

## A Comparative Study on Teaching English in the Bengali and English Medium Schools in Bangladesh

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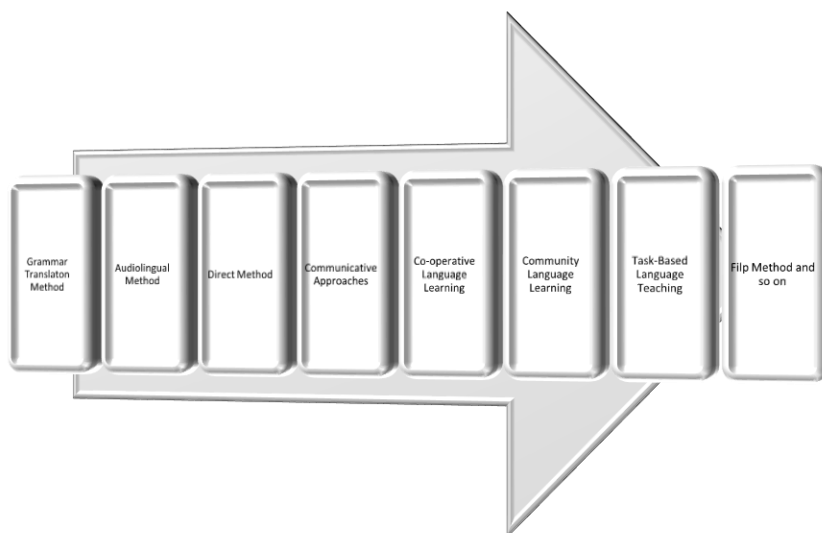
*Textbook Board (NCTB)*

### ABSTRACT

English and Bengali medium of educational system plays an important role in a developing country like Bangladesh. The dynamic education system is still looking for a dependable and long-term serving curriculum and testing system of teaching and learning. The purpose of the paper is to find out the gap of using the CLTA curriculum with the text used and actually which methods or approaches are being followed to teach English. The instrument is teacher questionnaires and researcher's classroom observation checklist to find out the answer of research questions. The findings concern to reveal the actual method or approach that has been practiced in Bangladesh and the gap of CLTA curriculum-based education with the practical method or approach that has been practiced. These findings are supported by the findings of the researcher's own checklist except for a few differences.

## 1. INTRODUCTION

Teaching and learning English plays an important role in Bangladesh as unlike the western developed countries, the education system is focusing on learning English besides native language only. English has been taught and learnt at the very early age of a child beside their native language. Both English and Bengali medium schools teach English as a subject side by side Bengali. Though English has been learnt and taught at the early age of a child but the question remains- 'why can't a learner even after graduating fails to communicate in English?' The cause may indicate some lacking in teaching and learning methodology. From the beginning of the English Language Teaching till now there have been lots of approaches and methods invented. Grammar Translation Method to Flip Method and a lot more are in progress in search for an "Ideal" method or approach to teach. As the figure show:



But all the methods individually seem to have some limitations to be an ideal method. Education ministry of Bangladesh still working on which method can be more useful and applicable based on the country context. The present study defines the gap of CLTA curriculum used in education system and which method ultimately is applicable in English language teaching in Bangladesh.

## **2. LITERATURE REVIEW**

English has been taught in Bangladesh after the independence with a lot of progress. The most important educational planning actions related directly or indirectly to English are the following:

1. 1972: Bengali to be the medium of instruction in all schools (with no mention of English)
2. 1974: English to be introduced in year 6 and continue till year 12.
3. 1976: English to be introduced from year 3.
4. 1986: English to be introduced from year 1.
5. 1994: English to be re-introduced in BA (pass) courses in colleges.
6. 1996: English to be re-introduced in University undergraduate classes and so on.

Teaching English in a country like Bangladesh is itself a challenging task to accomplish. While doing so, it attempts to do an analysis of the methods and approaches in action in different stream of education.

In Bangladesh, according to most of the researcher Communicative language teaching is used in English Language teaching and learning. Even the curriculum, syllabus and materials including books are all designed following the CLT. In Bangladesh the “CLT approach has been used to teach and learn English as a second language for nearly two decades, but personal experience of a teacher, educator, and public examination results, all have indicated that the outcome for students is not consistently positive (MoE(Ministry of Education), 2010). Hasan & Akhand (2009) articulate that a lack of classroom instructions and insufficient resources may result in CLT being a non-effective approach in the Bangladeshi context. Moreover, the influence of the previously most used method also creates the gap while applying the CLTA based curriculum to establish completely.

