

**A Report on**  
**“The Present Scenario of English Language Teaching in Bangladeshi School”**

**Submitted By**

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# DECLARATION

I, hereby declare that, this internship project has been done under the supervision of Ms. Dipty Rahman, 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 of diploma

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# ACKNOWLEDGEMENT

Firstly, I am very much thankful to my supervisor Ms. Dipty Rahman. She encouraged me to do my best in this project. Then I am also thankful to the headmaster and the English teacher of the school where are took classes and observed the classes.

# **DEDICATION**

I am dedicating my project to my honorable teacher and my supervisor of the project paper Ms. Dipty Rahman. She encouraged me to do my best in the project paper. I want to dedicate this project paper also to my parents.

## ABSTRACT

This project paper is about the present scenario of the English language teaching in Bangladeshi schools. English is a global language. So, I tried to learn how teachers use teaching methods and how it is applied in real life. For this reason, I have done my internship in a Bangla Medium school “**Brahmonshason A.U. High School**”. this school is situated in Ghatail in Tangail. I went there and did my internship from 17<sup>th</sup> to 24<sup>th</sup> October 2019. I met the English teacher and observed the environment and equipment of the classes. I also observed how teachers use language teaching methods in the class and relate it with real life examples. I tried to find out the present scenario English language teaching in Bangladesh. I observed two English classes, one is English grammar and another is English first paper reading passage. After my observation I also took two classes as a teacher. I found out that the students are sometimes very attentive and sometimes they were negligent in the class. Some students also tried to communicate with their teachers and respond to them very attentively. However, this internship taught me how to the control the students and motivate them to do their best in the class.

# TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
Chapter I .....	1
Chapter II .....	3
Chapter III.....	5
Chapter IV.....	7
Chapter V .....	11
Chapter VI.....	13
Chapter VII .....	15
Chapter VIII.....	17
Chapter IX.....	19
Appendix I .....	21
Appendix II .....	29

# Chapter I

## **Introduction**

English is global language and most important medium of global communication. Nowadays, English is used for many purposes. With the help of technology English has been playing a major role in many sectors including medicine engineering and education. In my point of view Bangladesh is an arena where English is very much needed. In Bangladesh only 18 percent people can speak English. The percentage is very low for a country. Particularly, as a developing country Bangladesh needs to use to more English in order to show its strength. It is undoubtedly true that the modern world cannot think without English. We can fulfil our domestic demands by our mother tongue but we cannot perform our national and international affairs without English. It is very difficult to learn English in Bangladesh for the lack of proper learning elements. Many people cannot receive standard education in English due to lack of knowledgeable teachers, financials problems and lack of English language clubs where people can learn and practice English properly. Many learners do not have competence in English because they have lack of knowledge about reading, writing, speaking, and listening skills in English. Nowadays, government of Bangladesh understands the importance of English language as a global language. For this reason, government is taking many steps such as organizes training sessions for the teachers, providing proper equipment like computers, internet, smartphones and projectors. Yet these are not sufficient for Bangladeshi students. So government should take more steps for the better improvement of English language. This study tries to identify the problems of English language teaching in Bangladeshi village schools and also recommend possible solutions.



## **Chapter II**

## **Objectives of Internship**

The main objectives of this internship are:

1. To identify the present scenario of English language teaching in Bangladeshi school
2. To observe classes and to find out how the teachers are using English language teaching methods and techniques in classroom practices
3. To find out the problems in implementing proper English learning in class
4. To take classes and learn how to take control of students and make them feel empowered

## **Chapter III**

## **Methodology**

### **Selecting Institution:**

In Bangladesh more than 60percent people live in the village. That's why I choose a village school. It was a Bangla Medium School.

### **Selecting Facilitator:**

Mainly, this school situated in village. There is Lack of English Teacher. There was only an English Teacher. So, I had to observe his class.

### **Selecting Classes:**

Mainly, the English teacher of the school helped me to choose the classes. I only observed the students of class 9 of the school.

### **Observing Classes:**

Mainly I selected two different types of English classes. One of them is English Grammar and another one is English First Paper reading passage.

