



Daffodil
International
University

Internship Report

On

The Present Scenario of English Language Teaching In a Bangladeshi School

Submitted by:

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ID: 152-10-1198

Batch: 35th

Semester: Fall 2018

Course Title: Project Paper

Course Code: Eng-334

This Report is submitted in Partial Fulfilment of the Requirement for the Degree of B.A. (Honours) in English

Submitted to:

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Senior Lecturer

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Daffodil International University

Dhaka, Bangladesh

Date of Submission: November 201

Declaration

I hereby declare that the submitted Internship Report to the Department of English, Daffodil International University is a unique work for the completion of my course Project Paper (Course code: Eng-334) in the program of B.A. (Honours) in English. The internship report on “The Present Scenario of English Language Teaching in Bangladeshi School” is written under the supervision of Sushmita Rani, Senior Lecturer in Department of English, DIU. This report has not been submitted to any other organization for any other degree or award. And I would like to affirm that this report is my original work based on practical experience.

Md. Mahfujur Rahman

Program: B.A. (Honours) in English

Batch: 35th

ID: 152-10-1198

Department of English

Daffodil International University



Certificate

It is my pleasure to certify that the Internship Report submitted to the Department of English, Daffodil International University by Md. Mahfujur Rahman, ID: 152-10-1198, for the completion of the course Project Paper (Course Code: Eng-334) in the program of B.A. (Honours) in English is an original piece of work done under my supervision.

This Internship Report is recommended for submission to the Department of English, Daffodil International University.

Sushmita Rani

Senior Lecturer

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Dhaka, Bangladesh

Acknowledgement

I would like to express my tribute and thanks to my supervisor Sushmita Rani, Senior Lecturer, Department of English, Daffodil International University for her sincere instructions. I would also like to thank Md. Abdur Rouf, Head Teacher of Rasulpur High school for allowing me to observe and conduct some classes in his school in order to complete this study on “The Present Scenario of English Language Teaching in Bangladeshi school”. Secondly, I am indebted to the English teachers of the school Md. Saiful Alam, Md. Balayet Hossain and Lutfur Rahman who cooperated with me to come with a positive result.

Finally, I would like to thank my parents Md. Sherajul Islam and Ummey Kulsum, to help me financially to do the necessary activities and Sister Mahfuza Khatun to accompany me during the visit.

I pray to God for their eternal peace.

Abstract

The internship report aims to work on The Present Scenario of English Language Teaching in a Bangladeshi school. For the completion of this research, a three-day-field visit is required. All the data are collected from observation of three different classes conducted by three different English teachers of the school. After keen observation and collecting necessary information regarding the topic, three classes have been conducted with the help of teachers, students, staff and the principal of the institute. The report carries a crystal clear picture of English language teaching in school specifically for students of class 7, 9 and 10. A note of class size and ambience is written in the report. The institute has a bunch of shortcomings in the language teaching area. Besides, the possible scopes for improvement in the very area are also included in the report. In short, the paper conveys a scenario of English Language Teaching in Bangladeshi a school.

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Summary

Institution Visited	Rasulpur M.L High School
Date of Visit	25, 27 & 28 October 2013.
Key Findings	<ol style="list-style-type: none"> 1. I visited Rasulpur M.L High School situated at Rasulpur, Gaffargaon, Mymensingh-2223 in order to complete my internship project. 2. During my visit, I did not find whole atmosphere and the academic system providing a quality education. 3. I closely observed three classes the teaching activities of three classes by the teachers. I was greatly welcomed by the teachers and the students.
Strengths	<ol style="list-style-type: none"> 1. I found that both of the teachers and students had required interaction and possessed a friendly behavior. 2. The class has all necessary equipments. Some teachers' evaluation by the the students is appreciative. They provide the best they can to check individually. 3. As most of the students are from rural areas and the size of the classes is big, use of English in classrooms as the medium of instruction is not highly maintained. But, the teachers and authority are trying to bring some changes on the issue.
Scopes of Improvement	<ol style="list-style-type: none"> 1. Teachers should take class in English. Every student must be encouraged to communicate in English. 2. An English language club can be a better option to raise awareness about learning English. Online and offline newspaper can be introduced and facilitated to improve the recent English language competency of both teachers and students. 3. The number of excellent English teachers must be increased. Besides, there must be a head of instructors who can guide the teachers when it is necessary. 4. For excellent English, the school can facilitate debate competition, creative writing, magazine, spelling bee competition and so on which can encourage students to learn English with enthusiasm.

