her approachable demeanor and encouragement of active participation created a supportive environment for the students to express themselves.

Class: 5

On November 3rd, 2024, I observed a class for grade 12 during their third session, which was also the fourth period of the day, at Demra Ideal College. The session was conducted by the Mr. Anwar Alam. The lesson was divided into three segments: explanation, practice, and group discussion. In the first segment, Mr. Anwar Alam demonstrated solving quadratic equations step-by-step on the board, emphasizing key rules and strategies. He then distributed a set of problems for students to solve individually. During the group discussion phase, students worked in small teams to solve a challenging problem. This collaborative activity not only encouraged teamwork but also allowed students to learn from one another. He facilitated these discussions, offering guidance and resolving doubts when needed.

The session concluded with a quick quiz to assess understanding, where most students showed significant improvement. His interactive teaching style, coupled with his ability to adapt to student needs, made the session both engaging and educational.

TEACHING EXPERIENCE

Day – 01

Class: 11

Subject: Second Paper in English;

Topic: How to write paragraphs;

Teaching method: Grammar translation;

Class Time: 40

Date: September 30, 2024

Time	Content	Teacher's Activities	Student's Activities	Assessment
5 Minutes	Warm-Up	Introduction to writing	Sharing initial ideas	Responsive interaction
15 Minutes	How to write a Paragraph	Explaining structure and key points	Taking notes and asking questions	Understanding basic concepts
10 Minutes	Discussion session	Facilitating group discussions	Discussing ideas in groups	Level of engagement
5 Minutes	Presentation	Reviewing student paragraphs	Presenting their drafts	Clarity of understanding
5 Minutes	Feedback	Highlighting strengths and weaknesses	Reflecting and revising drafts	Identification of mistakes

September 30, 2024, was the day I gave my first lesson. The principal personally took me. They belonged to Class 11. I used the material about the tree plantation to teach the pupils how to write paragraphs. I think a lot of brainstorming is necessary while teaching paragraph writing. As a result, I asked the students to briefly compose what comes to mind when they hear the term "tree plantation." Students took the initiative to answer.

They gave a good response. I instructed each child to write a single keyword on the whiteboard. I then told them to construct a statement using that keyword. Each student wrote at least five to seven lines about the keywords. This suggests an issue because several students struggled with proper sentence construction. I was frequently asked by the children how to convert a Bengali sentence to an English sentence. Although they can put a phrase together rather well, they struggle to convert Bengali sentences into English.

Day – 02

Class: 11

Subject: Second Paper in English;

Topic: Find the unfamiliar words and try to define them;

Teaching method: The silent way;

Class Time: 40

Date: October 8, 2024

Time	Content	Teacher's Activities	Student's Activities	Assessment
5 Minutes	Pre-reading task	Introducing the topic	Sharing prior knowledge	Active participation
10 Minutes	Reading	Guiding and monitoring	Reading and highlighting key points	Understanding the material
10 Minutes	Post-reading	Asking comprehension questions	Discussing answers in pairs	Depth of understanding
5 Minutes	Summary	Summarizing main ideas	Sharing their takeaways	Identifying key concepts
5 Minutes	Feedback	Providing constructive comments	Reflecting on their approach	Improvement in comprehension

On September 8, 2024, I had instructed my second class in class 12. I made a lesson plan, just like I had in my previous classes. Before I introduced the topic, I gave a little introduction. Here, I used the book "English for Today" as the basis for our instruction.

Before we read the poem, I gave the students an assignment to find the unfamiliar words and try to define them. The students were unable to comprehend the New Vocabulary, therefore I had to explain its meaning to them. Following that, there was a pair question-and-answer session. After that, I gave the pupils instructions to solve these problems in pairs. Students showed a great deal of interest in it. Unexpectedly, students asked me why I was instructing them. even though I was already prepared to answer the questions. They questioned me about my presence. I said that my academic program requires me to attend their classes. This new curriculum focuses on group projects to help pupils improve their communication skills.

