

An Internship Report
On
“The Present Scenario of English Language Teaching in Bangladeshi School”

Submitted by

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Under the supervision of

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This Internship Report is submitted to the Department of English, Daffodil International University, for the Partial Fulfillment of the Degree of Bachelor of Arts in English.

Declaration

I hereby declare that this internship project has been done under the supervision of Al MahmudRumman, A Lecturer of English Department, Daffodil international university. I also declare that neither this paper nor any part of this paper has been submitted to elsewhere for award of any research, degree or diploma.

.....

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Certificate

This is to certify that, Md. SelimRana, bearing ID 161-10-128, is a student from EnglishDepartment, Daffodil international university, permanent Campus.I am glad to state that he has completed his internship project under my inspection, andworked hard in preparing this project.

The information and findings presented in this paper seem to be evidential. Md. SelimRana, occupy a very good moral character and a pleasing personality.I wish him every success in his future career.

.....

Al Mahmud Rumman

Lecturer

Department Of English

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ACKNOWLEDGEMENT

The success and final outcome of this project required a lot of guidance and assistance from many people and I am extremely privileged to have got this all along the completion of my project. I would like to express my heartiest gratitude to Al Mahmud Rumman sir, Lecturer, Department Of English, for his kind help to finish my internship project. Who took keen interest on my project work and guided me all along.

I am thankful and fortunate enough to get constant encouragement, support and guidance from him, which helped me in successfully completing my project.

Abstract

This project paper aims at knowing the present scenario of Bangladeshi School English Language Teaching System and understand the English Language classroom as well as to observe teachers and student's role there and how they responses for learning it as a second language. The main purpose of the project paper is to overlook English language teaching system at the Secondary Level Education in Bangladesh schools. This paper is an attempt to know which methods and materials are being applied in Bangladeshi classrooms in case of teaching English language at the secondary level. Most of the school student of Bangladesh are weak in English language due to lack of skilled and trained teachers who are familiar to the modern methods and approaches of teaching and lack of materials for teaching in the classroom. This project paper aims to find the challenges of teaching English language in the context of Bangladesh. This study also investigated the factors affecting student's performance in learning English language in secondary level education. Data were collected using interviews, classroom observation and questionnaire. The paper shows some strength and weaknesses of the classroom activities that may be helpful to develop the English language teaching system in Bangladesh.

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Chapter-I

Introduction

Bangladesh is basically a monolingual country. However its education policy and curriculum mandate English as a compulsory second language because of its global nature, Ministry of Education, Bangladesh (MoE), (2010). Thus for students who study at least to graduation level, English is taught as an essential subject for more than fourteen years of their educational life. For nearly two decades, the Communicative Language Teaching (CLT) approach has been used to teach and learn English in Bangladesh. This investigation is drawn from my personal experience in navigating the complexities of international study as well as from the theoretical concepts encountered in studying global citizenship during the course of the project. In our country, there is no doubt that we still have not established a standard of education in schools and colleges. There are too many problems in our country that have to be eradicated to embrace a comprehensive education system through which we can expect ourselves to be a richer nation. We must not forget that students today will become the key members of our country who would be responsible for the overall development of our country. The main objectives of teaching English in Bangladesh are to enable students to understand simple commands, instructions and requests in English and also carry them out. The project has been done as a part of the course titled Eng-334 under the supervisor. For this purpose the intern was asked to visit a Bangla/English medium school and to observe and take 3 English language learning classes there.

As per the direction, A reputed school and college has been selected. In English language classes, teachers teaching strategies, lesson structure, classroom management, teacher and student use of Language, Teacher use of study material, study feedback system have been observed there.

Chapter-II

Objectives of the Internship

1. To know about the present scenario of English Language classroom in Bangladesh.
2. To observe teaching methods and techniques of the language teachers of secondary level of education in Bangladesh
3. To Learn to apply language teaching techniques.
4. To find out the possible Impacts of technical applications upon the learners.
5. To take 3 classes and attempt to apply intern's own knowledge and skill.
6. To identify the current situations of the students in learning English.

