

An Internship report  
On  
**“The Present Scenario of English Language Teaching in  
Bangladeshi Schools”**

**Prepared by:**

Md Fazley Rabby

ID: 153-10-118

Batch: 36<sup>th</sup>

Department of English

Faculty of Humanities and Social Science

**Under the supervision of**

Mohammad Zahidul Islam

Lecturer, Department of English

Faculty of Humanities and Social Science



Daffodil International University

Date of Submission: 27-04-2019

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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 Zahidul Islam, Lecturer, Department of English, Daffodil International University. I also declare that neither this paper nor any part of this paper has been submitted elsewhere for award of any degree or diploma.

.....

Md Fazley Rabby

ID: 153-10-118

Department of English

Daffodil International University

## Certificate

This is to certify that, Md Fazley Rabby, ID: 153-10-118 is a student of English Department of Daffodil International University, Ashulia campus. He has successfully completed his internship project under my supervision.

I have found him to be a self-starter who is motivated, duty-bound and hard working. He worked sincerely and his performance in the internship is up to the mark.

I wish him best of luck for his 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 his 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.

I would also like to thank Hachnain Jishan, Principal, EBAC Public School for his kind support during my observation in his school. His pleasant and friendly behavior helped me a lot to finish my internship project work in his school.

## **Abstract**

The principal objective of this project is to observe the overall English teaching situation in a secondary school in Bangladesh. This also aims to overlook the teaching methods, style and materials that are being used in the schools especially at the secondary level. It shows the advantages of the cognitive ability of the students, whether the teachers are making good use of it or not. Several recommendations have been given on the basis of the findings and classroom observation of a secondary school English classes. The paper has extracted a few positive areas and some areas to improve which might help to improve the English language system in Bangladeshi school. For the limitation of time this paper could not include more schools information so that it might not reflect hundred percent exact scenario of the recent English language teaching in Bangladesh.

## Letter of Transmittal

March 27, 2019

Mohammad Zahidul Islam

Senior Lecturer

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 EBAC Public 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 EBAC Public School, Genda, Savar, Dhaka-1340 carried out by Md Fazley Rabby, 36<sup>th</sup> batch bearing ID: 153-10-118 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**

## **Introductions**

English is a means of international communication. All around the world English is vastly used to communicate with others for different purposes. In Indian Subcontinent it became popular in the late 18th century when British colonizers came in. From that time English became something precious which we cherished too much in our everyday life. It has become a trend to be able to speak English. In Bangladesh English is still treated as a foreign language but in the neighboring country English is their second language. One thing to note a student in his academic life spent over 10 to 12 years in continuous English learning. But still we have limitation in using English language proficiently. During observation it has found that the teachers using the old grammar-translation method. In some cases the situation is different. Some skilled teachers are using proper methods and materials depending on the situation. They are trying to bring changes by putting much effort on quality and timepieces teaching. However, the condition of English teaching is not well equipped. Several classes have been observed to find out a concrete outlook of this particular idea whether it is true or not. During the project the time was limited so that more schools were not visited to have more specific information. A school was visited and the experiences is an evidence of the recent worst scenario of English teaching in Bangladeshi school. There are some problems found and the project summed up with timepieces recommendations which may play a significant role in developing the recent condition in English teaching in Bangladeshi schools.

## **Chapter – II**

## **Objectives of the Internship**

The main objectives is to extract the real scenario of the recent circumstances of English language teaching in Bangladesh

- i. To find out the environment and the manner of teaching English
- ii. To find out Proficiency and behavior of the teachers
- iii. To see the utilization of cognitive ability of the students by the teachers
- iv. Teacher-Student relation in the classroom
- v. To find out teaching methods, materials and classroom environment of the school
- vi. To find out students issues of learning English language

## **Chapter – III**

## **Methodology**

### **3.1 Selecting an Institution**

EBAC Public School, Ganda, Savar, Dhaka was chosen for my internship. The school was chosen because it has a good reputation and is ensuring quality education in the area. First an appointment has taken to have a conversation about my project with the Principle. After providing a detailed briefing about my internship and why his school was chosen. He warmly welcomed and directed to start working. A short interview was taken on different academic aspects. Then with the permission of the Principal and help of other teachers the classes were observed classes and one class is also taken in that school.

