



Daffodil
International
University

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

Submitted by:

Name: Tarin sultana

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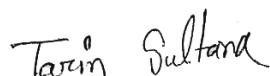
Ms. Farjana Yesmin

Lecturer of English Department

Daffodil International University

Declaration

I do hereby declare that the internship report submitted to the Department of English, Daffodil International University is an original work for the completion of my course **Project Paper** with Internship (course Eng :334) in the program of B.A. (Hon's) in English. The Internship report on "The present scenario of English language Teaching in a Bangladeshi school" is written under the supervision of Ms. Farjana Yesmin lecturer Department of English, Daffodil International University.



Tarin Sultana
B.A (Hons) in English
Batch:37(A)
ID :161-10-1276
Department of English
Daffodil International University

Certificate of Approval

It is my pleasure to certify that the internship report submitted to the Department of English, Daffodil International University by Tarin sultana for the completion of the course "Project paper with Internship" (course code:334) in the program of B.A(Honors) in English is an original work done under my supervision. The Internship report is recommended for submission to the Department of English, Daffodil International University.



Ms. Farjana Yesmin
Lecturer of English
Department
Daffodil International University

Acknowledgments

I am very grateful to my honourable supervisor Ms. Farjana Yesmin as well as I am very happy to have done my internship. I am also thankful to the Headmaster Md. Badrul Alam Kibria of A Kader International School. I would like to thank Assistant Headmaster of the school and all the English Teachers who helped me in this job and guided me. I am thankful to my friends who also helped me in making the class plans. Most importantly, the love I got from the students was really incredible. I want to show my gratitude to every single person who motivated me to complete this report successfully. Also I am really blessed and grateful to my parents who helped me financially and mentally throughout my graduation.

Abstract

The internship report was designed to find out "The present Scenario of English Language Teaching in a Bangladeshi School." To complete the internship and also to conduct classes with a recommendation letter given by the university authority, I selected "A Kader International School" to do the field work for the Project Paper. Most of the information of the school was taken from class teachers and from the Headmaster. English is an International language. It mainly helps a country for socialising and future development. Also English is a second language for us. So it is not easy. By doing this project I am observing the teaching method and condition of our country. The guidelines for preparing lessons and the topics to be taught in the three classes were taken from particular class teacher. I gradually observed three English classes and conducted three English classes according to the schedule. I observed three classes before conducting the classes. The school does not provide with any technological material for future improvement. To sum up, these data are collected from an authentic and practical source to present the recent situation of English language in a Bangladeshi school.

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Chapter-01

Introduction

It is believed that English is the most important language to learn. English is the dominant or official language all over the world.

People living in different countries use different languages. Among them, English is known as an international language. In order to learn the language, one needs to learn methods as well as approach. This report has been made on the basis of a particular school where we can see the methods of language teaching along with the result of observing a class and how to conduct it. It is not easy to learn a language over night it takes lots of efforts and practices. In this report, during observation we can see how a teacher teaches the elements of grammar and in what ways they teach vocabularies to the students. Teachers also have to be enough confident to teach English language otherwise it will not be possible to achieve the goal. There are more things a teacher should focus on. This report is an illustration to analyse in what extent the purpose is being succeeded.

Chapter-02

Objectives and Methodology

Objectives

1. To observe the connection between teachers and students who help to improve language learning and teaching.
2. To Gather information about the outcomes of learning English.
3. To determine the strategy of language teaching.
4. To learn present condition of English language teaching in a Bangladeshi Institution.
5. To know what method teachers provide to the students.
6. To know what apparatus are being used to help the students.

Methodology

I have selected a school, "A Kader International School".

The school is situated at Singair Upazila Manikgonj, Dhaka. I have decided three classes to teach as a new teacher which are six, seven, eight. I managed to contact Headmaster Md. Badrul Kibri who helped me introduce with teachers and informed me about the background of the school. I observed three classes with the help of class teachers. After finishing my observation of three classes I asked students to give feedback on my teaching method and I also took comments from class teacher about my performance.

