

Internship Report
On
The Present Scenario of English Language Teaching in a Bangladeshi School

Submitted by:

Mst. Farhana Rahat Sumi
ID: 162-10-144
Department of English,
Daffodil International University

Supervised by:

Mohammad Zahidul Islam
Lecturer,
Department of English,
Daffodil International University



Date of Submission: December 26, 2019

This Internship Report is submitted to the Department of English, Daffodil International University, for partial fulfillment of Bachelor of Arts (BA) in English.

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 project paper nor any part of this has been submitted to elsewhere for award of any degree or diploma.

.....

Mst. Farhana Rahat Sumi

ID: 162-10-144

Department of English

Daffodil International University

Certificate

This is to certify that, Mst. Farhana Rahat Sumi, bearing ID number 162-10-144, is a student of Department of English at Daffodil International University. I am pleased to state that she has completed her internship project under my supervision and worked hard in preparing this. The data and findings presented in this project paper seem to be authentic.

Mst. Farhana Rahat Sumi possesses a very good moral character and pleasing personality. I wish her every success in life.

.....

Supervised by

Mohammad Zahidul Islam,

Lecturer,

Department of English,

Daffodil International University

Acknowledgement

At first, I would like to express my gratitude to the Almighty Allah for giving me the determination, strength and patience to complete this project paper.

I am indebted to my dear supervisor Mohammad Zahidul Islam, Lecturer, Department of English, Daffodil International University, for giving me his valuable time, scholastic guidance and feedback and for correcting my mistakes over and over again. I am really thankful to him because I have learnt so many new things under his supervision and without his help, this project paper cannot be accomplished successfully.

Finally, I would like to express my deepest gratitude to all the persons who had direct and indirect contribution in finalizing this project paper within the limited time frame.

Abstract

The motive of the study is to know the present state of English language teaching system at a school in Bangladesh as well as to evaluate the application of methods and techniques by the teachers and their impacts upon students. As a part of this study, a school named Balarampur High School was chosen which is situated at a village area in Tangail district. After taking permission from school authority, three classes of three different levels were observed from which some findings regarding interactive relationship between teachers and students, teacher's qualification and training, shortage of equipment, teacher's application of method and teaching style et cetera were discovered. These findings are significant to justify how much the students are becoming able to learn the English language in the classroom. A class was also conducted and after the completion of teaching, the feedbacks of the students have been marked. At last, some recommendations have been suggested based on the class observation and findings that may help to develop and improve the English language teaching system of this school. This project paper is based on one particular school so the result may vary in case of other schools in Bangladesh.

Table of Contents

Contents	Page No.
Declaration by the Student	ii
Certificate	iii
Acknowledgments	iv
Abstract	v
Table of Contents	vi
Chapter – I: Introduction	1
Chapter – II: Objectives	2
Chapter – III: Methodology	3-4
Chapter – IV: Institution Details	5
Chapter – V: Class Observation Report	6-7
Chapter – VI: Teaching Experience	8-9
Chapter – VII: Overall Findings	10- 11
Chapter – VIII: Recommendations	12
Chapter – IX: Conclusion	13
Appendices	
Appendix 1: Certificate of Internship	14
Appendix 2: Photographs	15- 18
Appendix 3: Class Observation Check List	19- 27

Chapter- I

Introduction

English is the most popular international language which has no alternative to connect the whole world. To maintain global communication and economic growth, English language teaching in Bangladesh has become a supreme concern. People of Bangladesh have been learning English since the eighteenth century for various purposes. To learn English, Traditional Grammar Translation Method (GTM) was used in British period (1700-1947) in Bangladesh as the main focus was to gain reading and writing skill at that period. But, gradually the situation has been changed and thus the purpose of learning English has been changed also. Though GT method is appropriate for learning grammar and enhancing writing skill, this method cannot fulfill all the needs in this age of globalization. Existing in this age, people feel the necessity to be communicatively competent for which the Communicative Language Teaching Approach (CLTA) has been introduced in the year 1998-1999 in Bangladesh. But, many English language teachers did not receive this changing warmly. Selim and Tasneem (2011) have stated about these ELT teachers that, “When CLT came to Bangladesh, the traditional English teachers vehemently opposed it because they were not ready for something new (p.141)”. Researchers have found that still the teachers of Bangladesh feel comfortable using traditional methods and styles of teaching English. From a study of Salahuddin Khan and Rahman (2013), it is found that the teachers conduct their English class by checking homework, continuing with GTM based lesson and ends by giving homework. According to the teachers, they do not use any other teaching technique to teach the students (p.46).