Chapter-III

Methodology

Selecting an institution:

A reputed Bangla medium school of Savar was selected for the internship project. A recommendation letter signed by the Dean and Head of the department was provided to the respective authority of the school. The principal of the institution gave permission to observe English class and introduced with the respective teacher.

Selecting Classes:

The students of secondary level had been chosen for the internship project.

Classes of level 8 and 9 were observed and class 10 was selected to conduct classes.

Selecting a Facilitator:

Intern selected the Principal of the School as the Facilitator. He was the most perfect person for this because he is the one who can help intern for his project related work. Principal was very helpful and co-operative to intern. He was really an honest and amazing Personality.

Classroom Observation:

Three classes were observed by intern. All of them were grammar classes. One class was of class 8 and two of class 9 were conducted by two different teachers. Each class duration was 45 minutes.

Interviewing particular course Teacher:

A short interview had been taken of particular course teacher .He talked about how he delivers his lecture on different topic and how he makes the topics interesting to the learners. He also talked about some barriers and limitations of the institution. Course teacher also give a brief idea about his classroom management and learners feedback from his Lecture.

Interviewing a Local Guardian of Students:

The Intern took a short interview of a local Guardian also. He talked about his expectations from his child as well as his satisfaction about the quality and standard of the school.

Chapter-IV

Institutions Details:

Holy Life School and Collage is few miles away from Daffodil International University permanent Campus, situated at Paragram Ashulia Dhaka. The School established in 2016 and the main purpose of the School is education for the Peace and Progress. The School is under the Dhaka Education Board and the school code is 1377. There are total 20 teachers teaches in the school section, and total 450 hundreds student's studies there, among them 250 were Male student and 200 were female student. The land area of the School is 2.32 acres and though it's a new school and situated at faraway from Dhaka but surprisingly all modern amenities like digital classroom science labs was there.

Chapter-V

Class Observation Report:

I observed three classes of the 24, 25 and 26 February, 2019 at Holy Life School and college 2nd paper class conducted by Tanha Islam, Nurul Amin and Keya Rahman respectively. Before entering their class, I talked with the teachers I took a notebook and apen with me for the observation. Checklist for class observation was used in this regard. There was decent environment in the classroom with chairs, tables, fans, lights, white board etc. There was no projector, sound system and alternative electricity arrangement in case of load-shedding. The teacher takes class based on text books. It was found that each teachers had their own style of teaching.

Class Observation no:1

The first class observation was in class X. The class started at 11:15am and ended at 11:50 am. There were 18 students presented in the class. It was a language class. The topic of the class was preposition, types of preposition and uses of preposition into a sentence. The teacher had a lesson plan. She started her lecture with some rules from the book. She gave detailed information in her

class then she wrote five sentence of the white board without preposition. Then she asked each of the students five sentence. Her interaction with the students was good. Students were also responding to his lecture. She did not provided any materials in her classroom. She used Bengali language more than English language in the class so that the students can easily her understand her lecture. Sometimes she was using local dialect in her lecture. Moreover, she did not give any group work or pair work in the class.

Class Observation no: 2

The second class observed was in class XI ‘‘Holy Life School and College’’ with Keya Ahmed on Monday, 25 February 2019. It was an English 2nd paper class. The class started from 2:30 pm and finished at 03:00pm. There were 21 students present in the class. It was a grammar class on Tag Question. Students had to learn Fill in the gaps with appropriate Tag Question. Teacher had a specific lesson plan. At First She talked about the basic rules about using Tag Question, She took some time for that, later he asked students about theirs confusion. Students gave some positive feedback that they understood the topic. Teacher then asked the students would they able to do some fill in the gaps as exercise. Students said yes and later teacher made some groups and practiced them exercise from model test paper. The teacher passed some time for that practice session and sometime for wrong correction. In last she again gave an overview on article

and finished the class. The teacher had a proper lesson plan. Before starting the class she gave a short lecture to the students about lesson topic. She started the class on schedule time. Normally she maintained her eye contact with the student all the time.

