



Daffodil
International
University

Internship Report

On

The Present Scenario of English Language Teaching In Bangladeshi School

Submitted by:

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This Report is submitted in Partial Fulfillment of the Requirement for the Degree of

B.A. (Honours) in English

Submitted to:

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Declaration

I am assured to declare that the submitted Internship Report to the Department of English, Daffodil International University is a genuine work for the fulfillment of my course *Project Paper* (Course code: Eng-334) under the program of B.A. (Honours) in English. The project work on “The Present Scenario of English Language Teaching in Bangladesh” is carried out under the inspection of Md. Ariful Islam Laskar, Assistant Professor Department of English, Daffodil International University. This report is completed on the basis of my practical experience of observing and conducting classes at a particular school.

In addition, it should be noted that this report is submitted only to the Department of English, Daffodil International University.

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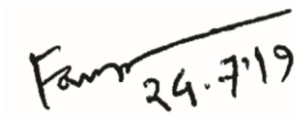
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Certificate

It is my pleasure to certify that the Internship Report submitted to the Department of English, Daffodil International University by Mahmudul Alam Sumon, ID: 152-10-1241, for the fulfilment of the course *Project Paper* (Course: Eng-334) under the program of B.A. (Honours) in English is a genuine piece of work done under my supervision. He has followed all the necessary instructions to complete the internship report and this is an original work done by him.

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



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I would like to express my heartfelt thanks to my adviser Ms. Farjana Yesmin, Lecturer of English, Daffodil International University for her kind supervising me and Md. Gulam Mustafa, Headmaster of Merasani Polytechnic Academy, Bijoy Nagar, Brahmanbaria for allowing me to observe and conduct some classes in order to complete this study on “The Present Scenario of English Language Teaching in Bangladeshi School”. I am also grateful to Anil Chandra das, and Mohammed Abu Noman, two English teachers, and last but not least Dipok Kumar Chokroborti, Assistant Headmaster of Merasani Polytechnic Academy for their encouragement during observing and taking class.

Abstract

The internship report aims to present the present scenario of English language teaching of Bangladesh in school. To complete the study, 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 particular school. After observation and collecting necessary information regarding the main topic, three classes have been conducted with the help of teachers, students, and the Headmaster of the school. The report carries a picture of English language teaching in school specifically for students of class 8, 9, 10. 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 School.

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Chapter-1: Introduction

There is no doubt that English is getting popularity and becoming one of the biggest tools to communicate with local and foreigner, to seek knowledge and career. As a developing country, Bangladesh should give more emphasized on to cherish this language in order to stay connected with educational, economic, cultural and political changes. Meanwhile, CLT replaced GTM but the scenario has not been changed yet since most of the English teachers are not trained up, so, they conduct the classes very traditionally and find difficulties to apply the techniques in classroom, therefore, students lose concentration in English class. Ultimately, students may get GPA 5s but they may not be skilled in the target language. To analyze and evaluate the present scenario of language teaching in Bangladesh, I was asked by my supervisor Ms. Farjana Yesmin to visit a school and form an internship report on the scenario of English language teaching in Bangladesh. As my supervisor advised, I visited a school, discussed with different teachers and students and tried to find problems and finally composed them in this report.

Chapter-2: Objectives

The objectives of the internship are:

- i. To know about the present scenario of English language teaching in Bangladesh specifically in Secondary level.
- ii. To learn how to apply techniques, methods and approaches for language teaching in real classrooms.
- iii. To help students to identify their strengths and weakness and target areas for improvement.
- iv. To address the teachers where they should concentrate more to make the classes more interesting.

Chapter-3: Methodology

First of all, I had to find a school which could help me to do my activities through observation of three classes and conducting three classes. I decided to take class in my village's school but the school was busy with taking its half-yearly exam, however I was informed by my fellow mate for Merasani Polytecnic Academy where I could take classes, so I went there and did not face difficulty though I had not been a student of this institution because the teachers were friendly and cooperative. It was also a bit tough for me to maintain the schedule due to my university classes.

