

Internship Report

On

**“The Scenario of English Language Teaching in
Bangladeshi School”**

Prepared By

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Under the supervision of

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Daffodil International University

Date of submission: 27-04-2019

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

DECLARATION

I, hereby, declare that, this internship project has been done under the supervision of Mohammad Zaidi Islam, Lecturer, Department of English, and Daffodil International University. I also declare that neither this project nor any part of this project has been submitted elsewhere for award of any degree or diploma.

Md. Ashrafur Rahman

ID - 161-10-127

Department of English

Daffodil International University

CERTIFICATE

This is to certify that, Md. Ashrafur Rahman, bearing ID 161-10-127 is a student of English Department of Daffodil International University, Ashulia campus. I am pleased to state that he has completed his internship project under my supervision and worked hard in preparing this project. The data and appendix in this project seem to be authentic.

Md. Ashrafur Rahman has a very good moral character and pleasing personality. I wish him a bright future.

.....

Supervised by,

Mohammad Zahidul Islam

Lecturer

Department of English

Daffodil International University

ACKNOWLEDGEMENT

I would like to express my heartiest gratitude to Mohammad Zahidul Islam, Lecturer, Department of English, for this kind help to finish m Zahidul Islam, Lecturer, Department of English, for this kind help to finish my internship project.

His endless patience, scholarly guidance, continual encouragement, constant and energetic supervision, constructive criticism, valuable advice, reading many inferior draft and correcting them at all stage have made it possible to complete this paper.

ABSTRACT

The project paper is about the present scenario of English language teaching system in Bangladeshi schools. The main purpose of the project paper is to check English language teaching system in secondary level. This paper is an attempt to know which materials are being applied in Bangladeshi classroom in case of teaching English language at the secondary level. The motto of this paper is to know the teaching and learning style and the issues which are encountered in classroom. It seems that the English language teaching system is somehow distracting from the actual purpose of English curriculum system because of unskilled teachers, failure in using method, materials and so on. Some recommendation have been given based on the finding and the observations of the secondary level English classes. This project shows the strength and the weakness of secondary level education. It may be helpful to develop the English language teaching system in Bangladeshi Schools. It also help the students to know about the language and the speaking form of the language. Students will inspire to learn English language easily.

Letter of Transmittal

March 27, 2019

Mohammad Zahidul Islam

Lecturer, Department of English

Daffodil international university

Subject: Submission of internship project report on “**The Present Scenario of English Language Teaching in Bangladeshi Schools**”

Dear Sir,

I am pleased to submit hereby the Internship report of “**The Present Scenario of English Language Teaching in Bangladeshi Schools**” for your kind evaluation. To prepare this report, I have given my best effort that would enhance the project report.

I made sincere efforts to study related materials, documents and operational systems of Konabari M.A. Kuddus High School and examine relevant records for preparation of the Internship project as comprehensive and informative as possible within the time allowed for me. Due to various there may be some mistakes for which I beg your apology. I would be glad if you accept the term paper and also requesting to consider limitations with a soft view that had made due to my limitations and oblige thereby.

With the best regards,



.....
Supervised by,

Mohammad Zahidul Islam

Lecturer, Department of English

Daffodil international university

Letter of Acceptance

This is to certify that the internship project report on titled “The recent Scenario of English Language Teaching in Bangladeshi Schools” from Konabari M.A. Kuddus High School carried out by Md Ashrafur Rahman, 37th batch bearing ID: 161-10-127 under my supervision. The project can be accepted in terms of quality and form as directed by the University authority.

He is permitted to submit the internship project.



.....
Supervised by,

Mohammad Zahidul Islam

Lecturer, Department of English

Daffodil international university

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Chapter - I

Introduction

English is a West Germanic language that was first spoken in early medieval England and eventually became a global lingua franca. It is named after the Angles, one of the Germanic tribes that migrated to the area of Great Britain that later took their name, as England. ([Wikipedia](#)). In Bangladesh people started learning English after the war of Independence in 1971. Before that during the West Pakistan rule a few people used English for their official purpose.

