



Internship Report

On

**“The Present Scenario of English Language Teaching in Bangladeshi
Schools”**

Submitted by

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B.A (Honors) in English

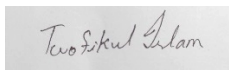
DEPARTMENT OF ENGLISH

DAFFODIL INTERNATIONAL UNIVERSITY

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Declaration

This internship project was done under the supervision of Al Mahmud Rumman, Lecturer (Senior Scale), Department of English, Daffodil International University. I also promise that this project paper, or any part of it, has not been turned in anywhere else for a degree or diploma.



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Certificate

This is proof that Twofikul Islam, whose ID number is 181-10-277, is a student at Daffodil International University's Ashulia campus in the English department. I'm happy to say that he has finished his internship project. He worked hard on it while he was working with me. The information and conclusions in this project paper seem to be true.

Twofikul Islam has a great sense of right and wrong and a nice personality. I hope he does well in everything he does in the future.

.....

Mr. Al Mahmud Rumman

Senior Lecturer

Department of English

Daffodil International University

Acknowledgement

I want to thank Al Mahmud Rumman, Lecturer (Senior Scale), Department of English, from the bottom of my heart for his supervision and helpful suggestions.

Without his great patience, guidance, constant encouragement, constant and energetic supervision, constructive criticism, and helpful advice at every stage, this project could not have been finished.

Twofikul Islam

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Batch 10th (PC)

Program: Bachelor of Arts with Honors in English

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Abstract

The purpose of this research study is to investigate the present English language teaching techniques in Bangladesh. The research analyzes how English instructors select and use motivating teaching methods in their classrooms, as well as how their students perceive and observe certain teaching tactics. These are the fundamental issues that will be addressed throughout the article. This study will address all of these questions using other methodologies. The study provides a theoretically informed and practically based framework.

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Chapter – 1

Introduction

The importance of studying English in the twenty-first century is apparent. If we want a successful profession, we must master these four language abilities (listening, speaking, reading, and writing). Therefore, we cannot disregard it. The English language is a foreign language for Bangladeshis. This technique of teaching and mastering a foreign language has been ongoing for many years. Before entering university, students in this nation study this language for twelve years at the elementary, secondary, and advanced secondary levels. Extremely few pupils can grasp the language when they hear it and speak effectively with proper pronunciation and no grammatical errors. not to mention the writing. They will struggle to get passing scores on the English entrance exam for universities. Therefore, there must be a significant system loss in the teaching and learning processing domain as a whole. This initiative was launched by the English department at Daffodil International University in order to study the challenges and provide viable solutions, and I feel fortunate to be a part of it.

Consequently, under the direction of Mr. Al Mahmud Rumman In a remote location in the district of Bhola, I examined one school and one college. It was a once-in-a-lifetime encounter that provided me with the courage and confidence to pursue my objective.

Chapter - 2

Objectives

The fundamental purpose of the teaching practicum is to determine whether the teaching materials and current environment of language instruction in Bangladeshi schools are effective in improving the English language. Other aims include: understanding the current state of language instruction in Bangladeshi schools;

- a. To understand how to use language-teaching strategies in actual classroom settings.
- b. To determine the effects of technological applications on students
- c. To accomplish the goals, the intern must:
- d. To work with the cooperation of a facilitator, i.e., a teacher of the particular institution, in addition to his or her supervisor at DIU, and to gather information about the institution;
- e. to observe classes and see how teachers apply methods and techniques; and
- f. to write a report about the institution.
- g. To attend two to three classes or demonstrations and implement methodologies and techniques
- h. To test students to determine their effects on them and to evaluate his or her own performance.
- i. To stay in contact with the supervisor at all times to get essential guidance and assistance, especially in the event that the facilitator is unavailable.

Chapter – 3

Methodology

3.1 Institution Selection:

After consulting with the supervisor, a school for the internship was chosen. Bhola Residential Cadet School and College was the name of the institution, and the intern spoke with the principal. The intern filed a reference letter with the principal, who conducted an interview and granted her permission to complete the internship there.

3.2 Choosing the Facilitator:

The principal was chosen willingly for the initiative due to his expertise and rapport with the pupils. He also greatly assisted the intern in completing his internship successfully. He introduced the intern to his instructors and pupils in order to facilitate the completion of the assignment.

3.3 Choosing Classes

A class instructor was chosen. The instructor inquired as to which class the author wanted to witness. The author chose two English language courses and one technology subject in ninth grade (9). It was really unsettling to sit in a whole new class and take the course with no prior expertise.

3.4 Observation of a Class:

Nine (9) students from the Bhola Residential Cadet School and College went to watch one ICT lesson and two English lessons.

The coordinator instructed the author to report to school on September 10, 2022, at 9:00 a.m. These seminars were located in rooms 501, 603, and 203. The classroom observation used a checklist. The first lesson of the day was a review of the previous lesson. Then they began a new lesson. The instructors provided several examples related to the subject. Typically, the textbook is used to teach the lesson. After the lesson, the professors posed questions to the students, and the students responded. At the conclusion of class, the instructor assigned homework. The instructor was really kind with his pupils.

3.5 Interviewing the specific course instructor:

There are a total of 25 instructors at the institution.

After class, Mohammad Kawsar Kayes was interrogated. He has been teaching at this university for ten years. He was respectfully questioned about how he manages students, how he distributes class time, how he creates lesson plans prior to class, and how he handles brilliant and weak pupils. because not every student in a class has the same qualities. He offered a straightforward response. Observations of his class revealed that he is highly pragmatic and accomplished his full assignment with ease due to his extensive expertise.

3.6. Testing Students and Self-Evaluation with the Facilitator's Assistance:

The author wished to assess the pupils' comprehension of the subject or lecture by posing questions. The majority of pupils comprehended the proper subject and instruction. According to their comprehension, the majority of the class understood. As an intern teacher, it was very difficult to get long-term feedback from kids. Some questions were posed at random, and the responses were typical. Some of them could not provide the correct response. Therefore, it was considered that his instruction was deficient. Additionally, he

assigned them group work in order to provide immediate feedback; some pupils were able to answer questions, while others were unable to. A class observer remarked on the author's excellent pronunciation but urged that the author remain quiet when instructing. According to reports, the author was anxious since she had never dealt with so many kids before. However, he informed me that the author's communication skills were enough to enhance his class and lesson management. Additionally, the author must strengthen his class observation abilities. This research has several limitations. The intern had little time to conduct detailed observations, and the report was produced quickly. In addition, the report was written solely on the basis of three observational courses. It is conceivable to overlook anything that is not discussed in this work.