English is taught to the students of Bangladesh from the grade I though the purpose of learning English remains unfulfilled in most of the cases for various reasons. From the researches of Ahmed (2006) and Chowdhury & Shaila (2011), several points including large classes, lack of confidence, lack of co-operative and less access of communicative environment, students’ shyness et cetera have been gotten which are the main hindrances behind learning and speaking English of the students of Bangladesh. Besides, the teachers of Bangladesh are not trained properly before giving them opportunity to teach the students. Siddique (2004) has stated that, “Bangladesh is one of the few countries of the world where teachers can start teaching without any formal training (p.2)”. In addition, in Bangladesh good result is given the priority for which the students remain busy in memorizing particular things to make a good result. Hence, most of the students fail to get skilled in using English language.

To maintain global communication, the students need to be skilled in all the four skills such as listening, speaking, reading and writing but they are not encouraged to acquire these. The way of English language teaching should be changed and the students should be encouraged to be creative in learning which will help them to gain proficiency in English.

This project paper attempts to show the present state of English language teaching in a Bangladeshi school and to find out the points which can hinder the students to learn English properly. Later some recommendations have been suggested on the basis of the observation and findings.

Chapter- II

Objectives of the Study

Though the key objective of the study is to know the present scenario of English language teaching system in a Bangladeshi school, there are also some other objectives. These are:

- To observe the classes and collect data for analyzing it
- To monitor what methods and techniques are followed in the classroom
- To learn the English language teaching methods and techniques for applying those at a real classroom situation
- To implement English language teaching methods that will seem to be suitable on the basis of the environment, the student's number et cetera and to evaluate their impacts in case of language learning
- To implement own techniques of teaching and evaluate their impacts

Chapter- III

Methodology of the Study

The purpose of the study was to find out the issues which were responsible for students' inability to learn speaking English language in the classroom. The author had to go through some methodologies in order to proceed this study. Selecting an institution and grades, observing classes, interviewing teachers and the students et cetera were the part of the methodology.

3.1 Selecting an Institution

From the pre-selected list of the institution, Balarampur High School was chosen to complete the internship. The average number of students in each class of this school is 60. According to the UNESCO 2008, the average teacher-student ratio in Bangladesh is 1:40 which is about 1:36 in case of this school. Basir and Ferdousy (2006) have found from a study that the number of students in language classroom vary from 45 to 91 which number covers the number of average students in each class in Balarampur High School also. As the average number of students in each class and the teacher-student ratio of this school was very near to the most of the school in Bangladesh, this school can be served as the representative of all the schools in Bangladesh in many cases. So, the author took this school as ideal one to study. Besides, this school has been selected as it has the favorable environment where this research could be accomplished successfully.

3.2 Selecting Classes

As the instruction was given for the internship students to observe the classes above grade V, the author selected grade VII, VIII and IX for observation. These classes of different level were chosen to know how the teachers conduct their classes considering the different grades. The grade VIII was chosen because the author assumed that the teacher would give high priority to teach the students of this grade as the candidates of JSC examination. These classes were observed to know how the teachers use methods and techniques to teach English language in the classroom. A class was also selected to conduct by the author to know about the condition of students' learning.

3.3 Research Questions

1. What methods do the teachers apply and how do these method work?
2. How do classroom environment and class size affect the students' speaking English?
3. What are the factors for incompetency of students in speaking English?
4. How are the teachers motivated to improve students' English speaking skill?
5. What sort of classroom activities do the teachers ask the students to do?
6. How do the teachers give feedback to the students?

3.4 Data Collecting procedure

The author took help of a facilitator to know necessary information about the teaching system of the school. He was a senior English teacher with 21 years of experiences in teaching in this school. Hence, he could easily provide information what was needed for the research. He was very helpful and really helped to complete the internship easily.

The qualitative methodologies have been used to collect and analyze data. The research tools like students' and teachers' interview, focus group discussion and class observation were used with equal importance to find out the data.

3.4.1 Focus Group Discussion (FGD)

To get qualitative data, the author conducted a focus group discussion with 38 students among whom 18 were boys and number of girls was 20. The author made a comfortable environment by friendly behavior so that the students did not hesitate to answer any question. The author motive was to get the answers of some pre-selected questions. They were asked some questions regarding whether they understand the lesson properly or not, how they feel in the classroom, what do they want et cetera. Bangla language was used to conduct the FGD for the students' convenience and to make the environment relaxing.