However, I talked to Headmaster and the English teachers of the school. I was given the class time table. I selected Class-8 Class-9 (Humanities) and Class-10 (Science) for observation and later conduction. I observed the classes sitting at the back on different days and took notes about teaching methods, way of teaching, and use of English in classroom, students' understanding and response. I also talked to teachers and students and experienced their opinion about the scenario of English language teaching in their school.

Finally, I conducted three classes on writing paragraph, prepositions and comprehensive passage. Most of the students were seen to be pretty engaged with the discussion and found a positive output after the end of the classes. I enjoyed teaching and interacting with students.

Chapter Four: Institution Details

Name	Merasani Polytechnic Academy
Founded	1948
Location	Merasani, Bijoy Nagar, Brahmanbaria
Area	Three buildings, a large playground
Number of students	1500
Number of teachers	20
Number of teachers with experience	2-3 years : 3 5-8 years : 5 8-12 years : 12
Dress code	Students must maintain dress code. White shirts and black pants for boys, pink dresses for girls.

Teachers qualification	B.Ed, B.A (Honours), Masters in particular field.
Others	Library: Yes Canteen: No Multimedia classroom: Yes Playground; Yes

Chapter-5: Class observation

5.1: Class 1

The first class I observed was a class eight, section (A+B). The number of the students were 130 and 90 students were present on that day. Among the students 70% were male and 30% were female. I was observing the class sitting in the back. The teacher discussed about *Voice Change*. He firstly went for the rules of the grammar then he gave some examples regarding the topic. He lectured in Bengali. Then students were given exercises to solve, only a few students could solve all the problems. Fahim, a student, did well to solve all the exercises. The teacher further asked the students if they had any confusions regarding the topic. Some students raised questions and the teacher clarified their confusion.

To conclude, the class was ended with expecting to do well in upcoming classes.

5:2 Class 2

The second class I observed in class 9 (Science). The number of the students was 90 and 70 students were present whereas most of the students were female. I was observing the class sitting in the back of the class. First of all, the teacher spent 5 minutes for roll calling then he went for the topic. The topic was a passage named **Helen Keller**. At first, the teacher asked some students for reading the passage. He used mother tongue to make the hard vocabulary clear. But the teacher did not use any particular method. He asked the students to develop a summary of the passage. Everyone gave good try to write summary. Some students read their writings. The teacher gave some suggestions regarding the summary and whereas the students could more polish their writings. As it was very close time for upcoming exam, the teacher gave some tips how they could answer of the questions from the passage. He urged the students that they would not read the whole passage at first because it was killing, so they rather should have gone through the questions then try to do skimming the passage to find out the answers. The students were seen taking notes. Then, teacher concluded the class hoping that the students would do better in the upcoming exams.

5.3 Class 3

The third class I enjoyed observing was the class 10 (Humanities). The number of the students was 120 and 80 students were present in the class. Once again, I found most of the students were female. After roll calling, the students were asked to choose a topic and that was **Narration**. Students said that they often found **Narration** as a tough one. And they were the candidates of the upcoming SSC exam, so they wanted to be clear in this particular topic. Then, the teacher tried to make the topic clear to them. First of all, he wrote some examples of **direct narration** on the black board then he explained the rules how to change it into **indirect narration**. Students were given more examples to exercise to get transparent idea. Meanwhile, some students raised their questions regarding the topic and the teacher asked the students who understood better to make other understood. Students were encouraged to find out their problems to solve this under the guidance of the teacher.

The class was ended hoping that students would practice more at home.