Furthermore, this document only contains the report of a single school. The English language teaching methods of other schools may vary.

Chapter – 4

Description of the Organization

The Bhola Residential Cadet School and College is among the most prestigious institutions in Bhola. It was founded in 1998. This school's founder and chairman is Mohammad Siraj. There are 25 skilled instructors instructing around 400 pupils. Each year, several students take the SSC examination and achieve outstanding results. They issue Wall magazine annually. As a recently established institution, this school gained notoriety in the community for its unexpected performance on the state examination. The goal of Bhola Residential Cadet School and College is to equip students to reach the most demanding higher education standards at Bangladesh's premier universities. As a consequence, they strive to enhance their intellectual development in order to generate highly driven people capable of making an impact on the international arena.

Number of professors: 25

Student enrollment: 400

Transition: Day and Night

Chapter – 5

Class Observation Report

5.1 First Class Observation

Description of the class:

Class Size: The classroom may accommodate up to thirty pupils.

The classroom's seating arrangement consists of three rows and three columns of wooden seats placed in three rows. Each row is moving toward the whiteboard. In addition, the instructor is seated in a chair and keeps his stuff on a table.

The classroom's surroundings can be shown in a number of ways, such as through ventilation, teaching aids, lighting, and fans.

Ventilation: The classroom has one door and two large windows with curtains to help with ventilation. To help with the instruction of the target language, the instructor makes use of the large white board and marker pens. In addition to the light that comes in through the windows, the classroom has two ceiling fans and four more lights. In order to provide proper ventilation, the classroom is additionally fitted with two fans.

Details about students:

Students' Academic Level: Almost all of the students are at the tertiary level in their respective fields of study.

Level of English Proficiency: These students have an intermediate level of English proficiency because they are taking the Senior Certificate Course (SCC).

The average age of the class is between 16 and 18 years old. There are a total of thirty pupils in the class. Among them were the students who presented.

21/30 in the first-class number of years spent studying English According to our country's educational system, all pupils learned English at least until the 12th grade. The objective of both sessions was to instruct pupils in the proper verb form.

Teaching Resources:

Advanced English Grammar Textbook

Describe observation 1.

General Knowledge

Tutor: Mohammad Kawsar Kayes

Bhola Residential Cadet School and College is the location of the observation.

Level: Pre-intermediate

The course title is English Second Paper.

There are 21 pupils in the class (15 men and 6 women).

Date: 11/09/2022

Time: 9.00–9.45 a.m.

Observer: Twofikul Islam

On Saturday, September 11, 2022, class 10 was observed with Mohammad Kawsar Kayes. It was a lesson in the English language. The seminar began at 9:00 am and concluded at 9:45 am. There were twenty-one pupils in attendance.

The instructor had an organized lesson plan. He gave the students a quick lesson on the proper verb form. The instruction consisted of learning the correct verb form. The instructor distributed a rule sheet to the pupils. Individually, each student completed the fill-in-the-

blank activity after copying five phrases from the board into their scripts. Afterwards, he reviewed the work of every single pupil. When a pupil did not comprehend anything, he or she inquired about the issue with the instructor. The instructor responded in both Bangla and English, and at the end of class, she assigned homework to all students.

5.2 Second Class Observation

Name of the instructor: Mohammad Kawsar Kayes

Bhola Residential Cadet School and College is its name.

Description of the class:

Class Size: The classroom may accommodate up to thirty pupils.

The classroom's seating arrangement consists of three rows and three columns of wooden seats placed in three rows. Each row is moving toward the whiteboard. On addition, the instructor is seated in a chair and maintains his stuff on a table.

The local circumstances of the classroom may be presented in a variety of ways, including ventilation, teaching aids, lighting, and fans.

Two wide windows with curtains and one door contribute to the ventilation of the classroom.

To help with the instruction of the target language, the instructor makes use of the large white board and marker pens.

In addition to the natural light that enters via the windows, the classroom features four additional lights and two ceiling fans.

In order to provide proper ventilation, the classroom is additionally fitted with two fans.

Details about students:

Academic Level of the Students: The vast majority of these students are enrolled in the Senior Certificate Course (SCC), hence their English proficiency is intermediate.

The average age of the class is between 16 and 18 years old.

There are a total of thirty pupils in the class. The number of pupils who presented was among them.

17/30 in the second class.

Years of English Study by Students: According to our country's educational system, all students study English until the 12th grade.

The objective of both sessions was to instruct pupils in the proper verb form.

Teaching Resources:

Advanced English Grammar Textbook

Describe observation 2

General Knowledge

Tutor: Mohammad Kawsar Kayes

Bhola Residential Cadet School and College is the location of the observation.

Level: Pre-intermediate

The course is titled English First Paper.

Seventeen students (men: 12, women: 5).

Date: 11/09/2022

Time: 10.00–10.45 a.m.

Observer: Twofikul Islam

The author saw another 9th grade class with Mohammad Kawsar Kayes from 10 a.m. until 10:45 a.m. This time around, the training was taught in English. There are seventeen pupils present in class. The instructor explained the lesson succinctly. Students were given a brief paragraph and instructed to read it attentively. Then he asked them a series of questions. The kind of question was multiple-choice. Individually, the pupils finished the job. The instructor spoke English throughout class. Overall, the instructor's English proficiency was extremely excellent. His aims were accomplished in a very efficient manner.

5.3 Third Class Observation

Name of the instructor: Mohammad Mahbubur Rahman

Bhola Residential Cadet School and College is its name.

Description of the class:

Class Size: The classroom may accommodate up to thirty pupils.

The classroom's seating arrangement consists of three rows and three columns of wooden seats placed in three rows. Each row is moving toward the whiteboard. In addition, the instructor is seated in a chair and keeps his stuff on a table.

The classroom's surroundings can be shown in a number of ways, such as through ventilation, teaching aids, lighting, and fans.

Ventilation: The classroom has one door and two large windows with curtains to help with ventilation.

