



***Internship Report
On
The Present Scenario of English Language Teaching in Bangladeshi Schools***

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Batch: 40

Department of English

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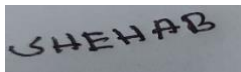
Department of English

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Date of submission: April, 2022

Declaration

I declare that I have submitted my Internship Report on 'The Present Scenario of English Language Teaching in Bangladeshi Schools' to the Department of English, Daffodil International University is an original work which is for the completion of my course Project Paper (Course code: Eng-334) in the program of B.A. (Honors) in English. The internship report is completed under the supervision of Al Mahmud Rumman, Lecturer (Senior Scale), Department of English, Daffodil International University.



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Certificate of Approval

It is my pleasure to certify that the internship report on 'The Present Scenario of English Language Teaching in Bangladeshi Schools' is submitted by Abu Munim Shehab, holding ID: 171-10-1471 to the Department of English, Daffodil International University for the completion of the course Project Paper (Course Code: Eng-334) in the program of B.A.(Honors) in English. It is an original piece of work accomplished under my supervision during the spring semester, 2022.

This report is recommended for submission to the Department of English, Daffodil International University. I am glad for the authenticity of his work and strongly recommend.

I wish him very attainment in life.

Al Mahmud Rumman

Lecturer (Senior Scale),

Department of English

Daffodil International University, Dhaka, Bangladesh

Acknowledgment

I am happy to express my respectful thanks to my supervisor Al Mahmud Rumman, Lecturer (Senior Scale), Department of English, Daffodil International University for his kind supervision. I also grateful to him for allowing me to observe and conduct three classes to complete the study on “The Present Scenario of English Language Teaching in Bangladeshi Schools”. He cooperated with me to come with a positive result. The teachers and students were very co-operative and supportive.

Abstract

The internship report is mainly focused on “The Present Scenario of English Language Teaching in Bangladeshi Schools”. To complete the study, I have selected a batch of my university to observe and conduct three classes. All the data are collected from observation of three different classes conducted by Mr Khokon Mohonto, Mr Hridoy and Jamshed Ali. For preparing the lesson plan, co-operation was taken from the teachers of the classes. After my observation and collection of necessary information regarding the topic, three classes have been conducted by me with the help of the teacher, students and the head of the institute. Overall, the students and my respected supervisor were very helpful. It was very exciting and creative moment for me while accomplishing the internship report.

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Chapter-1

Introduction

In this developing era of science and technology, English language has become a very crucial tool to connect to the world in everyday basis. There is no alternative of English language to cope with the global changes. As a developing country, Bangladesh also needs to adapt this language to keep pace with the world. I was instructed by my supervisor Al Mahmud Rumman, Lecturer, Department of English, Daffodil International University to visit a class and compile an internship report on the scenario of English language teaching in Bangladeshi schools. In order to accomplish the objectives of my internship, I decided to visit a class of my university for my internship purpose. I showed my letter of recommendation to the class teacher and he kindly granted me for observing and conducting classes. He then introduced me to the students. Then, I contacted with the class teacher to fix a lesson plan and my schedule of observation and conduction. Finally, I observed three different English classes and I conducted three classes. While conducting classes, I became overwhelmed by the response and curiosity of the students of every classes.

Chapter-2

Objectives

The objectives of this internship were:

- To know about the present scenario of English language teaching in Bangladeshi School insecondary level
- To learn how to apply language teaching techniques in different classrooms
- To observe the influence and effectiveness of different teaching methods

In order to achieve the objectives, I had:

- To seek cooperation from my supervisor at Daffodil International University and the class teachers to collect necessary data
- To observe classes and see different techniques teachers apply in classes
- To conduct classes and apply techniques and methods

Chapter-3

Methodology

I was instructed by my supervisor to find out a class which would be suitable for my work and which would allow me to observe and conduct three classes. Hence, I decided to select a batch which was previously familiar to me. I met the class teacher and talked to him showing my recommendation letter. I did not find any difficulty but I had to go through some procedures such as contacting with the course teacher to fix my lesson plan along with class observation and conduction schedule. I had to write an application to the head of the school. However, I chose class 6,7 and 8 to observe classes and took notes on teaching methods, way of teaching, and use of English in the classroom. I also noted the students' understanding and interaction with the teacher. Later, I also talked to teacher and students and collected their opinion about the present scenario of English language teaching in their class.