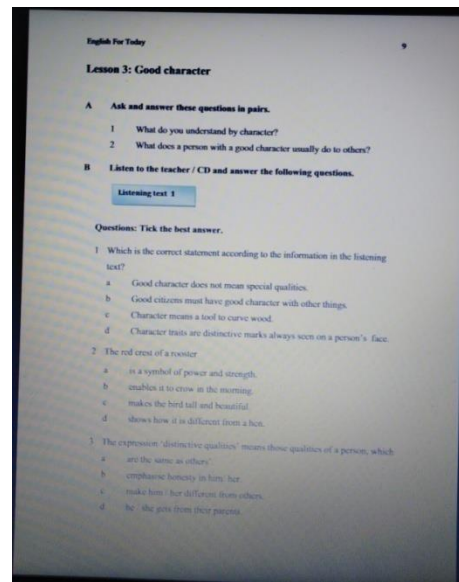
However, there is continued debate that a blend of content-based approaches and CLT could minimize the challenges of teaching English in Bangladesh. In the same vein Nesa (2004) argues that very limited teaching / learning materials and implementation strategies create hindrances in the implementation of CLT in Bangladesh. She suggests that enhancing self-directed study, including more instructional materials, and furthering teacher training in CLT as well as supervision of CLT sessions could improve the achievement of students’ English learning in Bangladesh. Though the Ministry of Education of Bangladesh already took action to enhance continuous teacher training and provide more resources for ESL classrooms, the outcome is not yet satisfactory. This is reflected in the public examination results (TQI-SEP, 2006; MoE, 2010). To sum up, large classes are a reality in Bangladesh. Accordingly, this investigation is designed to identify how socio-cultural views of learning can influence teaching when the CLT programme is implemented within this context.

Most of Asian countries teacher and researcher prefers CLT due to its flexibility and its focus on communicative competence. In Bangladeshi context, one paper by Afrin (2012) states, about the situation of education system of Bangladesh of both Bengali and English Medium schools as “Among some of the common practices found at both Bengali and English medium schools are: translations from English to Bangla, reading aloud, setting individual tasks for students and memorization of grammatical rules etc. It is also revealed that some CLT techniques e.g. using L1 for giving instructions, silent reading, explaining the new vocabulary in English are practiced in English medium schools. Other CLT techniques namely, warming up activities, techniques to present new vocabulary, pair and group works, and peer correction are hardly practiced in both types of school.

## **3. APPROACHES AND METHODS USED IN BANGLADESH**

In Bangladesh, the institution varies based on version and medium. There are English version institution and English medium institution. There are even Bengali version institution and Bengali medium institution. This variation is also common in Madrasah education now-a-day. All these variations do teach and learn English as a foreign language but their methodology and materials do vary.

But the education ministry of Bangladesh including NCTB designed most of the textbook following CLTA.



English version, Bengali version, Madrasah institution and Bengali medium follow the textbook referred by NCTB but English medium either follow EDXCEL and Cambridge board of U.K. under the system of British Curriculum IGCSE or O level which equivalent to S.S.C. and A level equivalent to H.S.C. accordingly exist in the country British curriculum or EDXCEL curriculum.

As there are such variations among the education institution of the country, so the variation does influence the teaching approaches and methods. Though the curriculum and all materials are all focused on CLTA but while comes to applying in the classroom it is more visible that while teaching and learning GTM and Direct method are preferred. That doesn't mean others methods are completely ignored in class. Sometimes role playing, pair work, collaborative studies, group studies and sometimes different language game is played sometimes now-a-days.

### 3.1. Teaching English in Bengali medium Schools

In Bengali medium schools, English is taught dividing into two parts, they are-

- English 1<sup>st</sup> paper,
- English 2<sup>nd</sup> paper

English 1<sup>st</sup> and 2<sup>nd</sup> paper mainly are taught following Communicative approach and Grammar Translation method. Although Communicative approach actually seem to be applied only in curriculum and books and end its journey there. But while teaching, the ancient method, the GT- Method along with other traditional methods is used. The commonly used approaches and methods of English language teaching's features, principles, goals and use in teaching in Bengali medium are discussed below:

#### 3.1.1. Implementation of GT- Method in Bengali medium Schools

In the Bengali medium schools, in classroom the media of instruction is Bengali in that is one of the features of GT-method. While teaching English 2<sup>nd</sup> paper most of teacher of Bengali medium schools use GT-Method like before doing the Grammar exercise, learners are told to memorize the grammar rules. Learners remain mostly inactive, just listen what teachers said to do and that is the reason they failed to enjoy learning English and rear a kind of English Phobia. They are often ordered by the teachers to memorize that demotivate the learner's creativity. Learners do not learn to use English rather they learn only about English.

### **3.1.2. Implementation of CLT-Approaches in Bengali Medium Schools**

In Bengali medium schools, Communicative approach is mostly remained limited in both curriculum and books. But while teaching English teachers could not follow communicative approaches. One of the reasons is teachers are not trained accordingly. Learners do not use English neither the teachers. Grammar is taught deductively not inductively. Error correction is done in the classroom which mostly demotivates learners unlike communicative approach. Communication is a skill that has always been overlooked while teaching English in Bengali medium schools. So, while teaching communicative approach is not used rather used in making curriculum and books, which should not be.