3.4.2 Class Observation

Three classes were observed on the particular dates and times to collect data for the study. A checklist was used in each class observation for collecting data. According to the checklist, several information regarding objectives of teaching, how much the objectives were achieved, methods used by the teachers, interactive relationship between the teachers and the students, how the time was spent, how much the students could provide feedbacks et cetera were noted down. From the class observations, various findings were discovered and these findings vary from teachers to teachers and classrooms to classrooms.

3.4.3 Interviewing Particular Course Teacher

An interview of an English teacher was taken to know about his teaching experience. He was asked various types of questions such as- how he used to draw attention of the students, how he manages his class, what techniques and methods he uses to teach the students and so on. He expressed to have a multimedia classroom in the school to teach the students effectively. He also stated that sometimes he could not take class according to his wish for the shortage of materials. When he was asked about his salary, he expressed very dissatisfaction about it. He stated, "The teachers will be more encouraged to teach well if the salary is incremented."

3.5 Data Analyzing Procedure

The qualitative method was used for analyzing the data. The students and the teachers were asked some open ended questions where they had a scope to opine their own views. The data have been collected from the analyzation of their views.

Chapter- IV

Institutional Details

Balarampur High School is an institute of village area at Bhuapur in Tangail. It is one of the old schools in Bangladesh as it was founded in 1968. The total area of the school is about 1 acre. The institution has two one-storied building and one tin shade building. It has a large field at the front where annual sports and different cultural programs are held to engage the student in co-curricular activities. As the school is in a rural area, it has some infrastructural disabilities like most other village schools. It has no separate library, canteen, common room, lab facilities, digital classroom et cetera.

Though the school has infrastructural lacking, it consists a calm and quiet environment to concentrate on the study properly. There are total 11 teachers in the school among whom 3 teachers are senior and the rest of them are juniors. The senior teachers have around 21 years experiences in teaching while the others have 8-9 years of teaching experiences. There are two English teachers to teach the students. Between them one has completed his B.A. and M.A. in English from a national university and the other has completed B.A. in English and B.Ed. on History & Islamic Studies.

The school has around 400 students in total. There are 7 classrooms for the students in the school. The number of average students in each class is 60 among whom the female students are more in number than the males in each class. For instance, the number of students in class VII is 65 and the number of girls are 35 while the male students are 30 in number. Hence, about 54% students are female while the male students are 46%. It was seemed at the time of observation that the female students are not only great in number but also in attending the class regularly. For example- in class IX total 31 students were present among 55 from among whom 23 were female and male were only 8. Therefore, 74% female students were present in the class where the percentage for the male students was only 26.

The number of the boys in a village school is less because most of the boys are sent to study in the town area. As the family feel insecure to send their girls to away from them, they remain in the village school. All the students were looking very enthusiastic to learn more though they felt shy to present themselves in front of others. The economic condition of most of them was unsustainable but they long for becoming something in their later life.

In spite of studying in a village school, the students seemed to have the spirit to reach the highest peak of the success. The combine effort of teachers and the students can materialize the dream of the students.

Chapter- V

Class Observation Report

As part of the project paper three classes of three different levels were observed at Balarampur High School in Tangail district on October 16, 2019 and October 17, 2019 to know the present scenario of English language teaching in a Bangladeshi school as well as to make a research on whether the students are getting quality education or not. This project paper observed many phenomenon including infrastructures, teacher's qualification, training, application of methods, equipment and so on.

Class Observation-01

The first class observation was on "Completing Story" in grade VII on October 16, 2019. 38 students out of 65 were present in the class. The teacher spent the whole time dividing into 4 phases. Firstly, the teacher gave a review of the topic of previous session in 10 minutes. Secondly, he wrote the story on the blackboard to make it easy for the students in 10 minutes. He spent more 10 minutes to clarify what he had written on the board. In this time, he used GT method in teaching the students and taught some vocabularies. The teacher spent the last ten minutes in asking the students to tell what he had given them for memorizing in the previous session.

The project paper also observed some phenomenon that sometimes can obstruct the students in getting proper education.

