



Internship Report
on
The Scenario of English Language Teaching in Bangladesh

Submitted by:

Syeda Maisha Tasnim

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Submitted to:

Md. Nuruzzaman Moral

Senior Lecturer

Department of English

Daffodil International University

Dhaka, Bangladesh

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Declaration

I do hereby declare that the Internship Report submitted to the Department of English, Daffodil International University is an original work for the completion of my course “Project Paper with Internship” (Course Code: ENG-334) in the program of B.A. (Hons.) in English. The internship report on “The Scenario of English Language Teaching in Bangladesh” is written under the supervision of Md. Nuruzzaman Moral, Senior Lecturer, Department of English, Daffodil International University.

Syeda Maisha Tasnim

Program: B.A. (Hons.) in English

Batch: 35th

ID No.: 152-10-1203

Department of English

Daffodil International University

Certificate of Approval

I am pleased to certify that the Internship report on “The Scenario of English Language Teaching in Bangladesh” conducted by **Syeda Maisha Tasnim** bearing ID: 152-10-1203, Department of English has been approved for viva-voce. She has completed her work under my supervision during fall 2018 semester.

I am pleased to hereby certify that this work is an authentic work of Syeda Maisha Tasnim. I strongly recommend her work for further academic commendation and viva-voce. It was indeed a great pleasure working with her. I wish her every success in life.

Md. Nuruzzaman Moral

Senior Lecturer and Supervisor

Department of English

Daffodil International University

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Abstract

There is a plethora of schools in Bangladesh where English Language is taught in different ways. It is an opportunity to get a knowledge about the process how a particular school is teaching a particular language. Through an internship, it is possible to know about the circumstances with observation and speculation from received facts. It took few days as the procedure was not smooth. I chose one of the prominent schools of Old Dhaka in which I had to go through different formalities before observing their classes. Fortunately, my supervisor, Headmistress of that school and other teachers were very much helpful regarding this project paper. I gradually observed three English Language classes and conducted three English Language classes according to their schedule. Different mentors taught in different ways- through memorization, improving writing skills, giving home tasks etc. The ways were partially favourable. I found it impressive seeing the urge to learn English Language among the students. Students and teacher maintained a very good connection which helps to make a friendly environment and that is very important to learn something new. Though the school does not provide any technological material for further improvements. To sum up, these data are collected from an authentic and practical source to present the recent situation of English Language in Bangladeshi schools.

Table of Contents

Contents	Page No.
Declaration	ii
Certificate of Approval	iii
Acknowledgements	iv
Abstract	v
Table of Contents	vi
Chapter- 1: Introduction	1
Chapter-2: Objectives and Methodology	2
Chapter-3: Institution Details	3
Chapter-4: Class Observation Report	4-5
Chapter-5: Teaching Experience	6-11
Chapter-6: Findings	12
Chapter-7: Recommendation	13
Chapter-8: Scopes for Improvement	14
Chapter-9: Conclusion	15
Chapter-10: Appendices Appendix 1: Class Observation Checklist Appendix 2: Certificate of Internship Appendix 3: Photographs	16

Chapter-1

Introduction

Human-beings use language as a medium of communication. It is mainly produced by different sounds or symbols. People living in different countries use different languages. Among them English is known as an international language. A number of students studying abroad and some are doing business with the help of English language. In order to learn language one needs to learn the methods as well as the manner of approach. This report has been made on the basis of a particular school where we can see the methods of language teaching along with the result of observing a class and how to lead a class. It is not easy to learn a language overnight, it takes lot of efforts and practice. In this report during observation we can see how a teacher teaches the elements of grammar and in what ways they provide vocabularies to memorise. Instructors follow a particular syllabus and lesson plan according to that they continue teaching. Teachers also have to be enough confident to teach English language otherwise it will not be possible to reach the goal. There are few things a teacher need to be focused on. Moreover, it is both teachers and students responsibility to show proper interest in learning and give enough effort to achieve it. This report is an illustration to analyse in what extent the purpose is being succeeded.