### **3.2. Teaching English in English Medium Schools**

In English medium school English is taught dividing into parts as following:

- English Literature and
- English Language

English Literature and Language are mostly found to teach following Direct method, Communicative approach and Grammar Translation method. Although it may differ in some schools.

#### **3.2.1. Implementation of Direct Method in English Medium Schools**

“DO NOT USE BANGLA”, “YOU MUST SPEAK ENGLISH” or “ALWAYS SPEAK ENGLISH” these are the statement that are commonly found in any English medium schools. As in the Direct method it’s been clearly said that learner must use English in the class or the media of instruction should be English, which is clearly visible in that English medium schools follow basic features of Direct method. Although certain features are also neglected where others methods enter.

#### **3.2.2. Implementation of GT-Method in English Medium Schools**

While teaching English Language rules are taught deductively in English medium schools. Exercises are done following GT-Method. In case of English literature teaching some explanation and descriptive answers are told to memorize. Teacher made all kind of correction but sometimes learners have been punished to do error.

#### **3.2.3. Implementation of CLT-Approaches in English Medium Schools**

Actually, in English Medium Schools a combination of CLT- approaches and Direct method is seen. Some pair or group work is visible in the classroom. Role play is an irregular item that is practiced in English mediums. Without these both the teachers and learners feel free to converse but in English. Both participate in the classroom in equal manner mostly.

## **4. METHODOLOGY**

To find out the answers of the research question both qualitative and quantitative data has been used. Researcher chooses the 10<sup>th</sup> grade’s students in both mediums to do the study. The researcher adopts random sampling method among different types of sampling. The researcher chose eight schools, four English medium and four Bengali medium schools. The participants of this study were 16 teachers. There were eight English teachers of Bengali medium school and eight English teachers of English medium school. All teachers filled up the questionnaire. In the questionnaire, total 20 questions were asked to the teachers. They took 15 to 20 minutes to fill up the questionnaire. Researcher took interview of the 10 school teacher due to the limitation of time and cost. For observation Researcher chooses two English and two Bengali medium schools due to the limitation of time.

### **4.1. Research questions**

Teaching English in different schools varies in different ways. This study tries to find out the answers of major research questions such as:

- RQ1.** Which methods are used in the English medium and Bengali medium schools?
- RQ2.** Which methods and approaches are more effective in English language teaching?

## 5. FINDINGS AND DISCUSSION

The questionnaire presents the questions that have been asked to different institutions English teacher to confirm which methods they usually apply while teaching. It also presents and discusses the observation result. For the question number 1, among 16 teachers 7 marked strongly agree and 7 marked only agree most of them are Bengali medium school teacher, 1 marked not sure and 1 marked disagree seem to agree only some English medium's teacher disagree or marked not sure like before. But in English Medium schools the teachers also guide the learners to read aloud specially the novel book and poem are make to read aloud.

No	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Teacher uses literary texts to teach reading and writing and students are often asked to read aloud. (GTM and DM)	7	7	1	1	
2	Teacher uses native language in class. (GTM)	8	2		2	4
3	Teacher teaches vocabulary through bilingual lists. (GTM)	8	1	1	4	2
4	Teacher decides whether the answers are correct or not being autocratic.(GTM)	6	2	1	4	3
5	Making a comparison between English and Bangla, to teach the lessons.(GTM)	5	3		6	2
6	Grammar rules are taught before using it.(GTM)		10	1	5	
7	Students are encouraged to memorize. (GTM and DM)	1	10		5	
8	Teacher uses pictures and other realias for the students to make connections between words and the associated objects. (Direct Method or DM)	2	7	1	4	2
9	Teacher uses only English as a medium of instruction. (DM)	8			4	4
10	Teacher asks question in target language and insists that students reply in complete sentences. (Direct Method)	4	4			8
11	Teacher employs "role play" to encourage student-student communication. (CLT)	4	3	1	8	
12	Teacher assigns activities that require group and pair work. (CLT)	6	7	1	2	
13	Use authentic texts and communication activities which accommodate real life language use. (CLT)	2	2	4	8	
14	Teacher encourages to play language game and to do group or pair work. (CLT)	3	4	1	8	
15	Do error correction in different ways like peer correction, self-correction etc. (CLT & DM)	3	3	6	4	

16	Teach grammar by not providing explicit grammar rules but through examples and drills. (ALM)	4	4	1	7	
17	Teacher uses different co-operative activities such as roundtable or think-pair-share and so on. (CLL)	1	2	9	2	3
18	Students are often asked to do different language task such as role play or practice dialogue. (TBLT)	4	7	1	3	1
19	Teacher gives commands through one word along with gestures such as pointing which provides opportunities for initiating the interaction within students. (TPR)	3	4	7	2	
20	Teacher encourages students to read faster and as much as possible to promote reading. (Reading Approach)	4	4	1	5	2

The questionnaire clearly indicates that in both of the stream of education teachers use different kinds of methods and approach but partially. It is visible that not any one method or approach is used in Teaching English in Bangladesh like the curriculum but a multiple methods and approaches are followed which is termed as Multi-methodology.