Finally, I observed the three classes and conducted in a day. Most of the students seemed to be very curious and engaged in the discussion and I found a positive output after the end of each class. It was a great platform for me to learn about teaching techniques during my graduation life in Daffodil International University.

Chapter-4

Institution Details

Name	Knowledge Power School
Location	Rangpur
Establishment	2008
Area	2.5acres
Building ownership	Private
Number of Students	820
Number of Teachers	35
Teachers' qualification	Most of them have completed their master's degree in particular subject.
Economic Issues	Affordable for middle class
Uniform	White shirt and blue, blue skirt and white pajamas
Library	Yes
Canteen	No
Transportation	No
CCTV security	No
Computer Lab	1

Chapter-5

Classroom Observation

I went to the school for classroom observation on April 2, 2022. The day was mostly sunny. I reached at the school around at 9.20 am, before the beginning of classes and met Mr. Jamshed, Senior English teacher.

First Class Observation:

I entered with Mr. Jamshed in the room of class 7 at 10am. The students stood up to greet us. I was introduced to the students by the teacher. After that, I took my seat at the back of the room to observe the whole class. Then he called the roll numbers in the class. The class name, total students, number of present students and number of absent students were already mentioned on the right side of the blackboard. 38 students were present out of the 45 students that day. All the students were girls. It was the first lecture and the subject was English first paper. The teacher wrote the name of the passage on the blackboard and started teaching the passage on Begum Rokeya from the book 'English for Today' and then explained it in Bangla. The first half of the class was teacher oriented. The students were listening very carefully. After reading the passage, he gave them 5 minutes to read it and see the questions. Then he asked them to write the answer to the questions of lesson B. The teacher checked some of the students' answers. From the checking, he found out that almost all the students had got the answers correct. Still, he suggested the probable correct answers for those who could not get them right. After that, he assigned a homework. The students would write the lesson C and submit the homework the next day. The teacher instructed them to revise the passages at home and finished the class on time by greeting them.

The teacher mostly used Bengali in order to communicate with the students from different levels. Most of the time, the students were engaged to the lesson.

Second class observation

After finishing the observation of English first paper of Class-7, I went to the room of class-6 to observe the class. The teacher entered the classroom at 10.50am and students showed respect towards him by standing up. 79 out of 102 students were present. All the students were boys as it was boys' section. The classroom was quite big and the students were divided into 2 long columns. There were crafts and arts on the wall. The teacher introduced me to the students. After that, the teacher asked them if they had any problem about the previous lesson. Then he took the book and started teaching the passage on Hason Raja. He asked two students to read the passage loudly for him and he stopped them to translate the passage into Bengali. Later, he asked them to write the answer to the questions of the section B of the lesson. Then he checked some of the students' writings. After that, he started reading the passage on Aesop's Fable. He explained it in very realistic way with the help of real-life examples. The moral lesson of this passage is 'Unity is strength'. He took our Liberation war as an example of the passage. The students became very curious while the teacher used realistic examples.

Most of students were listening to him attentively but some of the students were making noise. However, the teacher managed the class carefully. In fact, he taught them in a positive way and encourage them to bring some of their life related examples in the next class. Thus, the class ended.

The teacher mostly used Bengali in order to communicate with the students.

Third class observation

I observed the third class on the same day and it was with class-8. It started after the tiffin period at 1.45pm. The teacher again introduced me to the students of the class. I went to the class and took my seat at the back to observe the whole class. The total number of students was 99 but only 75 students were present on that day. The students again showed respect to the teacher by standing up. It was a revision class as the yearly exam was nearby. So, the teacher gave them some tasks on article, right form of verb and voice change from a model test paper. Some of the students could not understand the questions of voice change - interrogative (using “who”) active to interrogative passive properly. The teacher was walking around the classroom and watching the students’ activity. He helped some of the students to change the formations. After finishing their work, the teacher checked some of the students’ answer scripts. He then revised the rule of using “The” in front of particular places as some of the students could not write it correctly. The teacher asked them to practice more at home. The class ended timely.