Chapter-03

Institution Details

Name: A Kader International School

Location: Singair, Manikgonj

Ownership:

No.of Building:2

No. of teacher: 15

English teacher:4

No.of students: 26

Playground:

Library: No

Tiffin: yes

Canteen:No

Security:yes

Transportation: No

Computer Lab:NO

Auditorium:No

Prayer room: yes

Teacher's room: yes

Staff's room: yes

Cultural activities: yes

Sports activities:yes

Uniform:yes

Shift: yes

Chapter-04

Classroom Observation

First Class

After discussing with the authority of the school, I observed classes from 10 October 2019. I took class with Ms. Dolon on 11 October to observe my first class of class six at 10.00 a.m. First of all, the teacher introduced me in front of the students. Then she discussed what is preposition and at first she asked the students if they knew it. But any students did not know about the topic clearly. She talked about types of preposition. She wrote some examples of Preposition on board.

- I. He sat on the table.
- II. There is some milk in the fridge.
- III. He drove the car over the bridge.

Then she divided the students into four groups and gave them some exercise. I can say her teaching method was average.

Though the students were not similar to the term of preposition clearly, the teacher should have given some extra efforts to make lesson effective. Her teaching method was same as GMT method where she was wasting her lessons. Firstly she was teaching the students rules of preposition and then giving examples regarding with the rules.

Second Class

In the second class, I went to the class of Mrs. Eva Akhter in class eight in the second morning. At first the teacher introduced me with the students. I sat on the last bench. Then she talked about Tense. She gave definition of Tense one after another including examples. Firstly she wrote a sentence on the board.

- I. I eat rice (present Tense)
- II. Toma watched TV all night (past Tense)
- III. I will see you tomorrow (Future Tense)

And asked students about the meaning of this sentence in Bengali. Then she explained each sentence with connection of Tense. She told students to open the text book and gave them some exercises from text to identify the correct ones.

Some students completed their task in time. But those were unable to find out the correct answer or those were unable to understand the topic the teacher was trying to cooperate with them. She was able to make the students understand in her class. I found the Second class was conducting as GMT method also.

Third Class

I attended for my third observation with teacher Mr. Bilash in class seven at 9 a.m in the morning on 12 October. The class started with “Right From of Verb”. Teacher told students not to memorise the rules because there were many rules for practice .So, he started teaching his students in different way. He wrote two sentences on the board.

1. The Baby (cry)

=The Baby cries.

2. The patient had died before the Doctor (come)

=The patient had died before the Doctor came.

Then, he described these two sentences with the help of rules so that students could catch lesson easily he was taking his class by using Elective method where language teaching depending on the aims of the lesson and the abilities of the learners. Also ,he used Direct Method in his teaching.

Chapter-5

Teaching Experience

Class-6

Number of Student-26

Time-40 Minutes

Topic- Tense

Time

Content

Teacher Activity

Student Activity

1) 5 Minute

Introduce

I asked the students about general information such as name, place.

2) 5 Minute

Tense

I asked them Rules of Tense and gave them lesson about Tense.

Students response one by one.

3) 20 Minute

Lecture

I teach them kinds of tense. I also give them example.

They got idea on discussed matter.

4) 10 Minute

Production

I gave them some task.

First class

In my first class, the experience was very interesting. And I was very excited for my first class. Firstly, I asked the students "what is your topic today"? They responded me something as I wanted. I prefer to teach about "Tense." The English class always should be conducted in English. So, I started my class talking in English. I asked students about classification of Tense they know. many of students replied but some of them were confused with the term of present and past tense. They mixed the present Tense auxiliary verb with past Tense. Then after noticing that I margined 2 sides on board

I wrote present Tense auxiliary verb in one side

(am, is, are, have, has)

And also past Tense auxiliary verb

(was, were, had)

Then, I introduced the students with the core rules of Tense. After teaching them rules, I gave them a paragraph and told them to find out the present and past Tense from that paragraph. I collected their scripts, made corrections and gave them feedback.

Class-7

Number of Student-26

Time-40 Minute

Topic- Paragraph Writing

Time

Content

Teacher Activity

Student Activity

1) 5 Minute

Greeting.

2) 5 Minute

Paragraph writing

I taught them about the strategy of paragraph writing.

3) 20 Minute

Lecture, how they can get good mark at paragraph writing.

4) 10 Minute

Production

Then I let them write paragraph and then marked their mistake and solve the mistake.