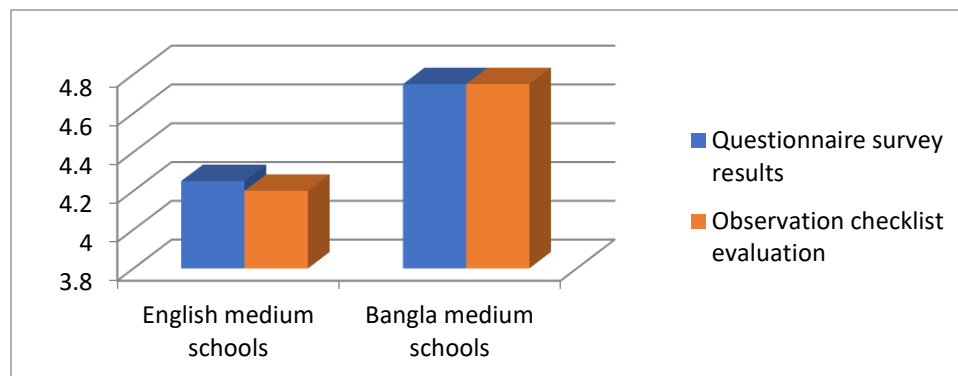
But the major methods that have been observed as follows:

### 5.1. Implementation of Grammar- Translation Method

The following table present the teachers opinion about the implementation of GT- method based on the questionnaire are given below:

**Table 1**

	English medium schools	Bengali medium schools
Questionnaire survey results	4.25	4.75
Observation checklist evaluation	4.20	4.75



The comparison of two bar charts present the result has come out which shows similarities and a bit dissimilarities between what teachers said in questionnaire and what the researcher observed in classroom. It is found that teachers of English medium do use literary texts randomly whereas Bengali medium school teachers definitely use it. In questionnaire the English medium school teachers confirmed that they do not use native language in classroom whereas Bengali medium school teachers confessed that they speak English a little and use native language more in

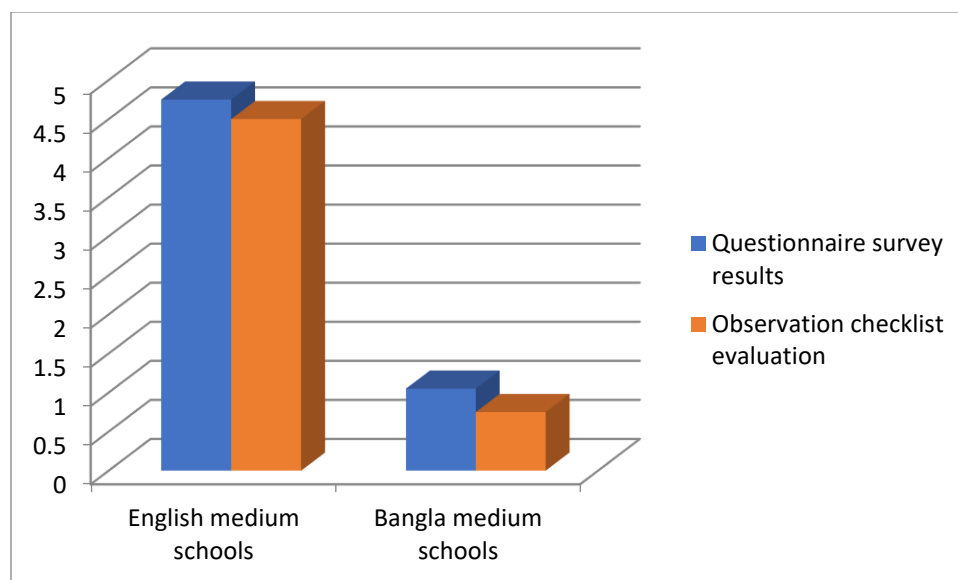
classroom. This will help them pick up words and expressions beyond the language of the textbook. However, teachers may often need to use more complex language, for example, when explaining a new word or a grammar point, or explaining how an activity works. In such instances also, make your explanations as simple and clear as possible, so that the students understand (187-188). Bose (2001) suggests that English should be used in the class from the beginning itself. According to the communicative approach of language teaching, interaction must be done through the target language as much as possible as the materials guide. It is seen that maximum Bengali medium school's teachers use bilingual lists to teach vocabulary. This directly contradicts the communicative view of language teaching. On the other hand, this scenario is not found in English medium schools. They hardly use bilingual lists to teach vocabulary in English class. In this regard, Gao Jiajing's study (2005) in Beijing, on the students of Gulling Institute of Technology in China reveals that 72% learners prefer to develop their vocabulary through reading the new texts with the explanation of text in the target language. So, as the bar charts present GT-method is not completely used while teaching English rather different techniques of other methods and approaches are used.