Chapter: 6 Teaching Experiences

6.1. Class 1

After observing three classes, I conducted three classes. The first class I conducted was the class Ten of the same students. I tried to teach them ‘How to write Paragraph’ without memorizing. First of all, students were asked to write a paragraph on a particular topic that was ‘Hobby’. After some times students read their writings one by one. I don’t know whether it was a coincidence or not because the topic sentence of their paragraph was same, like, “Hobby means one’s favorite occupation but not one’s profession”! What I exactly found in their writings that they clearly wrote from their memory. I opened the question in class that what and how they would write if they would have not got common ‘Paragraph’ in exam hall. Most of the students were silent. Some responded that it would be difficult if they could not write from memory. That is the problem that students try to memorize everything and they are used to writing from memorizing in exams. So, I was interested to share some tips how they could write a paragraph. I wrote two words on the black board ‘Brainstorming’ and ‘Mind-mapping’ to introduce with them. I then explained the two terms how they would utilize their brain to develop ideas and key concepts on the particular topic. I gave examples to clear the topic saying that if I would be asked in exam hall to write a paragraph on ‘Dhaka City’, then I must spend some time to think to find out some key points using ‘Brainstorming’ then try to write full sentences. Therefore, I ended the class ensuring one most important thing, students should write from imagination but not from memorizing. And students agreed that they would apply the technique in their upcoming exams.

6.2. Class 2

On the second day of my visit, I took my second class. And the class I conducted was the class 8. Almost 95 students were present on that day. I selected a topic from their syllabus that was 'Prepositions'. A student asked me why we should learn grammar. I replied him that we should concentrate on language learning but grammar should not be ignored. Grammar brings the beauty in language and polishes the language. Then, I wrote some sentences on the black board but did not say prepositional rules firstly because I liked to emphasize on situational or contextual learning. And students were asked to fill up the gaps using appropriate prepositions. Some students had done whereas others remained silent. I gave more examples to do. This time I tried to know how they used the appropriate prepositions. Some students said for example they used 'at' before small place and 'in' before big place. I cleared the idea that the 'small' and 'big' concepts are very relative and these two prepositions must be changed considering the context and meaning of the sentence.

6.3. class 3

After a day, I conducted my third class which was the class 9 (Humanities). Almost 85 students of 110 were present in that class. I selected a passage from their text book that was **Humayun Ahmed**. Before reading the text, I asked some questions what they knew about Humayun Ahmed. Most of the students replied very loudly that he was a writer of Bengali Literature but they did not read any of his writings except a female student who said that she had read three books including novels named *Amar Chele Bela*, *Sangkhonil Karagar*, *Ei Shob Din Ratri* and watched a TV play named *Kothao keu Nei*.

I made some groups of the students so that they could discuss on the particular topic. Each group was given a particular paragraph of the passage to find out the key points and ideas. Moreover, they would find the meaning of tough vocabulary by group discussion. Though the class was so big, students were very attentive and did not make any critical situation. After some times, a member of each group was inspired to read loudly their contents. And other students took notes. Then I inspired to do the final and most ignored activity of the class that was speaking. Students were randomly asked one by one to speak 5/6 sentences about the passage. Some did well but some were silent because they felt nervous.

To conclude, the class was ended expecting that students would read more passages trying to catch the meaning.

Chapter-7: Overall Findings

1. The environment of the school is very favorable for learning and teaching.
2. The school has an enriched library and students can read and borrow books.
3. Most of the teachers are experienced and friendly to the students.
4. The school publish wall magazine once a year.
5. Students from science background are attentive in Lab.
6. Students can play various kinds of games in their large field.
7. Students are encouraged to be regular in class.
8. Students find lovely environment where they can discuss and gossip under the trees.
9. Passing rate is 98% in English.
10. The governing body is so careful for the improvement of the school.

Chapter-8: Recommendations

1. Every class teacher should encourage and inspire the students to utilize their time reading books in library. School authority can give prize named 'Best reader of the year' to inspire students in reading books.
2. The school should open a language club where students can practice English Speaking.
3. There can be a writing forum where students can develop communication skill specially their writing skill, for example; how to write a good Application, CV, Email, etc.
4. Class should not be closed except Govt. Holidays.
5. English teachers must be sent in training to be updated and informed about the new techniques and methods of teaching.
6. Teachers should use target language during taking class, specially while he or she will explain anything.
7. Debate, speech competition, creative writing competition should be organized.
8. Teachers should have counselling hours so that students can go to them and share their problems and get suggestions.

Chapter-9: Conclusion

Undoubtedly, the internship report brought a crucial chance for me to observe the present scenario of English language teaching in school of Bangladesh. In addition, I have learnt practically how to teach and interact with students in class. Moreover, the experience I gained from field level definitely would help me in future. To conclude, I found the whole internship fascinating.