- i. The classroom is in a tin shade building which had broken bamboo ceiling. Besides the classroom had no light and well ventilation.
- ii. The classroom is not well equipped with modern technologies like projector, sound system et cetera.
- iii. The teacher did not give any writing task rather he focused on memorization only.
- iv. The students failed to provide proper feedback when they were asked to summarize the story. The teacher allowed some students to tell the summary of the story completely in Bangla. Stephen Krashen's Theory of Second Language Acquisition states that, "Acquisition required meaningful interaction in the target language" but these students did not use the target language at all. Therefore, the teacher's allowance to the students for using only L1 cannot be effective to learn the target language.

Class Observation-02

The second class was observed on October 16, 2019 which a senior English teacher conducted on “Voice Change” in grade IX. Total 31 students were present in the class out of 55. The classroom was suitable enough with adequate ventilation and light to the students.

The teacher was teaching without using any certain method rather he was simply talking about voice and its classification using both English and Bangla language. The he gave some exercise on the board on voice change to the students without clarifying any rules. Sometimes the teacher was making errors regarding grammar and pronunciation while teaching.

After completing teaching when the teacher gave the exercise to do, students failed to answer properly. Some students could not even identify the subject of the sentence. At last the teacher tried to make them understand the lesson but not in a sequential way. The teacher did not give the students any kind of writing task, pair and group work to do. The class time was 40 minutes which was not enough to the teacher and the students to complete the lesson properly.

Class Observation-03

The author observed the third class on October 17, 2019 in grade VIII which was conducted by an English teacher. This classroom had also decent environment for studying but there was no projector. The teacher did not prepare any lesson plan for this class. The duration of class time was 40 minutes. He was giving the students moral lessons on the basis of the proverb “Honesty is the best policy”. He did not apply any method in his regard. The teacher taught nothing from the syllabus which has been assigned for the students of grade VIII. He spent the whole class time by giving those moral lessons and sometimes making fun.

He alone was delivering his speech in the class and there was no participation of the students. The teacher did not ask the students any question to justify how much they could acquire from his delivery.

Chapter- VI

Teaching Experiences

A class of grade IX students was conducted on October 17, 2019 at Balarampur High School. 31 students were present in the class among whom the female students were more in number. A lesson plan was followed which was created previously to teach the students. According to the lesson plan, the students were taught “tense” in first 20 minutes. The last 20 minutes was spent by teaching about how to introduce with others and taking their feedbacks. As the students were facing difficulties to communicate in English properly, both English and Bangla languages were chosen to teach the students.

At first, they were asked some questions about tense to know about their prior knowledge about it. Though a few students could answer some questions, most of them failed to answer clearly. So, they were taught the structures of different tenses with example. They had confusion about the difference between “present continuous tense” and “present perfect continuous tense”. After clarifying their confusion, they gave positive feedback. They were taught in GT method for which they could easily tell the example of different tenses in English through translating from their native language.

At the last 20 minutes of the class time, four students were asked to introduce themselves. Among them three students were reluctant to introduce themselves in English because they felt shy and nervous to speak in English. After convincing them in a friendly manner, they tried but there were many errors their pronunciation, grammar, sentence making et cetera. Therefore, the author clarified their errors and taught using GT method how to form a meaningful sentence. At last, when they were asked to share how much they enjoyed the class, their answer was positive. They told that they were all happy to learn these things and also showed their eagerness to learn more.

GT method has been used for being easily understandable to the students. This method is helpful for the students because they can learn L2 by translating sentence between L1 and L2. Schaffner (2002) has made a list of some benefits of translation, such as- improving verbal agility, expanding the students’ vocabulary in L2, improving their understanding of how languages work, consolidating L2 structures for active use and monitoring and improving the comprehension of L2 (p.125). GT method was effective to the students of this class. Gradually, they could understand how English language works and could form the sentence in L2 remembering grammatical rules. Besides, from the class observation, it was found that the teacher who applied GT method could make the class more effective than the teachers who did not apply any particular ELT method.

The author's class was more effective for some reasons which are:

- a. The author applied a particular method but most of the teachers of the school did not.
- b. The author took the oral feedback of the students and made correction in their formation of sentence but no teacher was bother about it.
- c. The author created a learning environment by convincing the students not to feel shy nervous but the teachers failed to create a learning environment for the students.

The teachers should follow the ELT methods and encourage the students to speak in English. In addition, they should create a relaxing environment for learning. Relaxing environment will help the students to remove their shyness and nervousness for which students will be able to provide better production in case of English language learning.