Second class

The second class was on paragraph writing. It was held on 13 October 2019. I met the class teacher and talked to the students. I asked their name and their goal. Then, I asked about how they were feeling. Firstly I have selected a paragraph (Tree plantation) I started to teach them how to write a paragraph correctly. Then I wrote some rules about paragraph writing. I explained or described how to think about the topic of your paragraph, develop sentences, demonstrate your point, give your paragraph meaning, conclude, look over and proof reading. Then, I let them write a paragraph. They tried to write the paragraph correctly. After that, I collected their scripts and corrected their paragraph properly. Some of students wrote correctly but some did not. I had managed my time as the class only had 40 minutes.

In first 10 minutes I taught them about writing pattern then I told them to read the paragraph and to find meaningful word. After that the students wrote that paragraph and finally I checked their scripts and gave them feedback within class time.

Class-8

Number of Student-34

Time-40 Minutes

Topic- Article

Time

Content

Teachers Activity

Students Activity

1) 5 Minutes

Greeting

First of all, I told them my name and asked their name for introduction.

2) 5 Minutes

Article

I asked them about definition of Article.

3) 20 Minutes

Lecture

I taught them article rule and gave them examples.

4) 10 Minutes

Production

I gave them some exercises

Students performed the task given by me.

Third class

The third class was taken on 14 October and it was on Article. After the introduction, I started my class on Article. I asked three students about article. In this class, I got a little satisfactory outcome. I made them understand by applied GMT method. I gave them some rules about article including examples.

- I. He is reading a magazine.
- II. The woman arrived.
- III. Give me an example.

Then I gave them some fill in the blank question. They filled it correctly . But some of students. So,I started the rules of the article again to make them understand.Finally they got me properly. In this way the class ended. I was satisfied with the students.

Chapter-6

Findings

1. Lack of language lab.
2. Teachers do not follow any technique to make topics easy
3. Teachers and staff are helpful .
4. Teachers and students maintain a very good bonding.

Chapter-07

Recommendations

1. The school should establish Professional Learning Communities.
2. Teacher's evaluations should be based on professional teaching standards.
3. They must gain qualified teachers.
4. Put classroom-running and decisions in the hands of the community.
5. Improve their teaching methods using smart technology.
6. Teachers should provide elements of topic in amusing way so that students do not feel bored in the classroom.
7. Teachers should be dedicated.
8. Students should be encouraged to practise more and more.
9. Authority should provide a language lab in order to improve language skill.
10. Different types of competitions should be arranged such as poetry reading, debate club, Writing competition, etc.

Chapter-8

Scopes for Further Improvement

- Teachers should be trained by the senior language instructors.
- Teachers should practise correct pronunciation.
- Both teachers and students should be more attentive.

Chapter-9

Conclusion

By doing this project paper I have learnt lots of things about present condition of English language teaching. I also learnt that teachers need to ensure that students learn the concepts clearly in classes , the objectives are to be achieved. Teaching is one of the best and most rewarding careers. It is really hard to take time for yourself.I learned a lot about teaching after this course. In my view, teaching is like an art. No amount of reading or attending workshops will prepare you for the challenge.I hope I made at least a bit of contribution to the students' learning.

Daffodil International University

Department of English

Internship on "Scenario of English Language Teaching in a Bangladeshi School"

Checklist for Class Observation

School / College: A Kader International School

Teacher's Name: MS. Dolon

Class: VI Section: _____ No. of Students Present: 20

Course Title & Code: English 2nd Paper Room No: 5

Peer/Observer: Tarin Sultana

Date and Time: 10.10.19 (10am - 11 a.m)

Objectives of the lesson (as perceived):

- i. Learning about Preposition
- ii. Students will be able to identify Preposition
- iii. They can choose the appropriate Preposition for sentence

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

Objective were not achieved properly, the students were very beginner for this term. And the teacher was not very much co-operative with the students.

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)	She had knowledge about Preposition correctly. But she was unable to deliver it.
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)	There was no warm up session. Teacher only summarize the points but not in detail. She started and finished the class on time.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback,	Though the teacher had

	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)	respectful attitude to the students but she was unable to make interactions between her and students
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)	Eventually she used GMT method in her teaching. There were no use of techniques and technology. She used normal example to make understand the students.
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)	As an English teacher she didn't have good presentation skill so that she can make a interest classroom.

MANAGEMENT

Was the time spent properly? She came on time in the class and conducted the class in her teaching style.

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)

The teacher was teaching the term 'Preposition' to the students. During the class she didn't do any specific activities in the class so the students find more enthusiasm in the lesson.

