



Daffodil
International
University

Internship Report
On
The Present Scenario of English Language Teaching
In Bangladeshi Schools

Submitted by:

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**This Report is submitted in Partial Fulfillment of the Requirement for the
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Submitted to:

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Declaration

I hereby declare that the submitted Internship Report to the Department of English, Daffodil International University is an original 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 Schools”** is written under the supervision of Mr. Ehatasham Ul Hoque Eiten. 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.

Noushin Nower Solvi

Program: B.A. (Honours) in English

Batch: 34th

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Certificate

It is my pleasure to certify that the Internship Report submitted to the Department of English, Daffodil International University by Noushin Nower Solvi ID:151-10-1140, 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.

A handwritten signature in black ink, appearing to be "E. H. Eiten", written in a cursive style.

Mr. Ehatasham Ul Hoque Eiten
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Acknowledgement

I would like to express my thanks and gratitude to my supervisor Mr. Ehatasham Ul Hoque Eiten, Lecturer, Daffodil International University for his supervision and guidance. I would also like to thank to the Head, New Model Bohumukhi High School, Dhaka for allowing me to observe and conduct some classes in his institute in order to complete this study on “The Present Scenario of English Language Teaching in Bangladeshi Schools”. Secondly, I am indebted to the English teachers of the school who cooperated with me to come with a positive result.

Abstract

This Internship Report is focused on The Present Scenario of English Language Teaching in a Bangladeshi schools. To complete the study, a three-day-field visit is required. All the data are collected field observation and conducting different classes. This report carries the current situation of English Classes in Schools specifically of class six and seven. The report is done by pointing out the lacking of the way of teaching and the possibilities of improvement.

This report concludes data and teaching experiences from filed visits and conveys the present scenario of ELT.

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Chapter 1

Preface

I am Noushin Nower Solvi bearing ID no. 151-10-1140 Daffodil International University. I was asked to make a field survey on the scenario of English language teaching in a Bangladeshi schools. We know that English Language Teaching (ELT) has been a great method for us that we learnt in our academic syllabus and also introduced with the modern theories of it to ensure the learner's better learning. And eventually in our final semester of summer 2019, I got a chance of observing and conducting classes of a school .In order to do that, I went to New Model Bohumukhi High school, Therefore, I got a chance to observe the local teacher's classes and gained Adequate knowledge. I got a chance to calculate their methods of teaching that enhanced my skills better to teach others. So overall this work was a great opportunity for me to measure and ensure other skills of teaching as well.

Chapter Two

Objectives

The objectives of the internship were:

- To experience the scenario of English language teaching in Bangladesh, specifically, in Schools.
- To learn how the teachers are applying language teaching techniques in real classrooms.
- To observe the influence and effectiveness of English language.
- To observe the use of English as a method of communication.

Chapter 3

Methodology

To fulfill the objectives during this Internship Course some methods were used. As a part of this course I went with the Letter of Recommendation from the Head of the Department to the school which I have chosen earlier. With the permission of the Head teacher I started to observe classes which gave me inspiration and ideas to conduct class. I have conducted three classes in Class Six (section A and B) and Seven (A) and applied my intended methods to have a better teaching experience.

I took this chance to work with new ideas which I wanted to apply and it gave me a whole new experience and to the students too.

Chapter 4

Institution Details

Infrastructure:

New Model Bohumukhi High School Dhaka, is built in 1968 and the Institution code (EIIN) is 10823. The web address of this school is www.nmmhs.edu.bd. The school is very large with one gate. There are three buildings in two sections. It has a large playground and the environment of the school is perfect with proper light and air. The school has one morning shift. And one day shift. It has a library for the students but not big enough. There are projectors and white board in every classroom.

Number of teachers and their qualification:

There are 47 teachers on the school. Most of the teachers are very qualified with a higher degree like M.A.

Numbers of Students:

There are 1200 students in this school.

Other Information:

The passing rate of the school is 97.8% and 99.6% in the SSC and JSC. Every year the school arrange prize giving ceremony and other programs to keep the students involved in extra-curricular activities.

Chapter 5

Classroom Observation

Class 1:

The first class I observed was class six (dhrubotara). The teacher's objectives of the class were to make students able to teach a new topic of Grammar. He had a good command over the subject matter and his teaching skill was noticeable. He was fluent in English while communicating with the students. The organization of the classroom was good and the teacher was careful about the warm up session as he made fun with the students at the starting. He maintained a Standard English for the lecture and spent his time wisely covering up the lecture.