Chapter-2

Objectives and Methodology

Objectives

- To ascertain the tactics of English language teaching.
- To learn the present condition of Bangladeshi institution.
- To know what structures teacher provides to the students
- To find out in what extent four areas of language learning are being covered
- To observe the connection between teacher and students which helps to improve language learning
- To know what equipment's are being used to help the students
- To gather information about the outcome of learning English

Methodology

Before starting the internship, I had to make a short plan of whole procedure. My supervisor provided me a recommendation letter which was needed to access to my further work. I picked one of the oldest and prominent government schools of old Dhaka named Kamrunnessa Government Girls High School, situated in Tikatuli. I went with my recommendation letter to the Assistant Headmistress, her name is Mrs. Mariyam. She directly sent me to the chamber of Headmistress. After taking permission from the Headmistress, Mrs. Mariyam helped me to make a schedule for class observing and conducting. She introduced me with the class teachers who basically teaches English. Afterwards, according to the schedule they welcomed me warmly in their class and let me do my work as required. All the teachers helped me selflessly through the whole journey.

Chapter-3

Institution Details

Name: Kamrunnessa Govt. Girls High School

Location: Tikatuli, Dhaka-1203

Established: 1924

No. of Building: 4, (2) four-storied building

Ownership: Government

No. of Students:

No. of Teachers:

Playground: Yes (2)

Library: Yes

Canteen: Yes

Tiffin: Yes

Security: Yes

Transportation: Yes

Computer Lab: Yes

Garden: Yes

Auditorium: Yes

Prayer Room: Yes

Teacher's Room: Yes

Staff's Room: Yes

Cultural Activities: Yes

Sport Activities: Yes

Uniform: Yes

Shift: Yes (Morning & Day)

Chapter-4

Classroom Observation Report

First Class Observation:

At the very first observation day I met the course teacher, her name is Mrs. Shamim Ara Sarkar and she took me along with her to the classroom and introduced me with all the students. This was standard six and the subject was English 2nd paper. I sat at the last bench with my stuffs so that I can observe whole class perfectly. The teacher was practicing speaking in this class. Their syllabus was fixed for examination. The teacher was calling one by one student from the attendance list to ask questions. Teacher asked about 4 to 5 questions to each student. These were very basic questions like about family, season, favourite colour, favourite flower, favourite place, country, friends etc. teacher's motive was to practice speaking in English in a proper structure so that students can develop their speaking skill. The classroom was full of students and they were making noise which became uncontrollable at some point. As the teacher was busy in practicing she picked one of the students and asked to control the classroom. She used Direct Method in the whole class. She described intricate things through picture which made communication easier. As I observed she partially got proper feedback from the students as few of them still have trouble in making correct sentence.

Second Class Observation:

I went to standard seven to observe another English language teaching class. This was English 1st paper and the course teacher's name was Md. Abu Jafar Salauddin. His topic was mainly a passage comprehension. The way he was teaching was really impressive. He simply picked different words from the passage and wrote them in the board in order to enrich knowledge of vocabulary. The students were given two exercises, one was to write synonyms another to do matching from the written words. He properly used forty five minutes of his class. He gave only twenty minutes to write down the answers of thirty words. He was loud enough and could easily control the classroom. Few of the students could answer properly and others could answer few of them. After checking the scripts teacher provided answers and gave prompt feedback. The teacher was randomly picking student to ask synonyms of different words as a test. This was to know that do they know more words out of their text.

He used Direct Method the whole period. I found this class was very effective as students could learn different English words which is very important in learning English Language.

Third Class Observation:

The third class I observed in standard 9 and the course teacher's name was Mrs. Afroza Sultana. It was English 1st paper class and her topic was passage comprehension. I found this teacher was explaining the passage in every possible way. While reading the passage she was marking all the vocabularies that showed up and asked the students to note them down. She was repeating sentence until students got it. To make the passage more easy she did a practical dialogue session. She randomly picked two of the students and asked them to play the role as different character in front of the board so that rest of the students can listen to them. This makes them to understand the character in a better way and encourage them to read more and make them confident as well. The teacher was also explaining grammatical rules from the text where needed and was describing important lines with situation. After explaining she gave students tasks to complete. Then she also called some of the students one by one to write on the board. She also encouraged group activities in the classroom. I found the students were very responsive and saw the urge to learn new things. The teacher summarized the class in last 3 minutes and gave them some home task. She also conducted the whole class in Direct Method. The bonding between teacher and students were very friendly as they were sharing different problems and sharing knowledge regarding the text.