To help with the instruction of the target language, the instructor makes use of the large white board and marker pens.

In addition to the light that comes in through the windows, the classroom has two ceiling fans and four more lights.

In order to provide proper ventilation, the classroom is additionally fitted with two fans.

Details about students:

Students' Academic Level: Almost all of the students are at the tertiary level in their respective fields of study.

Level of English Proficiency of Students: Since these students are enrolled in the Senior Certificate Course (SCC), they have an intermediate level of English proficiency.

The average age of the class is between 16 and 18 years old.

There are a total of 19 kids in the classroom. Among them were the students who presented.

19/19 in the third class.

The purpose of the classes was to educate pupils about information and communication technologies.

Teaching Resources:

Course Book: ICT

Describe observation 3

General Knowledge

Tutor: Mohammad Mahbubur Rahman

Bhola Residential Cadet School and College is the location of the observation.

Level: Pre-intermediate

ICT is the course title.

There are 19 pupils in the class (14 men and 5 women).

Date: 11/09/2022

Time: 10.00–10.45 a.m.

Observer: Twofikul Islam

On September 12, 2022, the author also witnessed Mohammad Mahbubur Rahman's 10th grade ICT class. The instructor emphasized the significance of ICT education in Bangladesh. There were nineteen pupils in attendance. The class atmosphere was positive. He met the goals and completed the class with success. However, there is one thing: he did not provide enough instances. He might have utilized more examples to aid student comprehension, since he was solely focused on his talk throughout class. He may allow the pupils some time to convey the lesson.

Chapter – 6

Class Conduction

Descriptions of the students, the classroom, and the resources

Characteristics of students:

- a. Academic level: postsecondary
- b. Language proficiency: intermediate
- c. average age of 17
- d. Present number of students: C1 = 20, C2 = 16.
- e. Teaching timing: 45 minutes (per class)

The following are descriptions of the classroom:

- a. The room can hold thirty to thirty-five pupils, who are organized in three rows and three columns. Each row has a label.
- b. There are four large windows, two ceiling fans, and four white lights for ventilation.
- c. The classroom is equipped with a whiteboard and markers for instructional purposes.
- d. Textbooks and worksheets are examples of pedagogical tools.

Educational materials:

- a. The Advanced English Grammar Textbook
- b. Correct form of the verb
- c. Getting very good at knowing when to use the right form of a verb

Class Descriptive Information:

On Monday, September 13th, the author instructed ninth graders at Bhola Residential Cadet School and College. The lesson began at 9 a.m. and ended at 9:45 a.m. The length of the lesson was forty-five minutes. Twenty pupils were present in the classroom. The teaching materials included markers, a whiteboard, and a worksheet. The purpose of the lesson was to instruct pupils on the proper verb form. The author welcomed the pupils, introduced himself, and requested their names at the beginning of class. Before addressing the issue, the author asked the pupils, "What is the correct form of a verb?" Where might the correct form of the verb be used in a sentence? He then discussed the subject with the pupils. He provided instances of the correct form of the verb, which clarified the subject matter. The students were able to follow his instructions and complete the work without difficulty. In addition, the classroom setting was conducive to learning.

Analyzing and reflecting critically on your own class:

From the very beginning, the children were encouraged to participate in class. To keep students engaged and attentive, whole-class participation activities such as sequentially reading an article, constructing sentences with the provided words, participating in a discussion session, etc. were used. The students' efforts to respond during elicitation demonstrated that they were less anxious and eager to speak. There were pair and solo assignments in which all pupils participated, but on occasion they were seen to be unmotivated.

To properly cover four skills in 45 minutes per lesson seems like a formidable task. Both days of class were hosted in a warm and encouraging environment, and the activities were conducted under strict supervision. While the pupils performed, admiration was conveyed for them, and coaching was given in order to foster rapport. The voice was clear and loud enough for the

whole class to hear, and as a consequence, the pupils had no trouble following the directions. The accuracy of the grammar and vocabulary were preserved. During class activities, a combination of official and casual language was used. Student-friendly terminology was always kept in mind while delivering instruction. Even the instructional materials were mostly appropriate and engaging for the pupils.

Students were greeted by name, each session started with a pleasant welcome, etc.

Chapter – 7

Discussion of Findings

Three courses were witnessed by the author at Bhola Rassident Cadet School and College. Two of the courses were in English, and one was on information and communication technology. The concerned instructors furnished me with class lesson ideas. The author wishes to highlight a number of discoveries derived from his observations. The author discovered that all students and instructors engage with one another. Every instructor is knowledgeable and skilled in instructing pupils. They are well-versed in how to instruct each pupil in the most effective way. The instructors were well prepared for class. They carried their stuff at all times. The instructor demonstrated appropriate course topic expertise. They were able to complete their lessons on time.

The professors delivered suitable introductions to the lessons and addressed the subject of the day throughout class. During class, they offered the students precise directions and explanations, such as by repeating and elaborating on what they stated about the subject. The classrooms were sufficiently comfortable for students to roam about freely. Posters and other materials were present in the classrooms. However, there were no supporting components pertinent to the class themes. The professors were well-mannered and handled the pupils with courtesy. There was no disturbance throughout the lessons.

Chapter – 8

Recommendation

After witnessing instructors' courses, the author identified various areas for improvement. No group study occurred in the classes.

As a spectator, the author saw that professors were able to effectively establish their subject matter. After viewing the instructors' lessons, he identified numerous areas for improvement. Teachers and students may work together in groups. Through group work, a student may learn how to receive assistance from another person and how to assist others. They should pay more attention to the weaker pupils. If they disregard the weaker kids, they will lag behind their peers. The instructors employed visual aids or engaging movies to enhance students' comprehension. Some students learn visually. If the instructor supplied visuals or films, the students would be able to understand the lesson more readily and would enjoy class more. The author felt he performed well in his lessons as an intern. However, he lacks sufficient competence to instruct a class. Due to his anxiety, he committed various errors throughout class. The author must overcome apprehension. He must improve in every manner imaginable. He was unable to effectively handle the pupils. He just attempted to imitate the manner of the class instructor. He may attempt a different teaching method. For his future career, he may work on his pacing and strive to enhance it.

