

Project Paper Report
on

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

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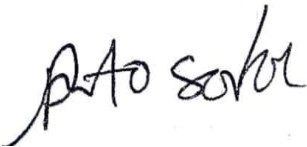


Daffodil International University

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Declaration

I'm pleased to declare that this paper is authentic work and is not to be submitted anywhere else. And, also, it was not submitted previously. My supervisor Md. Abdul Momen Sarker guided me throughout the writing of the project paper.



.....
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Certification

I would like to say that the project paper on “The Present Scenario of English Language Teaching in a Bangladeshi School” written by Pranto Saha with ID: 182-10-307. His Project Paper is excellent work. To my knowledge, it is original.



.....

Md. Abdul Momen Sarker

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Acknowledgement

At first, I desire to give my gratitude and thankfulness to Almighty Allah for keeping me sound while dealing with my Project Report. I would similarly thank my supervisor Md. Abdul Momen Sarker, for his sincere guidelines. Of course, I give my thanks to the students and the teachers of Dusaid School and College for their help to complete my Project Paper. I also thank Daffodil International University for offering me this opportunity.

Abstract

The main goal of this paper is to notice the general English teaching circumstances in the schools in Bangladesh. The report covers the current acts of English language teaching in terms of the use of various strategies. It discovers which strategies are being followed for English Language teaching in Bangladesh. It shows the benefits of the intellectual capacity of the students and which technique is suitable for Bangladeshi students. After the observation of two classes by class teacher and my conduction of two classes, different issues are found like the inadequacy in the language facilitator in maintaining teaching techniques in the classrooms and lack of required facilities. This paper argues that students are detached from their real motivation behind learning the English language. This paper suggests some positive suggestions required to enhance English Language Teaching.

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Chapter – 1

Introduction

English is known as a global language where people from various countries can interface with each other. English is significant for a seriously prolonged period like high-level training, trade and business, prescription, planning, etc. Then once more, learning a resulting language can make one's confidence. English is instructed in numerous ways in Bangladesh.

Teachers use the Grammar Translation Method, many teachers use Direct Method, and many utilize the Communicative Language Teaching approach. The school I had picked where teachers utilized Direct Method to instruct.

GTM is intimately acquainted with our country. A large portion of the establishments applies GTM. In this way, students in our nation are intimately acquainted. Then again, a more significant level utilized DM and CLT and now and then TBLT for showing the English language. People in Bangladesh grow up speaking Bangla since their pre-adulthood and they get English as it is an overall language.

English is a worldwide language. It is very rich. It is huge in every movement of our job; it is outstandingly related to us in the globalized world. To change with the movement in the world, we ought to learn English. Without this language, we will move backward. Around 350 million people use English as their first language. English similarly has attracted the interest of different overall affiliations and sheets. This extensive use of English has confused grouping. The enunciation, sentence structure, and adages of English have been affected by its assorted use. English has now transformed into a language of the world's people.

Chapter – 2

Objectives

The objectives of the project report are below:

1. To notice the methodologies and approaches utilized in a classroom
2. To look carefully at the methodologies and methodology utilized in a study hall
3. To look at the way of behaving of the students during classes
4. To find the teacher understudy holding during class conduction
5. To propose a successful methodology and technique to show English in Bangladesh as a subsequent language

Chapter 03

Methodology

Selecting a school:

School Name: Dusaid School and College

I chose school was Dusaid School and College. This school and college is one of the most popular establishments in the Savar region. As per the University rule, I went to the school and contacted the head of the school. Then, with his assistance, I played out my venture work in that school.

The head administrator of the school allowed me to lead two classes and noticed two classes. A few plans were seen in the study hall. One of the classes was English writing classes and one of the classes was English language structure at level IX. The class started at 11:00 am and ended at 11:40 am and my subject was 'the articles'.