Chapter-5**Teaching Experience****Class-1**

Class: IX

No. of Students: 48

Time: 45 minutes

Topic: Tense

Topic	Time	My Activities	Students Activities
Introduction	5 minutes	Ask students name for introduction and give greetings.	Students reply one by one.
Definition	5 minutes	Tell about the topic and its importance.	Students listen carefully.
Rules and examples	20 minutes	Show their classifications and write the rules on board with appropriate examples.	Students note down everything.
Exercise practice	10 minutes	Give task to find out the proper answer and to transform from one to another.	Students do their class task.
Feedback	5 minutes	Collect scripts, make corrections and give feedback. Lastly, give a short review of the topic.	Students write down and listen attentively.

I conducted standard nine as a mentor of English 2nd paper. I selected 'tense' as a topic which I felt was very important for language learners. For the basic improvement to make a proper

sentence in English tense is a must as it determines the concept of time. Before starting the class I had a short conversation with the actual course teacher about the present condition of the students. It helps to explain the particular topic to those students.

After entering the classroom I introduced myself and exchanged greetings with students. The time period was forty five minutes in total and I tried to utilize the whole time. So, gradually I started with the main topic 'tense' and asked randomly different questions regarding tense. Few of the students replied correctly and few could not. I asked all of them to take their pen and notes so that as I will be explaining the topic they can write down the important fact. I wrote all the types of tense on the board with one example so that they can get the rules in an accurate way. After explaining different parts of tense I gave them few task to complete. I found the students were very excited about the class and they were listening to my lectures very attentively. There were definitely some difficulties to get on to the main topic, still I tried my best. As soon as they completed their task I collected all their copies to check and gave them feedback as they needed. According to my teaching plan I saved last five minutes to summarize the whole class. I think it is very essential and helps the students to memorise the structures. Adding to this, I told them to practice writing English with proper grammatical rules every time which would help them to develop their writing skill. I enjoyed this forty five minutes completely because the students were very much responsive. I took the whole class in Direct Method.

Class-2

Class: VII

Number of Students: 30

Time: 45 minutes

Topic: History of Egypt

Topic	Time	My Activities	Students Activities
Introduction	5 minutes	Ask students name for introduction.	Students reply one by one.
Theme of story	10 minutes	Tell the students main topic and the background of the story.	Students listen carefully.
Passage reading	10 minutes	While reading the passage I point out the uncommon words and write their synonyms. I also explain the grammatical rules where it is complicated.	Students note down important words and lines.
Exercise writing	10 minutes	Give task as fill in the gaps and true or False from passage.	Students do their class work.
Feedback	5 minutes	I collect their scripts, make correction and give feedback.	Students note down their mistakes.
Summary of the class	5 minutes	Tell the summary of the whole passage in point.	Students listen carefully.

The second class I conducted was standard seven as a mentor of English 1st paper. As their course teacher said she was completing their syllabus for final examination. So, she suggested me to teach them a particular topic which was included in the final syllabus.

The course teacher herself took me along with her to the classroom and introduced me with the students. Students were very excited after seeing me as they will have a new teacher today. They were very bold and started questioning me whether I will be staying in this school for a long time or not. I made them clear everything about my project and went straight to the text. The title of the passage was 'History of Egypt' it was three pages of passage. I simply started reading the passage from the beginning with marking the uncommon words. Through reading the text I gave them some ideas about the country Egypt; like, the speciality of that country and people, how they are known to other country people, their food habits, clothes design etc. I instantly made a short poem with uncommon words and synonyms which they found interesting. That encouraged them to read more and more and helped them to memorize those vocabularies. The more I was going in to the text, their interest of knowing grew more to another level. The text consisted of seven paragraphs. After completing one paragraph I was summarising it and at the same time I was asking them questions regarding that part to make sure they are understanding it. I explained all the fact in English as I was following Direct Method. Where they got stuck and did not understand any word I explained them with exact example and pictures where needed. In this way I completed reading the whole topic. Then by managing time I gave them task like, fill in the gaps, true or false from the paragraphs. There were fourteen questions and I gave them ten minutes to get it done. There were thirty students present at the class, except seven students all of them submitted their scripts as some were confused with their answers. After checking their scripts I wrote all the correct answers on the board. I gave them some home tasks for the next class so that when there course teacher would come back can complete the text. In last five minutes of the class I again summarize the whole passage to make every topic clear. I finished the class like that and they again asked me when I will be back again. I could simply guess that they wanted me for a long time. It was an amazing experience.