Chapter One: Introduction

In this communicative era, it is believed and proved that English is the inseparable basic need of a human being living in a developing society. English Language has become a bridge to fill the gap of communication. Without English we are blind in the world of technology. It has made a stage of unity as a vehicle of correspondence over the world. Individuals from any nation cannot deny its acknowledgment, noteworthiness and significance to run with the time in this period. As a creating nation, Bangladesh has not met any revolutionary move to remain associated with instructive, monetary, social and political changes. The nation has a noticeably poor number of people who have comprehended the need of the tongue. The number ought to get higher soon. I have worked on the project and poured all the necessary research in it to visualize the condition of English Language Teaching in Bangladesh basically in a rural place of the country.

Chapter Two: Objectives

The objectives of the internship were:

- i. To envisage the present situation of English Language Teaching in Bangladesh particularly in higher secondary school.
- ii. To figure out the application of English language in Bangladeshi school.
- iii. To understand the impact and viability of English language.
- iv. To study on the utilization of English as a method of communication

In order to achieve the objectives, I had tried;

- i. To seek cooperation from my supervisor at DIU and the Head Teacher of the school to collect necessary data.
- ii. To observe classes and notice the techniques teachers apply in classes
- iii. To conduct classes and apply methods and techniques
- iv. To cooperate with the teachers and maintain a good relationship to reach my goal.

Chapter Three: Methodology

The methodology that I followed to do my internship:

1. Meeting with the supervisor – being informed to do approach, to know teaching methods and techniques.
2. Taking the recommendation letter having the sign of the head of department and the supervisor as well.
3. Selecting the institution – I selected Rasulpur High School because the locality is familiar to me.
4. Selecting facilitator – My father is very familiar to Head Teacher of the school
5. Approaching to the institution – Meeting with the head teacher, showing the recommendation letter given by the department and seeking permission to observe and to conduct classes.
6. Receiving permission from the head teacher and meeting with other English teachers.
7. Observation and Conduction classes.

Finally, after the discussion with the teachers they suggested me to observe English second paper of class 9, English first paper of class 7 and class 9. I happily observed the following three classes. Later with the permission of the Head teacher I conducted three classes; English first paper of class nine and class seven and English second paper of class six. I conducted all the following classes taking instructions from the respective teachers.

Chapter Four: Background Details of the Institution

Name	Rasulpur High School
Location	Rasulpur, Gaffargaon, Mymensingh-2223
Founded	1964
Building Ownership	Government funding
Number of the student	665
Number of the Teacher	12
Number of the Teacher with experience	1 year - 5 years: 1 6 years – 10 years: 6 11 years – 15 years: 3 16 years – 20 years: 2
Teachers' qualification	B.A. (Honours) and Masters in particular field.
Other Factors	Playground: Yes Library: Yes Canteen: No Transportation: No CCTV security: No Tiffin Provided: Yes Multimedia Facilities: Yes

Chapter Five: Classroom Observation

Class-1:

In my first class, I observed English second paper of class 9. The teacher was Saiful Islam. He was very polite teacher. It was the first period of their routine. Firstly, he took attendance. Then he started teaching discussion on how to describe a graph. The students started listening to him attentively.

My experience was not good but I could not say in a word. It was a rural school and the English language teaching system was not up to date. The teacher gave them a graphs as a home work to memorize it. Some of the students memorized it and uttered it in front of the teacher. The teacher listened them and praised them who did well. The students who did not memorize felt shy and became afraid of facing punishment from the teacher. The class was totally teacher-centred.

My opinion is that I found the basic problem why most of the students of our country are afraid of English. It is because they just memorize various contents related to examination and get numbers to pass in the examination. On one hand, the teacher is responsible for this problem and on the other hand, the overall system of English language teaching is not under monitoring process.

Class-2

The English first paper class of class seven was my second class observation. The name of the teacher was Belayet Hossain. He took me to the class and introduced me before the class. I went back and sat on last bench and started observing the class.

