

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

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

DECLARATION

I hereby, declare that, this internship project has been done under the supervision of Dipty Rahman, Lecturer, Department of English, Daffodil International University. I also declare that neither this project paper non any part of it has been submitted anywhere for award of any degree.

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CERTIFICATE

This is to certify that, Tahmina Akter Kona, bearing ID number 162-10-140 is a student of English Department of Daffodil International University, Ashulia campus. I am pleased to state that she has completed her internship project under my supervision and worked hard in preparing this. This data and findings presented in this project paper seem to be authentic.

Tahmina Akter possesses a very good moral character and pleasing personality. I wish her every success in future life.

Supervised by,

.....

Dipty Rahman
Lecturer
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ACKNOWLEDGEMENT

At first, I wanted to be very thankful to the Almighty for my well health condition and prosperity to complete this report. I also wanted to give thanks to Shaheed Abul Hossain High School in where every teacher is helpful for me. They delivered their latest information and getting me updated for doing my task. Then I wanted to give my cordial respect and thanks to my supervisor Dipty Rahman, Lecturer, Department of English, Daffodil International University. Mam observed me very closely and supervised me so carefully during this internship program. I am also thankful to Md. Saidur Rahman, Senior teacher, Shaheed Abul Hossain High School. He supported me a lot and provided all the information I need. I may not be able to complete this report without his support and help. I would like to convey my cordial thanks and gratefulness to all other teachers who supported me and showed the right way through providing information for this project paper.

I would love to give respects towards my parents because without them I could not reach here. Their support, love, trust and attentions bring me here. This school and along with every single person, teachers-stuffs were really good to me and also helpful. Their encouragement support helped me to prepare this whole report without facing any kind of problem.

At last I would like to give my whole debt of appreciation and love from the bottom of my heart to everyone.

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ABSTRACT

This project paper represents the current picture of the English language teaching system in Shaheed Abul Hossain High School. The main aim of this study is to overlook our English language teaching system in this school. This study shows an attempt to know different materials and methods which are being used in Bangladeshi classrooms that are being taught as the English language at the secondary level. The motto of this paper is to know about teaching, learning styles and the issues which are encountered in the classroom. It shows that the English language teaching system in Bangladesh is somehow distracting from the main purpose which should be used as per the English curriculum system in Bangladesh. The real reason for encouraging English language is being diverted because of the disappointment of executing the best possible techniques, as well as diverse materials. Some recommendations have been given based on findings of the paper and observations of the English classes. The study also shows some advantages and disadvantages of the classroom activities that might be much helpful and it will help to improve the present existence of English language teaching system in Bangladesh.

Chapter I

INTRODUCTION

INTRODUCTION

English language is more than just an official language in most of the countries. English language has been commonly accepted as an active universal language in the world. People consider English language learning as a gateway to a better future. Nowadays, students need to master English language. Mastering English is an important value for the students. Students can improve themselves both in life skill and academics through mastering English language. If the students can comprehend English language, they would be well accepted by the society. English has been the language of diplomacy, higher administration, higher education, superior judiciary and information technology. English is the language of opportunities and success in life. The poor pattern of Bangladeshi Educational System is reflected here which has not much impact on the matter of English language education. Most part of our curriculum does not make the learning of English mandatory. The reluctance about learning and teaching of English is seemed as an inherent quality of Bangladeshi Educational System. Our ELT pattern has to be evaluated to eliminate this obstacle of academic growth. The teaching of English language is focused on the ability of students to be capable of learning the four skills – listening, speaking, reading and writing (Depdiknas, 2003:6). The students should have abilities in reading and listening to support their speaking and writing. English is widely used as a means of communication as it is an international language. English is one of the foreign languages particularly in Asian countries. Students are expected to absorb and keep up with the development of science, technology etc. by learning English. English language has been taught formally in all levels of school from primary school up to university in our country. English language teaching in Bangladeshi schools is not effective for the learners since they are learning English language from the beginning of their school life. (Ali and Walker, 2014; Hamid and Baldauf, 2008). Our government has taken some steps with this view in mind as English is deeply needed as the consequence of the globalization.