Class-3

Class: VI

No. of Students: 42

Time: 45 minutes

Topic: Article

Topic	Time	My Activities	Students Activities
Introduction	5 minutes	Ask students their name for introduction and tell story to make a friendly environment.	Students response and pay attention delightfully.
Definition	5 minutes	Tell about the topic.	Students listen carefully.
usage and rules	20 minutes	Write the rules on the board and tell the right usage of it with examples.	Students note down on their script.
Exercise practice	10 minutes	Give task as fill in the blanks.	Students do their class work.
Feedback and summary	5 minutes	Collect their scripts, make correction and give feedback. Finish the class by summarising.	Students write down their mistakes and listen carefully the summary again.

The last class I conducted was standard six as a teacher of English 2nd paper. Keeping in mind their standard I picked 'article' as a part of grammar to teach them. As they are growing their grammatical skill they should make their base strong. Article is very important in modifying a noun.

The actual course teacher helped me to find out the classroom and introduced me with the students. Students were rejoicing like the other students as they will have a different mentor today. I thought to create such environment with them so that they do not feel bored and do not feel shy to ask any question. So, I cheered them up with a short funny story and later on

started asking their name one by one and told them to share if they find any difficulties regarding the text. They were ready with their book, pen and scripts. They were noisy and distracted at times and I had to be very loud to control the classroom. I spent first five minutes like that and then started my topic. I commenced with the definition of article. Then described its classifications. To make them understand I had to choose very simple and suitable example. I drew a table and wrote the types of article on the board and made box for each article. I demonstrated them in a very simple way and I was continuously asking them after a certain point whether they are getting the rules or not. I was moving further by following their responses. What I found that they already had an initial idea about article but I was just helping them to make their concept clearer. Moreover, I gave them example of realistic situation because I believe that realistic examples last longer in memory. After explaining three of the rules I gave them a task of fill in the blanks. I wrote on the board about ten sentences and fixed five minutes to get it done. All of them completed by the time but few of them could not fill up with the accurate answer. Afterwards, I gave feedback and wrote all the accurate answers. What I was thinking is they have just started learning a new language so it would definitely take some time. By practicing more and more they will be able to write all the correct answers. As further task I suggested them to do all their exercises from text book. Adding to this I suggested them to listen to more English songs, talk shows, news etc. in order to develop their listening skill. In the same way to develop their speaking skill I told them to practice speaking English with their family members or with friends. These students were very active and responsive. I was very much satisfied with the students.

Chapter-6

Findings

- This institution holds a good reputation.
- Teachers and students maintain a very good bonding.
- Teachers and stuffs are very kind and helpful in all way.
- Lack of language lab.
- No initiative has been taken to encourage students.
- Teachers do not follow any unique technique to make things easy.

Chapter-7

Recommendation

- The authority should provide a language lab in order to improve language skill.
- Different types of competition should be arranged like newspaper reading, prose or poem writing etc.
- Students should be encouraged to practice more and more English.
- The institution can organise a particular club for English language learning.
- Teachers should apply unique method to motivate students.
- Teachers should provide elements of topic in amusing way so that students do not feel bored in the classroom.
- Teachers should be punctual and dedicated.

Chapter-8

Scopes for Further Improvement

- Speaking test should be taken in proper manner.
- Both teachers and students should be more attentive.
- Teachers should be trained by the senior language instructor.
- Teachers should practice more on exact pronunciation.

Chapter-9

Conclusion

The whole journey of this internship in Kamrunnessa Govt. Girls High School is really impressive. I got a very realistic image of the present condition in Bangladeshi school. The class observation played an important role to make my concept clear about the teaching system though there are still some lacking in which they should work on. At this point after getting all the information, I can simply analyse that today's language teaching system and the time when I was in school is completely different. Teachers used to follow Grammar Translation Method then but now they use Direct Method. It's a great initiative for learning English language. I am very much glad that I witness that fact. Hopefully the day is not so far when people would speak English fluently like a native speaker.

Chapter-10

Appendices

Appendix 1: Class Observation Checklist

Appendix 2: Certificate of Internship

Appendix 3: Photographs



Academic building



Class observation -1



Class observation -2



Class conducting



Playground



Auditorium