Chapter – 9

Conclusion

In conclusion, the importance of English language study and instruction has been analyzed from a variety of perspectives and accorded high attention in this field. Acquisition of a second language has always proven challenging. People are having difficulty learning English as a second language despite their best efforts to adapt to the circumstances. In this context, martial arts play a significant part in the process of second-language acquisition.

At the secondary school level, English is very challenging to master in a nation like Bangladesh. The educational ministry and other educational organizations are planning and working on these topics to sustain these challenges.

Appendix

Appendix 1: Class Observation Check List

Instructor evaluated—— Course: English Language

Number of students present: 21 Date: 11th September, 2022

Observer (s): Twofikul Islam

Topic: Right form of verb

Time: 09:00- 09:45 am

Lesson Plan and Execution					
	Completely	Mostly	Some what	Little bit	Not at all
a. The instructor got the attention of learners early		√			
b. The instructor stated purpose in interesting way			√		
c. The instructor highlighted important points	√				
d. The information was presented for given time period		√			
e. The instructor linked content with application	√				
f. The stated objectives were met		√			
g. The instructor encouraged student responsibility for further learning			√		
Comment:					

Teaching Techniques					
	Completely	Mostly	Some what	Little bit	Not at all
a. The instructor was maintained control of class		√			
b. The instructor asked the students to answer questions	√				
c. The speaker used brainstorming		√			
d. The students generated responses			√		
e. The teacher used audiovisuals					√
f. The instructor was conversational		√			
g. The instructor varied the pace of the presentation			√		
h. The instructor avoided standing in a stiff manner or hiding behind a podium					√
i. The voice quality/volume of teacher was adequate		√			
j. The instructor showed interest in the subject	√				
k. The instructor appeared to have prepared for the presentation		√			
l. Overall, the instructor tried to help the learners learn the subject		√			
Comment:					

Class Management					
	Completely	Mostly	Some what	Little bit	Not at all
a. <u>Teachers</u> presence in the class was appropriately approachable not stifling		√			
b. Teacher established a rapport with the class before starting the lesson		√			
c. Teacher took the time to introduce the lesson to the Class	√				
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)			√		
e. Lesson material was meaningful, motivated, contextualized		√			
f. Used of ample example or reference			√		
g. Use of activities to engage the students (Group work, pair work, peer evaluation)				√	
h. Effective balance of STT (students talk time) and TTT (teacher talks time)		√			
i. Time maintenance was effective			√		
Comment:					

LEARNING ENVIRONMENT					
	Completely	Mostly	Some what	Little bit	Not at all
a. The class atmosphere was warm, open and accepting		√			
b. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc)					
c. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)					
d. The seating arrangement is suitable, not over crowded					
e. Peer feedback and feedback from Teacher was supportive and constructive on students' behavior with teacher.		√			
Comment:					
Use of English Language					
	Completely	Mostly	Some What	Little bit	Not at all
a. The teacher speaks in the target language in the classroom appropriately and effectively		√			
b. The teacher offers opportunities for native language use			√		

c. The teacher uses familiar words related to what s/he is teaching in class	√				
d. The instructor presents information about some very familiar topics using native language		√			
Comment:					

Presentation skills of the Teacher					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher's voice is enough audible for all the students.		√			
b. Teacher's pronunciation is clear enough to understand.			√		
c. Teacher is able to keep pace while giving lecture		√			
d. The teacher gives adequate pauses while giving lecture.			√		
e. The teacher is able to make eye contact with all the students.		√			
Comment:					
Teaching Materials (Teacher designed / Supplementary)					
	Completely	Mostly	Some what	Little bit	Not at all
a. Materials are designed according to the age level	√				
b. Material fulfills the objective of the lessons provided.		√			
c. Materials includes lessons which are interesting and can motivate the learner		√			
d. Materials are used effectively and efficiently	√				

Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher provided effective feedback to each activity		√			
b. Teacher provided feedback after the activity is finished			√		
c. Teacher provided feedback individually		√			
d. Teacher gave feedback to the whole class				√	
Comment: As the time was limited, for this reason both teachers were not able to give proper class feedback.					

Checklist IIInstructor evaluated _____ Course: English Second PaperNumber of students present: 17 Date: 12th September, 2022Observer (s): Twofikul IslamTopic: Right Form of VerbTime: 10:00- 10:45 am

Lesson Plan and Execution					
	Completely	Mostly	Some what	Little bit	Not at all
a. The instructor got the attention of learners early		√			
b. The instructor stated purpose in interesting way	√				
c. The instructor highlighted important points		√			
d. The information was presented for given time period			√		
e. The instructor linked content with application		√			
f. The stated objectives were met			√		
g. The instructor encouraged student responsibility for further learning	√				
Comment:					

Teaching Techniques					
	Completely	Mostly	Some what	Little bit	Not at all
a. The instructor was maintained control of class		√			
b. The instructor asked the students to answer questions		√			
c. The speaker used brainstorming	√				
d. The students generated responses			√		
e. The teacher used audiovisuals	√				
f. The instructor was conversational		√			
g. The instructor varied the pace of the presentation		√			
h. The instructor avoided standing in a stiff manner or hiding behind a podium					√
i. The voice quality/volume of teacher was adequate		√			
j. The instructor showed interest in the subject	√				
k. The instructor appeared to have prepared for the presentation			√		
l. Overall, the instructor tried to help the learners learn the subject		√			
Comment: I think if the teacher would get enough time, he would have been able to fulfill his target completely.					

Class Management					
	Completely	Mostly	Some what	Little bit	Not at all
a. <u>Teachers</u> presence in the class was appropriately approachable not stifling		√			
b. Teacher established a rapport with the class before starting the lesson	√				
c. Teacher took the time to introduce the lesson to the Class		√			
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)		√			
e. Lesson material was meaningful, motivated, contextualized	√				
f. Used of ample example or reference			√		
g. Use of activities to engage the students (Group work, pair work, peer evaluation)		√			
h. Effective balance of STT (students talk time) and TTT (teacher talks time)	√				
i. Time maintenance was effective		√			
Comment:					

