



Daffodil
International
University

A Report

on

**Teaching-Learning through Conduction and Observation of the English Language
Classes in VII and VIII**

Submitted by

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Submitted to

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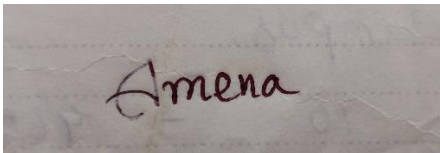
**The report is submitted in partial fulfillment of the requirements for the degree of BA
(Hons) in English**

Date of submission : 29-05-2023

**Teaching-Learning through Conduction and Observation of
the English Language Classes in VII and VIII**

Declaration of the Student

I hereby declare that the project work entitled Teaching-Learning Through Conduction and Observation of The English Language Classes in VII and VIII submitted to the Department of English, Daffodil International University. This project report is done by me under the Supervisor of Md. Abdul Momen Sarker, Assistant Professor, Department of English, Daffodil International University. It is my first internship and this project paper has never been published anywhere. This project work is submitted as part of the partial fulfillment of the requirements for the award of the degree of B.A. (Hon's) in English for the course ENG431: Project Paper with Internship.

A photograph of a handwritten signature in dark ink on a light-colored, slightly textured paper. The signature reads "Amena" in a cursive script.

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Amena Akter

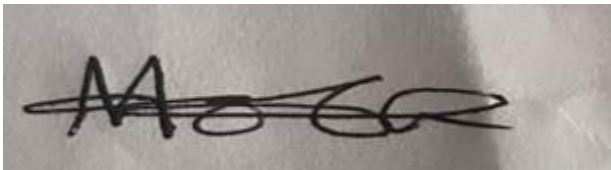
ID: 193-10-462

Department of English

Faculty of Humanities & Social Science

Certification of the supervisor

This is to certify that the project work on is Teaching-Learning Through Conduction and Observation of The English Language Classes in VII and VIII an undisputed record solely done by Amena Akter, with ID 193-10-462. She has worked tremendously hard and has carried out her internship duty sincerely and successfully under my superintendence. In order to conclude her report, she has selected to undertake classes in Hazi Kiam Uddin High School . She has reached out to me whenever she has encountered any complication while performing her project work. Her performance is satisfactory. I wish her all the best in her future efforts.



.....

Md. Abdul Momen Sarker

Assistant Professor

Department of English

Faculty of Humanities & Social Science

Daffodil International University

Acknowledgement

I am grateful to Almighty Allah for giving me this life and helping me in every step of my journey. I want to acknowledge and give my warmest thanks to my respected supervisor, Md. Abdul Momen Sarker, Assistant Professor, Department of English, Daffodil International University, for his continuous guidance, patience and motivation throughout the study.

I want to thank Hazi Mohammad Ajgor Ali, the Headmaster of Hazi Kiam Uddin High and Md. Sapon Khan, the Assistant Headmaster of the school as well as other teachers and students who supported me and helped me all the time.

I convey my humble gratitude to my parents for inspiring and supporting my ambition.

Abstract

The purpose of this paper is to observe how English is taught in class VII and class VIII. This paper tries to find out what methods are being used by teachers for English language teaching. It also finds out the weaknesses of the English Language Learners of school. Moreover, this paper observes how teachers conduct their classes. It also finds out which method works the best for the students. The aim of this paper is to observe how teachers can make their classes more effective for English language learning. This internship may help the students of VII and VIII improve English Learning.

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Chapter -1 Introduction

Introduction

We need to select our intern topic based on our future plan. I want to be a teacher. Because the teachers have the power to make a positive difference in society. Even an internship is the first step to build a career. I selected a school for my internship work. I fixed that school for observation and learning. The school's name is Hazi Kiam Uddin High school. It is located very close to my house. Which is very convenient for my transportation system to observe classes and take classes. I spoke to the headmaster of the school. I explained to him fully about my course of internship. He understood the whole thing and allowed me to take a few classes and observe. Earlier I went with the teachers and observed their classes and learned how to take classes. I observed what methods they were using and how they were taking English classes. First, I observed, learned and then applied in the classes. Later, the teachers helped me to make a class plan. Based on observation classes I planned for the classes. They use different methods to learn English language. That was very effective for them. The teachers were very friendly. There I learnt how to become a teacher, how to work as a teacher, what is the purpose of a teacher. I was nervous, because I am not a professional teacher. So, I give effort to my work so that my project paper may prove to be effective and helpful in the English learning field.