Class observation no:3

The third and last class observation was in class XI .The class started 26 February at 11:50 am and finished at 12:20pm. There were 21 students presented in the class. The teacher was Nurul Amin .The class was grammar class English 2nd paper. The topic of the class was Adjective and classification of adjective. The teacher as usual started his lecture with writing his lectures on the white board. He first wrote down the definition in the board and then he classified parts of speech. He given some examples in every steps. He had a clear voice and his lecture was clear .Sometime he used local dialect in his lecture.

Chapter -VI

Teaching Experience

Teaching Experience: 01

I planned on how I would take the class.

Materials	: Text Book and mercury pen
Topic	: Paragraph Traffic Jam
Skill focus	: Reading and Writing
Language focus	: Present and past simple
Level	: pre -intermediate
Lesson Plan	: Attached in the appendix-1.

It was the first experience for me take practical class. The first class was on 6 April 2019 and I take permitted to teach the students of Class 9. The class started on 11:51 am and end at 12:20pm. There were 20 students presented in the classroom.

The teaching topic was a paragraph- Traffic Jam. They were given a brain storming task at the initial part of the class. It was a group work. Everyone was allowed to open the passage of Traffic Jam from the English book. They were told to pick at least 5 best informative sentences from there and to write down the sentences about the reason the traffic jam. After the brain-storming, they were taught the method of writing a paragraph picking the information from a text. Most of the students had great response and within the first 10 minutes, they felt comfortable in the class.

Teaching Experience: 02

I planned on how I would take the class.

Materials : Text Book and mercury pen.

Topic : Change the Number

Skill focus : fill in the gap

Language focus : Present and past simple

Level : pre -intermediate

Lesson Plan : Attached in the Appendix -1

Class 2 was taken in 7 April 2019. The class started on 12:20 pm and end at 12:50pm. There were 18 students presented in the classroom. I used applying Grammar Translation Method in the classroom as students were not comfortable with target language. The teaching topic was change the Number, classification of number and how to change singular to plural number. The students were very attentive and responsive in the class. I was given some example from own life experience they easily understand the learners. Then I was given some exercise to the student and later conducted an icebreaking session for the students and noticed that they are very excited about that. The class then ended by the declaration of intern that finally tomorrow they will learn about applying change the number singular from plural and plural from singular.

Teaching Experience: 03

Class 3 was taken in 8 April 2019. Class Started at 03:00 pm and end at 03:30 pm. I entered into the classroom with happily and say good evening to the students. I started the lecture on the

Topic Number and change the number singular to plural, plural to singular. I was given some specific rules from Grammar book. Then I was preferred practice some number because learners are now well informed about the rules and basic knowledge was clear. I was given some exercises and pair works to the student. I noticed that almost everyone had the right answer.

As it was a last class with the students, At last I express my feeling about taking class of students. I was thankful to student that they have cooperate with me perfectly.

Chapter -VI

Overall findings

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Three classes had been observed as well as three classes had been taken as a part of project paper and overall findings are given below.

Lesson Plan:

It's had been found that all teachers had a lesson plan before starting the classes. And all of them were well prepared and experienced in teaching, but it be more effective if it is somewhat modified.

Lesson Delivery:

Lesson delivery was effective for the classroom environment and it was effective to engage teacher and student. By following the lesson plan teacher had delivered his lecture and teachers delivered lecture was meaningful motivated and contextualized.

Classroom management strategies:

The class atmosphere was warm open and accepting. Teacher and student seemed to be clear what they should doing. Student participation was active and lively and sufficient time had been given for taking class. Classroom were specious and all educative instruments were there.