Day – 03

Class: 12

Subject: Second Paper in English;

Topic: How to create adjectives in the superlative, comparative, and positive forms;

Teaching method: Grammar translation;

Class Time: 40

Date: October 15, 2024

Time	Content	Teacher's Activities	Student's Activities	Assessment
5 Minutes	Introduction	Explaining listening goals	Preparing to listen	Clarity on objectives
15 Minutes	Listening task	Playing an audio clip	Taking notes while listening	Retaining key information
10 Minutes	Discussion	Asking questions	Discussing in small groups	Clarity of communication
5 Minutes	Analysis	Highlighting key points	Reviewing notes	Depth of understanding
5 Minutes	Feedback	Offering feedback	Correcting misunderstandings	Enhanced listening skills

My third class was held on November 10. Eleventh grade was the year. As before, I introduced myself before discussing the topic. I used the book "English Grammar and Composition" to instruct the class in this instance. I also utilized the book "Advanced Learning" as a resource in class. At the beginning of class, I defined and described the many types of degrees. Most of the pupils in the class were aware of the many kinds of degrees. They didn't know how to change degrees, though.

To assist them comprehend the degree shift, I provided an illustration. I then penned a few fundamental grading guidelines. The students then gave me instructions on how to create adjectives in the superlative, comparative, and positive forms. A few students in the class

shown extraordinary brilliance and a deep comprehension of the material. I closed by reading an English poem to the students, and I thought the class went well overall.

Day – 04

Class: 11

Subject: Second Paper in English

Topic: Essay writing

Teaching method: Grammar translation;

Class Time: 40 minutes

Date: October 22, 2024

Time	Content	Teacher's Activities	Student's Activities	Assessment
5 Minutes	Warm-Up	Introducing the topic	Sharing initial thoughts	Confidence in participation
15 Minutes	Pair activity	Assigning speaking tasks	Engaging in a dialogue	Fluency and coherence
10 Minutes	Group discussion	Monitoring interaction	Sharing ideas	Depth of contributions
5 Minutes	Presentation	Encouraging articulation	Presenting group findings	Clarity and structure
5 Minutes	Feedback	Giving suggestions	Reflecting and improving	Progress in speaking skills

For my fourth class, I chose to teach essay writing, focusing on the topic "Importance of Education." Before starting, I asked the students to brainstorm and share their thoughts on why education is important. Many students actively participated, listing ideas such as gaining knowledge, developing skills, and improving career prospects.

After the brainstorming session, I divided the essay structure into three parts: introduction, body, and conclusion. Using a simple framework on the whiteboard, I guided the students in

creating a coherent outline. Together, we developed a few sentences for each section to form a sample essay. The students were then tasked with drafting their own essays individually. As they worked, I walked around, providing suggestions and correcting errors. Some students struggled with organizing their ideas, so I encouraged them to use the outline as a guide.

Towards the end of the session, a few students volunteered to read their essays aloud. Their writing showed significant improvement, especially in structuring paragraphs and expressing ideas clearly. Overall, the class was engaging, and I felt the students benefited from the practical exercise.

Day – 05

Class: 12

Subject: Second Paper in English

Topic: The topic I chose was "A College Event You Enjoyed."

Teaching method: Grammar translation;

Class Time: 40 minutes

Date: October 29, 2024

Time	Content	Teacher's Activities	Student's Activities	Assessment
5 Minutes	Problem Setup	Presenting a problem	Asking clarifying questions	Grasping the problem
15 Minutes	Brainstorming	Facilitating discussion	Generating solutions	Creativity in approach
10 Minutes	Evaluation	Guiding analysis of solutions	Debating pros and cons	Quality of reasoning
5 Minutes	Presentation	Summarizing solutions	Presenting ideas	Convincing delivery
5 Minutes	Feedback	Discussing strengths and areas for improvement	Revisiting ideas	Enhanced critical thinking

For my fifth teaching experience, I focused on report writing, a key component of the curriculum. The topic I chose was "A College Event You Enjoyed." I began by explaining the essential elements of a report: headline, introduction, main content, and conclusion. Using a real-life example, I demonstrated how to structure and write a report effectively.