LEARNING ENVIRONMENT					
	Completely	Mostly	Some what	Little bit	Not at all
a. The class atmosphere was warm, open and accepting	√				
b. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc)					
c. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)					
d. The seating arrangement is suitable, not over crowded					
e. Peer feedback and feedback from Teacher was supportive and constructive on students' behavior with teacher.		√			
Comment:					
Use of English Language					
	Completely	Mostly	Some What	Little bit	Not at all
a. The teacher speaks in the target language in the classroom appropriately and effectively		√			
b. The teacher offers opportunities for native language use				√	
c. The teacher uses familiar words related to what s/he is teaching in class		√			
d. The instructor presents information about some very familiar topics using native language				√	
<u>Comment:</u>					

Presentation skills of the Teacher					
	Compl etely	Mostly	Some what	Little bit	Not at all
a. Teacher's voice is enough audible for all the students.		√			
b. Teacher's pronunciation is clear enough to understand.			√		
c. Teacher is able to keep pace while giving lecture		√			
d. The teacher gives adequate pauses while giving lecture.		√			
e. The teacher is able to make eye contact with all the students.					√
Comment:					
Teaching Materials (Teacher designed / Supplementary)					
	Completely	Mostly	Some what	Little bit	Not at all
a. Materials are designed according to the age level	√				
b. Material fulfills the objective of the lessons provided.			√		
c. Materials includes lessons which are interesting and can motivate the learner		√			
d. Materials are used effectively and efficiently	√				
Comment:					
Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all

a. Teacher provided effective feedback to each activity		√			
b. Teacher provided feedback after the activity is finished			√		
c. Teacher provided feedback individually				√	
d. Teacher gave feedback to the whole class				√	
Comment: As I told earlier because of time limitation, the teachers were not able to take their class feedback.					

Appendix 2: Lesson Plan

Teacher (Student)	Twofikul Islam
Class profile	Pre-intermediate level
Class Duration	45 minutes
Medium of instruction	English
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Reading-Vocabulary- Writing
Teaching materials	<ul style="list-style-type: none"> • Printed Reading Material • Worksheet • White board and black marker • Biscuits for Ice-breaking session
Learning Objectives:	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> • Learn how to use right form of verb. • Know the strategies to read for specific information through scanning. • Inference the idea of the text and give their own opinion.

Anticipated Challenges	<ul style="list-style-type: none"> • Students may not be known to all the materials used in the recipe. • They may not feel motivated in pair or group work. • They may feel bored in class as most of them are accustomed to teacher-centred class. • Allotment of time for each activity may not work according to plan; some activities can take more or less time than the expected time. • Power failure may occur.
Motivational factors	<ul style="list-style-type: none"> • Giving foods during ice-breaking session may encourage the students to be engaged with the text. • Encouraging students to work with pair so that tasks may be easy and interesting for them. • Asking questions and appreciating their response will be useful. • Immediate constructive feedback can be really motivating for students.
Feedback Process	<ul style="list-style-type: none"> • Students' answers will be evaluated by peers for initial reflection on their common mistakes. • Oral feedback will be provided by the teacher. • The lesson will be assessed through the response and success rate in the completion of tasks. • In case of writing activity, teacher will ask students to do homework as he/she can provide feedback individually.
Learning Outcomes	<p>Students will be able to learn to infer meaning and solve the tasks through skimming and scanning. They will also learn some vocabulary and get the idea of procedural writing.</p>

Activity	Student / teacher Interaction	Materials/ Techniques	Learning Outcome	Timing
<p>Greetings:</p> <ul style="list-style-type: none"> • T will warmly welcome the Ss in the language class • T will provide a packet of biscuits to each of the students and ask them if they know the recipe of making biscuits. 	<p>T → Ss Ss → T</p>	<p>Biscuits as incentive</p>	<p>Students will be motivated to be engaged with the class activity and their initial level of understanding will be identified.</p>	<p>5 minutes</p>
<p>Reading activity:</p> <ul style="list-style-type: none"> • Ss will be provided a visual text including a recipe. • Ss will read the whole recipe • In case of the unavailability of the multimedia facility 	<p>T → Ss</p>	<p>Visual Text</p>		<p>10 minutes</p>

<p>hard copy of the text will be given.</p>				
<p>Skimming activity:</p> <ul style="list-style-type: none"> • Students will be given a worksheet. • Ss have to reorder the ingredients of the recipe following the given directions. • Pair work will be done • T will roam around and observe the group activity to ensure the participations of all pair members. 	<p>Pair work: S → S T → Ss</p>	<p>Worksheet</p>	<p>Ss will learn skimming a text. Pair work will be done and peer feedback will be given.</p>	<p>8 minutes</p>
<p>Scanning Activity:</p> <ul style="list-style-type: none"> ▪ Ss will be given some MCQ questions to solve individually. ▪ Ss will do scanning to solve the MCQs. 	<p>T → Ss Ss → Ts</p>	<p>Worksheet</p>	<p>Scanning a text will be practiced.</p>	<p>7 minutes</p>

<p>Vocabulary Practice:</p> <ul style="list-style-type: none"> A vocabulary task will be given. Ss will match the words with the synonymous words. Pair work will be done. 	<p>T → Ss S → S Ss → Ts</p>	<p>Worksheet</p>	<p>Few <u>vocabulary</u> will be practiced.</p>	<p>5 minutes</p>
<p>Inference:</p> <ul style="list-style-type: none"> Open ended questions will be answered by the students Ss will give their own opinion. 	<p>T → Ss Ss → Ts</p>	<p>Worksheet</p>	<p>Students will learn to provide their own opinion and understanding.</p>	<p>5 minutes</p>
<p>Conclusion:</p> <ul style="list-style-type: none"> T will appreciate Ss for their efforts T will provide homework. T will ask for any queries that Ss might have. T will close the session with a note 	<p>T → Ss Ss → T</p>			<p>5 <u>minute</u></p>

hh

of thanks				
Teacher self-evaluation: <ul style="list-style-type: none">▪ Good points about the lesson▪ How can the lesson be improved?				