### 5.2. Implementation of Direct Method

The following table present the teachers opinion about the implementation of direct method based on the questionnaire are given below:

**Table 2:**

	English medium schools	Bengali medium schools
Questionnaire survey results	4.75	1.05
Observation checklist evaluation	4.50	0.75



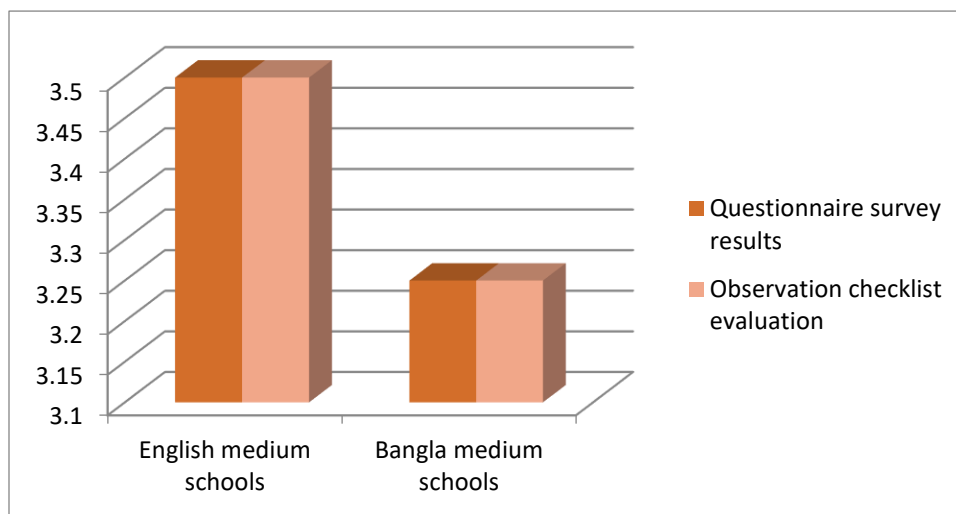
Here is a little gap between the teachers comment and researcher's observation. Teachers commented that English medium school teachers mostly use this technique and Bengali medium school teachers use this technique little less. Therefore, it is observed that teachers from Bengali medium school use pictures and other realias for students to make connections between words and the associated objects in a high rate. There might be a chance of showing that they are presenting realistic contexts for effective learning only for that particular day. The authority should prepare and introduce enjoyable tasks for the students to motivate effective learning. It needs be ensured that the presentation is not stereotyped. Stereotyped presentation makes lessons monotonous and activities uninteresting that Grimm (1986) suggests it is teacher's responsibility to a large extent to make the lesson interesting and efficient teachers who have training are mostly capable of doing so (91-94). So, it can be visible that in English medium schools a combination of direct method, GT- method and communicative approach are found.

### 5.3. Implementation of CLT

The following table present the teachers opinion about the implementation of Communicative Language Teaching based on the questionnaire are given below:

**Table 3:**

	English medium schools	Bengali medium schools
Questionnaire survey results	3.50	3.25
Observation checklist evaluation	3.50	3.25



The information given by the teachers and the researcher has correlation with regard to the using of employing “role play” in English class. The both respondents (teachers and researcher) have come up with the same percentage result suggesting the technique of employing role play is used by both teachers of English medium school and Bengali medium school. In English class, to increase communication within teachers of English medium school use the technique “role play” which is a characteristic of CLT. Students feel more comfortable, productive and relaxed by working in pairs and groups, where their voices would be heard, and views listened to and valued. On the whole, it is evident that both teachers of English medium and Bengali medium use pair work/group in their classes but comparatively English medium teachers use more. So, it is visible that from English medium and Bengali medium school teachers, English medium school teachers use this more. In 1990 a survey of secondary school English language teaching and learning, conducted in 20 different Bangladeshi secondary schools, indicated that there had been no noticeable changes in student’s English language proficiencies at junior secondary level (Baseline survey of secondary school English teaching and learning, 1990, cited in Cullen, 1991). Low English performance is still an acute problem in Bangladesh. Principles of the grammar translation method are still in existence. So it is very much confirmed that Communicative language teaching is taught but a mixture of other methods such as GT method, Audio-lingual method and so on methods are used.