The teacher taught students the lesson 1 & 2 under Unit 7 from English for Today. At first the teacher delivered his lecture on the lesson 1 and 2 of unit seven where the students were informed about the two great players in the field of football game. The teacher was good at fluency. His main focus was to finish the passage. During his lecture he gave a lot of information about Pele and Maradona, the two great figures in football history. The students listened to him very enthusiastically. It proved that learning with telling story is more effective.

In the class the teacher gave emphasis on reading skill. Sometimes he involved the students in reading passage. When a new word came, he wrote it on board with simple meaning. In this way he used variety of styles in his teaching. In fine it can be said that, the class was effective enough with the cordial collaboration of both the teacher and the students.

Class-3

The third class that I observed was the English first paper class of nine. The lesson was on lesson 7 of unit 7. The passage was about Steve Jobs (The wizard of Apple), a renowned figure in the field of creative thinking. The teacher finished the passage, involved students to solve exercises in interactive session. The students participated in his lecture with interest.

The teacher went through every detail of the passage. He read out the whole passage at first. Then he gave some more information about Steve Jobs. He also told the importance of thinking differently. Then he told the students to participate in practicing dialogue about the life of Steve Jobs. He also engaged the students in solving exercises given in the lesson.

What I noticed from the class that students wanted to learn leaving traditional ways where the teacher only gave lecture and home work. The teacher also tried to pick life encouraging lesson from the story of Steve Jobs. In fine, I want to say, the class was a class of learning indeed.

Chapter Six: Teaching Experience

Class-1

The first class of my teaching session was with class 9. Discussing with the teacher I decided to conduct the class on reading skills. At first I talked 5 minutes on how to read a passage. Then I selected lesson 1 of unit 13 from their English Book for Today and started to proceed.

According to my teaching style I explained every line of the passage for their better understanding. Sometimes I went for extra information where it was needed. I wrote every key sentence on the board. Besides, when new word came in the passage, I wrote those words on the board with simple meaning. Sometimes I asked the students to make sentences with new words. In that way I finished the passage.

Later I went to the exercise section. I told the students to practice every exercise. They started, tried and finished successfully. Then I discussed thoroughly about the correct answers of the exercises. I also gave explanations why the answer was correct. The students were quite dedicated to learn. I enjoyed the first class that I conducted for completing my project paper.

Class-2

In the second day, I conducted class-10 of the school. It was their additional class because it was for completing their final examination. I conducted the class at 9:30 am to 10:15 am. 50 students were present in that class. With the permission of the head teacher along with the class teacher, I started to teach them about “Mother Teresa” from their test paper of English 1st paper.

However, I tried to translate every line of the passage into simple Bangla. Before going into the passage, I discussed the question pattern from the passage because if a student read the whole passage first, he/she will not have time to answer every question. I maintained eye contact with the students. After reading the whole passage, I quickly went to the questions. There were three types of questions such as 1. Multiple Question, 2. Short question and 3. Fill in the blanks. Then, I asked the students to solve multiple question within 8 minutes. I checked scripts of a few students and let the whole class correct answers by themselves. By this way, I completed my correction part. Before finishing the class, I asked them why they were afraid of English. They replied that we could not write English properly.

Class-3

In the third day of visit. I conducted second period in class 6 the number of the students was 40. I selected "Tense" from their syllabus. Firstly I asked some questions regarding the topic. Some students attempted the answer to my questions. I asked, what is tense? Why are tense needed in English? Students gave answers according to their own thought. They were young boys & girls. I wrote an example of three tenses so they can understand easily, what is tense? Students were very curious about me. They asked me, sir, how can I learn English correctly? I told them, English has four skills: Listening, Reading, Writing & Speaking. If you practice regularly, you will be expert in English for your next life. I gave motivation to them, how the world chance through the education.

Before leaving the class, the students become silent because they wanted more time from me. Their positive attitude inspired me to work on education especially teaching English in our country.

Chapter Seven: Overall Findings

- a. The education system of rural area are different from city level.
- b. I could not find qualified teachers in the school.
- c. The environment of the school is not very ideal to acquire a solid education.
- d. The students are not aware of their study.
- e. The teachers are not liable to provide such an enjoyable environment for the students where they can gain knowledge with their cordial interest.
- f. The institution has spacious place to spend quality time with classmates while it is free time. There are plenty of trees inside the campus. Under the trees, students can practice English in a natural place.
- g. Need proper guideline for the student to learn English.
- h. All the teachers are graduated from renowned colleges & universities in Bangladesh. They are very much meticulous to go with the modern time.
- i. The pass rate in English is 60%.