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?

~~The~~ The Teacher Conducted the class in her teaching way. Yes, students were not able to understand properly.

Strengths observed:

- * She has strong observation power.
- She knew the topic in detail so that she can conduct the class.

Suggestions for improvement:

- She has to improve her teaching style/method.
- She needs to improve her speaking.

Overall impression of teaching effectiveness:

- Though she is a good teacher by knowing the topic in details. But a teacher should be good at command and how she/he can conduct the class effectively so the students can understand the topic.

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

School / College: A Kader International School
 Teacher's Name: Mrs. Eva
 Class: VIII Section: _____ No. of Students Present: 19
 Course Title & Code: English and Paper Room No: 5
 Peer/Observer: Tasim Sultana
 Date and Time: 11. 10. 19 (10 a.m - 11 a.m)

Objectives of the lesson (as perceived):

- i. Learning about Tense.
- ii. Students will be able to find correct Tense.
- iii. Students can make the right Sentence.

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

Teacher achieved the objectives properly. She was able to make connection with the students.

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)	She conducted her class very correctly. She was given her best to make a good class.
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)	Teacher was very Punctual and as per the method she did a warm up session where students get a very clear concept about the topic.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback,	Teacher was impartial

	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)	towards the students.
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)	Teacher was using different kind of example relate to the realistic life to explain the students. She also used GMT method.
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)	She has a very strong personality with good command of skill.

MANAGEMENT

Was the time spent properly?

Teacher used every minutes and end the class in time.

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)

Teacher teaches the students 'Tense' where first she used realistic subject matter and then execute in the lesson.

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, There were any communication broke happened.

Strengths observed:

- She knows how to make students attentive in the class.
- How to make lesson interesting

Suggestions for improvement:

Almost she is good at her teaching.
But further I would like say she
needs to enrich her vocabulary.

Overall impression of teaching effectiveness:

- The teacher conducted the class with enthusiasm. I like her dedication to the students. She was trying to go as many students she can and correct them with explanation.

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

School / College: A Kader International School
 Teacher's Name: Mr. Bilash
 Class: VII Section: _____ No. of Students Present: 25
 Course Title & Code: English 2nd Paper Room No: 7
 Peer/Observer: Tarin Sultana
 Date and Time: 12.11.19 (9 a.m - 10 a.m)

Objectives of the lesson (as perceived):

- i. Learning about right form of Verb.
- ii. To make the right use of it.
- iii. To execute right form of verb perfectly in ✓
 sentence

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

Teacher in some aspect achieved his goal on the other hand he was just as usual in his behaviour and about his teaching method.

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)	He delivered his best with different criteria.
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)	He starts his class with example and then he discussed about the topic though he didn't use any sort of technologies.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback,	He looks natural to his

	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)	Students. He encourages his students with best strategies.
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)	Teacher used Interactive Elective method. So that students can understand and make match up with the lesson.
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)	He was very fluent also had a clear voice.

MANAGEMENT

Was the time spent properly?

Teacher was able to match the time with class 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)

He started his lesson with example.
He was active during the class.
Also very co-operative with students.

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?

In the middle of the conversation there was a miscommunication but he handled

Strengths observed: the situation properly.

- He has a clear, fluent speech.
- He understand how students catch the lesson in a good way.

Suggestions for improvement:

His teaching process is quite interesting
But, later on I also want to add
that he needs to make a lesson
plan first so that he can easily
maintain class with flow.

Overall impression of teaching effectiveness:

He is a very impressive teacher,
who used different subject matter
related with real life so
that students understand very
fast. Also he ~~isn't~~ ^{believes} ~~that~~ ^{that} ~~isn't~~ ^{is tough}
to memorising the rules - rather
practice is more useful for
betterment.



Bismillahir Rahmanir Rahim

A.KADER INTERNATIONAL SCHOOL

(AN ENGLISH LEARNING SCHOOL)

ESTABLISHED: 2007

HOUSE NO: 356/1, WARD NO-06, SINGAIR PAURASHAVA
SINGAIR, MANIKGANI-1820

TO WHOM IT MAY CONCERN

This is to certify that Miss Tarin Sultana a student of Daffodil International University ID No. 161-10-1276 has successfully completed her internship project. During her internship she was found very polite and active.

I wish her a very successful life.

Badrul Akbar Libria,