Chapter- VII

Overall Findings

After observing 3 classes, conducting a class and maintaining all other procedures for data collection, some findings were discovered which are stated below:

7.1 Findings from Class Observation

From the three class observation of different levels, the following findings were found.

7.1.1 Lesson Plan and Purpose of Teaching

It is observed from the different classes that only one class was conducted according to a particular lesson plan. The other two classes were conducted without following any lesson plan. As a consequence, the teaching purpose was not clear to the students and the teacher himself.

7.1.2 Classroom Environment

The infrastructure of all the classrooms were not so well. Some classes consisted broken ceiling and had no light and well ventilation. Otherwise, the environment was good. There was no noise from inside or outside of the classroom. The sitting arrangement was comfortable for the students.

7.1.3 Application of Methods

Only one teacher conducted a class applying GT method but there was no application of certain method in other two classes. As a result, no skill among the four skills were acquired properly by the students. The teachers had no good knowledge on application of different ELT methods. The teachers had lack of training as they failed to make the class efficient.

7.1.4 Usage of Materials

It was found from the observation that the teachers taught the students without using any book but all of them used blackboard for writing. There was no usage of any technology because the classrooms were not equipped with modern technologies like projector, sound system et cetera.

7.1.5 Interactive Relationship between Teachers and Students

The classrooms were teacher centered and there was no participation of the students. Though many students did not understand the lesson properly, none of them ask any question to the teachers for clarifications. Besides, the teachers were not friendly to encourage the students for asking questions. Hence, it can be stated that there was communication gap between the teachers and the students.

7.1.6 Activities and Time Management

The class time is only 40 minutes which is not enough for the teacher to complete his lesson in a proper way. None of the teachers assigned pair and group activities to the students besides they did not involve the students in any other creative activities through which they would be able to express their thoughts and ideas in English. The teachers did not provide extra care to the weak students for which they would hardly get opportunity to improve themselves.

7.2 Findings from Conducted Class

- i. The class was taken following the lesson plan and the teaching purpose was almost fulfilled as the students gave positive feedbacks.
- ii. As the students were from the village area and they had no scope to practice English with their family members and neighbors, they were less communicative in English. Therefore, GT method was applied as both L1 and L2 are used in this method. Students felt comfortable with this method and it had worked properly to learn English for them.
- iii. No creative work like pair and group activities was assigned for the shortage of class time. If there were more times, students could be involved in these creative activities and the class would be more enjoyable and communicative.
- iv. If there were projector in the classroom, videos or other relevant things could be shown to improve their pronunciation, formation of sentence and so on in English.

7.3 Findings from Students' Opinion

In a group discussion with the students, 10 students were asked whether they felt shy, nervous and any other problem or not. All of them replied in the affirmative and stated some problems including shyness, nervousness, anxiety, fear of negative evaluation from the classmates et cetera. Krashen's "Affective Filter" hypothesis stated some variables including anxiety, fear, nervousness which can obstruct the second language learning. Krashen (1982) believes that, anxiety, nervousness, tension et cetera keep the learners' affective filter high and interrupt the L2 production. Therefore, these affective variables are also the hindrances of learning the target language of the students of this school.

7.4 Findings from Teacher's Interview

From the third class observation, it was found that the teacher was not teaching anything to the students rather he was giving only advises to them. Hence, it can be said that he did not give this best performance regarding teaching. After the completion of class, he was interviewed by the author and ask about his salary and job satisfaction. He expressed his dissatisfaction about salary and said, "The amount is too low to tell the others." According to Taylor's motivation theory, employees are motivated to be productive by one thing i.e. money. As this theory is experimented, salary dissatisfaction can be considered as one of the factors of low performance.

Chapter- VIII

Recommendations

On the basis of the findings of the study, this project paper has come up with some recommendations. Though some positive sides including teacher's friendly attitude, decent environment and so on were observed, there were also some shortcomings. Hence, some recommendations have been stated here for the improvement of the teaching system.

- i. Students should be taught according to a particular lesson plan.
- ii. Interactive relationship between teachers and students should be built up.
- iii. The teacher who has mastery in English should be hired.
- iv. New teacher should be trained up before joining in a particular institution.
- v. Based on the topic and number of students, appropriate methods have to be applied so that the students can learn English language properly.
- vi. Sometimes pair and group work should be assigned to get scope for clarification among themselves.
- vii. Extra cares need to be provided to the weak students so that they can keep pace with the good students.
- viii. Irrelevant topics have to be avoided in the classroom.
- ix. The duration of class time needs to be increased.
- x. Infrastructure of some classrooms should be improved and adequate ventilation and light should be installed.
- xi. Modern equipment such as- projectors, sound system, lab facilities et cetera need to be set up.
- xii. Salary of the teachers should be incremented to get the best performance from them.

