

**An Internship report
on
“The Present Scenario of English Language Teaching in a Bangladeshi School”**

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This internship report is submitted to the Department of English, Daffodil International University, for the partial fulfillment for the Degree-Bachelor of Arts (BA) in English.

CERTIFICATE

This is to certify that the work contained in this Internship report title “**Present Scenario of English Language Teaching in a Bangladeshi School**” as a partial fulfillment of B.A. (Hons) Degree in English by Soykot Ahmed ID: 162-10-141 has been carried out under my supervision. No part of this report has been submitted elsewhere for award or for any other degree.

Name of the Supervisor:

Mohammad Zahidul Islam
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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.

.....

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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.

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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.

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ABSTRACT

The principal objective of this project is to observe the overall English teaching situation in a school in Bangladesh. The report covers the current practices of English language teaching in terms of application of different approaches and methods. On the other hand, it also finds out which methods are being followed for English Language teaching in Bangladesh. It shows the advantages of the cognitive ability of the students and which method is the best for Bangladeshi students. After observing class, various problem is found like poor communication skill, unqualified teacher, poor environment, poor experiences. For these reasons, students are distracted from their actual purpose of learning English Language. This paper expresses a few positive areas and some areas to improve which might help to improve the English language teaching system in Bangladeshi school. For the limitation of time this paper could not include more specific information about school so that it might not reflect hundred percent accurate scenario of the current English language teaching in Bangladesh.

Chapter- 1

Introduction

English is a means of an international communication. English is spoken as the first language in many countries. It is most widely used in communicating around the world. Because of importance's nowadays English Teaching is the most important thing in Bangladeshi school. In Bangladesh English is still treated as a foreign language. However, teaching English to speakers of other languages is a challenge. In Bangladesh there are many students those are spends a lot of time to learn English. But most of the time they don't gate proper learning way. During observation it has found that the teachers have no proper experiences about teaching profession. And they are using the old grammar-translation method. Even though Some skilled teachers are using proper methods depending on the situation. During the class observation there were many specific problems that was very big issue in English teaching language. For the limitation of time more schools were not visited.

Chapter 2

Objectives and Methodology of the Study

2.1 Objectives of the Study

The main objective expresses the real scenario of the recent circumstances of English language teaching in Bangladesh.

- i. To find out the method of teaching English
- ii. To find out proficiency and behavior of the teachers
- iii. To find out experiences of the teacher
- iv. To find out relationship between teacher and students
- v. To find out teaching classroom environment and materials of the school
- vi. To see the utilization of cognitive ability of the students by the teachers

2.2 Methodology of The Study

2.2.1 Selecting an Institution

EBAC Public School, Savar, Dhaka.

This school was chosen because it has a good reputation and this school is very famous in Savar area because of their quality of education. For this reason, this school was chosen. After providing all details about internship project principle was accepted my request to observing class and taking a class and he politely welcomed and directed to start working.

2.2.2 Selecting Classes

Two classes were observed. A checklist was used to observe the classes. One of the class was English 1st paper and one of the class was English 2nd paper at class X. The class was taken which started at 02:00 pm and ended at 02:40 pm and my topic was article. The reason of taken the class was what method of English Language Teaching are more useful for Bangladeshi students and end of the class, students' feedback was excellent.

2.2.3 Selecting a Facilitator

The principal was requested to be the facilitator of the intern. He politely 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 which was essential to complete this paper.

2.2.4 Observing Classes

The observation was how teachers teach the students and how effectively they utilize the student's creativity and knowledge.

- Teaching methods
- Students participation
- Uses of cognitive ability of the students
- The relationship between teacher and students.
- Teachers' behavior
- Class environment
- Experiences of teacher
- Group study

2.2.5 Interviewing Particular Course Teacher

A short interview was taken after class. They were asked that how they control their mood during class time and how they maintain classroom. They were asked about the use of ELT methods and approach. They were also asked about their teaching experience and why they have chosen English Teaching. But their answer was good and positive.

2.2.6 Interviewing the Students

The students were also interviewed after class. They were asked about their future goal, their strengths and weaknesses, their English language learning way and many things. But their opinion and answer were good. Even though they were very nervous.

Chapter 3

Institution Details

EBAC Public School, E-86, Savar, Dhaka-1340. School is very nearest to Savar police station. EBAC Public School started its journey in 2010. It's a famous private school in Savar. EBAC Public School is motivated to spread quality education among the students. In Savar area, EBAC Public School is now a well-known institute. 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 400 students. It has been awarded the best growing private school in Savar area. The teacher of this institution has also a good background and most of the students maintain their behavior in this school. Around 97% students get passed each year. For this reason, now it has many students because of their reputation.

Chapter 4

Class Observation Report

Two classes were observed on 19th and 20th of October. A checklist was used to observe the classes. A class room was very small but student was 25. For this reason, total classroom was so much noisy. There was no multimedia system in the classroom and room was dark because of insufficient lights.

4.1 Class Observation 1

The class was started at 11:00 am and ended at 11:40 am. It was an English grammar class and there were 25 students where 18 are boys and 7 are girls. The students of the class read in class X. The topic of the lecture was transformation of sentences. Most of the time teacher used Grammar Translation method and sometime used Direct Method. For this reason, students could understand easily. Because it was not an English medium school and most of the students were not fluent in English language. The teacher followed text book for lecturing and used some critical example and sometime teacher also talked about different rules of transformation. Teachers behavior was very fine that purpose students was satisfied by their teachers' behavior. Before 10 minutes at end this class, teacher gave tasks to students and checked everyone's task and gave them feedback. It was an English class but most of the time teacher not used English language and he did not follow any specific method and sometime he did not control all students. Because the classroom was small with 25 students.

