

An Internship Report  
on  
**The Scenario of English Language Teaching in a Bangladeshi School**

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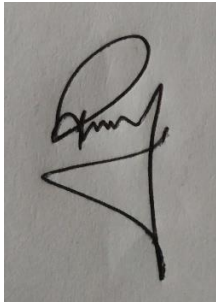
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A Project Paper on Scenario of English Language Teaching in a Bangladeshi School is submitted to the Faculty of Humanities and Social Science in Partial Fulfillment of the Requirements for the Degree of Bachelor of Arts (BA).

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## Declaration

I would like to declare that this internship project paper is my original work and it has been completed under the supervision of Mohammad Elius Hossain, Assistant Professor, Department of English, Daffodil International University. I also declare that this project paper has not been submitted elsewhere for award or any other degree.



.....

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## Certificate

I am satisfied to certify that the internship report on “**The Present Scenario of English Language Teaching in Bangladeshi School**” carried out by Md. Faysal Rabby, ID: 182-10-300 of English Department is an original record of his work based on his practical experiences. He has successfully completed his project under my supervision during the Fall-2021 semester.

I am glad for the authenticity of his work and I strongly recommend this work for viva-voce and academic commendation.

I wish his every attainment in life.



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.....  
Mr. Mohammad Elius Hossain  
Assistant Professor  
Department of English  
Daffodil International University

## **Acknowledgment**

First of all, I would say Alhamdulillah. By the grace of almighty Allah, I have successfully completed my internship report on “**Scenario of English Language Teaching in a Bangladeshi School**”. I might want to thank and offer my heartiest thanks towards my course Supervisor, Md. Elius Hossain, Lecturer, Department of English, for his commitment, backing and care to complete my internship project.

I like the endeavors made by my director. His unending tolerance, insightful direction, consolation, productive analysis, significant guidance, perusing sub-par drafts and rectifying them in all stages have made it conceivable to finish this project paper.

I make a move to offer my thanks to my loved ones likewise who have straightforwardly or in a roundabout way contributed for the finishing of this project.

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## **Abstract**

The aim of the project paper is to present in an English language teaching class in a Bangladeshi school for observation and taking class after the outbreak of Covid-19. The purpose of this project is to know how the teacher conducts the English language class and how the students observed that in a physical class. The teacher conducts classes in front of them with proper body languages that encourages the students to be more attentive. After the pandemic situation, students are not mentally prepare enough for physical classes. So the teachers are trying to grab their attention and practicing some techniques to make them attentive in the classroom. It was not easy to observe and conduct the class when each class is held for two days in a week because of the pandemic situation. The purpose to make this paper on this topic because it seemed a little bit harder to conduct and observed the English language class in Bangladesh. At the postsecondary level, conducting physical classes after online classes are not same as it was before, for which teachers and students both dealt with some issues. Teachers attempted best to direct the class in an open-based strategy so the students can comprehend the illustration appropriately. Instructors gave worksheets, practices with the goal that they could get every one of the materials identified with their illustration. Barely any proposals have been given dependent on the perception of the classes and not many discoveries are just as given based on perception of the classes and directing the class. A few weaknesses and good qualities are found during the perception of the classes.

**Keywords:** Physical Classroom, Open-based strategy, Conducting Class, Observation, Communicative based, Worksheet, Exercise, Recommendation.

## **Chapter – I**

### **Introduction**

English is the most famous worldwide language. It is the most normal language of worldwide correspondents around the world. As indicated by the Bangladeshi training framework, English textbooks are created by NCTB (National Curriculum of Textbook Board). Bangladeshi schools are showing the English language as an overall subject. Despite the fact that English is our second language, Bangladeshi individuals have as of now constructed incredible advancements for learning this language. As per Bangladesh, during classes 1 to 12, English is instructed as a vital subject. Bangladesh has a gigantic number of English medium schools, particularly around regions. In Bangladeshi schools, English uses as an EFL (English as Foreign Language) like other South East Asian nations. Accordingly, the investigation of the present situation of English instructing in Bangladeshi schools have a lot of meaning.