Use of Language:

Teacher used native language in the classroom because as it was a Bangla medium school and target language was not clearly understandable by the learners.

Treatment Errors and Feedback:

Teacher provided appropriate feedback on activities and corrected the errors committed by learners.

Learning Environment at School:

The classroom facility was adequate and furnished with necessary equipment like multimedia projector, sound box, Generator and electricity, Light and fans. The seating arrangements were suitable and classrooms were spacious for the movement of teacher and student.

Teaching method:

Communicative Language teaching (CLT) have been conducted in classroom, where teacher and student both are active in learning process. The teacher controls the learners and prevent them from doing anything that harmful for understanding the lesson.

Pair and Group activities:

It's have been noticed that in every classes Teacher have not practiced some pair and group activities by students, that is not good for suitable learning environment.

Teacher's use of Materials:

Materials were appropriate according to age level and relevant to the content of the lesson. They use just text book.

Chapter -VIII

Recommendations

Class Duration:

The teacher was unsatisfied with the class duration. Because teacher could not finish the syllabus of the term. Students will be benefitted if class time will be increased more than 45 minutes. They will get more time to practice and teacher can be proper teaching.

Teaching Techniques:

Teacher should apply different techniques to the classroom because it is a CLT Classroom for example Brainstorming, Icebreaking session, stress arranging competitions and some dialogue in the classroom. Teacher must be motivate the students for learning and have to create an impression.

Use of target language:

Most of the language teachers, especially those new teacher express anxieties about using the target language in the classroom. Often, teachers find it difficult to strike a balance between using local language or language used at home and the Target language (TL) in the classroom. The use of the TL in the classroom greatly increases the students' exposure to the target language. Especially in foreign language classrooms where the TL is not heard outside of the classroom context. The goal is to make the context as close to a second language context where the TL would be heard outside of the classroom as possible in order to give students maximum exposure to the language. By using the TL in the classroom, students are receiving more. By using the TL, students are not only learning 'about' the language but also learning 'through' the language. Certain classroom commands or common expressions can be acquired through routine use. Using the TL in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude toward the language.

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Motivation:

When a Student will be able to understand the importance learning English and can see how directly applies it to their life, then they learn faster. When they are interested in learning it and they see meaningful connections to their lives, they begin to take risks to learn English which helps them to acquire it faster. Most of the teachers can play an important role for giving this kind of motivation to theirs students.

Instruments:

They should ensure the use of multimedia in the class room and sound system.

Chapter -IX

Conclusion

It was really a great experience and a wonderful journey for the intern to observe real Bangladeshi Classroom Situations. Conducting classes there was totally a nice journey for me this experience and learning will help a lot to future career. Recommendations given by intern are expected to apply by the Bangladeshi School's authority to ensure standard education and to make learners expert and confident about the second language learning as well as to become expert in English Grammar.

In conclusion, it can be said that Holy Life School and college has a good environment of learning but still some measures need to be taken to improve teaching system and to give the students quality education.

Appendix – 1

Lesson Plan of the Intern

Lesson Plan 1

Time	Task	Mode	Teacher activities	Student activities
5 minute	Warm up	Whole class	Introduce myself and make friendly relationship with students	They were very friendly with me
10 minute	Explanation of the topic	Whole class	Teacher explain what students to do	Students follow and ask question
10 minute	Reading text	Individual	Teacher ask Students to do reading text	Students read and note down main points
5 minute	Comparing answer	Pair/ Group	Teacher ask Question Students give and feedback	Students give answer
10 minute	Writing summary	Pair /Group	Teacher ask summary	Students write summary and compare the other group

Lesson Plan -2

Time	Task	Mode	Teacher activities	Student activities
5 minute	Icebreaking	Whole class	Introduce myself and make friendly relationship with students	They were very friendly with me
20 minute	Explanation of the topic	Whole class	Teacher explain what students to do	Students follow and ask question
20minute	Reading some rules from the topic	Whole class	Teacher ask Students to do reading rules from the topic	Students read and note down main rules
15 minute	Comparing answer	Pair/ Group	Teacher ask Question Students give and feedback	Students give answer
20 minute	Comparing other groups	Pair/ Group	Teacher ask compare other group	Students give feedback