### **3.2 Selecting Classes**

With the help of the Principal and other English teachers, I have chosen three English classes of three different grades of VI, VIII, and IX to observe. Three classes that I observed conducted by three different teachers included two English second paper lessons (Language class: transformation and degrees of language, another is paragraph and essay writing) and one English first paper lesson (Literature class: novel). Each class time was 55 minutes. Grade VI was chosen to initiate one linguistics class by me with an independent topic that was included in their course plan.

### **3.3 Selecting a Facilitator**

The principal was requested to be the facilitator of the intern. He humbly accepted that. He provided all the information about the school from its beginning to the present time. He introduced all the teachers and coordinators who take part to run the school with a good reputation. He helped a lot with information and psychological support which was needed to finish the paper successfully.

### **3.4 Observing Classes**

Three different grades of VI, VIII, and IX were chosen to conduct class observation.

There were two Language or English second paper classes and one Literature or English first paper class being observed. The observation aims to find out how teachers teach the students and how effectively they utilize the whole 55 minutes. The observation was overviewed some key factors,

- Teachers' behavior
- Teaching methods
- Uses of cognitive ability of the students
- The relationship between teacher and students
- Uses of materials
- Group study
- Question asking and students participation
- Class environment

### **3.5 Interviewing Particular Course Teacher**

A short interview was taken with each English teachers whose class were being observed. They were asked that how they manage students and whether they work in any specific plan to conduct the class or not. They were also asked about the use of ELT methods and approach, whether they use any particular one or not.

- Why they have chosen English Teaching and how they feel towards their profession.
- How they deal with the classroom.
- How to improve English teaching and what should be the role of Teachers.
- Recent academic curriculum in English teaching.
- The role of technologies in English teaching.
- How to develop and use advantages of the cognitive ability of the students.

The teachers were quite confident and provided very appreciating answers. They were very comfortable using English but one teacher has some inefficiency in English speaking. But overall I have found a very cooperative and professional attitude in them which was positive.

### **3.6 Interviewing the Students**

The students were also interviewed after each class and during the class. They were asked several questions using very friendly way so that no biasness could be there. The student interview was important to know their comfort zone in learning. How they assume a teacher should be and the class environment. The students provided some information which is very common in every school. In one class they informed that the teachers use only his specific way to teach which is quite boring to them. They also said the teacher



used very robotic and dominating attitude towards them which is a big barrier in learning. They added that a few teachers are really friendly and they give them space to ask questions and motivate them in a different way where they understand his lesson very well. One student of grade IX said he thinks that a teacher is the most significant one in advance learning than any other materials. The students are really appreciating and positive in their attitude. They have very good observing ability and cognitive ability. If the class is taken in an effective way, where the classroom and teachers will be learners friendly then the students can acquire knowledge about the English language very quickly. As they are quite able to do that.

Why the class conducted by the author was more enjoyable than other teacher

- Starting was good, I have started with a story,
- I made each student comfortable with me,
- I have used different materials and engaged them in different activities like group discussion, showed them interesting videos related to topic,
- I was friendly with them in the whole class,
- Summarized the whole class at the end.

Why the students felt bored in other class

- The teaching style was as usual,
- No interesting activities were there,
- No starting with no interesting ending of class,
- Dominating attitude of teachers,
- Unable to come out of the box.

### **3.6 Conducting a Class and Understanding the Classroom Environment**

One class was taken with the students of grade VI with the help of the facilitator. The class was (language) English second paper where the discussion was about the use of adjectives. After conducting the class a very important aspect found which must not be avoided. The aspect is the student has lost the interest of learning because there are no twist or no new ways to teach them. They are used to in the same system every day. The students were given tasks with materials and divided them into a group so that they can discuss. The only multimedia classroom of the school was used, they were shown different video on the topic. I found them more active and they had fun doing these activities. So it can be strongly said that if these are done the students will be a more active learner. A teacher has to utilize student's ability to learn. Overall classroom decoration was good.