Chapter - 02 Objectives

2.1 Objective

There are various objectives behind this project paper. They are below:

- To find out how to improve English speaking skills
- To find out the lacking of Teachers
- To find Socio-cultural Factors
- To find out the problems of second language learning in a Bangladeshi school
- To observe how teachers teach the students in kindergarten schools
- To notice the methodology. It is effective or not
- To observe the limited exposure particularly in schools where the primary language of instruction is not English. So, I found out the limitations of the target language.
- To search for a comfortable and effective learning method for English learning
- To find out how students respond to each kind of teaching method. And which one is best for them
- To make a teaching experience which helps me to make a better teacher
- To observe how the teacher makes a plan for the class and manages the student

Chapter -03 Methodology

Methodology

Firstly, I chose the school for my internship. I was very nervous and confused. Because they accept my proposal or not. But Alhamdulillah, I explained the following guidelines to the headmaster. He was very happy to hear this and delighted about the work. He gave me permission to perform the task. I told him that the project paper was necessary for two classes. The headmaster gave me permission and introduced me to other teachers. That made me feel at ease. They warmly welcomed me. They preferred me to the students of class VII & VIII. I prepared lesson plans for them with the help of other English teachers. I took suggestions from them. Because the education curriculum of Class VII is totally changed. So, after taking all necessary preparation, I took the classes.

As, it was my internship work. They first took me to the classes and showed me how to take the class & other activities. I tried to build communication with students so that the students and I both feel comfortable in class. Everyone's response was great and that helped a lot to complete my task. I attach a chart of English Language Teaching Method and Approach-

Method or Approach	Materials
Audiolingual	<ul style="list-style-type: none">• Tapes• Visuals• Language labs (often used)
Total Physical Response	<ul style="list-style-type: none">• No basic text• Voice, actions and gestures are required in initial stages• Materials and media required later
The Silent Way	<ul style="list-style-type: none">• Colored rods• Color-coded pronunciation charts
Community Language Learning	<ul style="list-style-type: none">• No textbook• Materials are developed as course progresses
The Natural Approach	<ul style="list-style-type: none">• Realia
Suggestopedia	<ul style="list-style-type: none">• Texts with literary quality• Tapes• Classroom fixtures• Music
Communicative Language Teaching	<ul style="list-style-type: none">• Authentic materials• Task-based materials

Table 1. Materials required for the main approaches and methods of foreign language teaching.

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Chapter -04 Institution Details

4.1 Institution Details

- Name: Hazi Kiam Uddin High school
- Location: East Dendabor, Polli Biddut, Ashulia, Savar, Dhaka.
- Land Area: 5 acres
- Building own/ rented : Owned building
- Number of Students : 700
- Number of Teachers :25
- Number of Staff: 13
- Qualifications of Teachers: B.A and M.A.
- Financial Issues : Self-Financed