It was an activity-based class and all the students were engaged very actively. This time, the teacher used lot more English than the two previous classes.

Chapter-6

Teaching Experience

On 3rd April 2022, I conducted three classes in order to complete my internship project. Permission for conducting those three classes was taken previously. I already had taken classes in such crowded rooms before that day. My overall experience is given below:

Chapter-7

Overall Findings

- The campus environment of the school is quite favorable to provide a solid education to the students. Most of the classrooms have enough natural exposure.
- The institution has a huge playground to spend sporty time with classmates in break times.
- The high school has a library with a huge collection of books.
- Most of the teachers are very friendly and supportive. Students are like their children to them.
- The English teachers go for training every year by National Curriculum and Textbook Board and they apply new tactics to improve English learning
- The pass rate in English is very praiseworthy. It is 99%. Still, they showed less interest to speak English.

Chapter-8

Recommendations

- The high school should establish an English language club where students can practice language speaking spontaneously.
- English teachers should use English more in the classrooms and encourage students to speak in English.
- The high school should publish a yearly magazine where students can send their writing in English for publishing.
- The high school should organize various programs such as debate competition, stage drama, creative writing, spelling bee, speech competition, etc. in English for ensuring practice of English outside classroom.
- English and Bangla newspaper should be arranged in the common room to improve the reading skill in the common room.
- Every year, 'Best English Teacher Award' should be given to encourage the teachers. It will be a token of honor to them.
- Guardians of the students should be called in every month to monitor their children's improvement.

Chapter-9

Conclusion

The internship has helped me to directly experience the actual scenario of English language teaching in Bangladeshi schools. In addition, it has offered me a golden opportunity to work practically in my life which will eventually guide me in my future job field. The confidence I got while standing in front of the students will be a fuel to my journey towards my career. Interaction with students was needed to apply the teaching techniques which I have learned during my study. The internship project also opened an opportunity to face students. Now, I can realize how the presentations of various courses in every semester of my graduation life helped me to improve public speaking along with delivering lectures in front of students. Through the internship, I have learned how to handle the students in different situations. My convincing and communicative competence were practiced during this work. The prompt research has made me more confident about how to present myself in front of an official authority and convince them in any situation. This is an unique experience for me which will lead me towards excellence in future the days.

Appendices

Appendix A

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

School / College: Knowledge Power School
 Teacher's Name: Mn. Jamshed
 Class: 7 Section: C No. of Students Present: 38
 Course Title & Code: English First Paper Room No: 207
 Peer/Observer: —
 Date and Time: —

Objectives of the lesson (as perceived):

- i. Begum Pokeya, Lesson: 21
- ii.
- iii.

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

After explaining the passage, most of the students were able to answer the questions, so, the objective was achieved successfully.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher seemed very energetic and welcoming in the 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	Students learned the lesson with real life examples.

	the lesson met/ what they have learned today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher generously tried to draw attention of the students and succeed.
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)	To give real examples, he related the text with the legendary working women of today.
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 used less English but used properly and kept eye contact.

MANAGEMENT

Was the time spent properly?

Yes. He used the best use of the class hour.

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 main lesson was about "Begum Rokeya". After reading the text, he gave question answer task and checked their scripts as well.

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?

There was no such condition.

Strengths observed:

The teacher was patient, keen observer, punctual and attention seeker.

2

Suggestions for improvement: The blackboard should be replaced with a whiteboard. A multimedia setup should be arranged to make the demonstration easier for both teacher and students.

Overall impression of teaching effectiveness: From my observation, I can state that the teacher taught the lesson most effectively from his experience. By using his good speaking skill and convincing skill, he managed to engage all the students into the lesson.

Appendix B

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

School / College: Knowledge Power School
 Teacher's Name: Mr. Hriday
 Class: B Section: B No. of Students Present: 79
 Course Title & Code: English First Papers Room No: 102
 Peer/Observer: _____
 Date and Time: _____

Objectives of the lesson (as perceived):

- i. Lesson 21: Hasan Raza
- ii. Lesson 24: Aesop's Fable
- iii.