## **Chapter – IV**

## **Institution Details**

EBAC Public School, E-86, Ganda, Savar, Dhaka-1340. EBAC Public School started its journey in 2010. From then EBAC Public School is motivated to spread quality education among the students. In Savar area, EBAC Public School is now a well-known institute. It has been awarded the best growing private school in Savar area couple of time for its outstanding performance. EBAC Public School has been documented several times in different Television program including a show name Prio Biddalay in BTV for its growing reputation. EBAC Public School had started with a few students. In 2010 the total numbers of them were only 25. But now it has more than 350 students in both primary and secondary level. It has two campuses in Ganda area. Both campus is nearby. One campus is used to conduct the primary level while another for the secondary level. Both campuses have adequate space and facilities for the students. The first campus which conducts primary section has a two-storied building having 12 classrooms and office rooms. The second campus which is used for the secondary level has in total 16 classrooms. The administration office is in a separate building beside. There are two small fields so that student can play. On the other hand, indoor and outdoor game facilities are there. The student can enjoy different foods from the campus canteen. In the campus, I found an Honesty shop which is a very good initiative, where students get stationery items. The classroom is good and well decorated with different. In total there are more than 35 teachers in both primary and secondary level. There are also some part-time teachers. The number of administrative officers is five. Both campuses are in under CCTV control. The security is very good. No students are allowed to get out without

permission. Beside study there are so many activities happens in EBAC Public School. Students are encouraged to do extracurricular activities. The annual sports, literature and cultural festival happen every year. The teachers are well educated from different public and private universities. They seem qualified for developing better education. The school provides training facilities in coordination with the Teachers Training Center (TTC) for extraordinary teachers. The school has a multimedia classroom and computer lab. There is a small library having a good collection of book. This school is maintaining very good results in PSC, JSC, and SSC from its foundation. Around 100% of students get passed each year. EBAC provide extra tuition for the weak students. EBAC Public School is becoming a true example of a leading educational institute in Savar area which is working very hard to harden the foundation of quality education from the root level in Bangladesh.

# Chapter – V

## **Class observation report**

Class observation holds the major significance for preparing the papers. Three classes of 07th and 12th March 2019 were observed. Consecutively 27, 26 and 17 students were present in those three classes. Class time was 55 minutes. The classroom was furnished very well. Sitting arrangement was good. There is one multimedia classroom in that school but no projector and sound system were in the classroom. The environment was decent and learners friendly. I think the teacher and students both feel comfortable in the class.

### **5.1 Class observation 1**

The first class was a language class which was started at 10.50 am and ended at 10.45 am. It was a class of grade IX (Science). Class time was 55 minutes. The teacher used the first 10 minutes to recap the previous lessons and warming up for the remaining class. The medium of language was initially Bangla (L1). The teacher's approach seems old grammar-translation method. The interaction between teacher students was good, question asking overall good, the teacher holds good knowledge about the subject. Students are quite enthusiastic. The teacher encourages the student very well, he provides different gifts to cheer up the students. He motivates them to be more active. Teacher asks the student to perform in front of students. Teacher checks and rechecks very well by questioning them.

The teachers point out mistakes very well. He gives feedback to the student in a good way. Not only he finds out the mistake but also he correct them so that they don't make the same mistake again.

The students have a positive behavior towards the teacher and same as the teacher to the students. Very friendly indeed. They hold a good bonding between them.

The teacher often use English in the class but that was not sufficient to achieve good speaking skill. It seems that the teacher studied the lesson before the class. His lecture was good with appropriate examples. He was teaching transformation and degrees of Language.

The student's concentration was average but the teacher has a very good ability to get back the attention of the student. The class ended up with style. But I think class time needs to be more classified.

- Examples were very simple and understandable
- Teachers meet the lesson objective very well
- Hold an interest in the subject and meet the objectives very well
- The classroom environment was friendly for effective learning
- The number of the student was very good where most of the students were present
- Eye contact and interaction were appreciated
- Lack of use target language English which I feel was not standard
- The strong projection was there
- Group study was not there
- Lack of lesson plan
- No critical event has happened the teacher and student interaction was smooth, overall performance of the teacher was good.