4.2 Location of Institution



Google map link

: <https://goo.gl/maps/DCqFVo25BnMBdZmm6?coh=178571&entry=tt>

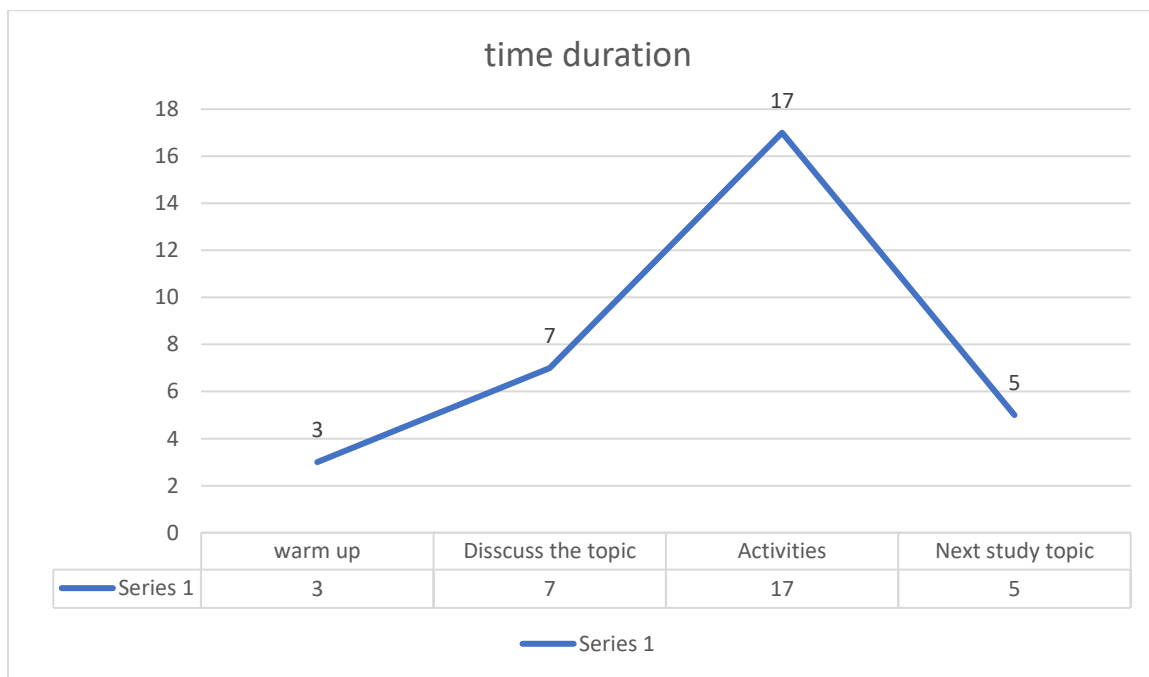
4.3 Overall Summary of The Institution

Hazi Kiam Uddin High school is established in 2005. This institution's owner is Late Kiam Uddin, who is Hazi Ajgor Ali's father. Hazi Ajgor Ali is the headmaster of the school. First it has only the primary sector. Then the Headmaster takes responsibility to open the secondary level. It is a two-story building. It has one lab and one small library. There are some academic books, magazines, novels, and other knowledgeable books that are required by higher-class students and teachers. There is a common room for teachers. It has a special toy room for kids. It has one big playground. The school hours are divided into two shifts- Morning shift and Day shift. Morning shift start at 8:00 am and end at 9:30. Day shift start after a 30 mins break that means at 10:00 am. There are 25 teachers. They are qualified and polite. The school is proud of the achievements of its many students. They perform, in general excellently in PSC, JSC and SSC. The teachers are qualified and try to apply teaching methods to make class effective.