Chapter 04

Institution Details

The school's name is Dusaid School and College established in January 1, 1960. It is arranged at Dusaid Bazar, Savar, Dhaka Bangladesh. It has 1201 students. Eight instructors have 2-5-year experience, six instructors who have 10 years of experience, nine instructors who have 10-20 years of insight, 25 instructors who have 23 to thirty years of insight, and Six instructors who have more than thirty years of insight. The students of this school need to stay aware of the apparel standard thoroughly. An enormous jungle gym is there. It has a little library, no container is there, No transportation is there and it has a little laboratory. The school area is under CCTV cameras.

Teachers Qualification	M.com: 12 B.sc/ M.sc : 23 B.A. : 14
Other Factors	Jungle gym: A huge jungle gym is there Library: A little library Bottle: No flask is there Transportation: No Transportation is there Research center: Yes, a little Laboratory CCTV security: Yes, the full school area is covered by CCTV cameras Mixed media Facility: There is no sight and sound workforce in the school.

Chapter 05

Class Observation Report

Two classes were taken on 29th May and 31st May. A few significant things are seen in the class. The classroom was exceptionally small however yet students were 27. The classroom was so much exciting. There was no solid comes from oversight in the classroom and there was insufficient light in the classroom.

Class Observation 1:

The class was begun at 11:00 am and finished at 11:40 am. It was an English class and there were 27 students where all are young men and women. The students of the class read in class IX. The subject of the class was Transformation of Sentence. More frequently the teacher used Direct Method in his entire class. Thusly, students could see a couple of issues. Since it was everything except a Bangla medium school and most of the students were not familiar with the English language. The teacher followed course perusing for tending to and used some fundamental model and sooner or later, the teacher in like manner examined different standards of progress. The teacher's direction was very fine that reason students were satisfied with their instructor's lead. Preceding 10 minutes at the end of this class, the teacher gave tasks to students and truly take a gander at everyone's tasks likewise, gave them input. Even though it was an English class at this point, the teacher used the English language and he didn't follow a specific strategy and eventually, he didn't control all students. Since the classroom was little with 25 students.

Class Observation 2:

The class started at 11:00 am and ended at 11:40 am on 31st October 2021. It was moreover an English composing class and there were 23 students where all were young fellows. The students of level X. There was no media framework in the review lobby. It was an English composing class so at first their teacher, Mr. Azizul Islam discussed the portion, what's more, began examining the part from the course scrutinizing. The instructor was showing a passage

to the students. The teacher was making comprehension of line to line into L1. Also, students could try to get it. The teacher was signifying some language from the passage, and the students were writing in their substance. The teacher was occasionally presenting requests from the language to the students and students were reapplying his requests, and after that teacher was making a couple of requests and a short time later he gave a couple of requests to the students for creating the reaction. Students were endeavouring to answer those requests and a while later they gave them to the boss. The instructor was reconsidering their slip-up. Finally, he gave development to Students and assessed them. He was a more gifted instructor than my past seeing teacher. Since he could remain mindful of all Students and given a splendid show and made an exceptionally scholarly environment. He had the choice to productive passing his class objective on to the students.

Chapter 6

Teaching Experience

A sentence structure class was taken at 11:00 am and finished at 11:40 am. There were 28 students in concentrate in the corridor. The situation in the classroom was average and there was no sight and sound construction. Moreover, this room was considered the way that was outstandingly closest to the outside. The subject of preparation was the articles. Following the beginning, the class students were given a concise show about the articles moreover, a couple of focal standards of articles. Following making sense of 5 minutes were given for introducing demand about the plans made sense of beforehand and several undertakings were given ward on my included rules and students could settle it. My fulfillment was great. In study hall, my appearance technique was grammatical forms, Translation procedure, and eventually Direct Method. I made a couple of social occasions and gave them a couple of endeavors and they performed by themselves and I was just a facilitator and I just prepared them. During class time students were in reality edified. It was my first instructing experience. End of the class, students' criticism was outstanding.