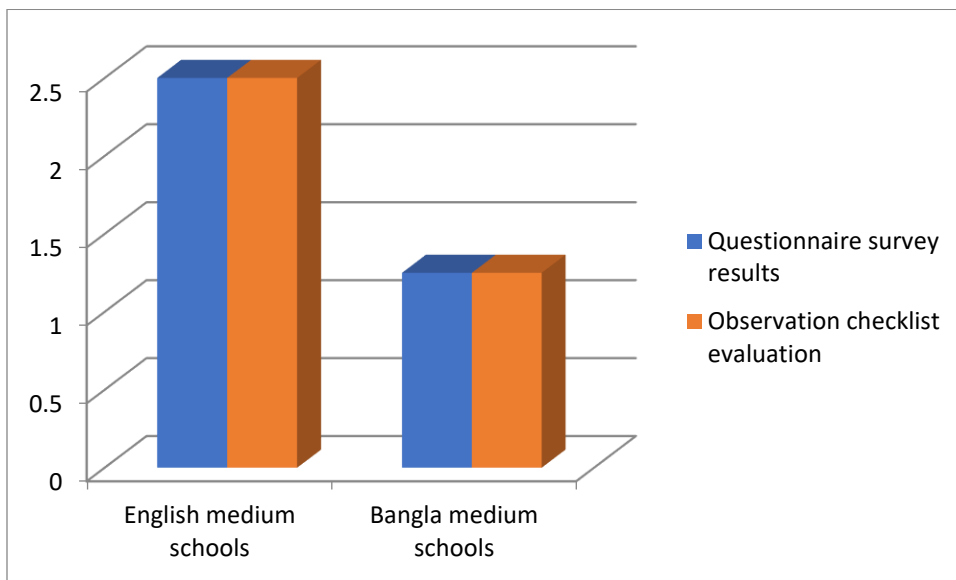
### 5.4. Implementation of other methods

The following table present the teachers opinion about the implementation of other method based on the questionnaire are given below:

**Table 4**

	English medium schools	Bengali medium schools
Questionnaire survey results	2.50	1.25
Observation checklist evaluation	2.50	1.25



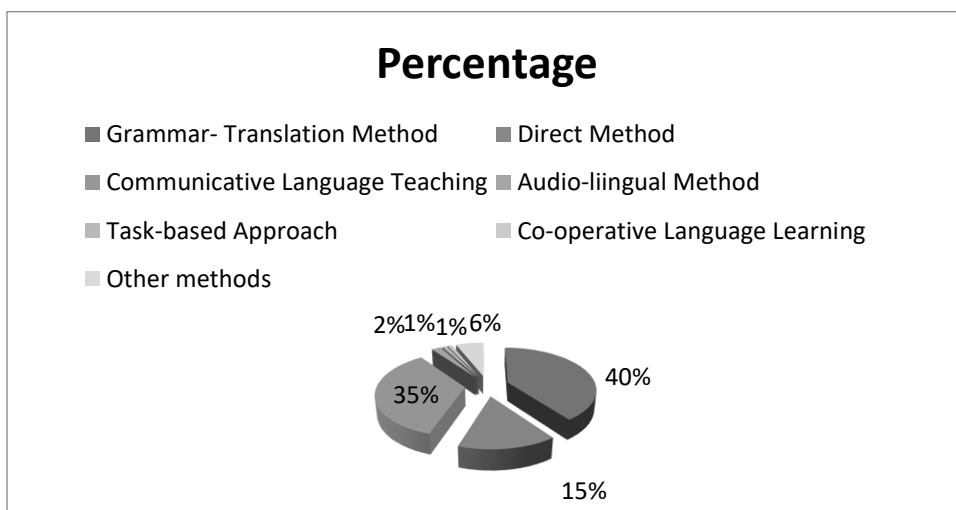


Without Grammar Translation method, Direct method and Communicative approach in the classroom sometimes audio-lingual, task-based learning, co-operative language learning, total physical response, reading approach and so on are also used. So, it can be said that not a single method is used while teaching rather a combination of different methods and approaches are seen which is known as multi- methodology or electric method.

**5.5. Implementation of the Multi- Methodology**

The following table presents the different methods and approaches following the questionnaire and observation checklist and report in percentage:

Methods and approaches	Percentage
Grammar- Translation Method	40
Direct Method	15
Communicative Language Teaching	35
Audio-lingual Method	2
Task-based Approach	1
Co-operative Language Learning	1
Other methods	6



As the pie chart presents, in a country like Bangladesh while teaching, both in English and Bengali medium schools, it is visible that all kind of method's combination is used consciously or unconsciously.

As per the need of situation and depending on the materials and other infrastructures availability it is better to use different methods and approaches which is termed as "Multi- Methodology" or "Elective Methods" both in English and Bengali medium schools. Communicative approach is not applicable due to the problem like small classroom where students present at such classroom more than 100 and so on. The research found that in this 21<sup>st</sup> century, where language is a medium of communication rather than concentrating on accurate grammar and translation (GTM). So, the Education Ministry including all teachers are now concentrating how they can use English as a medium of communicating but slowly, from GTM to CLTA or other better methods or approaches that could let learner to get four basic skills to learn a language. And in this process, it is visible that multi-methodology is applicable in a developing country like Bangladesh.

## **6. SUMMARY OF THE FINDINGS**

The present study unveils some lapses between the expectations and the existing conditions of English language teaching in both English medium schools and Bengali medium schools. The study presents also considerable correlations as well as contradictions are observed on different issues between the students and the teachers.