Chapter -05 Class Observation Report

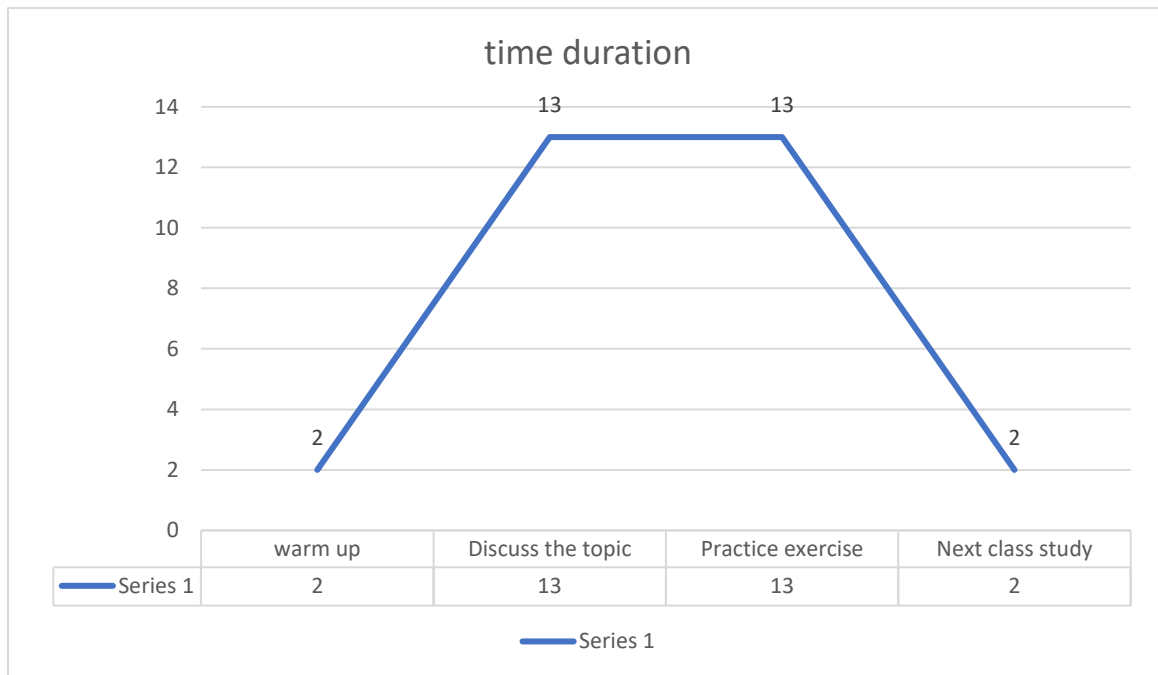
5.1 Class Observation -01

On 28 March 2023, I observed the first class. I went to class VII. There were 27 students out of 30. It was the second period. The class started at 10:30 am. Every class had 30 mins. It was an English class. As per the new syllabus they would have only one English book and no test on it. Various activities were done in the class according to that principle. First, he applied ice breaking session to warm up students. Mr. Md. Noyon Islam, a senior teacher in English took the class on ‘short paragraph writing’. He wrote 5 different topics on the board. Students selected one from them. He gave 10 mins for discussion and wrote some sentences on that topic. Students discussed in groups. If they had any query or question, they asked the teacher. There he used the Communicative Language Teaching (CLT). This type of teaching helps to improve their thinking, speaking skills. After that some of the students came and expressed what they wrote. One student performed better than others. Actually, class teachers apply them to Task Based Language Teaching (TBLT). They came to the front and presented their paragraph. They wrote it by their own creativity.



5.2 Class observation -02

On that day I also observed another class. It was class VIII. This class took Mrs. Sumaiya Islam Sumi. It was the 4th period. The class started at 11:30 am. When the madam entered the class all the students were silent. There were 24 students present out of 30. It was an English Second Paper class. She started the class topic on Narration. She at first discussed about the definition and its important side. Then she discussed about sentence narration. She gave them some activities. Some students understood it so quickly and some couldn't understand. I observed it clearly. Madam applied GT methods to his teaching. The students couldn't reach that method. She could be used for better understanding CLT or TBLT methods. Students could be more focused on their study. But it would be more effective to practice regularly and review previously learned grammar concepts to reinforce your understanding.