Regardless, the visit of the task had begun when my supervisor, Mohammad Elius Hossain, told me to observe a class and take a class in a Bangla or English medium school in Bangladesh which is essential for finishing the course project paper. I chose a secondary school in Savar, Dhaka. It was Matiur Rahman Boys High School. I guessed my work will be gainful for every one of the indistinguishable secondary schools. I mentioned the head of the Matiur Rahman Boys High School, Md. Ferdous Rahman for giving me the consent to finish my entry-level position. Moreover, he took my meeting, presented me with the teachers of the school, and gave me the



consent to begin my work in his school. I have observed a class and took a class of the students of class six. From my perception, I observed one of the educators phenomenal in his instructing style and entirely learned. Students were exceptionally intelligent and quiet. It was incorporated that students were great at perusing, composing and sentence structure of the language, yet they were so feeble in talking and listening when they were completed a few tests. At last, I have finished my internship as indicated by my boss's direction, with the collaboration of agreeable teachers and students of the school.

## Chapter – II

### Objective of the Internship

**The objectives of the internship are:**

- I. To know the present scenario of English Language Teaching in Bangladesh.
- II. To perceive teaching strategies utilized in the classroom.
- III. To perceive sources and materials utilized in teaching
- IV. To discover the effects of utilizing procedures and strategies like CLT, GT technique and so on students.
- V. To emphasis on the normal mistakes of students in classroom
- VI. To observe the impression of both teachers and students on the classroom.

## **Chapter-III**

### **Methodology**

Initially, this internship was an expositive measure that was pointed toward showing the current progression of English language teaching in a Bangladeshi school. The reports were class perceptions, teacher's class observation and student's performance, agendas, and meetings with instructors and students. Every data of the information was investigated carefully. Besides, I gathered information from the educational utilized blended technique. Thirdly, this internship shows that teachers instruct students in logical punctuation illustration. They are centered around just their academic outcomes and students have poor language expertise for correspondence.

#### **Selecting Institution:**

Above all else, picking an institution is one of the significant parts of the internship. I asked various schools and collected data before choosing one. I got “Matiur Rahman Boys High School”. I felt lucky because the school was an English medium secondary school which was one of the renowned schools in Bangladesh. After that, I met with the head of the school. The headmaster was a great person and he warmly welcome my idea.

**Selecting Class:**

Essentially, picking the classes was not in my control. One of the teacher was really cooperative and helped me a lot for selecting the class to observe and conduct. Furthermore, another instructor was not prepared to give up her group particularly English second Paper class. Finally, a teacher helped me to take the classes of the class 9.

**Observing class:**

The classes which were picked for observation were from class 9. Those were language classes. The instructor shows them equivalent, contingent and its principles, and subject-action word arrangements and its guidelines. It was outlined from the observed classes, how pleasantly instructors keep up with the class time, how an instructor took a class in real-time, how an instructor gave them work in the as home works, how an instructor gave pair work by making groups among them and how an instructor speaking with each and every student in a real physical classroom.

**Using Checklist:**

A checklist was utilized to notice classes and gather data from the observed classes.

### **Conducting a Class:**

I took a class of English 2<sup>nd</sup> paper in class 9. Conducting the class, after the pandemic situation was very challenging for me. Students were not prepared enough to give attention. I took the class on the topic of Transformation of Sentences. Because I found most of the students are weak in Transformation of Sentences. They literally scared about Transformation of Sentences. So I tried to play few games where the students will participate and learn some outstanding formula while having fun of the game. The duration of the class was 30 minutes. But both I and the students had enjoyed a lot and had some study as well.

### **Conducting Class Environment:**

The real time physical class was a good experience. Students were very cooperative in the class. They helped a lot by participating in the class, they responded very well whenever they were asked to. They completed the whole class very actively. There were 45 students in the class but each of them behaved very well in the class. I gave them exercises or tasks, for example, the group works, cue card topic and oral talking tests. They participated very eagerly in every part of the games or tasks and through their hard work and brilliant mind they become able to solve the puzzles and they were really excited for the result at the end. They gave me bunch of criticism that showed their positive contribution in their classroom exercises.

## **Chapter - IV**

### **Institution Details**

Matiur Rahman Boys High School is located at Nobinogor, Savar, Dhaka. It was established in the year of 2005. In the school campus there were two academic buildings, science lab etc. are situated. In the school there are more than 1200 students and about 40 teachers for different classes. There are different rooms available for teachers. All the teachers completed their education from reputed universities. They are very much friendly which makes the classes very effective. The school helps every student by considering their mental condition and understanding how it will be good for them to acquire knowledge. Their aim is to provide good education with limited resources.