In Bangladeshi schools, Grammatical Translation Method (GTM) is used. But there has many effective method like Direct Method, Total Physical Response, and The Silent Way etc. These methods are more effective then GTM method. But it is force to the students in rules learning. They are in memorizing and getting good marks in the exam. The students do not know how they will learn new methods and techniques. Teachers will provide the language learning process. Parents also support old type of learning. For this students lack behind. They do not get proper teaching from the teacher. It is hampering the English language teaching system. English language teaching is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques and method in classroom for recognizing and managing the communicative needs of the language learners.

Chapter - II

Objectives of the Internship

The main objectives is to know the present scenario of English language teaching in Bangladesh. Other aims are-

- To observe the classes and see the ways teachers apply methods and techniques.
- To figure out student's learning issues, gaps and interests.
- To find out impacts of technical applications upon the learners.
- To enable an aspiring student-teacher observe the teaching of a teacher in an English language class.
- To learn to apply language teaching techniques at real classrooms situations.

Chapter – III

Methodology

3.1 Selecting an Institution

Konabari M. A. Kuddus High School was chosen for the internship. It was a famous govt. school. Teachers were well known. The recommendation letter was given to principle which was provided by the supervisor with the signature of Head of English Department and Dean of FHSS. Then the principle gave me the permission to observe and conduct classes.

3.2 Selecting classes

The English teacher of the school helped to choose classes for observation. First the detail of the class was taken. Three classes were chosen. It was three different English classes of three different grades, class VII, IX, X class VI and IX were selected to conduct class. Principle gave information which were needed for completing the paper.

3.3 Observing classes

Three classes were observed there. There was one 1st paper in literature and two 2nd paper in linguistic classes. One literature and two linguistics. From the three classes, it was observed how teachers utilized the 50 minutes of the class during that time and what the feedback from the students was.

3.4 Interviewing Particular Course Teacher

A short interview of an English teacher had been taken. The teacher was asked how he managed the students during class and how he used to draw the attention of the students.

3.5 Conducting Classes and Understanding Class Environment

Two classes were conducted and it was opted to find the overall situation of the classes. A literature class of class VI and linguistic class of class IX were taken.

This paper has some limitations. Duo to shortage of time. The observation and the report prepared within a short time. This paper has been prepared by observing three classes. The project was made by observing only one school whereas the English Language Teaching system might be different in other school. For this some specific things might be missing in the paper.

Chapter - IV

Institutions Details

Konabari M.A Kuddus High School is located at Konabari, Gazipur. The school is Government institution. It was establish in 10th December 1988. There was one three storied building and a one storied building. There was one big playground in front of the building. Total area 2.5 acres. There has 35 classroom, one principle room, one teachers' room, an auditorium and canteen. The school allots class from 6 to 10.

There are in total 600 students and 23 teachers and 6 staff. All the teachers are from BBA, MBA, BA and MSc background. The teachers are highly qualified. The teachers are extra trained from govt. They are very experience teachers. The relationship with the students like father and children. Teachers loves the students very much. They give punishment when they make mistake but if the students do better in the exam teachers become very happy. It is a famous school and the school is a reputed school. School make function every year with the students. Sports and game is a yearly session in the school. Prize giving ceremony held every year in the school. There has a big playground for the students to play games. The school held picnic every year in different places. Teachers are helpful in every sector of this school. In every year many students are getting good result from this school. The school give money to the poor students to make their monthly installment to the school. In point of view the school is a modern school and has all facility that a school should have.

The facility and environment of the school are really praiseworthy. The purpose of the school is to provide a better education to the students.

Chapter - V

Class Observation Report

Three classes of the 5th March, 2019 were observed. Checklist for class observation was used in this regard. In the classroom there was chair, table, fans, light, white board, benches etc. it had no projector and sound system in the classroom. It was found that each teacher had their own teaching style. In one class there was no white board. The teacher produced text based lecture.

5.1 Class Observation – 1

The first class observation was in class x. the class started at 10 am and ended at 10:50 am. There was 40 students present.