Class 2:

The second class I observed was of class seven .The teacher's main objective was to provide knowledge about Climate and the lesson name was Climate Change. He tried his best to cover the whole lesson and used both English and Bengali for communication. But there was no warm up session and the teacher jumped into the topic which could be better if he had used some time to chat with the students. He wasn't aware of the time and finished abruptly. The pronunciation of his English was poor but he did not lack energy and enthusiasm.

Class 3:

The third class I observed was of class six(B) and the teacher was MD. Ashikur Rahaman. His objective was to introduce the rules and structures of Transformation of sentences of Grammar. He stated his lecture topic as soon as he entered into the class. But he was easy going towards the students and tried to discuss the rules properly. He focused on subject matter but could not hold the interest of the students during his lecture and tried to involve them in the topic by asking them to write down the structures and examples. He went for task solving and gave them rules to follow with examples. The whole class was communicative and the teacher was friendly towards the sections. This gave a whole new picture to the class and the teacher tried to communicate with them in English and used Bengali mostly.

Chapter 6

Teaching Experiences

Class 1:

The first class I conducted was of class seven (A) and there were 27 students when I entered into the class I introduced myself and shared some stories of my school life with them. I taught them English first paper and the lesson name was 'likes and dislikes'. I asked the students to read and write five sentences about the text after I finished my lesson. I read out the text and described the topic to them, translated new words. My lecture took 20 minutes and I spent 5 minutes for the warm up session. I gave them pair works to solve and gave feedbacks. As the students were engaged more and looked cheerful. I advised them about the lesson and took my leave.

Class 2:

The second class was six (A) and there were 38 students. I went with a warm up session by giving them a puzzle to solve. Gradually I started my lecture and taught them "Tense". First, I discussed the rules for 20 minutes and asked them to write down examples following the rules. I divided the class into three groups and each group was given a separate task. Each group was given task to make new sentences, correcting them, asking the genre of sentences approximately. The students had fun doing this as they became competitive and challenging to each other. The last 15 minutes I took to give them feedbacks and farewell.

Class 3:

The final and third class was of class six (B) and I taught them grammar. I chose the topic “Article”. They got confused with the rules which I made clear after my discussion. First five to ten minutes I took for warm up session and shared some of my exam experiences from my school life. The next 25 minutes were for lectures and tasks. I gave them group works to solve a passage. I used projector and showed them a funny video related to the topic. The video was about article and it was song which made the students more attracted. The students really liked it and they looked more connected to the class. The last 10 mini gave them feedbacks about their works. And the students held a positive reaction towards the student based class. And I concluded my lecture and bid them goodbye.

Chapter 7

Overall Discovery

1. The institution has a standard environment for the students and learners.
2. The institution has quality teachers graduated from renowned university which is helpful to enrich the learning.
3. The students are under strict rules and following the rules of the instruction.
4. The classroom is in good condition and there are projectors which is helpful for both teachers and students for learning.
5. The teachers are friendly and communicative to the students.
6. The institution is up to date with the use of technology.

Chapter 8

Recommendations

The whole environment of the school is standard for learning but I would like to recommend

Some suggestions to improve more. The teachers can upgrade their speaking fluency in English

more which could be helpful for them to teach. The use of projectors can be more as the students

will be more attracted and involved with the learning process. The teachers can have a proper teaching plan which will help them to cover lectures in time as there is very limited time to cover

the syllabus. The teacher can have more attention if they communicate with the students during

lectures instead of giving lengthy lectures at a stretch. The learning process will be more

effective and communicative. Lastly, the teacher will have good result in teaching if they include

themselves in the class tasks.

Chapter 9

Conclusion

„New Model Bohumukhi High School“ is a good educational institution. I learnt something through class observation and teaching experience. I used both traditional and new way of teaching. Among this two I find some significant differences. Students do not feel bored in the classroom rather they get inspiration to do their task. Here teacher can take the role of a moderator. If we want to change the scenario of English language teaching in Bangladesh we have to ensure teachers training first. Then we have to monitor whether new methods and techniques are used in the class or not. Furthermore we have to ensure the modern facility of learning in order to teach the learners effectively. After ensuring these things we can hope for a better language education for our students.