To make the session interactive, I divided the class into small groups and assigned them the task of drafting a report about a recent event in their school. Each group collaborated, sharing ideas and organizing their reports. I moved around, providing guidance and answering their questions about language and structure. After the group activity, one representative from each group presented their report to the class. This not only helped the students practice writing but also boosted their confidence in public speaking.

The students displayed creativity and enthusiasm, and their reports reflected good teamwork and improved writing skills. Concluding the session, I offered constructive feedback and encouraged them to practice writing regularly. The experience reinforced the importance of hands-on learning and collaboration in the classroom.

WEEKLY ACTIVITIES

First & Second week	• Orientation • Conversation with the Supervisor • Development of Lesson Plans • The observation in the classroom
Third & Fourth Week	• Delivery of the Lesson • Evaluation Strategies • Working Together with Teachers
Fifth & Sixth Week	• Improving Instructional Techniques • Using Technology • Took a Proxy Course • Created questions • Annual Athletic Contest
Seventh & Eighth week	• Personalized Assistance • Project-Based Education
Final Week	• Students' Feedback • Exit Meeting: • Notes of gratitude

FINDINGS

Throughout my internship at Demra Ideal College, I gained valuable insights into English language teaching by observing classes and engaging in direct teaching. My observations and teaching experiences revealed several key findings about student engagement, instructional strategies, and challenges in English language instruction.

Students displayed enthusiasm and a willingness to learn, particularly when interactive teaching methods were employed. For instance, activities like brainstorming, group work, and problem-solving exercises fostered active participation and critical thinking. However, it was evident that students struggled with certain aspects of English grammar and vocabulary, such as converting Bengali sentences into English and understanding new words. This indicates a need for more focused language-building exercises.

Effective teaching strategies observed included using structured lesson plans, breaking down complex topics into manageable sections, and utilizing examples to enhance understanding. Teachers like Jakir Sir and Principal Md. Anwar Hossain demonstrated the importance of engaging students by encouraging questions, offering feedback, and using interactive methods such as reading aloud and vocabulary exercises. These techniques kept students attentive and improved their comprehension of grammar, translation, and writing skills.

Despite their willingness to learn, many students struggled with sentence construction and understanding advanced vocabulary. A recurring issue was the difficulty in transitioning from Bengali to English, highlighting the importance of integrating bilingual teaching approaches and focusing on foundational grammar. Moreover, some students needed additional support in applying grammar rules to practical writing and speaking tasks.

Overall, the internship underscored the importance of student-centered teaching approaches and consistent reinforcement of grammar rules to help students build confidence and proficiency in English. It also highlighted the potential for using innovative teaching tools and methods to address language-learning challenges effectively.

RECOMMENDATIONS

Both teachers and students should make a conscious effort to read more books and study materials. Teachers can encourage students to explore a wide range of reading materials beyond their textbooks, such as novels, articles, and journals. This will not only improve their vocabulary but also enhance their comprehension skills. Teachers should set aside time for independent reading and discussions to develop students' interest in learning English.

Teachers should dedicate additional time and effort to support students who are struggling with the subject. One-on-one sessions, extra assignments, and focused tutoring can help weaker students understand difficult concepts. A more personalized approach to teaching will help ensure that all students progress at their own pace and build a strong foundation in the language.

CONCLUSION

My internship at Demra Ideal College has been amazing. During this journey, I have gained a great deal of knowledge about the field of teaching English to speakers. My desire to work in this field stems from the opportunity to hone my teaching skills, collaborate with seasoned educators, and see firsthand how effective instruction affects students.

This internship has not only given me practical teaching experience but also enhanced my ability to be adaptable, solve problems, and communicate effectively in a multicultural classroom. The challenges I have encountered, such as managing the classroom and adjusting to different learning styles, have aided in my development as a future teacher.

I am appreciative of at Demra Ideal College for providing me with this opportunity for an internship that will change my life.