Chapter- IX

Conclusion

As the people cannot deny the necessity to learn English, it should be learned in a proper way to fulfill the purpose of communication with the people of other countries. Learning English can be effective if the proper methods and techniques are used by the teachers and digital equipment are set up. As English is regarded as foreign language to the people of Bangladesh, it has to be learned by maintaining some processes. Ministry of education and authorities should take necessary steps and ensure the necessary materials and suitable environment so that the students feel encouraged to learn English effectively.

As Balarampur High School possesses a good environment for studying, the authority of the school can easily ensure the students quality education by taking the steps as per the recommendations stated in this project paper.

Appendix 1
Certificate of Internship

বলরামপুর উচ্চ বিদ্যালয়
স্থাপিত : ১৯৬৮ ইং
ডাকঘর : বলরামপুর, উপজেলা : ভূঞাপুর
জেলা : টাঙ্গাইল।
বিদ্যালয় কোড : ৪৬০৩, EHN-114026, উপজেলা কোড : ১৯৮, জেলা : ২৪

তারিখ : _____

Attestation Paper

This is to certify that Mst. Farhana Rahat Sumi, Programme : BA (Hons) in English, ID No: 162-10-144, is a final year student of the Department of English, Daffodil International University. I am pleased to state that she has completed her observation of the classes which is the part of her project work. She has observed three different classes and conducted a class respectively.

Mst. Farhana Rahat Sumi possesses a very good moral character and pleasing personality. I wish her every success in her future life.

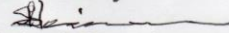
Attested By

Md. Sohrab Hossain,
Head Teacher,
Balarampur High School
Bhuapur, Tangail.
প্রধান শিক্ষক
বলরামপুর উচ্চ বিদ্যালয়
ভূঞাপুর, টাঙ্গাইল।

Figure: 01 Concerned letter issued by the headmaster of Balarampur High School

Appendix 2
Photographs



Figure: 01 Shohag Khan conducting a language class



Figure: 02 Shohag Khan conducting a language class



Figure: 03 Mohammad Liakot Hossain conducting a class on English grammar



Figure: 04 Mohammad Liakot Hossain conducting a class on English grammar



Figure: 05 Mohammad Liakot Hossain conducting a class



Figure: 06 Mohammad Liakot Hossain conducting a class



Figure: 07 The author conducting an English Class



Figure: 08 The author conducting an English Class

Appendix 3

Class observation checklist

Checklist for Class Observation- 1

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

School / College: Balarampur High School_____

Teacher’s Name: _Shohag Khan_____

Class: ___VII_____ Section: ___A_____ No. of Students Present: ___38_____

Course Title & Code: _____English 1st Paper_____ Room No: ___103_____

Peer/Observer: _Mst. Farhana Rahat Sumi_____

Date and Time: October 16, 2019 (10:30-11:10) AM_____

Objectives of the lesson (as perceived):

- i. To teach a completing story and to give a moral lesson from the story
- ii. To use blackboard for writing the story in an easier language for the students
- iii. Giving some vocabularies for learning
- iv. To clarify the pronunciation of some difficult words

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

As the teacher made the story easier by writing in a simple language for the students and taught using GT method, they could easily understand the meaning of the story. As the students gave positive feedback about the story, the purpose of reading was achieved successfully but purpose of teaching pronunciation and vocabulary were not fulfilled. Though the teacher taught the pronunciation, most of the students failed to pronounce the words correctly. Therefore, in author's view, the objectives were achieved partially.