Topic was a short story “A friend in need is a friend indeed”. Teachers technique was traditional open book. No technology was used. Teacher gave his lecture in English. It was helpful to the students. Teacher gave a brief lecture about the story and the grammar correction. The students feedback was good they were attentive to their teacher. They had proper manner and respectful to their teacher. Teacher’s was the eye contact with the students and clear voice. Students participation was good. They learn their lesson very quickly. And ready to gave their lesson to their teacher. The class environment was average. The teacher was helpful to the students.

Teacher asked the lesson to some students and they were able to gave it. He could make the class more interesting but he didn’t. He didn’t give any group work in the class. He do not use any material without book. No technology was used. Teacher didn’t asked the lesson to all students. Many students had not ready to give lesson to the teacher.

5.2 Class Observation – 2

The second class observation was class IX. The class started at 10.50 and ended 11:40. There were 50 students present. It was a linguistic class.

The topic was Tense. It was another teacher. Teacher first define about Tense then write the classification on the white board. Students noted the lecture. He gave example of present, past, and future tense and order to the students to make more example. He gave some real life example to the student so that they can understand the lecture clearly. Then he gave detail lecture about tense system.

Teacher had a clear voice and gave the lecture in English. Sometime he used local dialect in his lecture to make clear the topic to the students. There was no group work in the class and no creative teaching was there. There was no special activity in the class.

5.3 Class Observation – 3

The third class observation was class VII. The class started at 12:30 and ended at 1:20. There were 45 student presents. It was a literature class.

The class was literature based. Teacher read a text from the text book. He clarify the critical word meaning. He read the whole text first and didn't give time to understand to the students. The students asked him about their doubt. Then he make clear the topic again. The teacher was new in the school and he didn't know the proper use of time. The management of that class was poor. His lecture was clear but he was too fast in reading text. The students couldn't get the lecture in time.

The teacher was quite friendly. But aggressive to the students. There was no group, there was no creative teaching, homework for the students.

Chapter - VI

Teaching Experience

I conduct two class in class VI and IX. Classes were about linguistic.

6.1 1st class

First class was in class VI. It was about linguistic. There were 48 students in the class. Class started at 2:00 pm and ended at 2:50 pm.

The class was about listening. But there was no sound system in the class. So it was difficult to maintain the class. The students were very quiet and attentive in the class. First I introduce myself and knew about them. Then I read throw the full passage and the students listen the passage very carefully. After delivering the passage I asked fill in the blanks to the students. The students answer them. After that I gave some work about another fill in the blanks. Students fill the work properly. Then I gave some homework to them. The class was 50 minutes. The work was given as a group. The student's feedback was too well. But students didn't about acquisition of second language. What should follow to learn English language properly? Some instruction was given to upgrade their English language. Practicing with each other and listen more to gain skill in listening.

6.2 2nd class

Second class was in class IX. It was also about linguistic. There were 56 students in the class. Class started at 2.50 pm and ended at 3.40 pm. The class was about 50 minutes.

The students of class IX was most dangerous batch in the school. The lesson was about a dialog "proper use of time". To seek student's attention I asked them about their opinion in the class. They asked me about me. Then I intro myself and start the class. I suggest them to make conversation between them. Four students group was made to make the lesson very quickly. The students were very attentive so they catch the lesson very quickly. After taking the lesson from them I gave them a new lesson for the next day and leave them. Students of the class was quite well in speaking English but they are weak in reading. So some suggestion was given to upgrade reading skill.

Chapter – VII

Overall Finding

Three classes were observed and two class were conducted. Some finding was found in the classroom observation. Teachers were friendly with the students. Some teachers was well experienced some were not. Teachers had clear voice in the classroom. There was structural lesson plan in the class. All the students were not so meritorious. Sometime it become very to understanding lecture in the class. There was no interesting work in the classroom. Other things which were found in the class observation.