Chapter II

OBJECTIVES

OBJECTIVES

The objectives of the proposed internship are-

- i. To know about the current scenario of English language teaching and learning in Bangladeshi schools
- ii. To find out how the ELT methods are applied in classroom circumstances
- iii. To figure out the effects of different applications of the methods towards the students

So, as to accomplish the objectives, I have-

- i. To observe classes and see the behaviors and manners in which educators apply teaching strategies
- ii. To take two classes and apply methods and systems
- iii. To remain in contact with the supervisor at every conceivable time to get important information and help in the event of the facilitator's inaccessibility

Chapter III

METHODOLOGY

METHODOLOGY

I have followed a mixed method approach for conducting this research. I have observed the class following a checklist (Appendix-1) and also interviewed the facilitators. The following are the steps that I have taken to conduct the research.

Selecting an Institution

ShaheedAbul Hossain High School was chosen for the internship. In this purpose, the headmaster of the school helped a lot. The Headmaster took a short interview and a recommendation letter was given to him which was provided by my supervisor with her signature. Then the intern was taken for introduction with the English teachers.

Selecting a Facilitator

The Headmaster of the school was selected as the facilitator. He is the most important person of the school and also a local figure of this area where the school is located. He introduced the intern with his teachers, staffs, gave information about school and other basic information related to the report paper.

Selecting a Class

The Headmaster helped the intern to choose class for observation. It was two classes of the same levels to conduct a class.

Classroom Observation

The two classes were observed upon the level of class eight students. The intern was advised to attend the class at 8.00 am. For the class preparation an agenda was utilized. First, they began the class with greetings. Then they started to learn about sentence and its classification by using PowerPoint slides, colorful presentation. They did some group works and exercises. Before finishing of the class the teacher gave them homework. The facilitator was cordial with the intern.

Interviewing the Particular Course Teacher

There are 42 teachers in that school. Some of teachers have been teaching here for a long time. The intern interviewed some of the teachers to gather some ideas about the class like how the teacher deals with the understudies, how the teacher separates the class time, how the teacher manages the students in the classroom etc.

Chapter IV

INSTITUTION DETAILS

INSTITUTION DETAILS

History

ShaheedAbulHssain High School is one of the most renowned school amongst the most prevailing schools in DhamraiUpozilla. It was established in 1985. It is situated near SavarUpozilla.

Present Structure

The school selects students from class 6 to 10. The school works in two shifts. In every class there are different sections. In every section there found about 90 – 100 students.

Students Number

In this school there are near about two thousands five hundred students studying here.

Uniform

The boys wear black pant with white shirt and the girls wear white cross belt and scarf with maroon kamiz.

Extracurricular Exercises

They celebrate social program and excursion in February. They have sports class where they play and learn with a game's instructor.

Teachers Qualification

There are 42 teachers who work in this school and the majority of the teachers are accomplished from various renowned colleges and universities.

Financial Issues

The financial foundation of the school is not very well established. Most of the students studying there come from lower working class families and some come from surrounding areas.

Chapter V

OBSERVATION REPORT

OBSERVATION REPORT

I observed the class of the students based on their English Grammar course as a part of my project paper. The class duration was forty-five minutes. Students are attending the class in order to develop their proficiency level in English so that they become more fluent and able to have free hand writing on their own.

General Information

Tutor	: Md. Saidur Rahman
Place of observation	: ShaheedAbul Hossain High School
Level	: Class VIII
Number of student	: Total 99 (Female)
Date	: 8.00 - 8.45 AM
Observer	: TahminaAkter

Teaching Process

It was a grammar class. The teacher was teaching about the classification of sentence and its structure. Teacher started with exchanging greetings. Then he started to do some warm up activities which were related to the topic. Students responded to the teacher and shared their previous experience. After that the teacher showed students a PowerPoint presentation which was based on the topic. There were some pictures with some sentences which helped to teacher to teach the students easily. At the same time, the students enjoyed the topic through the presentation and it also worked for the students to grasp the structures and classifications of sentence faster. A friendly environment was created between the teacher and the students and they felt free to have a proper discussion. The teacher was trying his best to give some easy examples and using common pictures so that the students could understand the topic. Then he divided the class into some groups and told them to write some examples through a team work. After that he asked each of the groups to come forward and tell the examples. He finished the class by giving them homework based on that grammar topic and told them to prepare themselves for the next class. At last he also played a song which refreshed them a lot.