## Chapter - V

### Classroom Observation Report

<b>Institute:</b> Matiur Rahman Boys High School
<b>Teacher's Name:</b> Md Ferdous Rahman
<b>Class:</b> L3T3
<b>Section:</b> A
<b>No. of Students Present:</b> 45
<b>Date &amp; Time:</b> 25 November (1:20PM - 2:50PM) 2021.
<b>Subject Name:</b> Advanced English Grammar
<b>Class Type :</b> Physical
<b>Observer:</b> Md. Faysal Rabby
<b>Student's Information:</b> As the students are from school, their age is nearly 14 - 15. They are in class 9. Few were using their mother tongue during the class time. The students interacted with teachers in English also.
<b>Lesson Objectives:</b> The lesson objectives of the class were to practice "Parts of Speech"

### **Class Observation-1**

The teacher initially welcomed the students and let them know what he is going to teach them.

The Teacher told them that they will practice parts of speech and its rules. As the students already spent through an unexpected situation so the teacher wanted to remind them a lesson that they need to be. The Teacher asks them each sentence to answer and also asks to say the particular part behind the answer. He asked questions individually. At first he called Selim to answer the very first sentence of the worksheet. He addressed the right one and then the teacher asked him for the explanation and when he explained accurately, the teacher liked the answer very much. Later on the teacher called some other students exclusively like Mehedi, Liza, Poly and so on. By asking exclusively he connected every one of the students of the class. At the point when anyone failed to reply around then the classmates were helping them. He urges them to offer the response whether it is correct or wrong. At the point when they weren't right around then, he clarified the principles and teach them very wisely. The teacher gave them some activities on parts of speech to rewrite the sentences correctly. Here he likewise connected with the entire class and they seemed very much interested in the class. After 25 minutes the teacher let them know that he will take their attendance. Meanwhile, one student asked him whether he wants to take any class test before their final exam. He told them that he will take one class test before the final exam and he also mentioned the format of the final exam questions and told them to prepare. He also warned them not to copy or keep any transcript with them. Because it will be punished if any student do anything like that.



**Strength of the Teacher:**

1. The teacher was reliable in keeping up with the class plan.
2. The teacher is energetic in responding to questions and drawing the attention of the students.
3. The teacher has great control over the theme and illustration.
4. The teacher used both Bengali and English language based on how students will understand much better.

## Class Observation Report

<b>Institute:</b> Matiur Rahman Boys High School
<b>Teacher's Name:</b> Md. Ferdous Rahman
<b>Date &amp; Time:</b> 25th November ( 1:30PM - 2:30PM ) 2020.
<b>Class:</b> L1T2
<b>Section:</b> A
<b>No. of Students Present:</b> 25
<b>Section:</b> Science
<b>Subject Name:</b> Advanced English Grammar
<b>Class Type :</b> Physical
<b>Observer:</b> Md. Faysal Rabby
<b>Student's Information:</b> As the students are from school, their age is nearly 14 - 15. They are in class 9. Few were using their mother tongue during the class time. The students interacted with teachers in English also.
<b>Lesson Objectives:</b> The lesson objectives of the class were to practice <i>Parts of Speech</i> .

## Chapter - VI

### Class Conduction

<b>Name of Institution:</b>	Matiur Rahman Boys High School
<b>Teacher (Student)</b>	Md. Faysal Rabby
<b>Level of the Students</b>	L3T3
<b>Section</b>	A
<b>Number of Student</b>	25
<b>Duration</b>	30 minutes
<b>Date &amp; Time</b>	26th November (2:00-2:30) 2021.
<b>Subject Name:</b>	Advance English Grammar
<b>Class Type</b>	Physical
<b>Objective of the Lesson</b>	1. To know about Tense. 2. To know the rules of Transformation of sentences.
<b>Teaching Material</b>	1. Applied Grammar and Composition.

## **Chapter - VII**

### **Teaching Experience**

The subject of teaching was about Transformation of sentences. In particular, complex sentences to intensify sentences as well as the other way around. At first students were welcomed and given the example objective. Then, at that point, pushing ahead to the following slide where models and design of intricate sentences were given and to them to figure the model which sentence was that. For their better understanding, the meaning of intricate sentences was examined. Later one more model was given and requested to figure for which reason the models were compound sentences. One student answered that the explanation and that student were right. Then, at that point, the construction was disclosed and pushed ahead to practice where there were 4 different inquiries on the meaning of intricate and compound sentences. It required 8 minutes to finish the definition and activities. Later the principles of changing complex to compound and compound to the complex were clarified. There were not many troublesome principles for which they should have been very much attentive in the class and they were attentive and they saw every single standard obviously. There were 9 principles and it required 15 minutes. At the last, there were a couple of sentences which were their schoolwork. They were approached to take a note of those sentences so they can present the schoolwork to their teacher. During class time, students appeared to be extremely open and agreeable. There was an inquiry answer meeting where they were allowed to pose inquiries and it required 6 minutes.