Chapter 07

Overall Findings

Directly following seeing two classes a large number of things have been found. They are roared:

Lesson plan

The teachers of the two classes had a delineation plan for the class and taught by example plan.

Classroom Environment

The classroom climate was typical. No commotion come from should site, there was no media structure in the classroom and the room was faint considering lacking lights.

Lesson Delivery

There were a couple of issues that were seen. One teacher talked loudly and one without any problem. Likewise, both used L1 most noteworthy times.

Classroom Management

Classroom the board was agreeable. The instructor concentrated on more fragile students and attempted to control the complete classroom. At some point classroom was quiet and at some point, boisterous.

Use of Technology

No mechanical instruments like a projector, PC, or sound framework were utilized or accessible in the classroom.

Teaching Method

There was no particular strategy for English Language Teaching that they utilized. At some point, they utilized GT strategy, and some of the time utilized CLT and TPR moreover.

Findings from Conducted Class

L1 is more than less complex than L2 for the students. Subsequently, their instructor used L1 by far most of the time. students like bundle work and students felt problematic while the discussion was conveyed in second language learning.

Chapter 08

Recommendations

Considering noticing two classes and guiding one class my point of view is, that there needs to be an extra improvement.

1. Modern accommodations should be added
2. Students need a noise-free environment
3. Need more lights in study hall.
4. Multimedia support required
5. The teachers should stay aware of an unequivocal strategy for ELT
6. To move the showing in learning the English language

Chapter 09

Conclusion

I feel better to accomplish this fieldwork. I have gained tons of useful knowledge from this work. I got an insight into education and novel thought. This fieldwork assists me with working on myself. From this undertaking work. Other than I knew numerous obscure things from this work and find my limit and hole and I additionally adapt to this. This paper will be helpful for the school to additionally foster their need side in English Language teaching.

AppendixesLesson plan

Teacher(student)	Pranto Saha
Class Profile	Level 6
Complete understudy and present understudy	38
Class term	40 minutes
Vehicle of correspondence	Both English and Bangla
Illustration Topic	Parts of Speech
Educating Materials	Course book YouTube Video Board
Objective of Lesson	Understudy can Gather the information on Parts of discourse
Teaching Method	GTM
Persuasive component	Talking about questions among instructor and understudy. Students' reactions will be effective.
Backup plans	I will set up a whole report chart on my subject with focus information so I can give the diagram to them if I disregard it to make them understand this is a direct absence of time.
Feedback	

Activity	Student /teacher interaction	Teaching materials	Learning Outcome	Times
Warm-up session: 1. The teacher will welcome the students at the beginning of the class. 2. The teacher will show a vide based	<ul style="list-style-type: none"> ○ Teacher to students Student to teacher	Video	Students will be enjoyed the video and excited to start the class.	5 minutes

on Parts of discourse.				
Working activity: 1. Grammatical features and its everything arrangements will be given. 2. Understudy will peruse and retain it	Teacher to students Student to teacher	Text book	New items will be practiced.	6 minutes

Working activity: On the blackboard, teacher will write all the classifications and their examples	Teacher to students	Textbook and blackboard	Students will get some new things.	8 minutes
Working activity: 1. To save time, teachers will mark important parts. 2. The teacher will teach highlighted parts. Students will pay attention carefully.	Teacher to students Student to teacher	Textbook	Details explanation of important things of parts of speech	8 minutes
Practicing activity: 1. All the students will be given examples to identify individually. 2. Students will participate with the teacher.	Teacher to students Student to teacher	Blackboard	Full concept will be practiced	5 minutes

Testing activity: 1. Teacher will take a short test. 2. Students will participate and express Their opinion. They can ask question, if	<ul style="list-style-type: none"> ○ Teacher to students ○ Student to teacher 	Blackboard	Students will be encouraged to participate in the classroom.	5 minutes
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they have any confusion				
Finishing activity: 1. Students' collaboration will be helpful to the Teacher. 3. The teacher will finish the session with a thankful message.	<ul style="list-style-type: none"> ○ Teacher to students ○ Student to teacher 			3 minutes