Appendix – 2
Letter of Recommendation

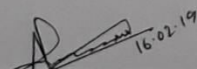
Department of English
Letter of Recommendation

This is to recommend that that Mr. /Ms. Md. Selim Rana....., Programme: BA (Hons) in English, Semester: Fall 2017, ID No. 161-10-128....., is a final year student of the Department of English, Daffodil International University (DIU).

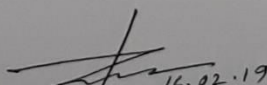
As part of the compulsory courses of the programme, he/ she is assigned to do an internship based course: *ENG 334 Project Paper* with attachment to a School or college with objectives:

- i) to learn about the school,
- ii) to observe at least three classes of three different teachers
- iii) to plan three lessons with the help of class teachers and
- iv) to teach them with permission of Head Teacher/ Principals.

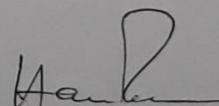
Respected Head Teacher/ Principal may be requested to cooperate the internee to conduct the project as academically as possible.


Supervisor

Internship Project


Head

Department of English), DIU


Dean

FHSS, DIU

Checklist for Class Observation

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

School / College: Holy Life School and College

Teacher's Name: Tanha Islam

Class: X Section: Arts No. of Students Present: 18

Course Title & Code: English 2nd Room No: 209

Peer/Observer: Md. Selim Rana

Date and Time: 29/02/2019 11:15 - 11:50

Objectives of the lesson (as perceived):

- i. Preposition
- ii. Types of preposition
- iii. Uses of preposition in sentence

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

to learn about the school and I found some mistake and mismanagement about the bangladesh school teaching method, and some experience achieve from the Internship.

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)	yes, she has good command and knowledge about the subject matter, students also cooperative. She demonstrates breadth and depth of mastery there to improved knowledge seeking behavior among students.
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)	She warm up the class with real life example for example, she ask to the students saysome preposition. she summarizes hall class and main points, she start and finished the lesson properly, they learn preposition good.

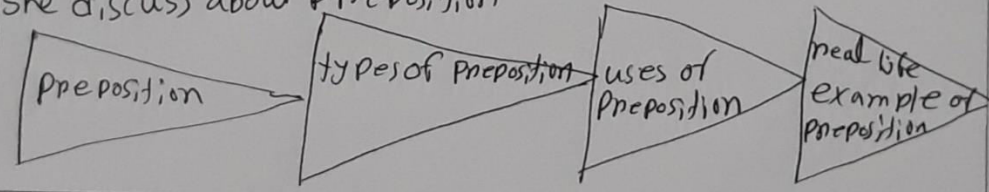
	today)	
3	RAPPORT (holds interest of students, is respectful, fair, and impartial; provides feedback, encourages participation, interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	teacher try to make a interested class give them, teacher also helpful, fun and impartial she also encourage participation. she also enthusiasm both are have well manner.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology, 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)	The classroom grammar-translation methods (GTM) use only text book, yes she encourage questions from students and responds with interest. she give some real life example about the subject matter,
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)	classroom was not proper environment conducive to learning, outside of the class have some factory so that this does noisable,

MANAGEMENT

Was the time spent properly? yes, she was time spend 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)

she discuss about preposition



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?

There is no critical event about their lesson

Strengths observed:

good communication skill with students
atartive voice, always give real life life example,

3

Suggestions for improvement: 1 thing she already improve her work my suggestion is keep hold it.

Overall impression of teaching effectiveness: of course, impression of teaching effectiveness, she teaches very good and effectively.

Photographs



Institutions photo



Class observation Photo



Class observation Photo

The End