Comparison among two observations

I observed two classes on two different days. The levels were same. I observed the classes of the students of class eight. Learners' background were similar. My observation was based on female students' class. I would like to compare the observations focusing on the following features.

Personality and behavior of teacher

The relationship between teacher and students was good in every observation. The teacher was friendlier with them. He had good understandings with his students. There was a problem that as the numbers of the students were so much that it was quite impossible and painful for the teacher to control the class.

Methods and approaches

After observing the classes I found that the teacher used CLT method. It helped the teacher to reach his goal. Sometimes, they also made a bridge between CLT and GT methods which were good enough for the students to learn.

Using L1 and L2 in class

Though the classes were English, the class teacher loved to use L1 rather than L2. According to the teacher, L1 makes it easier to achieve their goal as it is the learners' mother tongue. They also used L2 which was used not as much as L1, which is pathetic for an English class.

Involvement of the students

I found involvement of the students in class in my observation. Students were writing, speaking and reading in their groups and they enjoyed doing group tasks. However, I also found less involvement among some students. As there were so many students, the teachers failed to involve all the students. The classes were teacher centered though there were assigned some group works.

Treatment of error

The treatment of error of the students was excellent. Students were accepting their error and receiving the feedback with delight. The teacher also politely encouraged them so that they would take care of those grammatical errors in future.

Things I would follow

In these observations I found some very precious things to be followed. I would like to follow some of those such as-

Giving responsibility of leadership and time keeping in group works:

Teacher selected a leader and gave the responsibility of time keeping to one member of each group and ensuring participation of all in the group. I would follow this trait because it would help teacher to finish the group work in time and build leadership in them.

Using a short music:

For young learners forty-five minutes duration is quite long. Teacher used a sweet song after brain works to make the learners relax so that they could not feel bored.

Using presentation:

Teacher used PowerPoint presentation with colorful pictures which helped the learners a lot to get involved with the topic and understand the topic easily.

Things that I would do differently

Though these classes were good, I felt I would do somethings differently. In a group, all the members were not much active. To motivate them, I would like to have an announcement for them that all the members of a group need to show their own performance in front of the class. So that a bond between the group members can be established and they would not feel shy and become more interested to co-operate with the group. It would also remove the reluctance of the students to participate in the class. I would also try to remember all the students' names though it is quite hard to memorize a lot of names.

My learning from this class

Students feel bore sitting in one position throughout the whole class. When the teacher asked the students to perform their group work in front of class, they felt more comfortable. At the same time when the teacher called the students by their manes I noticed cheerfulness on their face. It impacts the students mind psychologically. By following such simple ways a teacher can motivate his students.

Chapter VI

TEACHING EXPERIENCE

TEACHING EXPERIENCE

The teacher introduced the intern to class eight students at ShaheedAbul Hossain High School. The class started at 8.00 am and finished at 8.45 am. The duration of the class was 45 minutes. There are 99 students in the classroom. Black-board, chalk, projector, worksheet *etc.* were used as materials in the class. The goal of the class was to teach the students about different grammar items. The teacher started the class with greeting with the students which helped to create a bridge among them. The teacher used different materials like colorful slides, easy examples to make the students understand the lesson properly. She displayed instances of completing a sentence which makes it obvious and relatable for the students. The students had the capacity to tell her and do the task easily.