Finally subsequent to expressing gratitude toward the students and I finished the class successfully.

### **Success in Teaching**

- I. Objectives were met properly.
- II. The interests of the student were observed.
- III. They communicate very nicely in the class.
- IV. Did not face any issue like disturbing noise from the students.

### **Failure in Teaching**

- I. Allotment of time for each activity did not work according to plan; some activities took more time than the expected time.
- II. At the middle of the class, I felt very nervous and I repeated that portion twice.

## **Chapter - VIII**

### **Overall Findings**

As a class was observed and a class was taken, I have noticed few things. Those are given below:

#### **Subject Matter Content:**

The teacher had great information about the subject and provided great order. They urged students to do inquiries and explained with total response.

#### **Class Environment:**

As the class was in the school campus so the environment was good and the teacher gave them instruction that they cannot talk unnecessarily. The teacher asked them to speak at that time they have any idea to share about the lesson and when the students want to ask anything they just standup and ask the question and after asking a question they sit down immediately.

#### **Lesson Delivery:**

Teachers were well prepared for their lesson. They deliver their lesson very nicely. There was a little bit lacking and that is the teacher was very fast and students faced some issues for that.

Teachers use L2 at first but because of student's understanding point of view of the lesson, he the continued using L1.

**Use of Language:****Teachers use of Language:**

1. Teacher used L2 when he read the written sheet.
2. Teacher used L1 when he explained the lesson.

**Students use of Language:**

1. Very few students use L2 language in the class.
2. Students were comfortable in using L1 language during the class hour.

**Types of Teaching Activities:**

1. The Teacher gave them individual tasks and told them to write in the paper and show that to the teacher.
2. The Teacher asked them to work on the particular task what was given them in the whiteboard.

**Types of Materials:**

1. Teachers used multimedia visualization in the class through a projector.
2. Power point slides
3. Worksheet

**Use of Teaching Methodology:**

1. Teachers used Communicative Language Teaching (CLT) maximum time.
2. Grammar Translation Method (GTM) was also used by teachers.

### **Teaching Strategies:**

1. Teachers inform every student when they shift from one activity to another.
2. Teachers use simple and clear language to make them understand.
3. Teachers repeated the instruction again and again to clarify the lesson.
4. Teachers checked whether the student is understanding or not by making them engaged in different activities.

### **Finding from Conducted Class**

#### **What I wanted to achieve:**

I needed to make the students intrigued about the example for which I utilized an alternate picture on the white board. I wanted to have full of their participation and I become successful in this case. They were extremely dynamic and addressed every one of the inquiries accurately which I asked them in the class. I used to ask inquiries later every part and they addressed attentively which makes great affinity with the students.



**Where I was Unsuccessful:**

At the center of the class, I felt very anxious and I repeated that segment twice. Allocation of time for every movement didn't work as per plan; a few exercises took additional time than the normal time.

## **Chapter – IX**

### **Recommendation**

- I. The student needs to be encouraged to do classes.
- II. Teachers should follow the different schools and teacher when they teach.
- III. Teachers should follow the Communication language technology when they take classes.
- IV. Teachers and students both need training to conduct and observe the class effectively.
- V. Side sounds from outside needed to be considered.

## **Chapter - X**

### **Conclusion**

It was a great experience to observe classes of tertiary level. The teaching experience was also amazing. All the teachers and students were very helpful in completing the observation and class conduction. The present scenario of English Language class is not stable as the students just had a long break of almost 2 years. Students seems very much distracted from their study. From this internship project, I found the opportunity to be an instructor and experienced something new in my life. I met new people and made friends with them. In that school, the students were amiable and humble. They had the ability to take part in the assignments, which were given by the teachers. Hardly any students were exceptionally weak in English. In any case, not every one of the students was having the same issues. There were some extraordinary students as well. Moreover, I figured out how to meet with students in class and how should I encourage them in the class, how could I make a unique classroom environment, and how should I stand out enough to be noticed by the students. So at the end, it was an outstanding experience both observing and conducting the classes.