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

Yes achieved. After explaining the passages, most of the students were capable of answering the questions.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher seemed very fluent and friendly while conducting the 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 real-life examples made the lessons easier to understand to the students

	the lesson met/ what they have learned today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher encouraged them to participate and provided clear feedback.
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)	He used example of our liberation war and daily life. He also let them work in group.
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 used standard English and maintained eye contact.

MANAGEMENT

Was the time spent properly?

Yes. No time was lost in vain.

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 first read the lesson and told the students to read aloud, and then answering question task. He did the same with the second passage.

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 was no such situation.

Strengths observed:

The teacher was friendly, welcoming and clear about the context of the lesson.

5

Suggestions for improvement: The classroom should be increased in size. It is difficult for a teacher to conduct a class of nearly 100 students.

Overall impression of teaching effectiveness: My overall impression of teaching effectiveness was good. Though a large number of students, the teacher managed to hold the attention of most of the students. His clear voice and simple English sentences made the class effective.

Appendix C

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

School / College: Knowledge Power School
 Teacher's Name: Khokon Mohonjo
 Class: 8 Section: A No. of Students Present: 75
 Course Title & Code: _____ Room No: 303
 Peer/Observer: _____
 Date and Time: _____

Objectives of the lesson (as perceived):

- i. Model test (Grammar book)
- ii. Voice change
- iii.

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

Students were able to solve the questions and to some extent, the objectives were achieved.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher has vast knowledge about the topics.
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	He emphasized the key points of changing voice.

	the lesson met/ what they have learned today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Most of the students were participating.
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)	He used materials and then taught the students the techniques to solve in easy way.
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 ensures learners' interests in the topics.

MANAGEMENT

Was the time spent properly? Yes, the time was spent properly.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) The teacher checked if everyone was participating. He encouraged all to participate and checked their scripts. He also provided feedback.

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 was no critical event.

Strengths observed:

The teacher was polite, patient, friendly and welcoming.

Suggestions for improvement: The teacher failed to give homework due to time mismanagement. A counselling hour should be arranged to solve the rest of the problems.

Overall impression of teaching effectiveness: I was impressed seeing that the teacher observed the issues and intelligently solved them with easy techniques. Most of the students were satisfied with the practice class.

Appendix D

Lesson-I



Before describing I would like to show my lesson plan that I prepared before conducting the class:

Time	Content/Task	Teacher's activity	Student's activity	Evaluation/outcome
5 minutes	Roll call	I called the roll and asked about the irregular students.	The students responded during the roll call.	Present students received their attendance.
10 minutes	Introduction	I introduced myself and told them why I was conducting their class and asked	Students responded spontaneously and asked about myself.	We got introduced with each other and now they could get my teaching points.

		them about their name and aim in life.		
10 minutes	Discussion	I discussed some common tactics for identifying different forms of present tense and past tense.	Students listened attentively.	Students learned to identify tenses in sentences.
10 minutes	Right form of verbs	I gave them a task from their book where they had to solve a close passage by using the right forms of verbs given in the box.	They filled up the gaps spontaneously.	I got the actual conditions of them and how they find solves generally.
15 minutes	Feedback	I checked some of the students' answer sheets. Then I told them the correct answers and explained the solutions. I suggested them how they could improve their skills in doing tense tasks.	Students listened attentively and ask questions about tenses.	The students got the solution of their answers and some of their confusion was cleared.

I went to the school at 9.25am and met Mr. Jamshed. Then I entered into class 7 and greeted the students. Only 20 students were present out of the 30 students in that class. After that the teacher entered and called the roll in the class, he allowed me to conduct the class and gave me 50 minutes time for the task. I introduced myself and started my lecture. I asked them some questions. For example, what is tense? What do you know about tense? Students tried to answer the questions. Their response encouraged me to run the class. I gave them some real-life examples of different forms of present and past tense so that they can learn to identify the multiple forms of tenses. I told them that what I was doing that day was present and what I had done the previous day. Later, I gave them a task on fill in the blanks with right form of verbs from their book. Most of the students were trying to answer the questions by their own ideas and intelligence whereas some students could not answer them. After finishing their tasks, I checked some of their scripts. They were very eager to show me their scripts which I enjoyed much. Then I explained all the answers and taught the necessary rules. I taught them how the example of tenses could be connected with our daily activities. The students were listening very attentively and this gave me a good feeling. I ended the class by giving thanks and appreciation in the given time.