Material Sources:

- **Text Source: Advance English Grammar**
- **Worksheets**

Appendix 3

Plagiarism Result

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Internship Report On "The Present Scenario of English Language Teaching in Bangladeshi Schools" Submitted by Twofikul Islam ID: 181-10-277 [Department of English Faculty of Humanities & Social Sciences Submitted to Mr. Al Mahmud Rumman Lecturer Department of English Daffodil International University Submission Date- 28/11/2022 This Report is Submitted in Partial Fulfillment of the Requirements for the Degree of B.A \(Honors\) in English DEPARTMENT OF ENGLISH DAFFODIL INTERNATIONAL UNIVERSITY FALL 2022](#) i Declaration [This internship project was done under the supervision of Al Mahmud Rumman, Lecturer \(Senior Scale\), Department of English, Daffodil International University. I also promise that this project paper, or any part of it, has not been turned in anywhere else for a degree or diploma. Twofikul Islam ID: 181-10-277 Program: Bachelor of Arts with Honors in English Department of English Daffodil International University ii Certificate This is proof that Twofikul Islam, whose ID number is 181-10-277, is a student at Daffodil International University's Ashulia campus in the English department. I'm happy to say that he has finished his internship project. He worked hard on it while he was working with me. The information and conclusions in this project paper seem to be true. Twofikul Islam has a great sense of right and wrong and a nice personality. I hope he does well in everything he does in the future. Mr. Al Mahmud Rumman Lecturer Department of English Daffodil International University. iii Acknowledgement I want to thank Al Mahmud Rumman, Lecturer \(Senior Scale\), Department of English, from the bottom of my heart for his supervision and helpful suggestions. Without his great patience, guidance, constant encouragement, constant and energetic supervision, constructive criticism, and helpful advice at every stage, this project could not have been finished. Twofikul Islam ID: 181-10-277 Program: Bachelor of Arts with Honors in English Department of English Daffodil International University iv Abstract The purpose of this research study is to investigate the present English language teaching techniques in Bangladesh. The research analyzes how English instructors select and use motivating teaching methods in their classrooms, as well as how their students perceive and observe certain teaching tactics. These are the fundamental issues that will be addressed throughout the article. This study will address all of these questions using other methodologies. The study provides a theoretically informed and practically based framework. v Table of Contents Declaration ii Certificate iii Acknowledgment iv Abstract v Table of Contents vi Chapter - 1: Introduction 1 Chapter - 2: Objectives 2 Chapter - 3: Methodology 3-5 Chapter - 4: Description of the Organization 6 Chapter - 5.1: First Class Observation 7-9 Chapter - 5.2: Second Class Observation 10-11 Chapter - 5.3: Third Class Observation 12-14 Chapter - 6: Class Conduction 15-17 Chapter - 7: Discussion of Findings 18 Chapter - 8: Recommendations 19 Chapter - 9: Conclusion 20 Appendix Appendix 1: Class Observation Check List 21-33 Appendix 2: Lesson Plan 34-39 vi Chapter - 1 Introduction The importance of studying English in the twenty-first century is apparent. If we want a successful profession, we must master these four language abilities \(listening, speaking, reading, and writing\). Therefore, we cannot disregard it. The English language is a foreign language for Bangladeshis. This technique of teaching and mastering a foreign language has been ongoing for many years. Before entering university, students in this nation study this language for twelve years at the elementary, secondary, and advanced secondary levels. Extremely few pupils can grasp the language when they hear it and speak effectively with proper pronunciation and no grammatical errors. not to mention the writing. They will struggle to get passing scores on the English entrance exam for universities. Therefore, there must be a significant system loss in the teaching and learning processing domain as a whole. This initiative was launched by the English department at Daffodil International University in order to study the challenges and provide viable solutions, and I feel fortunate to be a part of it. Consequently, under the direction of Mr. Al Mahmud Rumman In a remote location in the district of Bhola, I examined one school and one college. It was a once-in-a-lifetime encounter that provided me with the courage and confidence to pursue my objective. Chapter - 2 Objectives The fundamental purpose of the teaching practicum is to determine whether the teaching materials and current environment of language instruction in Bangladeshi schools are effective in improving the English language. Other aims include: understanding the current state of language instruction in Bangladeshi schools; a. To understand how to use language-teaching strategies in actual classroom settings. b. To determine the effects of technological applications on students c. To accomplish the goals, the intern must: d. To work with the cooperation of a facilitator, i.e., a teacher of the particular institution, in addition to his or her supervisor at DIU, and to gather information about the institution; e. to observe classes and see how teachers apply methods and techniques; and f. to write a report about the institution. g. To attend two to three classes or demonstrations and implement methodologies and techniques h. To test students to determine their effects on them and to evaluate his or her own performance. i. To stay in contact with the supervisor at all times to get essential guidance and assistance, especially in the event that the facilitator is unavailable. Chapter - 3 Methodology 3.1 Institution Selection: After consulting with the supervisor, a school for the internship was chosen. Bhola Residential Cadet School and College was the name of the](#)