## **Chapter IV**

# Class Observation Report

- Types of Institution** : Bangla Medium School.
- Name of the Institution** : Brahmonshason A.U. High School
- Class Duration** : 45 Minutes.
- Number of Students** : 30 Students.

After getting permission to observe classes, I went to the school on 17<sup>th</sup> October, 2019. Mainly, I observed two classes in this village school. I could observe only one English teacher as there was no other English teacher in the school.

## Class Room Strategies

### Classroom Environment:

In addition to the skill and experience of the teacher the students also need extra facilities for comfortable teaching learning environment. There were a lot of noise outside the classroom. One of the most important facilities of the classroom is multimedia facilities. There is no projector or multimedia instrument in the classroom. Benches were arranged for sitting in the classroom.

### Lesson Structure

In my two class observations I saw the teacher followed a lesson plan. In my point of view the teacher could not follow the structure properly, he did not distribute any kind of materials like-sheets or notes. Teacher wrote down everything about the topic manually.

### Following Instruction

In my point of view, the teacher was very experienced. He knew how to control the class room. The students properly followed the instructions of the teacher.

### Time Management

In my first class observation the teacher could not manage the time properly. Because there were lack of materials. In my second observation the teacher managed the time properly.

### **Seating Arrangement**

There were 5(Five) rows of benches. They were not leveled properly for that reason students could not follow the blackboard properly. The Teacher also could not focus on the students properly.

### **Class observation:**

#### **Personality and Behavior of the Teacher:**

The relationship between teacher and the students was friendly. The Teacher is highly experienced. He has a good understanding. There was good interaction between teacher and students.

#### **Presenting Task:**

The Teacher used very simple Language with the students. Firstly, the teacher introduced the topic with the students after that wrote it down on the blackboard.

#### **Feedback Teachers:**

In my two observation of classes The Teacher was very interactive. He wrote down about the topic explained it and gave an example for every rule. After that the teacher asked students to relate the examples with the rules. In the other class he gave some exercises to students from text books.

#### **Methods and Approaches:**

After observing two classes, I found that the teacher mainly used native language to make the students understand about the topic and afterwards he related it with the target language.

#### **Teacher Using of Materials**

##### **Use of Text Book**

In the English first Paper class the teacher used text book. Firstly, the teacher read out the passage in the target language and then explained it easily in the native language, after that gave exercise from the text book to the students.

##### **Use of the Blackboard**

Firstly, The Teacher explained about the topic orally then he explained it by writing it down on the blackboard and relating it with example.

### **Language Usage of the Teachers**

In my two observations of classes I found that most of the time the teacher used L1 and sometimes used L2. He used L1 to make the lesson understandable to the students then he used L2 for relating the lesson with examples.



## **Chapter V**

# Class Observation

## Class observation Details:

It was a traditional class room. Mainly GT method was followed in the class room. The Teacher explained the rules of Grammar in the native Language then related it with the target Language. Now I am going to describe my two class observations.

### Observation class 1:

I went to observe the students of class 9 with Md. Kabir Hossain on Thursday. The class started at 11:05 am and finished at 11:50 am. There were 30 students in the classroom. At first the teachers introduced the students with the topic that he is going to teach. Basically, it was a grammar class. The teacher taught about “Transformation of Sentences”. After introducing the topic the teacher wrote down the rules of sentence transformation on the blackboard. Then he explained the rules three times. After that he related it with some examples. He asked some students about it and maximum students could answer properly. The teacher was very interactive in the class. He used mainly native language in the class. Firstly, the teacher explained the grammar rules in the native language afterwards he related grammar rules with examples in the target language. The teacher followed grammar translation method in the class.

### Observation of Second Class:

I went to the students of class 9 on Wednesday. The class started at 11.05 am. It was English first paper class. The teacher taught the students about “Unit 4 Are We Aware?” of the book *English for Today* prescribed for class 9 in the national curriculum of Bangladesh.

Firstly, the teacher read the passage in the target language. Then he explained the passage line by line with the native language. He asked some students about some meanings of unknown words. Maximum students did not answer properly. Then the teacher wrote down some new words from the passage on the blackboard. Then he explained the words in the native language. The teacher asked students to solve the multiple choice questions from the text book. Maximum students did well in this task. In this particular class the teacher used both mother tongue and target language. In this class the teacher also used Gt method because it was a traditional Bangla medium school.