Among some of the common practices found at both Bengali and English medium schools are: translations from English to Bangla, reading aloud, setting individual tasks for students and memorization of grammatical rules etc which are common features of GT-method. It is also revealed that some CLT techniques e.g. using L1 for giving instructions, silent reading, explaining the new vocabulary in English are practiced in English medium schools. Other CLT techniques namely, warming up activities, techniques to present new vocabulary, pair and group works, and peer correction are hardly practiced in both types of school.

Though the curriculum and syllabus both in English and Bengali medium are designed by following Communicative approach but both of the education system has a long way to go applying it properly. Learners even choose to favor traditional methods as an easy option for achieving good CGPA. That's why even after completing their graduation a learner fails to communicate in English in proper way. All this reason leads the teaching methods to be mixed altogether to balance the curriculum, materials and teaching methodology.

## **7. CONCLUSION**

As it is said that "Teaching is a learning process" and since teaching is a "developing art" (Penny Ur 1987, p.13), which requires innovative and creative ideas to enrich its effectiveness, we must not hesitate to use such resources in our classrooms. These resources can assist our teaching of English language while providing a relaxed atmosphere and motivating students. Such activities are student centered, hence, by using them we give a chance to our students to express themselves, enjoy themselves during learning, and "use the reserves of their minds" (Penny Ur 1987, p.29). So this is an undeniable fact that if our concern is to provide a successful and beneficial teaching, depending on the situation teachers should apply the best method or approach that is applicable and motivates the learners which indicates multi- methodology.

## **ABOUT THE AUTHOR**

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## APPENDIX-A

### Teacher Questionnaire

#### A note for the teachers:

This questionnaire is meant for a study on “Teaching English in Bengali medium and English Medium Schools in Dhaka city: A Comparative Study amongst 5<sup>th</sup> Grade Students” for a research article to defend. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

#### Section A: Instruction

Please respond to the following items by putting the appropriate number for your opinion about each statement in the appropriate boxes. Each of the items has 5 points scale where 5= Strongly Agree, 4= Agree, 3= Not sure, 2= Disagree, 1= Strongly Disagree. Thank you for filling out this questionnaire.

No	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Teacher uses literary texts to teach reading and writing and students are often asked to read aloud.(GTM and DM)					
2	Teacher uses native language in class. (GTM)					
3	Teacher teaches vocabulary through bilingual lists. (GTM)					
4	Teacher decides whether the answers are correct or not being autocratic.(GTM)					
5	Making a comparison between English and Bangla, to teach the lessons.(GTM)					
6	Grammar rules are taught before using it.(GTM)					
7	Students are encouraged to memorize. (GTM and DM)					
8	Teacher uses pictures and other realias for the students to make connections between words and the associated objects. (Direct Method or DM)					
9	Teacher uses only English as a medium of instruction. (DM)					
10	Teacher asks question in target language and insists that students reply in complete sentences. (Direct Method)					
11	Teacher employs “role play” to encourage student-student communication. (CLT)					
12	Teacher assigns activities that require group and pair work. (CLT)					
13	Use authentic texts and communication activities which accommodate real life language use. (CLT)					
14	Teacher encourages to play language game and to do group or pair work. (CLT)					
15	Do error correction in different ways like peer correction, self-correction etc. (CLT & DM)					
16	Teach grammar by not providing explicit grammar rules but through examples and drills. (ALM)					
17	Teacher uses different co-operative activities such as roundtable or think-pair-share and so on. (CLL)					
18	Students are often asked to do different language task such as role play. (TBLT)					
19	Teacher gives commands through one word along with gestures such as pointing which provides opportunities for initiating the interaction within students. (TPR)					
20	Teacher encourages students to read faster and as much as possible to promote reading. (Reading Approach)					

## APPENDIX-B

### Reports for Classroom Observation

- Manikdi Adarsha Biddaya Nicketon School.(Bengali medium)
- Cantonment Shaheed Ramizuddin Cantonment School (Bengali medium)
- The Aghakhan (English Medium)
- Bangladesh International Tutorial. (English medium)

### Report

#### A Classroom Observation (Manikdi Adarsha Biddaya Nicketon School)

On 16th March, at 8:30 I have gone to the Adarsha Biddaya Nicketon School to observe the class of class five. The teacher had the teaching experience of seven years. She started the class by greeting students. She wrote the topic “Mrs Asma Begum” on the board and told the students to follow the story from the book “English For Today”. The teacher asked some general questions about Mrs Asma Begum from the picture like, what does the picture show, did they understand who can be she showing the picture of school behind her picture and so on. etc. She made a warm up discussion with the students. Students also participated but all conversation is done in Bengali and enjoyed the discussion because the topic was very interesting to them. After that she did drilling of some difficult words like professional, pupil, further, favourite, honourable with the students. She was also explaining meaning of the words. She was making the words understand to the students in Bengali and very few of them were explained in English. When the teacher was teaching word meaning in English, she was using context and gesture. She spent almost eight to ten minutes to teach word meaning. Then the teacher started reading the story with drilling with the students. She read half of a sentence then all students repeated together. In this way when they finished reading one paragraph, teacher explained the situation. From the paragraph if she found any new word, she explained of her own. This reading with drilling and explaining went on till finishing the story. Before finishing the story she did not ask any question to any student for checking their understanding. Later on she told a student to stand up and read first paragraph and asked one question to answer. She helped students to answer. In this way the teacher asked to read and answer of the question. Those students read in low voice, teacher told them to be louder. After finishing a paragraph she asked students “have you understood up to this part?” All students answered together “yes.” She ended the class not comprehending the whole story because of the time limitation.