institution, and the intern spoke with the principal. The intern filed a reference letter with the principal, who conducted an interview and granted her permission to complete the internship there. 3.2 Choosing the Facilitator: The principal was chosen willingly for the initiative due to his expertise and rapport with the pupils. He also greatly assisted the intern in completing his internship successfully. He introduced the intern to his instructors and pupils in order to facilitate the completion of the assignment. 3.3 Choosing Classes A class instructor was chosen. The instructor inquired as to which class the author wanted to witness. The author chose two English language courses and one technology subject in ninth grade (9). It was really unsettling to sit in a whole new class and take the course with no prior expertise. 3.4 Observation of a Class: Nine (9) students from the Bhola Residential Cadet School and College went to watch one ICT lesson and two English lessons. The coordinator instructed the author to report to school on September 10, 2022, at 9:00 a.m. These seminars were located in rooms 501, 603, and 203. The classroom observation used a checklist. The first lesson of the day was a review of the previous lesson. Then they began a new lesson. The instructors provided several examples related to the subject. Typically, the textbook is used to teach the lesson. After the lesson, the professors posed questions to the students, and the students responded. At the conclusion of class, the instructor assigned homework. The instructor was really kind with his pupils. 3.5 Interviewing the specific course instructor: There are a total of 25 instructors at the institution. After class, Mohammad Kawsar Kayes was interrogated. He has been teaching at this university for ten years. He was respectfully questioned about how he manages students, how he distributes class time, how he creates lesson plans prior to class, and how he handles brilliant and weak pupils. because not every student in a class has the same qualities. He offered a straightforward response. Observations of his class revealed that he is highly pragmatic and accomplished his full assignment with ease due to his extensive expertise. 3.6. Testing Students and Self-Evaluation with the Facilitator's Assistance: The author wished to assess the pupils' comprehension of the subject or lecture by posing questions. The majority of pupils comprehended the proper subject and instruction. According to their comprehension, the majority of the class understood. As an intern teacher, it was very difficult to get long-term feedback from kids. Some questions were posed at random, and the responses were typical. Some of them could not provide the correct response. Therefore, it was considered that his instruction was deficient. Additionally, he assigned them group work in order to provide immediate feedback; some pupils were able to answer questions, while others were unable to. A class observer remarked on the author's excellent pronunciation but urged that the author remain quiet when instructing. According to reports, the author was anxious since she had never dealt with so many kids before. However, he informed me that the author's communication skills were enough to enhance his class and lesson management. Additionally, the author must strengthen his class observation abilities. This research has several limitations. The intern had little time to conduct detailed observations, and the report was produced quickly. In addition, the report was written solely on the basis of three observational courses. It is conceivable to overlook anything that is not discussed in this work. Furthermore, this document only contains the report of a single school. The English language teaching methods of other schools may vary. Chapter - 4 Description of the Organization The Bhola Residential Cadet School and College is among the most prestigious institutions in Bhola. It was founded in 1998. This school's founder and chairman is Mohammad Siraj. There are 25 skilled instructors instructing around 400 pupils. Each year, several students take the SSC examination and achieve outstanding results. They issue Wall magazine annually. As a recently established institution, this school gained notoriety in the community for its unexpected performance on the state examination. The goal of Bhola Residential Cadet School and College is to equip students to reach the most demanding higher education standards at Bangladesh's premier universities. As a consequence, they strive to enhance their intellectual development in order to generate highly driven people capable of making an impact on the international arena. Number of professors: 25 Student enrollment: 400 Transition: Day and Night [Chapter - 5 Class Observation Report 5.1 First Class Observation](#) Description of the class: Class Size: The classroom may accommodate up to thirty pupils. The classroom's seating arrangement consists of three rows and three columns of wooden seats placed in three rows. Each row is moving toward the whiteboard. In addition, the instructor is seated in a chair and keeps his stuff on a table. The classroom's surroundings can be shown in a number of ways, such as through ventilation, teaching aids, lighting, and fans. Ventilation: The classroom has one door and two large windows with curtains to help with ventilation. To help with the instruction of the target language, the instructor makes use of the large white board and marker pens. In addition to the light that comes in through the windows, the classroom has two ceiling fans and four more lights. In order to provide proper ventilation, the classroom is additionally fitted with two fans. Details about students: Students' Academic Level: Almost all of the students are at the tertiary level in their respective fields of study. Level of English Proficiency: These students have an intermediate level of English proficiency because they are taking the Senior Certificate Course (SCC). The average age of the class is between 16 and 18 years old. There are a total of thirty pupils in the class. Among them were the students who presented. 21/30 in the first-class number of years spent studying English According to our country's educational

system, all pupils learned English at least until the 12th grade. The objective of both sessions was to instruct pupils in the proper verb form. Teaching Resources: Advanced English Grammar Textbook Describe observation 1. General Knowledge Tutor: Mohammad Kawsar Kayes Bhola Residential Cadet School and College is the location of the observation. Level: Pre-intermediate The course title is English Second Paper. There are 21 pupils in the class (15 men and 6 women). Date: 11/09/2022 Time: 9.00–9.45 a.m. Observer: Twofikul Islam On Saturday, September 11, 2022, class 10 was observed with Mohammad Kawsar Kayes. It was a lesson in the English language. The seminar began at 9:00 am and concluded at 9:45 am. There were twenty-one pupils in attendance. The instructor had an organized lesson plan. He gave the students a quick lesson on the proper verb form. The instruction consisted of learning the correct verb form. The instructor distributed a rule sheet to the pupils. Individually, each student completed the fill-in-the-blank activity after copying five phrases from the board into their scripts. Afterwards, he reviewed the work of every single pupil. When a pupil did not comprehend anything, he or she inquired about the issue with the instructor. The instructor responded in both Bangla and English, and at the end of class, she assigned homework to all students.

5.2 Second Class Observation Name of the instructor: Mohammad Kawsar Kayes Bhola Residential Cadet School and College is its name. Description of the class: Class Size: The classroom may accommodate up to thirty pupils. The classroom's seating arrangement consists of three rows and three columns of wooden seats placed in three rows. Each row is moving toward the whiteboard. On addition, the instructor is seated in a chair and maintains his stuff on a table. The local circumstances of the classroom may be presented in a variety of ways, including ventilation, teaching aids, lighting, and fans. Two wide windows with curtains and one door contribute to the ventilation of the classroom. To help with the instruction of the target language, the instructor makes use of the large white board and marker pens. In addition to the natural light that enters via the windows, the classroom features four additional lights and two ceiling fans. In order to provide proper ventilation, the classroom is additionally fitted with two fans. Details about students: Academic Level of the Students: The vast majority of these students are enrolled in the Senior Certificate Course (SCC), hence their English proficiency is intermediate. The average age of the class is between 16 and 18 years old. There are a total of thirty pupils in the class. The number of pupils who presented was among them. 17/30 in the second class. Years of English Study by Students: According to our country's educational system, all students study English until the 12th grade. The objective of both sessions was to instruct pupils in the proper verb form. Teaching Resources: Advanced English Grammar Textbook Describe observation 2 General Knowledge Tutor: Mohammad Kawsar Kayes Bhola Residential Cadet School and College is the location of the observation. Level: Pre-intermediate The course is titled English First Paper. Seventeen students (men: 12, women: 5). Date: 11/09/2022 Time: 10.00–10.45 a.m. Observer: Twofikul Islam The author saw another 9th grade class with Mohammad Kawsar Kayes from 10 a.m. until 10:45 a.m. This time around, the training was taught in English. There are seventeen pupils present in class. The instructor explained the lesson succinctly. Students were given a brief paragraph and instructed to read it attentively. Then he asked them a series of questions. The kind of question was multiple-choice. Individually, the pupils finished the job. The instructor spoke English throughout class. Overall, the instructor's English proficiency was extremely excellent. His aims were accomplished in a very efficient manner.

