

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

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Daffodil International University

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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.

CERTIFICATE

This is certifying that the work contained in this Internship report entitled “**Present Scenario of English Language Teaching in a Bangladeshi School**” as a partial fulfillment of B.A. (Hons) Degree in English by Ferdows Hasan Firoz ID: 162-10-138 has been carried out under my supervision. No part of this report has been submitted elsewhere for the award or for any other degree.

Name of the Supervisor:

Al Mahmud Rumman
Lecturer
Department of English
Faculty of Humanities and Social Science

DECLARATION

I, hereby declare that this Internship Report is submitted to the Department of English, Faculty of Humanities and Social Science, Daffodil International University; is an original work for the completion of My Course Project Paper with Internship (Course Code: ENG: 334) in the program of B.A. Honors in English. The Internship report entitled “**Present Scenario of English Language Teaching in a Bangladeshi School**” is solely done by me.

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ABSTRACT

The principal objective of this project is to observe the overall English teaching situation in a school in Bangladesh. I would like to express my heartiest gratitude to Al Mahmud Rumman, Lecturer, Department of English, for his kind help to finish my internship project. His interminable persistence, insightful direction, ceaseless support, steady and vivacious supervision, useful analysis, important counsel, perusing numerous substandard drafts and redressing them at all stages have made it conceivable to finish this paper. The purpose of the project paper is to find out the teaching and learning style, communication gaps, as well as to find out the lackings of the teacher. 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 lacking's is being found like poor communication skill, unqualified teacher, poor environment, lack of teaching experience and most of the time teacher use L1. For these reasons, students are distracted from their actual purpose of learning the English Language. The paper has extracted a few positive areas and some areas to improve which might help to improve the English language system in Bangladeshi schools.

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Chapter I

1.0 Introduction

Educating is the focal point of all instructing related subjects so we, as understudies in the English division, needed to think about in a genuine study hall condition, before beginning educating in the real study hall condition it encourages an educator to acclimate themselves with their procedure, showing techniques, as an instructor, watch a specific degree of class before entering class. English is a means of international communication. All around the world English is vastly used to communicate with others for different purposes. It has become a trend to be able to speak English. In Bangladesh English is still treated as a foreign language but in the neighboring country, English is their second language.

Chapter II

2.0 Objective of the Study

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

- i. To find out the environment and the manner of teaching English.
- ii. To find out the Proficiency and behavior of the teachers.
- iii. To find out the experiences of the teacher.
- iv. To find out the relationship between teacher and students.
- v. To find out teaching classroom environment.

Chapter- III

3.0 Methodology of the study

3.1 Selecting an Institution

Rising Sun High School, Dakshinkhan, Uttara, the school was chosen because it has a good reputation and I knew about this school. First, an appointment has taken to have a conversation about my project with the Principle. After the conversation, he ensured that I can observe a class and take a class.

3.2 Selecting Classes

With the help of the Principal and other English teachers, I have chosen two English classes of two different grades. Two classes that I observed conducted by three different teachers included English second paper lessons and one English first paper lesson. Each class time was 55 minutes.

3.3 Selecting a Facilitator

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

3.4 Observing Classes

The observation was how teachers teach the students and how effectively they utilize the student's creativity and knowledge. The observation was overviewed a few key factors;

- Teaching methods.
- Students participation.
- The relationship between teacher and students.
- Teachers' behavior.
- Class materials.
- Experiences of the teacher.

3.5 Interviewing Particular Course Teacher

A short interview was taken with each English teacher whose class was being observed. He was asked different kinds of questions such as how he managed the students during class and how he used to draw the attention of the students. When I asked himself to know about his idea or experience then he shared many things from him.

- Why they have chosen English Teaching and how they feel towards their profession.
- How they deal with the classroom.
- How to improve English teaching and what should be the role of Teachers.

Chapter – IV

4.0 Description:

On the principal day of school, I needed to gather my everyday practice. At that point, I presented the instructors who had done this class before me. I graciously inquired as to whether they could enable me to watch their classes. The two wholeheartedly welcomed me to visit their classes. Among them, I am examining one beneath.