## Appendices - 1

### Lesson Plan

<b>Date</b>	30.11.2021
<b>Institution</b>	Matiur Rahman Boys High School
<b>Class Observer</b>	Md. Ferdous Rahman  Senior teacher, English 2 <sup>nd</sup> Paper
<b>Teacher ( Student)</b>	Md. Faysal Rabby
<b>Class Profile and Size</b>	Tertiary level 35 students
<b>Class Duration</b>	30 minutes
<b>Medium of Instruction</b>	English
<b>Teaching-Learning Area</b>	Transformation of sentences. Complex to Compound and vice versa Learning rules, structure and examples.
<b>Teaching Material</b>	1. Powerpoint Slide 2. Exercise

<b>Learning Objective</b>	At the end of the lesson student will be able to - 1. They will learn the structure and many of the rules of Transformation of sentence. 2. They can use those in their daily life. 3. They can understand very easily which rules are used in the sentence.
<b>Anticipated Challenge</b>	1. Students may not be known to all the materials used in the power point slides. 2. They may not feel motivated in pair or group work. 3. They may feel bored in class as I am not their teacher. 4. Allotment of time for each activity may not work according to plan; some activities can take more or less time than the expected time. 5. Students may get distracted.
<b>Teaching Methodology</b>	1. Communicative Language Teaching (CLT) approach will be used to conduct the class. 2. There are few activities so that they do not feel bored. 3. The activity is arranged by following the understanding level of the Students.
<b>Motivational Factors</b>	1. Asking questions and appreciating their response will be useful. 2. Immediate constructive feedback can be really motivating for students.

<b>Backup Plan</b>	<ol style="list-style-type: none"> <li>1. If there is a shortage of time, one or two less important activities may be excluded.</li> <li>2. If students do not respond at that time I will call their name and ask questions and try to engage them.</li> </ol>
<b>Feedback Process</b>	<ol style="list-style-type: none"> <li>1. Oral feedback will be provided.</li> <li>2. The illustration will be surveyed through the reaction and achievement rate in the completion of assignments.</li> </ol>
<b>Learning Outcome</b>	Students will actually want to compose the sentences accurately and they will comprehend which sentences it is. They can easily observe whether the sentence is complex or compound and can change.

<b>Activity</b>	<b>Student/ Teacher Interaction</b>	<b>Material /Technique</b>	<b>Learning Outcome</b>	<b>Timing</b>
<b>Greeting:</b>  T will warmly welcome the Ss in the class	T → Ss Ss → T	Written down the interesting facts in the whiteboard.	Students will be motivated to be engaged with the class activity and their initial level of understanding will be identified.	3 minutes

<p><b>Reading Activity:</b></p> <p>T will read the definition and will provide an example with each definition.</p>	<p><math>T \rightarrow Ss</math></p>	<p>Powerpoint slide upon the whiteboard through projector</p>	<p>Students will get familiar with the definition and can relate the definition with the model.</p>	<p>5 minutes</p>
<p><b>Works on Rules:</b></p> <p>T will explain the rules and provide one example with one rule.</p>	<p><math>T \rightarrow Ss</math> <math>Ss \rightarrow T</math></p>	<p>Powerpoint slide upon the whiteboard through projector</p>	<p>They will become familiar with the principles and can get what they need to concentrate on when they change sentences.</p>	<p>15 minutes</p>

<p><b>Question/Answer:</b></p> <p>T will give exercise work to the Ss. Ss will solve the exercise.</p>	<p><math>Ss \rightarrow T</math></p>	<p>Exercise</p>	<p>The students can pass judgment on themselves by their exercises and the teacher additionally can comprehend which students are getting the point.</p>	<p>6 minutes</p>
<p><b>Conclusion:</b></p> <p>T will appreciate Ss for their efforts. T will ask for any queries that Ss might have. T will close the session with a note of thanks.</p>	<p><math>T \rightarrow Ss</math> <math>Ss \rightarrow T</math></p>			<p>1 minutes</p>



**Teachers Self Evolution:**

1. Good point about the lesson.
2. How can the lesson be improved?

**Material Sources:**

1. Text Source: Advanced English Grammar Book by Chowdhury & Hossain.