5.3 Third Class Observation Name of the instructor: Mohammad Mahbubur Rahman Bhola Residential Cadet School and College is its name. Description of the class: Class Size: The classroom may accommodate up to thirty pupils. The classroom's seating arrangement consists of three rows and three columns of wooden seats placed in three rows. Each row is moving toward the whiteboard. In addition, the instructor is seated in a chair and keeps his stuff on a table. The classroom's surroundings can be shown in a number of ways, such as through ventilation, teaching aids, lighting, and fans. Ventilation: The classroom has one door and two large windows with curtains to help with ventilation. To help with the instruction of the target language, the instructor makes use of the large white board and marker pens. In addition to the light that comes in through the windows, the classroom has two ceiling fans and four more lights. In order to provide proper ventilation, the classroom is additionally fitted with two fans. Details about students: Students' Academic Level: Almost all of the students are at the tertiary level in their respective fields of study. Level of English Proficiency of Students: Since these students are enrolled in the Senior Certificate Course (SCC), they have an intermediate level of English proficiency. The average age of the class is between 16 and 18 years old. There are a total of 19 kids in the classroom. Among them were the students who presented. 19/19 in the third class. The purpose of the classes was to educate pupils about information and communication technologies. Teaching Resources: Course Book: ICT Describe observation 3 General Knowledge Tutor: Mohammad Mahbubur Rahman Bhola Residential Cadet School and College is the location of the observation. Level: Pre-intermediate ICT is the course title. There are 19 pupils in the class (14 men and 5 women). Date: 11/09/2022 Time: 10.00–10.45 a.m. Observer: Twofikul Islam On September 12, 2022, the author also witnessed Mohammad Mahbubur Rahman's 10th grade ICT class. The instructor emphasized the significance of ICT education in Bangladesh. There were nineteen pupils in attendance. The class atmosphere was positive. He met the

goals and completed the class with success. However, there is one thing: he did not provide enough instances. He might have utilized more examples to aid student comprehension, since he was solely focused on his talk throughout class. He may allow the pupils some time to convey the lesson. Chapter – 6 Class Conduction Descriptions of the students, the classroom, and the resources Characteristics of students: a. Academic level: postsecondary b. Language proficiency: intermediate c. average age of 17 d. Present number of students: C1 = 20, C2 = 16. e. Teaching timing: 45 minutes (per class) The following are descriptions of the classroom: a. The room can hold thirty to thirty-five pupils, who are organized in three rows and three columns. Each row has a label. b. There are four large windows, two ceiling fans, and four white lights for ventilation. c. The classroom is equipped with a whiteboard and markers for instructional purposes. d. Textbooks and worksheets are examples of pedagogical tools. Educational materials: a. The Advanced English Grammar Textbook b. Correct form of the verb c. Getting very good at knowing when to use the right form of a verb Class Descriptive Information: On Monday, September 13th, the author instructed ninth graders at Bhola Residential Cadet School and College. The lesson began at 9 a.m. and ended at 9:45 a.m. The length of the lesson was forty-five minutes. Twenty pupils were present in the classroom. The teaching materials included markers, a whiteboard, and a worksheet. The purpose of the lesson was to instruct pupils on the proper verb form. The author welcomed the pupils, introduced himself, and requested their names at the beginning of class. Before addressing the issue, the author asked the pupils, "What is the correct form of a verb?" Where might the correct form of the verb be used in a sentence? He then discussed the subject with the pupils. He provided instances of the correct form of the verb, which clarified the subject matter. The students were able to follow his instructions and complete the work without difficulty. In addition, the classroom setting was conducive to learning. Analyzing and reflecting critically on your own class: From the very beginning, the children were encouraged to participate in class. To keep students engaged and attentive, whole-class participation activities such as sequentially reading an article, constructing sentences with the provided words, participating in a discussion session, etc. were used. The students' efforts to respond during elicitation demonstrated that they were less anxious and eager to speak. There were pair and solo assignments in which all pupils participated, but on occasion they were seen to be unmotivated. To properly cover four skills in 45 minutes per lesson seems like a formidable task. Both days of class were hosted in a warm and encouraging environment, and the activities were conducted under strict supervision. While the pupils performed, admiration was conveyed for them, and coaching was given in order to foster rapport. The voice was clear and loud enough for the whole class to hear, and as a consequence, the pupils had no trouble following the directions. The accuracy of the grammar and vocabulary were preserved. During class activities, a combination of official and casual language was used. Student-friendly terminology was always kept in mind while delivering instruction. Even the instructional materials were mostly appropriate and engaging for the pupils. Students were greeted by name, each session started with a pleasant welcome, etc. Chapter – 7 Discussion of Findings Three courses were witnessed by the author at Bhola Residential Cadet School and College. Two of the courses were in English, and one was on information and communication technology. The concerned instructors furnished me with class lesson ideas. The author wishes to highlight a number of discoveries derived from his observations. The author discovered that all students and instructors engage with one another. Every instructor is knowledgeable and skilled in instructing pupils. They are well-versed in how to instruct each pupil in the most effective way. The instructors were well prepared for class. They carried their stuff at all times. The instructor demonstrated appropriate course topic expertise. They were able to complete their lessons on time. The professors delivered suitable introductions to the lessons and addressed the subject of the day throughout class. During class, they offered the students precise directions and explanations, such as by repeating and elaborating on what they stated about the subject. The classrooms were sufficiently comfortable for students to roam about freely. Posters and other materials were present in the classrooms. However, there were no supporting components pertinent to the class themes. The professors were well-mannered and handled the pupils with courtesy. There was no disturbance throughout the lessons. Chapter – 8 Recommendation After witnessing instructors' courses, the author identified various areas for improvement. No group study occurred in the classes. As a spectator, the author saw that professors were able to effectively establish their subject matter. After viewing the instructors' lessons, he identified numerous areas for improvement. Teachers and students may work together in groups. Through group work, a student may learn how to receive assistance from another person and how to assist others. They should pay more attention to the weaker pupils. If they disregard the weaker kids, they will lag behind their peers. The instructors employed visual aids or engaging movies to enhance students' comprehension. Some students learn visually. If the instructor supplied visuals or films, the students would be able to understand the lesson more readily and would enjoy class more. The author felt he performed well in his lessons as an intern. However, he lacks sufficient competence to instruct a class. Due to his anxiety, he committed various errors throughout class. The author must overcome apprehension. He must improve in every manner imaginable. He was unable to effectively handle the pupils. He just

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