Necessary points observed in the classroom:

- 1) No. of students: 71
- 2) Students’ age: About 10-12 years
- 3) Language level: Primary
- 4) Mother tongue: Bengali
- 5) Medium of instruction: Bengali
- 6) Classroom size: Medium classroom
- 7) Subject: English 1<sup>st</sup> Paper
- 8) Duration of instruction: 30 minutes

## **Report**

### **A Classroom Observation (Cantonment Shaheed Ramizuddin Cantonment School)**

I have observed another class of Ramizuddin Cantonment School which is a Bengali medium school. The teacher was taking English 2<sup>nd</sup> paper class of class V and topic was “Parts of Speech”. She started the class with warm-up session and she did that by reviewing the last class’s lesson which was on “Sentence”. To teach this lesson the teacher asked students some general questions like what is the meaning of speech and part in Bangla. Students were answering frequently. Then the teacher wrote the definition of Parts of speech and also of different types of Parts of speech. The teacher herself read out the text and told students to follow. Then she called one student and told to read it again. Not only that she gave the class ten-minutes to memorize the text and match the written copy again silently. There were some questions under the definitions. She instructed to do the exercise based on the definitions. The teacher did not mention but it was a pair work. When two/three students had finished writing, she checked their exercise book and told other students to check their one by exchanging with the partner. She did the error correction by asking one or two students to give the answers and writing the key words on the board. The teacher also told them how to check by saying that they could give good or excellent if all the answers were correct. Students follow any of the instructions. Necessary points observed in the classroom:

- 1) There were 85 students
- 2) Age: About 12-13 years
- 3) Language level: elementary
- 4) Mother tongue: Bengali
- 5) Classroom size: Medium Classroom
- 6) Subject: English 2<sup>nd</sup> paper
- 7) Duration of instruction: 40 minutes

## **Report**

### **A Classroom Observation (The Aghakhan)**

For ESL class observation I have gone to Aghakhan School. It was an English Medium School and I observed English Language class of Standard V. The topic of the lesson was “Articles” and that day the teacher was supposed to teach use of “the”. The teacher started the class by exchanging greetings with the students. She gave a passage from their students are told to find out and underline “the”. The passage was given as a handout, attached with the class work copy. After doing that the teacher introduced the topic of the lesson by writing on the board- “Article”. She did not mention earlier that they would learn about “the” but students understood subconsciously. In this way, the teacher introduced the day’s lesson through warm-up session. After that, she explained what is article and how to put article in a sentence. Students listened to the lecture quietly. Then the teacher asked questions to the students for checking their understanding. The teacher gave a worksheet for class work. The worksheet is on- Read the sentences under each picture and add “the” only where necessary. Students were doing the task conversely the teacher was continuously monitoring them. She asked individually for the correct answers. If she saw anybody not able to do the task, instantly she sat close to him/her and made him/her understand. In this way they finished the worksheet. Gradually the teacher told them to do peer correction. It seemed that students were familiar with the technique. So they quickly did the peer correction.

Necessary points observed in the classroom:

- 1) There were 20 students
- 2) Age: About 12-13 years
- 3) Language level: Primary
- 4) Mother tongue: Bengali



- 5) Medium of instruction: English
- 6) Classroom size: Medium classroom
- 7) Subject: English Language Class
- 8) Duration of instruction: 40 minutes

## **Report**

### **A Classroom Observation (Bangladesh International Tutorial)**

I have observed another English medium school which is Bangladesh International Tutorial (BIT). There I observed class V and the teacher was taking English literature class. Teacher entered the class and greets the students. That was the day fixed for poetry to practice. That day teacher taught them William Wordsworth “The Daffodils” poem. First he talks about William Wordsworth. Then he talks what is “Daffodils” and asked if anyone ever see that flower or not. After doing general discussion on daffodil, teacher recites the poem and explains. Then he said the students to read it loudly and memorize it. Then he gives the poem as homework to learn and write for the next class.

the classroom:

Necessary points observed in

- 1) There were 21 students
- 2) Age: About 12-13 years
- 3) Language level: Primary
- 4) Mother tongue: Bengali
- 5) Medium of instruction: English
- 6) Classroom size: Medium classroom
- 7) Subject: English Language Class
- 8) Duration of instruction: 40 minutes