Chapter Eight: Recommendations

- a. The school authority should start supervision system and for this they should distribute every class among the English teachers under their supervisions so that students can come close to the teachers and the teachers can realize the process of increasing the level of students should be improved.
- b. Authority of school should take necessary steps to qualify their teachers.
- c. Students should be encouraged to speak English whether their speeches are right or wrong. The teachers should correct the mistakes certainly in a friendly manner.
- d. Government should give effect training to the village level Schools.
- e. Language used inside the school must be English in English class.
- f. Internet must be accessible in lab so that the learners can go through online daily paper and watch helpful videos regarding communicative English skill.
- g. The college must inaugurate an English language club where students can practice language for a certain time.
- h. The school can run an award on the basis the most emergence English learner among the students.
- i. The school can organize various types of language related competition such as speech delivery, reading competition, writing competition, spelling bee, poetry recitation, debate competition among the students to enhance their ability in the four categories of language proficiency skill.

Chapter Nine: Conclusion

The internship has unlocked a door for me to gather teaching and learning experience specifically through encountering the present situation of English language teaching in a Bangladeshi school. It has given me an excellent chance to communicate with teachers, students and staffs from different walks of life. Amid the season of my visit, I felt a mitigating feeling being with the students. I can't help thinking that encouraging something what the students need is the best thing on the planet. It is my inestimable feelings when I see somebody listens to my words. In my firm conviction, the report has demonstrated a comprehensive image of the ongoing circumstances of English language teaching in Bangladeshi School. In addition, the report will guide the teachers to a fruitful way for the future betterment of teaching English.

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Appendix 1: Class Observation Check List	16-18
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Daffodil International University
 Department of English
 Internship on "Scenario of English Language Teaching in a Bangladeshi School"
 Checklist for Class Observation

School / College: Rasulpur High School

Teacher's Name: Sajful Islam

Class: Nine Section: A No. of Students Present: 69

Course Title & Code: Graph description Room No: 102

Peer/Observer: Mahfuzur Rahman

Date and Time: 25.10.18; 10.30 - 11.20

Objectives of the lesson (as perceived):

- i. To develop writing skill
- ii. To enrich analytical power
- iii. To learn how to compare

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

The objective were successful achieved because the students were very close to the topic. They studied it for writing skill.

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)	The teacher come up with a very good experiences in English teaching specifically in the area.
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-how the objectives of the lesson met/ what they have learned today)	The subject matter was partly clear and Teacher started and finished the class timely
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 the class not only on subject matter but also in manner, etiquette and attitude)	Students were seem to be fair and respectful to their teacher. Both teachers and students were enthusiasm.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology)	The teaching methods was teacher

	includes variety, balance, imagination, 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)	Centrad. Teacher did not write anything in board.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The establishment of classroom environment was good. Teacher maintain eye contact with students.

MANAGEMENT

Was the time spent properly?
 Not properly! But teacher tried to spent time 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 main stages of the lesson and time spent on each)

10 minutes	20 minutes	20 minutes
Warm-up Attendance	Home work discussion	Describe how to write a graph description.

CRITICAL EVENT (If took place)

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

Students make noise in the classroom, Teacher handle it.

Strengths observed:

- ◇ Teacher can control classroom
- ◇ Students are partly passionat to learn.
- ◇ Some students can understand the lecture properly.

Suggestions for improvement:

- ◇ Teacher should make class enjoyable.
- ◇ Teacher can make a lesson plan.
- ◇

Overall impression of teaching effectiveness:

The class was good but teacher can make it more effective via. the scientific

Daffodil International University
 Department of English
 Internship on "Scenario of English Language Teaching in a Bangladeshi School"
 Checklist for Class Observation

School / College: Rasulpur High School
 Teacher's Name: Balayet Hassan
 Class: Seven Section: A No. of Students Present: 53
 Course Title & Code: Football Game Room No: 404
 Peer Observer: Mahfuzur Rahman
 Date and Time: 27.10.18; 12.10 - 1.00 pm

Objectives of the lesson (as perceived):

- i. To improve Reading skill
- ii. To increase vocabularies
- iii. To understand the passage.