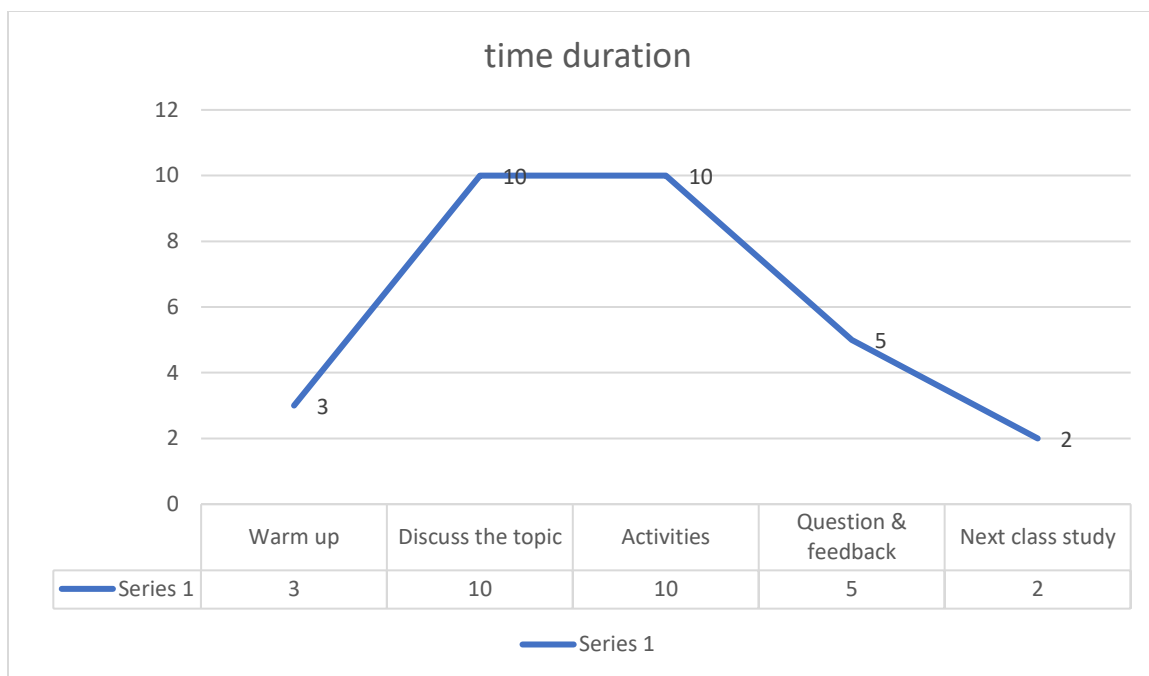


Chapter -06 Teaching Experience

Teaching Experience

6.1 Class-01:

On 4 April 2023, I took the class. First, I made a pre-planned for the class. Class time duration was 30 mins. It was the 2nd period. The class started at 10:30 am and finished at 11:00 am. I entered the room. Then gave them a warm welcome. I took 10 minutes to write down the topics on board and discussed it elaborately. I tried my best to create a friendly environment around them. As they felt free to ask any questions. Then I created a situation that – A customer came to the book shop to buy a book. Wrote the conversation between them. You made a group. Each group had 2 members. I gave them 10 minutes for preparing dialogues and performing in the class. My goal was making sentence, improving spoken English. Alhamdulillah, most of the students could make the sentences. Their presentation was great. I took more 5 mins if they had any query or question to me. One student asked me “ how to continue the conversation on a topic?” I answered, at first clearly understood the topic then thought about the topic related content. You need to improve your vocabulary, read newspapers(English),try to speak in English outside of the class and read English literature. I noticed every student enjoying the class. That made me happy.



6.2 Class-02:

I took my second class on 5 April 2023. I observed that the previous class had a grammar part. But some students couldn't understand that. Today I would try my best for the students. It was 11:30. The Class would start. It was the 4th period. First, I warmed up them. I would discuss the topic part by part.

Introduction to passage narration:

Narration is important because it forms the backbone of storytelling, facilitates communication, shapes perspective and point of view, develops characters, establishes atmosphere and setting, and enhances entertainment and engagement. It is a fundamental tool for writers to convey their ideas, evoke emotions, and create a meaningful connection with the audience.

Sentences:

I took about sentences classifications . I also provided examples for identify the sentences . Moreover, I explained the tense and verb fundamental part. I took a task to see if they recognized the sentences. Because knowing the sentence was very important to learn narration.

Example:

The teacher said to Hasan, "Have you read the story of Shamima?" "Yes, sir, I have read it," said Hasan. The teacher said again, "Tell me the story." Hasan said, "I am telling it now." "What a good student you are!" said the teacher.