## **5.2 Class observation 2**

The second class that I have observed was also a language class of class VI. The total no of students was 26. The class started at 11.00 am and ended up at 11.55 am. The teacher directly entered into the lesson without any warm-up or introduction. It was an English second paper class where the teacher talked about the paragraph and easy writing, later



on, she went on use of modal verb, linking word and some suggestion giving where she used 25 minutes in writing suggestions for the upcoming examination. There were no specific ELT methods used. But sometimes she was using pure GT method by translating paragraph to the students. She was reading and translating the paragraph for the whole time. She asked some question wheatear the students understood or not but it seemed inadequate. She was giving examples using the real-life situation to make students aware of the paragraph. The student's enthusiasm found very low in the whole class but if they asked any question they were answering very well. The teacher was trying to make the lesson as simple as she could. She had a good command over what she was teaching.

- Using of English in the class was very standard
- Voice was loud and clear
- The class was focused on the topic which was well
- The lecture provides very good information but the teacher was unable to make good communication with the students
- No learning materials have been used
- No specific techniques were used
- Group study and task giving was not present
- The students seem inattentive
- Eye contact of the teacher with the student seems poor
- The teacher was rude with the students
- Depth of mastery was average
- Subject matter and presentation was too boring
- Class time was not used in plan
- Overall teaching is very traditional.

### 5.3 Class Observation 3

The last class that I observed was an English first paper class. It started at 12.00 am and ended at 10.40 am. The class was short because of a teachers meeting. The topic of the class was novel. The teacher used this short time very professionally. He started with a short briefing and built up a pure learning environment. Though the class time was short he provided some materials. He not only read out the novel but also critically analyzed the whole thing. He used pauses while reading and doing Bangla translation. He was concerned about the students. It seemed that he has very good knowledge of literature. He was showing so many sides of one thing and making the topic easier to the students. The students enjoyed the whole class. They were satisfied with the teacher and the lesson.

- The depth of mastery is really good
- The interaction between the teacher and student was very good
- Involvement of the student was fantastic
- The only teacher who was concerned about using student's cognitive ability and provided a very good realization about the cognitive ability while interviewing
- Student participation was up to the mark
- The teacher was very sensitive about time and hold a good teaching quality
- Better planning of the lesson
- Class environment was learners and teaching friendly
- The teachers uses of English was really appreciating having a very good pronunciation
- Unfortunately, no group work is done.

# **Chapter – VI**

## **Teaching experience**

It was the first experience to take a class of any grade in any secondary school which was really fantastic feelings. A class has been conducted by the permission of the Principal and other English teachers helped a lot for planning my topic. It was a language class where uses of the adjective was discussed. The Principal was requested earlier to provide the multimedia classroom of the school. The total number of students were present in my class was 20. The class was started with greetings then the students were given a short introduction about adjective and what we were going to do. At first simple definition in both English and Bangla were given. Some videos were played to make them more understanding about the use of the adjective. Some questionnaires were prepared which was delivered at the very beginning of the class to each student. After showing some animation videos the students were asked to give answers according to the questionnaires. Later on, the students were divided into 4 groups to complete a puzzle. The first group who solve it were given a nice gift. Then some task-based work was given and the students did really well. Overall the classroom environment must be appreciated. The students were really communicative and keen to know new things. The use of English was standard no suffocation was at all. The students appreciated the class very much and undoubtedly they enjoyed and understand the whole class. The whole class was communicative and friendly. The class comfortably used technologies with teaching materials and some key techniques to make the lesson easier. Overall the feedback was good and the teaching experience will be a memorable one. I think if the students are nurtured in such a way a very overwhelming result can be expected.

## **Chapter – VII**

## **Overall findings**

Since three English class has been observed and one class has taken so some findings are going to be added. The students are meritorious and keen to learn new things. If they nurtured in a well-mannered way the aim of English language learning can meet its demand so far. But most of the problems are with the teachers. They are not much experienced and don't know how to professionally deal with classroom situation.

Teacher's relation with the student is not much friendly with the students. They are not interested to adopt new ways of teaching. Their attitude is old and traditional, they are not willing to come out of the box. They were unable to make class interesting. Depending on the situation though they tried to teach that was poor maybe because of adequate training. The English language uses really poor that has to be more enrich otherwise the major motives to teach the English language shall be hampered in the worst way.