Chapter VII

OVERALL FINDINGS

OVERALL FINDINGS

This kind of study is really helpful to find out the authentic classroom scenario in Bangladesh on English language teaching in school. The discoveries from my observation have been outlined and recorded as beneath-

- i. Teachers need to be well trained
- ii. Modern technologies like big screen multi-media class, sound system were not available in the classes; except a poor below standard projector in some particular classrooms
- iii. Teachers used no supportive materials in the class
- iv. Classroom settings are not well furnished
- v. Too much students in a classroom which seems chaotic
- vi. Teachers delivered their lesson as per their lesson plan
- vii. Teachers do not speak in English all the time

VIII

Chapter

RECOMMENDATIONS

RECOMMENDATIONS

After observing the classes the intern found some issues where improvements can be made. The teacher could do group work with the students. A student can discover how to get assistance from someone else and how one can help others by doing group work. Based on my observation I would like to make the following recommendations-

- i. Teachers should be trained through training sessions
- ii. Duration of English classes should be increased
- iii. Modern equipment like projectors, sound systems, lab facilities, digital classroom should be arranged.
- iv. Teachers should use supportive materials in the class
- v. School authorities should not allow more than 40 students in a class
- vi. Teacher should teach their exercises according to the attitudes and mindset of the students
- vii. Group based study should be increased
- viii. Teachers should try to co-operate with the students through speaking in English.

XII

Chapter

CONCLUSION

CONCLUSION

English language is a foreign language and learning English in Bangladesh is compulsory in almost every level of education (Hamid and Baldauf, 2008). A World Bank report that was made public in 2016 identifies Bangladesh as a lower middle-income country, considering the nation's consistent growth in the last decade (Rahman & Pandian, 2018a, 2018b). The role of English is undeniable in maintaining this growth and developing skilled workforces, who are globally compatible (Hamid, 2010).

My research was a small attempt to understand the current scenario of English teaching and learning in Bangladesh in the face of these shifting contexts. It was an unforgettable experience for me to observe two classes of the secondary level. Classes were from same grade level. Teaching experience was amazing too. All the teachers and the students were helpful during this process. Learning a language is often considered a tenacious task. Only proper methods, materials and techniques together can make it easy and interesting to learners. Otherwise the purpose cannot be served properly. Institutions and teachers can play a great role in providing quality learning to the students. The concerned authorities should take proper steps regarding the issues in the English language teaching system in Bangladesh.

Toward the end, I could state that, Shaheed Abul Hossain High School is doing admirably in terms of teaching their students English as foreign language, yet they need to improve their offices more, in accordance with the latest innovations in language teaching.

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APPENDICES

Appendix 1: CLASSROOM OBSERVATION RECORD SHEET

Instructor evaluated: Tahmina Akter Kona Course: English Grammar
 Numbers of students present: 99 Date: October 24, 2019
 Evaluator(s): Md. Saidur Rahman
 Topic: Sentence and Tense Time: Started 8.00 am ended 8.45 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 stimulation 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 states 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 deconstruction (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 the 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					✓
Comment:						

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				✓	
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				✓	
Comment:						

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 she/he in 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					✓
Comment:						

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			✓		

Comment:

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 and 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		✓			

Comment:

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 and comments from the students	✓				
c.	Teacher uses relevant personal examples to create rapport with students		✓			
d.	The teacher shows enthusiasm and passion regarding the subject matter	✓				

Comment:

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		✓			
Comment:						

Lesson Plan And Execution						
		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		✓			
Comment:						

Additional Comments:

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

Appendix 2: Certificate of Internship

SHAHEED ABUL HOSSAIN HIGH SCHOOL
Royail, Dhamrai, Dhaka-1822. Contact: +880 1715771298

INTERNSHIP CERTIFICATE

This certify that, Tahmina Akter Kona has completed her internship at our school. We found he sincere, hardworking, and dedicated and result oriented. She worked well as part of her intern paper. We take this opportunity to thank and wish her all the best for the future.


MD. ABUL KALAM AZAD
Headmaster
Shaheed Abul Hossain High School

Appendix 3: Photographs



1. Taking Class



2. Observing Class