Answer : The teacher asked Hasan if he (H) had read the story of Shamima. Hasan replied respectfully in the affirmative and said that he (H) had read it. The teacher again told him (H) to tell him (t) the story. Then Hasan replied that he (H) was telling it then. The teacher exclaimed with appreciation that he (H) was a very good student.

There I used Content and language integrated learning (CLIL) and Grammar-Translation (GT). We also used CLT or TBLT methods. GT is best for students . Because it helped to memorize long lists of vocabulary and detailed grammar formats and rules.

Then I practiced some exercise in the classroom . I was playing a game with them. The student who understood the topic, he/she came to the front and explained . How did it? I asked them if they had any problems on that topic. Some of the students asked me some question. I tried to give them their answers with examples. Then I wrote some examples on the board and told them to solve it.

Chapter - 07 Overall Findings

Overall Findings

Based on the classes, my observations are:

Understanding of student comprehension: By interacting with students and assessing their performance, a teacher can gauge how well the students have grasped the concepts being taught. This feedback helps the teacher identify areas where students may be struggling and adjust their teaching methods accordingly.

Engagement and participation levels: Observing the students' engagement and participation during the class can provide insights into their level of interest and involvement in the subject matter. A teacher may notice varying levels of participation among students and use this information to encourage active learning and improve class dynamics.

Areas for improvement: Reflecting on the class session, a teacher may identify specific areas where they could improve their teaching methods or clarify certain concepts further. This self-assessment allows teachers to refine their instructional techniques and cater to the diverse needs of their students.

Effectiveness of teaching strategies: After teaching a class, a teacher may evaluate the effectiveness of the instructional strategies they used. They might consider whether their approach successfully engaged students, promoted understanding, and facilitated active learning. This reflection can guide teachers in adapting and refining their teaching methods for future classes.

Feedback from students: Gathering feedback from students through evaluations or discussions can provide valuable insights for a teacher. This feedback helps teachers understand how students perceived their teaching style, the clarity of explanations, and the overall learning experience. Constructive feedback can be used to make improvements and enhance the quality of future classes.

However, a teacher needs to make a class plan because it is helpful not only to the teachers but also the students. Students can take some ideas about the topic. That helps to understand the class topic. One thing I notice is that when the teacher says any new thing, they can't imagine it. So, they can't understand that. We are now in the modern era. We need projects and internet connection. So

that students can imagine that in their mind. The students need a multimedia projector. Because each class provides a unique opportunity for teachers to learn and grow, fostering an environment of continuous improvement in their teaching practice.

Chapter -08 Findings of Teaching Experience

Findings of Teaching Experience

It helps me a lot. This observation helps me to find out way how it will be effective. Effective teachers have a deep understanding of the subject matter they teach. They possess strong content knowledge and stay up to date with the latest research and developments in their field.

Clear communication: Effective teachers are able to convey complex information in a clear and concise manner. They use appropriate language, provide examples and analogies to enhance understanding, and encourage student engagement through effective communication strategies.

Adaptability and differentiation: Effective teachers recognize that students have different learning styles, abilities, and needs. They employ various instructional strategies and techniques to cater to the diverse needs of their students. They adapt their teaching methods and materials to ensure all students can grasp the content.

Classroom management: Effective teachers create a positive and inclusive learning environment. They establish clear expectations and rules, maintain discipline, and manage time effectively. They promote respectful and cooperative interactions among students, fostering a conducive atmosphere for learning.

Assessment and feedback: Effective teachers use various assessment methods to evaluate student learning and provide timely, constructive feedback. They offer guidance for improvement and recognize individual student strengths and weaknesses. They also use assessments to inform their own teaching practices and make adjustments as necessary.

Passion and enthusiasm: Effective teachers have a genuine passion for their subject and a love for teaching. They inspire and motivate students by sharing their enthusiasm and demonstrating the relevance and practicality of the knowledge being taught.

Continuous professional development: Effective teachers strive for continuous improvement. They actively seek opportunities for professional growth, attend workshops, conferences, and engage in reflective practices to enhance their teaching skills and stay updated with educational advancements.