## **Chapter VI**

## **Teaching Experience**

I have taken two classes. One is English grammar and the second one is English first paper reading passage. I used Grammar Translation Methods in my second Class. However, I also used a communicative approach. It was a Bangla Medium School and there was a lack of instruments like computers or projectors. So, I had to teach the students manually by writing down on the blackboard. First, I had to explain everything in native language then I related it with some examples to make it more enjoyable for the students.

## **Methods and Approaches**

Mainly It was a Bangla medium school. The students were not fluent in English. So, I used Grammar translation method (GT). First of all native Language.

## **Interactive Techniques:**

I tried to be very interactive in my both of the classes. First of all, I presented the topic in native language then it with target language. After that, I asked students about the topic when they made any mistakes I helped them to correct the topic

## **Chapter VII**

## **Overall Findings**

Over all findings of my internship are.

1. Lack of proper equipment in class
2. Lack of English language club for regular practice of the students
3. Sometimes teachers do not give proper importance of English as a global language
4. Teachers are teaching some model questions from popular grammar books but do not give proper focus on building English language skills
5. Sometimes students are also unwilling to learn English

## **Chapter VIII**

**Recommendations:**

After observation of classes and conducting classes I have the following recommendations:

1. Proper training sessions should be arranged for the teachers
2. Teachers and students should give due importance to English language
3. Teachers should motivate the students for learning English language
4. Every school should open English language club
5. Every school needs proper equipment for English language development such as computer, projector etc.



## **Chapter IX**

## **Conclusion**

English is absolutely necessary in Bangladesh. We need English to communicate in every sector. Particularly, a developing country like Bangladesh needs to improve the quality of English more to showcase its international power. If we can create more opportunities of learning English language properly, we will do better in every sector in our country. Teachers should motivate the students for learning properly every educational institution should increase necessary equipment like computers, projectors, etc. in the classroom. Teachers also need proper training sessions for the betterment of teaching English language in Bangladesh.

# **Appendix I**

# Daffodil International University

## Department of English

### A Report on

### “The Present Scenario of English Language Teaching in Bangladeshi School”

#### Classroom Observation Record Sheet

Instructor evaluated \_\_\_\_\_ Course \_\_\_\_\_

Number of students present \_\_\_\_\_ Date \_\_\_\_\_

Evaluator(s) \_\_\_\_\_

Topic \_\_\_\_\_ Time: started \_\_\_\_\_ ended \_\_\_\_\_

Format (s) \_ lecture \_ small group \_ interactive \_ other

<b>Lesson Plan And Execution</b>					
	<b>Compl etely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. Was the format appropriate					
b. Were objectives shared with learners					
c. Did the instructor get the attention of learners early					
d. Did the instructor stated purpose in interesting way					
e. Did the instructor posed a dilemma					
f. Did the instructor asked a stimulating question					
g. If not, how could it have been done more effectively					
h. Was there a handout					
i. If yes, was it organized according to the presentation					
j. How much did the instructor highlight important points					
k. How much information was presented for given time period					
l. Did instructor link content with application					
m. Were stated objectives met					

n. Did instructor encourage student responsibility for further learning					
<b>Comment:</b>					
<b>Teaching Techniques</b>					
	<b>Compl etely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. Did the instructor maintain control of class					
b. Did the instructor ask the audience to answer questions					
c. Did the speaker use brainstorming					
d. Were many responses generated by the students					
e. Were any audiovisuals used					
f. Were they of good quality					
g. Was the instructor conversational					
h. Did the instructor use eye contact					
i. Did the instructor use natural hand and body gestures					
j. Did the instructor vary the pace of the presentation					
k. Did the instructor avoid standing in a stiff manner or hiding behind a podium					
l. Was voice quality/volume adequate					

m. Did the instructor show interest in the subject					
n. Did the instructor show interest in teaching					
o. Did the instructor appear to have prepared for the presentation					
p. Overall, did the instructor try to help the learners learn the subject					
q. Were learners asked to evaluate the presentation					
r. Did the instructor maintain control of class					
s. Did the instructor ask the audience to answer questions					
<b>Comment:</b>					