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)	The teacher was seemed to have good knowledge about subject matter and he tried his best to teach the students in an effective way. He did not make any fun to ease the students but he tried to develop a knowledge seeking behavior among the 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)	The teacher started the class maintain his scheduled time. He taught the students according to a lesson plan and the purpose of teaching was also clear. He started the class giving a review of previous session and proceeded with a new lesson. He tried to make lesson easily apprehensible to the students. He gave some home work for memorization to the students and finished the class in time. Some purposes of teaching in that class were achieved and some remained unfulfilled.
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)	The teacher taught the students with a smiling face and the students also gave attention to him. The students showed respectful attitude to their teacher. After completing teaching, the teacher asked for students' feedback. Some students provided feedback without any hesitation but some of them felt nervous to answer. Then, the teacher attempted to encourage those students in many ways for participating. The teacher and all the students maintained good manner in the class.
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 teacher taught applying traditional GT method and used both Bangla and English languages. There was no usage of any technology in the classroom. The teacher taught students using old materials like blackboard and did not give any real life example while teaching. He did not assign any writing task, pair or group work to the students. No students asked any question regarding their lesson and the teacher did not also encourage them to ask any question. The teacher met the objectives that were perceived but the objectives were not achieved properly.
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)	The teacher greeted with the students entering the classroom to make them feel good. All the students showed their interest for learning and they were attentive through the whole time. The teacher's voice was almost clear and he could also make eye contact with the students. He did not used standard English all the time rather he used both English and Bangla languages for the convenience of the students.

MANAGEMENT

Was the time spent properly?

The teacher spent the whole time according to his lesson plan. He did not talk about any irrelevant topic rather he tried to make the students understand the lesson properly. Hence, as per class observation, the time was 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)

There were three main stages of the lesson, such as- writing the lesson on the blackboard, to read the lesson from the blackboard and to give some vocabularies.

In the first stage, the teacher wrote the story in his own words to make it easier for the students. In the second stage, he read out the lesson with its meaning from the blackboard. Then he asked some students for giving their feedbacks. In the third stage, he wrote some words with meaning and told the pronunciation of those words. Then he again asked for students' feedback and he made the students correct who pronounced the words wrongly.

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?

When the teacher asked some students to give the summary of the lesson. Two or three students hesitated to speak a single sentence in English. Then the teacher allowed them to answer totally in Bangla.

Strengths observed:

The teacher was friendly and attempted to give his best performance. The students were also obedient, attentive and well mannered.

Suggestions for improvement:

Teacher should give some writing task to the students. Besides, he should also assign some creative works like pair and group work to the students. He had to encourage the students to speak in English in the classroom to be competent in communication in English.

Overall impression of teaching effectiveness:

Observing the class for a short time, it is difficult to make a comment about teaching effectiveness. From the observation, it seemed that the class was effective to enhance reading skill for the students but the class was not effective to acquire the other skills including listening, speaking and writing.

Checklist for Class Observation- 2

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

School / College: Balarampur High School_____

Teacher’s Name: _Mohammad Liakot Hossain_____

Class: ___IX_____ Section: ___A_____ No. of Students Present: ___31_____

Course Title & Code: _____ English 2nd Paper_____ Room No: ___105_____

Peer/Observer: _Mst. Farhana Rahat Sumi_____

Date and Time: October 16, 2019 (11:50 AM-12:30 PM) _____

Objectives of the lesson (as perceived):

- i. To teach English grammar (voice change)
- ii. Using blackboard to write examples
- iii. To ask for solving some exercises

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

No, the objectives were not achieved because most of the students failed to answer properly. The performances of some students were very poor.

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)	The teacher had good knowledge about the topic but the way of delivering his lecture was not apprehensible for the students. He gave the students exercise without clarifying or reviewing any rules.
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)	The teacher began the class according to his schedule. He did not make any plan to teach the students for which the objectives were not also clear. He taught the students about the classification of voice and then gave some exercises on voice changing. He did not clarify the important rules of voice and hurriedly finished the class.
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)	The teacher was in a haste on that day and could not hold the students' interest on the lesson. The students did not ask any questions for clarification. The teacher felt irritating when the students failed to answer correctly. Some students were afraid to stand up for answering question. The teacher and the students were not ready on subject matter but they maintained proper manner and etiquette.
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 teacher did not use any method to teach the students he used both English and Bangla languages in the classroom. He did not use any modern technology but he used blackboard for writing. The teacher did not involve the students in any creative activities. He did not give any real life examples and did not clarify the topic properly. Therefore, the students could not give proper feedback. In spite of not understanding the lesson properly, the students did not ask the teacher any question.
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)	The teacher was not well prepared to take the class and he failed to create a learning environment in the classroom. The teacher could not maintain eye contact with the students for which some students did not concentrate in study. The teacher failed to use standard English and his voice was also not so clear.

MANAGEMENT

Was the time spent properly?

No, the time was not spent properly because the teacher taught unimportant things escaping the main points of the lesson.