- There was not good understanding between students and teachers.
- No supportive materials used in the classes.
- Student's feedback was good.
- Teachers sometime used local dialect in the class.
- Teachers gave lesson only from the text.
- There was no digital classroom in the school.
- There was no extra-curricular activities to increase their skill in English language.
- Modern technology like projectors sound system etc. we're not available in the classes.

Teaching Experiences Finding

7.1 Lesson planning

Well planning was take before conducting the class. The planning was to give students a Warm-up task and group work at the initial part of the class. After that. It was planned to Teach them with fun so that they could enjoy the class and learn easily.

7.2 Lesson Delivery

The students are given clear instructions of the class and the lesson at the beginning part of The class. Then they were given in details info of the lesson.

7.3 Use of Language

English was used in the class for instruction. The students understood the lesson effectively Bangla had to be used sometimes for giving extra info. The pronunciation was fluent.

Chapter - VIII

Recommendation

During the class observation some lacks have been found. The school's yard was beautiful and it should more cleanly. The environment of the school was like a school. There were lack of projector, sound system, computer, etc. in the class. The teachers used traditional method only. There was different method like Direct Method (DM), Total Physical Response (TPR) etc. these methods are useful in the class. Some other recommendation have been given below for the improvement of their teaching system;

- Teachers should be well trained through arranging training sessions
- Time of English class time should extend.
- Teaching methods and other techniques should apply to make classes interesting to the students.
- Teachers should delivery their lessons as per the mind sets and mentality of the students.
- Increase practicing of speaking English in the classroom.
- Classroom environment should be more decorative like the classroom can be decorated with important law and theories, drawings etc.
- Extra – curricular activities like debating, computing, study tour act should be arranged.
- Modern equipment like digital classroom, projector, sound system, lab facilities should be arranged.

Chapter - IX

Conclusion

In a language proficiency there has four part reading, writing, listening, and speaking. If proper method is not use it is difficult to learn a language. But when the proper method is use to learn language it become very easier. Otherwise, the purpose cannot be served properly. The teachers has some limitation in their teaching. They wants to provide well teaching but they can't lack of time and rules. There has some issue in English language teaching system in Bangladesh. The concerned authorities should take proper steps regarding these issues.

In the conclusion, Konabari M. A. Kuddus High School has a good environment of learning. It is a govt. institution and well known to all. So it is important to give the students a quality education. So teachers should take necessary step to improve the teaching quality of the school.

Appendix - 1

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

School / College: _____

Teacher’s Name: _____

Class: _____ Section: _____ No. of Students Present: _____

Course Title & Code: _____ Room No: _____

Peer/Observer: _____

Date and Time: _____

Objectives of the lesson (as perceived):

- i.
- ii.
- iii.

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

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)	
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)	
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)	
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)	
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)	

MANAGEMENT

Was the 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)

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?

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

Appendix - 2



কোনাবাড়ী এম, এ, কুদ্দুছ উচ্চ বিদ্যালয়

কুদ্দুছনগর, পোঃ নীলনগর-১৩৪৬ উপজেলা : গাজীপুর সদর, কোড নং- ১৪০, জেলা : গাজীপুর, কোড নং-১৪
স্থাপিত : ১৯৮৮ ইং, বিদ্যালয় কোড : ২০৭৭, EIIN: 108968

ফোন : ৯২৯৬৭৬
মোবাইল : ০১৭১২-৫৬৭৫৮১



তারিখ : ৩০/০৩/২০১৯

To Whom It may Concern

This is to certify that, Md. Ashrafur Rahman is the student of Daffodil International University. I am pleased to state that he has successfully completed his class observation as a part of his project paper work. He has observed three different classes and attend a class respectively.

Md. Ashrafur Rahman is a good moral character and creative personality. I wish him great success in his future.

30-03-2019

KRISHNA KANTA BARMAN

Head Master

Konabari M. A. Kuddus High School

Konabari, Gazipur

Certificate of Internship

Appendix - 3



Figure 1-- Konabari M. A. Kuddus High School



Figure 2--Class observation X



Figure 3-- Class observation IX



Figure 4 --Class observation -VII



Figure 5--Conducting class IX and VI

THE END