4.2 Class Observation 2

The class started at 11:00 am and ended at 11:40 am on 20th October. It was also an English first paper class and there were 23 students where 16 are boys and 7 are girls. The students of class read in class X. There was no multimedia system in the classroom.

It was an English 1st paper class so at first their teacher, Mr. Sarafat Uddin talked about passage and started reading the passage from the textbook. Teacher was translating line by line into L1.

And students could try to understand it. After reading all passage he wrote some critical vocabulary on board by marker and he wanted to know word meaning from students. Then again, he described about whole topics. After discussion he gave some tasks to students and checked everyone's task and gave them feedback. He also ordered students to divide in few groups and to make sentences by using new vocabulary. At last he gave some exercise to students and evaluated.

He was more experienced teacher than my previous observing teacher. Because he could maintain all students that reason class room was not noisy and he was enthusiastic in answering the question and encouraged everybody.

Chapter 5

Teaching Experience

A language class was taken which started at 02:00 pm and ended at 02:40 pm. There were 21 students in classroom. The environment of classroom was average and there was no multimedia system. And this room was noisy because it's very nearest from outside. The topic of teaching was about article. After starting the class students were given a short introduction about article and some basic rules of article. After explaining 5 minutes were given for asking question about the structures explained earlier and some tasks was given based on my included rules and students could solve it. My satisfaction was good. In classroom my teaching method was Grammar Translation method and some time Direct Method. Because students are use to on Grammar translation Method not Direct Method. During class time students were very much communicative. It was my first teaching experience. End of the class, students' feedback was excellent.

Chapter 6

Overall Findings

After observing two classes a few things have been found. They are given below.

7.1 Lesson plan

The teachers of two classes had lesson plan for the class and taught according to lesson plan.

7.2 Classroom Environment

The classroom environment was average. But there were lots of noise from outside. There was no multimedia system in the classroom and room was dark because of insufficient lights.

7.3 Lesson Delivery

There were some problems that was recognized. One teacher talked very loudly and one very smoothly. And both were used L1 maximum time.

7.4 Classroom Management

Classroom management was satisfactory. The teachers gave attention to weaker students and tried to control total classroom. Sometime classroom was silent and sometime noisy.

7.5 Use of Technology

No technological instruments like projector, computer, and sound system were used or available in the classroom.

7.6 Teaching Method

There was no specific method of English Language Teaching that they used. Because sometime they used GT method and sometimes used CLT and TPR also.

7.7 Findings from Conducted Class

L1 is more than easier than L2 from student. For this reason, their teacher used L1 most of the time. Students likes group work and students felt difficult while the lecture was delivering in L2

Chapter 7

Recommendations

Based on observing two classes and conducting one class my opinion is need to more improvement.


- Modern amenities should be added
- Students need noise free environment
- Need more lights in classroom
- Multimedia support needed
- Teacher should maintain specific method of ELT
- To inspire the student in learning English language

Chapter 8

Conclusion

Due to limitation of study my internship project has done based on information of one school. It's my first observation. 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 and teachers need to use specific method of English Language Teaching in their English language class and need to more training. On the other hand, students need to proper environment such as noise free environment from outside. The main objective of the paper will be helpful to know the current situation of English language teaching in Bangladeshi school. This paper will be helpful for school to improve their lack side in English Language teaching.

Appendix – 1
Certificate of Internship



এ্যাবাক পাবলিক স্কুল

ক্যাম্পাস-১ : বি-২, গেভা, সাভার, ঢাকা।
ক্যাম্পাস-২ : ই-৮৬, গেভা, সাভার, ঢাকা।
মোবাইল : ০১৭১০-৭৩৮৮৬৩

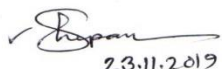
Web: www.ebacedu.com, E-mail: ebacps2010@gmail.com

Ref: ebac/19/41 Date : 23.11.2019

To Whom It May Concern

This is to certify that Soykot Ahmed 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 his project work. He has observed two English classes and conducted one English class respectively.

Soykot Ahmed shows a good moral character and appreciating personality. I wish him great success in his future life.



Principal
EBAC Public School

Figure 1: Concern letter issued by the principle of EBAC public school.

Appendix – 2
Photographs



Figure 01: A picture while observing a class.



Figure 02: Mr. Sarafat and the students posed for a photograph after the class.

Appendix – 3

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 _____ English 2nd Paper _____

Number of students present _____ 25 _____ Date _____ 23-11-2019 _____

Evaluator(s) _____

Topic Transformation of Sentences Time: started _____ 11:00 am _____ ended 11:40 am

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

Lesson Plan And Execution					
	Completely	Mostly	Some what	Little bit	Not at all
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					

Comment:					
Teaching Techniques					
	Completely	Mostly	Some what	little bit	Not at all
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			√		
Comment:					
Class Management					

	Completely	Mostly	Some what	little bit	Not at all
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:					
Learning Environment					
	Completely	Mostly	Some what	little bit	Not at all
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					
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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

	Completely	Mostly	Some what	Little bit	Not at all
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:

Teaching methods / techniques					
	Completely	Mostly	Some what	Little bit	Not at all
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:					
Presentation skills of the teacher					
	Completely	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:					
Personal qualities of the teacher					
	Completely	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:					
Teaching Materials (Teacher designed / Supplementary)					
	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:					
Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
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?

THE END