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)

There were 2 stages of the lesson including taking about classification of voice and giving the exercises. In the first stage, he taught the classification of voice but there was no clarification of any rules. In the second stage, he gave some exercises on the blackboard and asked some students to tell the answers orally.

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?

No.

Strengths observed:

The students were respectful to the teacher and they did not disturb the class by making any noise. The teacher had a good quality to amuse the students which could be helpful to make the students enthusiastic.

Suggestions for improvement:

The teacher should test the prior knowledge of the students before starting to teach. On the basis of the students' prior knowledge, the teacher should clarify the lessons to the students. Sometimes he should give pair and group works to the students for doing and he should also give a scope to the students for speaking in the class.

Overall impression of teaching effectiveness:

The class was not effective for the students to acquire any skill from the four skills, such as listening, speaking, reading and writing.

Checklist for Class Observation- 3

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

School / College: Balarampur High School_____

Teacher’s Name: _Mohammad Liakot Hossain_____

Class: ___VIII_____ Section: ___A_____ No. of Students Present: ___31_____

Course Title & Code: _____English 2nd Pa per_____ Room No: ___105_____

Peer/Observer: _Mst. Farhana Rahat Sumi_____

Date and Time: October 17, 2019 (10:30 -11:10) AM_____

Objectives of the lesson (as perceived):

- i. To tell the proverb “Honesty is the best policy”
- ii. To give some moral lessons

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

The objective of teaching was not clear. The teacher taught noting without taking about honesty and giving some advices. It is hard to say whether the objective of giving advices were achieved or not. It would be clarified later from the students’ behavior and activities.

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)	As the teacher did not teach anything, it could not be said how he was in teaching subject matter but he could give good advices to the students. He tried to make a relaxing environment in the classroom by making fun.
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)	The teacher entered the classroom at his scheduled time. He did not state any clear objective to the students. Instead, he started to talk about honesty without teaching any other things and hurriedly finished his class. The objective of leaning English language was not fulfilled in this class but they got some moral lessons which could help them in their future life.
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)	Sometimes the teacher was making fun which helped him to hold students' attention. The students were respectful towards the teacher and gave concentration to his speech. The classroom was teacher centered and there was no participation of the students. Even the students did not ask any question to the teacher. The teacher and the students were not ready for the subject matter but they were good mannered in the classroom.
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 teacher did not use any ELT method in the classroom. He used English language in giving advices regarding honesty. Sometimes, he also used Bangla while making fun in the classroom. There was no usage of any teaching materials. The teacher did not encourage the students to learn English in any way. He did not involve the students in pair and group wok or any individual participation.
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)	The teacher did not create any good environment for learning English. The students were not also interested to learn anything rather they were in a mood for making fun. The teacher maintained eye contact with the students while speaking. The teacher's voice was clear but sometimes he was making errors to speak in English. There was no projection for learning English.

MANAGEMENT**Was the time spent properly?**

No, the time was not spent properly because the teacher spent the whole time by giving advices only. He did not teach anything which would help students to help English.

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)

There were two stages of the lesson which were to talk about a proverb and to give moral lessons on the basis of the proverb. The teacher did not do anything except these two activities.

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?

No.

Strengths observed:

The students were mannered and respectful to the teacher. The teacher had good quality to make the students enthusiastic.

Suggestions for improvement:

The teacher should give his best performance while teaching. He should teach the students about important topic that is associated with English language learning. He should not waste the whole class time by giving some advices only. He should encourage the students by various activities through which they would be able to all the four skills in English.

Overall impression of teaching effectiveness:

The class was no effective at all to learn the target language.

Reference

- Ahmed, S.S. (2006). Communicative English in Bangladesh: A feedback. Stamford Journal of Bangladesh, 2, 1- 15
- Basir, A. & Ferdousy, S. (2006). Problems and strategies of teaching English in large classes at universities in Bangladesh. Stamford Journal of English, 2,38-52
- Chowdhury, N., & Shaila, S.M. (2011). Teaching speaking in large classes: crossing the barriers. Journal of English, 6, 68-81
- Salauddin, A. N. M., Khan, M. R., & Rahman, A. (2013). Challenges of implementing the English curriculum at rural primary schools of Bangladesh. The International Journal of Social Sciences. 7(1) 34-51
- Siddique, R. (2004). Another assumed ideal from the West? Stamford journal of English, 61(1), 1-7