Every possible thing has both side negative-positive and teaching the English language is not exceptional.

- Teachers had a good plan for the class and they divided the class time in a good way, but the execution was not okay due to lack of experience and training.
- Unwilling to take advantage of the natural learning ability of the students, they are making students robotic so they are becoming limited in a circle.
- The classroom environment is good but modern facilities have to be added so that the students feel more comfortable with modern amenities.
- No extra efforts were given to make the students more attentive.
- No use of any specific ELT methods

## **Chapter – VIII**

## **Recommendations**

The school is maintaining a very good teaching environment and arranging every possible thing day by day that is needed for better teaching. The schools growing and I hope it will be an ideal place where the student will get a quality education here. Based on observing three classes and conducting one class I think there are some important areas which should be improved.

- Modern amenities should be added
- Teachers should have multiple training session to teach more effectively
- Uses of technology should be increased
- The teacher should be more proficient and understand student's cognitive behavior
- Teacher and students should be more communicative and friendly
- More activities such as English debate competition, reading and writing competition should take place
- ELT teaching methods should be used by the teachers
- English class time should be extended
- Group work, question asking, task-based working and more active participation of the student will play a better role in teaching the English language more flawlessly.

Overall implementation of these things can change the res=cent scenario of English teaching in Bangladesh. This paper contains personal ideas and opinion of the author. These ideas may improve English teaching in that particular school as well as in Bangladesh.



# **Chapter – IX**

## **Conclusion**

Due to limited time only one school is visited and internship project work has done based on that school's overall information. Otherwise the project could reflect more specific scenario of the present English language teaching in Bangladeshi schools. It was a great experience for me to observe three classes of a secondary school. Classes were from three different grades from the school. Teaching experience was also very amazing. All the students and the teachers were helpful throughout this process. By observing the class and teaching in a class the present scenario of English language teaching can be seen clearly. There are some areas to improve for EBAC Public School. They should apply the ideas which have been recommended for their improvement. The main objective of the paper is to know the situation of English language teaching in Bangladeshi schools.

Some positive sides are found along with some areas to improve. This paper will be helpful for schools to improve their area of English language teaching.

# **Appendix 1**

## **Class Observation Check List**

**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	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	
2	<b>ORGANIZATION</b> (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)	
<b>3</b>	<b>RAPPORT</b> (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)	
<b>4</b>	<b>TEACHING METHODS</b> (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)	
<b>5</b>	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	

## MANAGEMENT

<b>Was the time spent properly?</b>
<b>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)</b>

### 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**

## **Certificate of Internship**



# এ্যাবাক পাবলিক স্কুল

স্থাপিত : ২০১০

ক্যাম্পাস -১ : বি-২, গেড়া, সাভার, ঢাকা

ক্যাম্পাস-২ : ই-৮৬, গেড়া, সাভার, ঢাকা

EMIS CODE: 310171981

ফোন : ০১৯১৫৬২০৭৮১, ০১৬১৯৮১৬৬৮১

E-mail: [ebacps2010@gmail.com](mailto:ebacps2010@gmail.com), Web: [www.ebac-bd.com](http://www.ebac-bd.com)

সূত্র :

তারিখ : ০৮/০৪/২০১৯

## To Whom It May Concern

This is to certify that Md Fazley Rabby student of Daffodil International University has successfully completed his project assignment here in my school. I am pleased to state that he has successfully finished his class observation as part of his project work. He has observed three English classes and conducted one English class respectively.

Md. Fazley Rabby posses a good moral character and appreciating personality. I wish him great success in his future life.

  
Md. Hachnain 08.04.2019  
Principal  
EBAC Public School  
Ganda, Savar, Dhaka

Hachnain Jisan  
Principal  
Ebac Public School

Figure 01: Concern letter issued by the Principal of EBAC Public School.



# **Appendix 3**

## **Photographs**



**Figure 01-02: Kamrunnahar Kakoli conducting language class**





**Figure 03-04: Ms Kakoli Taking class**







**Figure 5: A picture while conducting a class**

# The End