Classroom Observation Record Sheet

Course: **English grammar** Number of students present 38

Date 14^{June}, 2022

Evaluator(s) Pranto Saha

Time:40 minute

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>SUBJECT MATTER CONTENT (shows good command and knowledge of the subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students)</p>	<p>The teacher knew very well the thing she was instructing her students as I found She was very proficient about the topic. She effectively could draw the benevolent consideration of the students by seeking clarification on pressing issues, and moving them regarding the point.</p>
2	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the 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)</p>	<p>The teacher started the class on time with positive energy to the students and proceeded with the class making a well-disposed climate. Her talk was efficient furthermore, reasonable for the students. She underscored the importance of the jargon of the section which was obscure to the students. She two times read out the passage with importance so they could undoubtedly comprehend and get the subject. She additionally completed the class on time also.</p>
3	<p>RAPPORT (holds the interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, and shows enthusiasm, both teacher and students are ready for the class not only on the subject matter but also in manner, etiquette, and attitude)</p>	<p>The teacher attempted to continue to hold the centralization of the students giving moral talks related to genuine life in the class. She likewise energized them to figure out the new words from the passage and students did as such. She made an understood correspondence with the students and</p>

		I truly felt they have partaken in her group with fixation. One thing that made appeared me more fascinated is that She gave equivalent needs to each understudy with an incredible idiosyncrasy.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, and 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)	The teacher directed the class in view of a teacher-focused strategy which is known as the Grammar Interpretation Method as it appeared to be extremely valuable for the better comprehension of the students. No innovation was utilized in the class. She likewise motivated students to inquire about questions and include them in giving a reaction. She likewise involved genuine models for drawing their consideration towards her talk.
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)	The climate of the class was quiet and calm. The teacher had an uproarious and enough unmistakable voice to grasp the point. She guaranteed her students' interest in realizing more keep incredible eye contact. In any case, I felt, she was very little great at talking English as she utilized generally Bangla while directing class. The number of words she expressed in English was greatly articulated and she could make the class exuberant and useful.

MANAGEMENT

Was the time spent properly?

The class was begun on time. The instructor started the class with good tidings and afterward took participation. She appropriately figured out how to cause them to find out about the section and punctuation within 35 minutes. Indeed, she gave input to the students on their schoolwork utilizing 10 minutes. That 35 minutes was used appropriately by her as she didn't squander a single second in talking about any superfluous things. The class was done so conveniently.

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 principal phases of the illustration were:

- 1. Pre-instructing stage:** The instructor looks at the schoolwork and revised students' botches and gave criticism.
- 2. While instructing stage:** The instructor needed to listen to a passage orally from each student. She likewise showed them the new jargon from the passage and afterward, two times read the entire section with Bengali importance and gave the essential idea of the language structure Article.
- 3. Post-educating stage:** After the finish of the showing part, The teacher gave them moral addresses which were so accommodating for the students, and had the option to build their advantage on their review.

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, I did not face any critical even while the teacher was conducting her class.
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Strengths observed:

- Energetic and witty
- Friendly and tricky
- Loud and clear voice
- Punctual and disciplined
- Knowledgeable and well mannered
- Capable of involving students to study

Suggestions for improvement: The teacher tries to bring changes to the English language teaching system. She must practice improving her skills in English and should avoid using Bengali in class. She should not be dependent on only textbooks rather she must encourage students to read various writers’ books written in English.

Overall impression of teaching effectiveness: Overall, I got a positive impression of the teacher’s teaching effectiveness as she tried to make the class productive and joyful. And I genuinely feel that she has a great capability of being a good teacher if she practices and focuses on her aim.

Photographs