Chapter – X: Appendix
Class Observation Check List
Certificate Of internship
Photographs

Daffodil International University

Department of English

Internship on "Scenario of English Language Teaching in a Bangladeshi School / College "

Checklist for Class Observation

School/College: Demra Ideal college
Teacher's Name: JAKIR HOSSAIN
Class: 11 Section: A No. of Students Present: 35
Course Title & Code: English 2nd paper Room No: 203
Peer/Observer: A.S.M Rahat Alam
Date and Time: September 3, 2024

Objectives of the lesson (as perceived):

- i. To give details about narration.
- ii. To give students general knowledge of narration.
- iii. To inform students about the structure.

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

Most of the objective have been achieved. He was able to give enough examples.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students) He lectured the class brilliantly Everything has been discussed in detail.	He lectured the class brilliantly Everything has been discussed in details.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end the objectives of the lesson met/ what they have learned today)	The teacher was disciplined and very organized. He completed the teaching program within the time.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for	Teacher treated all students equally. He was able to hold the attention attractive.

	the class not only on the subject matter but also in manner, etiquette, and attitude)	His teaching method was a attractive to the students.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, and group involvement; encourages questions from students and responds with interest; is open to ideas; uses real-life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	He used communication learning techniques.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper pronunciation, and standard English)	The ex environment of the classroom was nice. He did his best.

MANAGEMENT

Was the time spent properly?	Yes the time spent properly.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show the main stages of the lesson and the time spent on each)	
He has taken class on real narration. He has perfectly maintain his stage of the topic. He discussed the structure and gave examples.	

CRITICAL EVENT (If it took place)

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

There was no critical event

Strengths observed:

1. His teaching style was great also speaking.

Suggestions for improvement:

2. There is no suggestion in the case.

Overall impression of teaching effectiveness:

3. From the beginning he was very confident.

Daffodil International University

Department of English

Internship on "Scenario of English Language Teaching in a Bangladeshi School / College "

Checklist for Class Observation

School/College: Demra Ideal college
Teacher's Name: Md. Ahsan
Class: 11 Section: B No. of Students Present: 38
Course Title & Code: English 2nd paper Room No: 204
Peer/Observer: A.S.M Rahat Alam
Date and Time: October 13, 2024

Objectives of the lesson (as perceived):

- i. To give details about right form of verbs.
- ii. To give students general knowledge of right form of verb.
- iii. To inform students about the structure.

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

Most of the objective have been achieved. He was able to give enough examples.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students) He lectured the class brilliantly Everything has been discussed in detail.	He Lectured the class brilliantly Everything has been discussed in details.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end the objectives of the lesson met/ what they have learned today)	The teacher was disciplined and very organized. He completed the teaching within time.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for	Teacher treated all students equally.

	the class not only on the subject matter but also in manner, etiquette, and attitude)	
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, and group involvement; encourages questions from students and responds with interest; is open to ideas; uses real-life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	His teaching methods was attractive. He used communicative learning techniques.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper pronunciation, and standard English)	The environment of the classroom was nice.

MANAGEMENT

Was the time spent properly? Yes the time was spent properly.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show the main stages of the lesson and the time spent on each) He has taken class on right from of verb. He has perfectly maintain his stage of the topic. He discussed the structure and gave examples.

CRITICAL EVENT (If it took place)

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

There was no critical event.

Strengths observed:

His teaching style was great also speaking

Suggestions for improvement:

There is no suggestion in the case.

Overall impression of teaching effectiveness:

From the beginning he was very confident.

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Checklist for Class Observation

School/College: Derrin Ideal college.
 Teacher's Name: Md Anwar Hossain.
 Class: 12 Section: A No. of Students Present: 29
 Course Title & Code: English 1st paper Room No: 302
 Peer/Observer: A.S.M Rahat Alam
 Date and Time: 24 october 2024

Objectives of the lesson (as perceived):

- i. To give details about
- ii. To give students general knowledge of
- iii. To inform student about

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

Most of the objectives have been achieved.
 He was able to give enough examples.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students) He lectured the class brilliantly Everything has been discussed in detail.	He lectured the class brilliantly. Everything has been discussed in details.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end the objectives of the lesson met/ what they have learned today)	The teacher was disciplined and very organized. He completed the teaching with in time.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for	Teacher treated all students equally. He was able to hold the attention.

	the class not only on the subject matter but also in manner, etiquette, and attitude)	
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, and group involvement; encourages questions from students and responds with interest; is open to ideas; uses real-life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	His teaching method was alternative to the students. He used communicative learning techniques.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper pronunciation, and standard English)	The environment of the classroom was nice. He did his best.