Lesson-II



After finishing the first class, I went to class 8 to conduct my second class at 11 am. The number of students was 70. Again, I would like to include my lesson plan for the class:

Time	Content/Task	Teacher's activity	Student's activity	Evaluation/outcome
10 minutes	Introduction	I introduced myself, told them about my purpose of conducting the class and asked them about themselves.	Students responded spontaneously and asked me about myself.	We exchanged information about ourselves.
10 minutes	Change the following sentences as directed	I gave them a task in the blackboard to convert an affirmative sentence into the negative and interrogative sentence. They were permitted take help from their friends if needed.	Students opened their notebooks and wrote the answers with their previous learning	They got the idea of peer learning in the first basis.
15 minutes	Lecture	I checked some of their answers, I was	All the students were listening to me very attentively	Their concept became clearer to about transforming sentences.

		explaining how the sentence could be changed from one to other.		
05 minutes	Feedback	Asked feedback from them	The students responded positively.	Most of the students understood what I taught to them.

It was second class of class 8. They looked fresh and energetic. I entered the classroom and introduced myself. They seemed curious and eager to learn. I gave them a task from their syllabus. I wrote few simple sentences in the blackboard and told them to convert them into the negative and interrogative sentence. I told them to take help from their friends sitting beside them. I was trying to experiment peer learning in high school level. Most of the students were seriously focusing on their task and discussing with their friends. After completion of the task, I checked some of their answer sheets. I found that most of their answers were correct. Then I discussed how to identify the subject, object, and verb in a sentence and how could it help to change form of that sentence. After that, I wrote three simple sentences in the blackboard again and asked three random students about to identify subject and verb. All of them answered correctly. In the end, I asked them what they felt when I told them to learn from their friends. From their response, I learned that it was new to them and they enjoyed learning from their friends.

Lesson-III



On the same day of my visit, I conducted the third class with the students of class 9 at 1.45pm. I used both Bengali and English language as the media of communication in conducting the class as it was a passage. My lesson plan for this class is given below:

Time	Content/Task	Teacher's activity	Student's activity	Evaluation/outcome
10 minutes	Introduction	I introduced myself, told them about my internship and asked them about themselves	Students were listening and asked me about myself.	We exchanged information about ourselves.

20 minutes	Cloze reading of English passage	I selected a passage from their book, read every sentence and told them about vocabulary. I gave them a task from the passage.	Students were listening and participating.	Students learned how to read a passage more effectively.
10 minutes	Correction	I checked some of the answer sheets and gave necessary instructions on how they can answer more accurately.	Students were listening very attentively	Students understood their mistakes and got solutions.
05 minutes	Production	I asked them to connect the passage with their real life	Their response was satisfactory.	They got how to make a lesson fruitful

It was the fourth class of class 9. They looked fresh and energetic after the tiffin time. I entered the classroom and introduced myself. The number of students was 65. The students took their English first paper book “English for Today”. After the introduction, I asked them how they could read the passage. I also told them about skimming and scanning reading techniques.

Then I selected the passage ‘May Day’ and started reading line by line and explained how the grammar is applied in each sentence. I advised them to write down vocabularies if needed. I was very happy to see them concentrating in my lecture. I was trying to use English meaning of English words and sometimes I had to switch to Bangla to make them understand. After finishing the passage, I gave them the task of answering questions from the passage of the

section B. I checked their answer sheets and found some grammatical errors. Then I discussed their mistakes and told them how they could be more accurate while writing answers. I noticed that some of the students were writing directly from the passage. I helped them to paraphrase. In the end, I gave them a task to make a list of working-class people around them and how those people were deprived of their rights which is relevant to the passage and ended the class with a thanksgiving.

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