



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

Submitted by:

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Submitted to:

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Declaration by the Student

I do hereby declare that the Internship Report submitted to the Department of English, Daffodil International University is an original work for the completion of my course “Project Paper with Internship” (Course Code: ENG-334) in the program of B.A. (Hons) in English. The internship report on “The Scenario of English Language Teaching in a Bangladeshi School” was written under the supervision of Md. Rakibul Hasan Khan.

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Certificate

I am pleased to certify that the Internship Report on “The scenario of English language teaching in a Bangladeshi School” conducted by Shirin Shila bearing ID: 131-10-878 of the department of English is an original record of her work based on practical experience. She has completed the work under my supervision during the Spring 2018 Semester.

I am pleased certify that this work is an authentic work of Shirin Shila. I strongly recommend her work for further academic commendation and viva-voce.

It was indeed a great pleasure working with her. I wish her every success in life.

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Md. Rakibul Hasan Khan

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Abstract

The internship report reviews the current state of English language teaching in Bangladesh from the collected data, facts and observation by a field visit in a school over a period of three days. To serve this purpose and complete this internship project a school was needed to be selected. In an earlier part the name and all specific wanted details of that school had been included. To conduct and fulfill this internship, permission of the respected principal of that selected school was also required which was not easy at all but with the wise guidance of respected supervisor, planned arrangement, effective interpersonal skill and helpful and supportive school management the school visit, observation of three different class and conduction of teaching session in two different class were completed. The end outputs are satisfactory. Teaching staffs, their methods, presentation, lesson plans are impressive as well as their honest attempts of using English language by both the teachers and the students. The surrounding of school compound and states of classrooms are praiseworthy. The connection and relation among the teachers and the students also carry positive vibe but even after all that praiseworthy effort there are still some further room for improvement. In short, this report has made an honest, objective and best possible attempt to bring out the true image of current state of English language teaching and compare and analyze those views.

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Chapter-1 **Introduction**

In order to survive in this rapidly growing globalized world a common medium of communication is very important and English serves that purpose properly. So, as Bangladesh is also in race with this global village, English language is very important for us. The scenario of English language teaching is very crucial regarding this matter. So, it is very important. If we need to understand the true picture, then getting the first hand experience is must. With the goal of achieving that experience and to evaluate the present scenario of language teaching in Bangladesh, by the advice of my supervisor, Md. Rakibul Hasan Khan, I visited a school and then finally prepared a project paper internship report.

Chapter-2

Objectives and Methodology

Objectives

The objectives I had

- i) to know about the present scenario of language teaching in Bangladeshi schools, and
- ii) to learn to apply language teaching techniques at real classrooms situations
- iii) to find out impacts of technical applications upon the learners

In order to achieve the objectives, I had

- i) to work with cooperation of my supervisor, class teachers of the classes I visited.
- ii) to observe classes and see the ways teachers apply methods and techniques
- iii) to take 3 classes and apply methods and techniques
- iv) to test students to find out impacts on them and assess their own performance

Methodology

To do this task, first I took advice from my supervisor and then collected some needed documents. After that, I went to visit Medhakunja Model School and College.

After a few days of preparation, I finally visit the school and conduct a meeting with the principal of that school and got permission to observe classes and assist on teaching and also manage a class schedule and a syllabus. Afterwards I selected 3 classes to visit and on the given schedule I went to visit and observe classes.

Chapter-3

Background Details

Name: Medhakunja Model School and College

Location: Tajmahal Road, Mohammadpur, Dhaka

Founded: 2005

Area: 2 four-storied buildings (approximately 16000 ft²)

Building Ownership: Rented

Number of Students: 250

Number of Teachers: 25

Institution with Experience:

- 01 year - 5 years: 15
- 6 years - 10 years: 5
- 11 years - 15 years: 3
- 16 years – 20 years: 2

Teachers' Qualification:

- B.A. / BSc.: 20
- M.A. / MSc.: 5

Economic Issues: The school is entirely private funded. Complete financial support comes from the admission fee, monthly tuition fee, examination fee, and special coaching fees paid by the students.

Social Issues: Most of the students belong to upper middle-class family, whereas most of the teachers are predicted to belong to middle class social group.

Cultural Issues: The school holds an open view regarding religious attires of the teachers whereas the students have fixed uniform to be maintained. This defines a tolerable open cultural environment in the school though in some aspects such as students' uniform, addressing and documentation, and some other activities indicate a western cultural implication in the institution.

Other Factors:

- Playground: No
- Library: No
- Canteen: No
- Transportation: Yes
- CCTV Security: Yes
- Tiffin Provided: No
- Multimedia Facilities: Partial

Chapter-4

Classroom Observation Reports

- Class-1: In the first class I observed an English 2nd paper class of class VII. Right before the class began, I prepared myself with a pen and checklists provided by my university. As I previously took class teacher's permission to observe her class, she started her class as usual. The principle lesson of the class was to learn the use of preposition. The whole class consisted of 3 parts.