Chapter - 9 Recommendations

9.1 Recommendations for Institution:

After observing Hazi Kaim Uddin High School, their teachers, classes, rules and regulations, I find few positive sides as well as several areas where they need to improve.

These are given below:

Positive Sides:

1. **Dedicated Teachers:** The teachers at Hazi Kaim Uddin High School are committed to their profession and passionate about educating their students. This dedication contributes to a positive learning environment.
2. **Classroom Discipline:** The school creates a conducive learning atmosphere, allowing students to focus and engage in their studies.
3. **Rules and Regulations:** The School has established clear rules and regulations for students, which help maintain discipline and provide a structure for their behavior and academic performance.

Areas for Improvement:

- There is no multimedia projector in any classes.
- The classrooms are not clean.
- The school education is good but it is too inside of the area.
- Students need a noise free environment.
- They have a big playground but there are no tournament sports activities.
- Class tests shall be guided often.
- Take tests by different activists like- making posters, presentations, dialogue, drama etc
- Give them a little or more homework. It helps to improve handwriting
- I need to be more supportive of the weak students.

10.2 Recommendation for Myself:

Observe and Learn: Take advantage of the opportunity to observe experienced teachers in action. Observe their teaching techniques, classroom management strategies, and methods for engaging students.

Seek Guidance and Mentorship: Seek guidance from my mentor or other experienced teachers. Take advice on lesson planning, classroom management, and addressing student needs.

Reflect on My Practice: Regularly reflect on my teaching experiences and classroom interactions. Consider what worked well and what can be improved. Reflecting on my practice helps me identify areas for growth and make adjustments accordingly.

Build Positive Relationships: Foster positive relationships with my students by showing genuine care and interest in their well-being and learning. Establishing rapport and trust can create a supportive learning environment and enhance student engagement.

Differentiate Instruction: Recognize that students have diverse learning needs and abilities. Adapt my teaching strategies and materials to meet the individual needs of my students.

Utilize Technology: Incorporate educational technology tools and resources into my lessons when appropriate. Technology can enhance student engagement, facilitate interactive learning experiences, and provide access to a wide range of educational materials.

Collaborate with Colleagues: Collaborate with my fellow teachers and share ideas, resources, and best practices.

Embrace Feedback: Be open to receiving feedback from my mentor, colleagues, and even my students. Actively seek constructive feedback to identify areas for improvement and implement changes accordingly. Embracing feedback is crucial for professional growth.

Professional Development: Take advantage of professional development opportunities offered by my school or educational institutions. Attend workshops, seminars, or conferences related to teaching to enhance my knowledge and skills.

Chapter-11 Conclusion

Conclusion

English language teaching in Bangladeshi schools has gained significant importance in recent years. English is considered a vital language for communication, higher education, and employment opportunities both within the country and internationally. The government of Bangladesh has emphasized the importance of English language education and has taken several initiatives to improve its teaching in schools. Textbooks and supplementary materials are used to support English language teaching in schools. These materials are designed to enhance students' language skills and cover various topics related to daily life, literature, and culture. Various training programs, workshops, and seminars are organized by the government, non-governmental organizations, and educational institutions to improve teachers' pedagogical skills and language proficiency. Despite the efforts to improve English language teaching, there are several challenges that educators face. These challenges include a lack of qualified teachers, inadequate infrastructure, large class sizes, limited access to resources, and the need for more interactive and communicative teaching methodologies.

This journey is a lesson for me. I learn many things from the teachers and the students. I feel very happy to work on them. I don't realize how time flew by while I am with them. I hope after my graduation I will apply for the post. Teaching profession is a great job. It helps to know more and sharpen our skills. I am very glad of Md. Abdul Momen Sarker for doing the project paper. This course is more helpful for my job sector. I learn many things from these Institutions. I am happy to successfully do this.