Chapter V

5.0 Class Observation

5.1 Class Observation 1

Date : 24-10-2019
Time : 10AM-10:40AM
Name of course : English 2nd paper
Number of students : 24

The second day in the morning of my school, I was waiting for her (Shongram Ahmed, Class Seven teacher - a) to come to class in front of the teacher's class. He came in and asked the class captain to clean the bench behind the class so he would let me sit there. The class captain got clean and I sat there to observe the class.

When the teacher entered the class, all the students got up and when he asked them to sit, they sat down. First, he asked the students to give them copies of their homework. During this time, he inquired about some students. After seeing the homework copies, he got up from his chair and began reading. He wrote the topic of a lesson (Transformation of the sentence) on the blackboard and said: "Today we are going to learn the topic Transformation of the sentence." Then he started to explain the rules one by one with examples. First of all, he wrote an affirmative sentence on the board and explaining the rules he changed it into a negative sentence. Then he wrote another affirmative sentence and asked students to change into a negative sentence. By this time, he also came to me and assured his best possible help to me. Then he started to discuss the other rules of the topic one by one. After discussing the topic, he cleared the board.

After completing the lesson, he asked the students to solve the practice from the book as their homework and introduced me to his class as his teacher from the next class. He also made the students aware that if a student treated me badly, he would act towards that student.

At that point he let me converse with the class for five minutes and left the class. I, at that point, acquaint myself with the class and conversed with them till the class finished.

5.2 Class observation 2

Date	:26-10-2019
Time	:10AM-10:40AM
Name of course	: English 2nd paper
Number of students	: 20

The next day the same period, I have observed my second class. It was also a language class. 20 students were present. In the class, the teacher (Shelly Khatun, teacher of class six– A) was teaching transformation of the sentence. Although it was a very serious topic of English the students were enjoying the teacher's class because the teacher was communicative with the students. She gave an example from real-life situations. She was providing materials from the book. She gave chances to students to ask questions and gave a reply after discussing the topic rules of changing negative to affirmative. The teacher was not able to hold the attention of the students as he was not very communicative with the students and there was no group work among the students and the speaking rate of the English language of the teacher was not enough. It seemed that the teacher was teaching with a mix of grammar-translation method and communicative method. The teacher didn't get enough time to finish his topic. After finishing the class, the teacher met me and talks about the class.

Chapter VI

6.0 Teaching experience

Of course, on the first day of my teaching, I was incredibly nervous. My first day in the classroom turned out to be better than I expected. My job as their teacher was to teach them the "time". Although the content of the learning was not difficult, the three weeks' worth of curriculum planning was something I had never done before. At first, it was incredibly difficult for me to decide what I should do for each moment, but over time the process became a bit easier and I started to get more creative with the lesson.

My first teaching experience taught me a lot about what it means to be a teacher and about myself as a future teacher. For example, I always knew that coming up with a lesson plan was not easy, so I'm glad I got to experience preparing myself for it in the future I also learned that while I was studying I didn't have a good idea about my time, so I don't have any time now. I know to make sure you have a schedule of what to do.

Chapter VII

7.0 Overall findings

As two classes were observed and after consulting with teachers, some findings were found in the classroom. There was some lack of interaction among teachers and students. There was also some mechanical lacking. Some of the major findings are given below:

Teacher's name: Shongram Ahmed (I) Shelly Khatun (II)	
Name of Institution: Rising Sun High School	
Classroom Description:	
<p>Location of the class: The class is in the correct corner of the first floor (Room No: 4) of the 'L' shaped fundamental structure.</p> <p>Shape of the class: The shape of the homeroom is nearly square.</p> <p>Doors and Windows: Windows are in both right and left half of the class and the main entryway is in the left half of the class. The entryway isn't particularly extensive.</p> <p>Blackboard: The blackboard is placed in the mass of the class. It isn't compact however fixed. It is in the front divider to the understudies. The shade of the chalkboard is okay and it is smooth to compose with chocks. The duster can undoubtedly clear out the compositions on the board.</p> <p>Classroom environment: The environment of the classroom was good enough but that was below expectations. There were not enough air and light but it looks like students and teacher are used to of that.</p>	<p>Lighting and Ventilation: The common lighting isn't satisfactory for the class.</p> <p>Provision of Artificial lighting and ventilation: There are 1 electric fan and lights in the class. The course of action isn't exactly satisfactory for the class.</p> <p>Teacher's Table and chair: The wooden seat and a table are in the front side of the class. The seat is alright, as we should utilize it in not for quite a while to stay there while educating, however, the table was too substantial to even think about moving.</p> <p>Use of technology: There was no use of technology in the class. There was no multimedia system or projector available in the classroom.</p>
Students' information:	

<p>Average Age of Students: The average age of least till 12th grades according to the academic of the group is around 12 to 15 years old. Only one person from the students is above 15.</p> <p>Students' Sitting System: There are 4 columns and 2 rows makes sitting accommodation for 24 in the classroom.</p>	<p>Academic Level of the Students: All of the students are at the secondary level of different studies.</p> <p>Language Level of the Students: Since this group of students is enrolled in the Primary Certificate Course (PSC) Primary school, so they belong to the primary level of English proficiency.</p>
<p>Lesson plan: Two classes will be observed that had the lesson plan and the teachers were teaching following the plan.</p> <p>Lesson delivery: Teachers were not much interactive with the students during teaching a lesson. There were some problems with the appropriate language of the teacher. They were not much communicative with the students and there were fewer activities in the classroom.</p> <p>Classroom management: Classroom management was not that much fine. Teachers sometimes couldn't able to control the students.</p>	<p>Teaching method: Except for one teacher another teacher was not used any methods of ELT. Actually, they delivered their lecture using mix methods of ELT.</p>
<p>Lesson Objectives: The objective of both of the lessons' was to teach students' present tenses such as present simple and continuous along with their passive forms.</p>	

Chapter VIII

8.0 Conclusion

The project could reflect a more specific scenario of the present English language teaching in Bangladeshi schools. It was a great experience for me to observe three classes in secondary school. Classes were from three different grades from the school. The teaching experience was also very amazing. All the students and the teachers were helpful throughout this process. By observing the class and teaching in a class the present scenario of English language teaching can be seen clearly. The main objective of the paper is to know the situation of English language teaching in Bangladeshi schools. This paper will be helpful for schools to improve their lack of side in English Language teaching.

Appendix I

Daffodil International University

Department of English

A Report on

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

Classroom Observation Record Sheet

Instructor evaluated _____ Course _____ English 2nd Paper _____

Number of students present _____ Date _____

Evaluator(s) _____

Topic Transformation of Sentences Time: started 11:30 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					

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?

Appendix II

Certificate of Internship



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Department of English

Letter of Recommendation

This is to recommend that **Ferdows Hasan**, Programme: BA (Hons) in English, Semester: Fall 2019, ID No. 162-10-138, is a final year student of the Department of English, Daffodil International University (DIU).


As part of the compulsory courses of the programme, he/she is assigned to do an internship based course: **ENG 334 Project Paper** with attachment to a School or college with objectives:

- i) to learn about the school,
- ii) to observe at least three classes of three different teachers
- iii) to plan three lessons with the help of class teachers and
- iv) to teach them with permission of Head Teacher/ Principals.

Respected Head Teacher/ Principal may be requested to cooperate the internee to conduct the project as academically as possible.


24.09.19
Supervisor

Internship Project


28.09.19
Head

Department of English), DIU


28.9.19
Dean

FHSS, DIU



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Appendix III

Photograph



Figure 1 and 2: Ferdows Hasan Firoz is conducting class



Figure 3: Observation Class of Mr. Shongram Ahmed



Figure 4: Ferdows Hasan is conducting class



Figure 5: Observation class of Shelly Khatun

The End