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

Objectives were partly achieved because it was a mid level class. The teacher was not good enough to give proper evaluation.

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)	Teacher was very confident to teach them but lack of confidence students can't learn properly.
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-how the objectives of the lesson met/ what they have learned today)	He had started timely but extra lecture wasted the time so finally he can't manage 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 the class not only on subject matter but also in manner, etiquette and attitude)	Students and teacher were very much respectful in the classroom.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology;	Teacher did not cooperate

includes variety, balance, imagination, 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)	with students, He just read the text.
5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The environment of class was good but teacher presentation was not good.

MANAGEMENT

Was the time spent properly?
 In the traditional style, 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 main stages of the lesson and time spent on each)

40 minutes	20 minutes	40 minutes
General discussion	Reading text, into translation into Bangla	conclusion speech

CRITICAL EVENT (If took place)

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

No critical event occurred.

Strengths observed:

Students are ready to learn but school did not find proper guideline to learn English.

Suggestions for improvement:

Teacher can make well balanced classroom in the cooperation of students.

Overall impression of teaching effectiveness:

I observe that students are very much creative to learn.

Daffodil International University
 Department of English
 Internship on "Scenario of English Language Teaching in a Bangladeshi School"
 Checklist for Class Observation

School / College: Rasulpur High School
 Teacher's Name: Lutfun Rahman
 Class: Nine Section: A No. of Students Present: 62
 Course Title & Code: Seen Comprehension Room No: 102
 Peer/Observer: Mahfuzun Rahman
 Date and Time: 28.10.18; 10.00-11.20

Objectives of the lesson (as perceived):

- i. Motivation
- ii. Reading skill development
- iii. To learn vocabulary.

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

One objective were achieved by the lecture of teacher that was motivation!

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)	The teacher had not good knowledge about Steve Jobs so he can't explain properly
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-how the objectives of the lesson met/ what they have learned today)	The teacher did not prepare any lesson plan, so it was unorganized classroom.
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 the class not only on subject matter but also in manner, etiquette and attitude)	The students was enthusiasm to know about Steve Jobs who was the pioneer of Apple co.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology;	It was grammar translation

	includes variety, balance, imagination, 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)	methods, teacher need the text and translate into simple Bangla & language
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The style of presentation was good but student did not understand properly.

MANAGEMENT

Was the time spent properly? Yes! 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 main stages of the lesson and time spent on each)		
40 minutes	30 minutes	10 minutes
Attendance	Reading the text	General discussion

CRITICAL EVENT (If took place)

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

No visible critical events took place.

Strengths observed:

- ◆ Students are enthusiasm to learn correct pronunciation
- ◆ Teacher tried to teach the students

Suggestions for improvement:

- ◆ Firstly, Teacher should learn correct pronunciation.
- ◆ Students can use smart phone to learn correct pronunciation.

Overall impression of teaching effectiveness:

English is language so students should practice it regularly.



রসুলপুর বহুমুখী উচ্চ বিদ্যালয়

রসুলপুর, গফরগাঁও, ময়মনসিংহ-২২২৩

Date: 05/11/2018

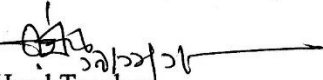
INTERNSHIP CERTIFICATE

This is to certify that **MD. MAHFUJUR RAHMAN**, ID: 152-10-1198 student of Department of English, Daffodil International University Dhaka, Bangladesh, has successfully completed his field visited through observing and conducting three classes, collecting necessary data and interviewed the required individual from 25, 27 & 28 October, 2018 that will surely help him complete the internship report on “**The Present Scenario of English Language Teaching in Bangladeshi School**” for the course of **Project Paper (ENG-334)**.

His diligent activities and passionate lecture have encouraged both teacher and student to be more focused on English Language teaching. I am highly elated to cooperate and spend quality time with him. I would like to thank the Department of English, Daffodil International University to send him to my institution.

We wish him every success in life.

Md. Abdur Rouf


Head Teacher,

রসুলপুর বহুমুখী উচ্চ বিদ্যালয়
Rasulpur M.I.H. High School

ইলেক্ট্রনিক্স-৯১৮৫০
Rasulpur, Gafforgaon, Mymensingh-2223

The Present Scenario of English Language Teaching In a Bangladeshi School