Chapter-12 Appendices

12.1 Checklist for class observation 1

- Teacher's name: Md. Noyon Islam
- Class: VII
- Section :A
- Midnoon students present : 27
- Room: 201
- Crouse Title: English
- Date and Time: 28 March 2023

Objective of the Lesson:

- How to write simple sentence
- Learning how to practice dialogue in front of a group of people

were the objectives activated and to what extent (in your view)?

In The Initial stage they know the format of dialogue writing. Give small clues it is easier. They can structure sentences well. In the initial stage they are a little afraid but later this fear disappeared.

S/N	Review Section	In What ways?(Specific examples/clarifications)
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1	<p>SUBJECT MATTER CONTENT</p> <p>(Shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)</p>	<p>The class teacher had enough knowledge. He gave them clues so that the topic could be easy for them.</p>
2	<p>ORGANIZATION</p> <p>(Organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>The class teacher maintained his time properly. He entered the class just time and ended the class specific time. In this period, he did all his task.</p>
3	<p>RAPPOR</p>	<p>The class was too good. He had a good communication with the</p>

	<p>(Holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class no subject matter but also in manner, etiquette and attitude)</p>	<p>students. So, students felt free to ask question. He controlled the class.</p>
4	<p>TEACHING METHODS</p> <p>(Uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>He applied Task Based Language Learning of TBLT. This method is helpful for the students because we gave them some tasks. They participated with it.</p>

5	<p>PRESENTATION</p> <p>(Establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The teachers gave his presentation smoothly. He was strike to attend the class.</p>
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MANAGEMENT

Was the time spent properly?

Yes, the time was spent properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No, I didn't see any kind of critical situation . He cleared every single thing properly.

Strengths observed:

- 1.The teacher had great presentation skills.
- 2.He always prepared his lesson before the class.
- 3.He controlled his class.
- 4.He had a good number of students in his class.

Suggestions for improvement:

There is no modern technology. So sometimes students cannot connect his lesson. Because they can't make any image on his mind. Noiseless environment, it helpful for study.

Overall impression of teaching effectiveness:

It was very helpful for me. I lent how to take class, control classroom. How a class make effective for the students.

12.2: Checklist for class observation 2

- Teacher's name: Simaiya Islam Sumi
- Class: VII
- Section :A
- No.of students present : 24
- Room: 203

- Crouse Title: English
- Date and Time: 05 April 2023

Objective of the Lesson :

- How to write simple sentence
- Learning how to change sentence narration front of a group people .
- Practice exercise more and more.

were the objectives activated and to what extent (in your view)?

All the students were not understood the topic. But most of the students understood sentence narration. She took extra care for the weak. After doing the exercise most of the student understood the narrator changing.

S/N	Review Section	In What ways?(Specific examples/clarifications)
1	<p>SUBJECT MATTER CONTENT</p> <p>(Shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)</p>	<p>She had enough information. First, she introduced with the topic. Then she came to the point.</p>

2	<p>ORGANIZATION</p> <p>(Organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>She explained the roles first. Then gave them example for better understanding. She maintained punctuality.</p>
3	<p>RAPPORT</p> <p>(Holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class no subject matter but also in manner, etiquette and attitude)</p>	<p>She never discriminated any students. She was very helpful to all the students. She inspired them to improve their skills.</p>

4	<p>TEACHING METHODS</p> <p>(Uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>The teacher was using GT method. It was not very helpful like TBLT.</p>
5	<p>PRESENTATION</p> <p>(Establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The teacher used Bangla and English both languages. As it is Bangla medium school, she applied Bangla more than English.</p>

MANAGEMENT

Was the time spent properly?

Yes, the time was spent properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

CRITICAL EVENT (If took place)

Was there any ‘critical event’ in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No, I didn’t see any kind of critical situation. He cleared every single thing properly.

Strengths observed:

- She was confidence and vocal.
- She was friendly with students.
- She always inspired students.

Suggestions for improvement:

She tries to apply others method. Weak students cannot understand. They need special care.

12.3 Photographs



12.5 Plagiarism

6/4/23, 10:39 AM Turnitin - Originality Report - 193-10-462

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