MANAGEMENT

Was the time spent properly?

Yes, the time was spent properly.

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

This class is basically orientation class. He welcome everyone warmly. Also read English for Today text book.

CRITICAL EVENT (If it took place)

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

There was no critical event.

Strengths observed:

His presentation and reading skill was great.

Suggestions for improvement:

There is no suggestion in the case.

Overall impression of teaching effectiveness:

From the beginning he was very confident.

APPENDIX

Certificate of Internship



DEMRA IDEAL COLLEGE
ডেমরা আইডিয়াল কলেজ

EIIN - 137604
Code - 1479
ESTD - 2015

Reff: DIC/Admin/Letter/1/11/24

Date: 21/11/2024

TO WHOM IT MAY CONCERN

This is to certify that A S M Rahat Alam, ID No: 192-10-2100, from the Department of English at Daffodil International University, has successfully completed his internship at Demra Ideal College as an English Lecturer from September to November 2024. During this period, he observed and assisted in various classes. His engagement with the students using different digital teaching methods greatly motivated them to enhance their understanding of English grammar.

We appreciate his dedication and wish him success in his future endeavors.

21.11.24

Lt Col (Retd) Engr Md. Anwar Hossain PhD
Principal

Demra Ideal College
DR. ENGR. MD. ANWAR HOSSAIN
LT COL (RETD)
PRINCIPAL
DEMRA IDEAL COLLEGE

Staff Quarter, Demra, Dhaka-1360, Mobile : 01706 57 28 41 - 43
Webside: demraidealcollege.edu.bd, E-mail: demraidealcollege@gmail.com



Ref : Internship Placement//242

Date: 17-09-2024

Principal

Demra Ideal College
Molla Tower , Staff Quater, Demra, Dhaka.

Subject: Request for Internship Placement

Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering BA in English and for the partial fulfillment of the requirement for the BA in English Degree, students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention that **A.S.M Rahat Alam , ID Number: 192-10-2100** has completed 117 credit hours in 39 courses from the Department of English. It would be highly appreciated if you could kindly allow him as an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With the best regards,



.....
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor & Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd



Photos



Photographer: Fuad Hosnayan. Date: September 30, 2024.



Photographer: Fuad Hosnayan. Date: September 30, 2024.



Photographer: A S M Rahat Alam. Date: October 25, 2024.



Photographer: Fuad Hosnayan. Date: October 24, 2024



Photographer: Fuad Hosnayan. Date: October 22, 2024

192-10-2100

by A. S. M. Rahat Alam

Submission date: 07-Dec-2024 11:33AM (UTC+0600)

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Daffodil
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University

¹
Course Title: Project Paper with Internship

Course Code: ENG431, Fall 2024

¹
Internship Report

on

The Current Scenario of English Language Teaching in a Bangladeshi College

Submitted By

A S M Rahat Alam

ID: 192-10-2100

Department of English

¹
Submitted To

Shipra Mondal

Senior Lecturer

Department of English

Daffodil International University

This paper is submitted in partial fulfillment of the requirements for the degree of

B.A (Hons) in English

Report Submission Date: 5th December, 2024

DECLARATION

Me, A S M Rahat Alam, hereby declare that my project paper titled “The Current Scenario of English Language Teaching in a Bangladeshi College” is an original work submitted as a partial fulfillment of the requirements for the degree of Bachelor of Arts (Hons) in English, under the Department of English, Faculty of Humanities and Social Sciences, at Daffodil International University. This project was completed under the direct supervision of Shipra Mondol, Senior Lecturer, Department of English, Daffodil International University. I affirm that the content of this project report is entirely my own work and has not been copied, duplicated, or plagiarized from any other paper, journal, or book.

The report represents an authentic piece of academic research and is based on my independent efforts and professional experiences.

A S M Rahat Alam

ID: 192-10-2100

Department of English

Daffodil International University