In the first part, the teacher showed and explain the use of some very familiar prepositions such as for, from, in, of, on etc. She also discussed about some common mistakes student made and misconception they have about the use of preposition. Then in second part, she gave students a task to write down 10 prepositions with one sentence as an example of using. The final part was the evaluation session.

Her presentation was excellent as she used very simple, easy examples of the use of prepositions to make her students understand the meaning and use of the prepositions. Her pronunciation, intonation was also very good. It seemed clear that she had a great control over her class and students also responded very well to her. As soon as she provided, students started the task with full concentration. She was very caring of her students too as she was reaching to each student individually to help out the student and at the end provided proper feedback. She took sufficient time with each student and the interaction between her and her students was really impressive. Although she was overall very good but I think that she has some scope of improvement too. She should use a little higher level of English to communicate with the class because if she never

uses any advanced English, her students may also not learn and use a better degree of English language.

- Class-2: My second-class observation was in class VI. Like my previous observation I took permission of the class teacher personally and used checklist to collect and organize information. This class was an English 1st class and their core discussion topic was conversations in English. At first the teacher called out two students and asked them to read out the given conversation given on the text. He was very careful and alert as every time any student failed to read he helped out the student instantly. I really appreciate his teaching method of self-learning. In this way, they finished the text.

Then, the teacher discussed various things related to making a conversation such as start, continuity, subject matter, end etc. His grip on the subject matter, oratory skill, use of various classroom materials was really great and he also used multimedia to make his discussion more effective. In spite of that I had a feeling, that there was a slight regional tone in his voice but he was doing everything pretty neatly.

For the final part of the class, he asked students to write a dialogue between two students in a classroom. The students performed the task very efficiently and then teacher collected those scripts which will be returned in the next class. He ended the class by giving an overall feedback to the whole class.

He was very connected with the students and students were also very responsive. He also used multimedia which made his speech and lesson much more interesting. So, in overall, he managed to take a well-planned class in a limited amount of time.

- Class-3: The last I observed was an English 2nd paper class of class VIII. My pre-class preparation was as same as the other two classes. Their topic of discussion was writing composition. In fact, there were very little discussion as that day was their class test day. I found out about that at the eleventh hour, so it was not possible for me to change my schedule to any other class. For that test, students were given 3 compositions to read and prepare because they had to write a composition of 250 words today. As soon as the teacher entered he discussed about the syllabus they had to finish before the exam and then asked them to start writing. Because o this circumstance, I could not able to learn much about the teaching techniques, presentation skill, speech skill and level of English used by the teacher in the classroom properly but as I observed his inspection of the exam, I was satisfied that he will be as good as other two teacher.

Moreover, at the end of the class test discussed about the syllabus for the exam for about 2-3 minutes. In that short amount of time, I did not find any inconvenience in his teaching method. Rather, I think he was very straight forward and to the point in his usual teaching style.

Chapter-5

Teaching Experience

- **Class-1:** In my first teaching session in class VII, first I introduced myself formally to the students. There I shared some real-life experience of myself from my childhood regarding using appropriate prepositions. I gave students some old school tricks to remember the meaning, use and places to use those prepositions. I also taught them the differences between some similar prepositions such as top, on, over, above etc.
- **Class-2:** For my second class with the students of class VI, I decided to transfer some of my classroom training to into real life classroom situation about how to start and continue a conversation, how our approach, body language, gestures should be while having the conversations, what kind of words are appropriate for what kinds of conversations. I tried to keep myself as calm as possible and be on the topic all the time. I tried my best level of English Language and at the same time tried to be as simple as possible.

Chapter-6

Overall Findings

- The overall environment of the school was very good.
- The school authority, teachers, staffs all are highly supportive and helpful.
- The condition and environment the school compound and classrooms are satisfactory.
- Interactions, respectful and caring mindset of students and teacher are totally praiseworthy.

Chapter-7

Scopes for Further Improvement

- The school should made sure the use of English language by both teachers and students and in both inside and outside the classrooms.
- They should look for better sitting arrangement for the students in the classrooms.
- They should ensure the use of multimedia in every possible way.

Chapter-8

Conclusion

At the end I can certainly say that this internship project, school visit, observing and taking classes have given me the first hand experience of the present day scenario of English language teaching in Bangladesh and it helped me to get the real picture of the state of English Language Teaching in Bangladesh. The current state of English language teaching is much better than it was in 70s, 80s and 90s and there are also further rooms for improvement in the sector. By doing this internship I discovered my true points of view regarding this matter.

Last but not the least, I do not have enough to words to express my gratitude for the continuous help and support I got from the authority, teachers and students of Medhakunja Model School and College.

Chapter-9

Appendices

- Class observation Checklist
- Photographs
- School Prospectus
- Letter of Certification