<b>Class Management</b>					
	<b>Compl etely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. Teachers presence in the class was appropriately approachable not stifling					
b. Teacher established a rapport with the class before starting the lesson					
c. Teacher took the time to introduce the lesson to the Class					
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)					
e. Lesson material was meaningful, motivated, contextualized					
f. Use of ample example or reference					
g. Use of activities to engage the students (Group work, pair work, peer evaluation)					
h. Enough opportunities for students to respond or question the teacher					
i. Effective balance of STT and TTT					
j. Transition from one point to another					
k. Time maintenance					
l. Linking lesson to previous or next lesson materials					
Comments:					
<b>Learning Environment</b>					
	<b>Compl etely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. The class atmosphere was warm, open and accepting					
b. Learners were clear about the topic being taught					
c. Student participation was appropriate not disturbing					
d. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc)					
e. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)					
f. The seating arrangement is suitable, not over crowded					

g. Interaction of Teacher and Learner during lesson					
h. Learner's response was appropriate and inquisitive					

i. Display of misconduct or hostility towards Teacher from the learners					
j. Display of misconduct or hostility from one Learner to other learners					
k. Peer feedback and feedback from Teacher was supportive and constructive					

Comments:

### Use of Language

	<b>Compl etely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
a. The teacher speak in the target language in the classroom appropriately and effectively					
b. Use of English language is appropriate to student needs					
c. The teacher offers opportunities for native language use					
d. The teacher uses familiar words related to what s/he is teaching in class					
e. The instructor presents information about some very familiar topics using native language					
f. If learners find the lesson difficult teacher tries to say it in simple way.					
g. Teacher uses formal language in the classroom.					
h. The teacher check for comprehension frequently asking and observing individual students					
i. Teacher engages students in speaking activities to develop an understanding for sounds in the utterance					

j. Teacher explains cultural differences in different accents of English language					
k. Teacher finds discomfort while students express ideas in English only.					
Comments:					
<b>Teaching methods / techniques</b>					
	<b>Compl etely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
a. Teacher uses a specific teaching method in class					
b. Teaching techniques are related to the objective of the lesson					
c. Teacher takes initiative to promote communication among students and teachers.					
d. Use of techniques which has implication outside the classroom					
Comments:					
<b>Presentation skills of the teacher</b>					
	Compl etely	Mostly	Some what	Little bit	Not at all
a. Teacher's voice is enough audible for all the students.					
b. Teacher's pronunciation is clear enough to understand.					
c. Teacher is able to keep pace while giving lecture					
d. Teacher can change the pitch of his tone to support the meaning & for emphasis.					
e. The teacher gives adequate pauses while giving lecture.					
f. The teacher is able to make eye contact with all the students.					
g. The gesture of the teacher compliments what he is saying					
Comments:					



<b>Personal qualities of the teacher</b>					
	Compl etely	Mostly	some what	Little bit	Not at all
a. The teacher is friendly with the students while teaching.					
b. The teacher welcomes opinion & comments from the students.					
c. Teacher uses relevant personal examples to create rapport with students.					
d. The teacher shows enthusiasm & passion regarding the subject matter.					
Comments:					
<b>Teaching Materials (Teacher designed / Supplementary)</b>					
	Completely	Mostly	Some what	Little bit	Not at all
a. Materials are designed according to the age level.					
b. Material fulfills the objective of the lessons provided.					
c. Materials includes lessons which are interesting and can motivate the learner					
d. Materials has a face value not only from the outside but also inside of the text					
e. Use of other teaching aids along with the prescribed text. Ex: audio-visual materials.					
f. Use of authentic material					
g. Materials are used effectively and efficiently					
h. All the lessons are covered of the prescribed material.					
Comments:					

<b>Treatment of Feedback</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
a. Teacher provides effective feedback to each activities					
b. Teacher provide feedback after the activity is finished					
c. Teacher provides feedback individually					
d. Teacher gives feedback to the whole class					
e. Teacher's feedback is comprehensible					
Comments:					

**Additional Comments:**

What specific suggestions would you make concerning how this particular class could have been improved?

## **Appendix II**

## Photographs of Class Observation and Taking Class











# **The End**