

An Internship report on
THE PRESENT SCENARIO OF ENGLISH CLASS IN BANGLADESH.

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DAFFODIL INTERNATIONAL UNIVERSITY

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This Internship Report is submitted to the department of English, Daffodil International University, for the partial fulfillment of Bachelor of Arts (BA) in English Degree.

Declaration

I, hereby, declare that this internship project has been completed under the supervision of Al Mahmud Rumman, Lecturer (Senior Scale), Department of English, Daffodil International University. I also declare that neither this project paper nor a part of this project paper has been submitted elsewhere for award or any other degree.

Tasmiah Rowshan Pinaka

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Certificate

This is to certify that Tasmiah Rowshan Pinaka, ID: 182-10-311 is a student of English Department of Daffodil International University, Ashulia Campus. She has completed her internship project under my supervision and worked hard prepare her report. I wish her success in her future life.



Supervised By

Al Mahmud Rumman

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Acknowledgement

Primarily I would thank Almighty Allah for being able to complete this project with success. Then I would like to express my heartiest gratitude towards my course Supervisor, Al Mahmud Rumman, Lecturer (Senior Scale), Department of English, for his endless support and care to finish my internship project. His continual patience, scholarly guidance, encouragement, constructive criticism, valuable advice, reading inferior drafts and correcting them in all stages have made it possible to complete this project paper.

Secondly, I am thankful to my parents to get me moral support and guiding me to complete this project on time. They also guided me in many matters regarding this project.

Last but not the least I would like to thank my best friend who helped me a lot in completing this project within the limited frame of time. I take the opportunity to express my tribute to my classmates also who have directly or indirectly contributed to the completion of this project.

Abstract

The aim of the project paper is to present class observation, lesson plan and conduction in English. This paper will discuss the process of class observation and how teacher took the class in English. The teacher had to go to a school and conducts classes. It is not so easy to take class and observe at a time. Teacher tried to be on time and tried best to conduct the class in a communicative based method so that students can easily understand the lesson. Teacher took all the classes into CLT method. Teacher took books, worksheets so that they could get all the materials related to their lesson.

Keywords: Conducting class, Observation, Lesson plan, Communicative based, CLT method, Books and Worksheets, Recommendation.

Table of Contents

Contents	Page No.
Declaration by the student	ii
Certificate	iii
Acknowledgement	iv
Abstract	v
Table of contents	vi
Chapter-I : Introduction	1-2
Chapter-II : Objectives	3-4
Chapter-III : Methodology	5-6
Chapter-IV : Institution Information	7-8
Chapter-V : Report on Observation	9-16
Chapter-VI : Report on Class Conduction	17-23
Chapter-VII : Recommendation	24-25
Chapter-VIII : Overall Findings	26-27
Chapter-IX : Conclusion & Reference	28-29
Appendices	
Appendix 1: Checklist	30-33
Appendix 2: Lesson Plan	34-40
Appendix 3: Plagiarism report	41-42

CHAPTER-1

Introduction

I am introducing a project assignment like the present scenario of English classes in Bangladesh. In this project, I have used to give all the important things and information about the project. A project is an action that helps us to our planning and critical thinking ability. In the present situation, teaching and learning English at the primary level in Bangladesh has a very low standard. The Grammar Translation Method (GTM) has been affecting the English class in Bangladesh for many years. For this method, students can not able to learn the English language properly.

When the school-college opened on a limited scale after Covid-19, there was an opportunity to take classes a few days before the annual exams. Students are also very happy to be able to do offline classes. The offline study is good in enhancing the concentration level of students. Teachers can easily judge and observe the performance of every student.

Due to Covid-19 epidemic the closure of schools and colleges for a long time, the practice of speaking English by the students also decrease. Most of the schools in Bangladesh are in Bangla medium and the teachers don't pay much attention in teaching English for practical uses, few teachers are not up to the mark. Most students faced was being afraid of making errors. Beside this classrooms have very poor facilities. As a result the students lag behind in English.

CHAPTER-II

Objectives

- To find out the present scenario of English classes in Bangladesh.
- To find out the methods, language and techniques that is being applied by the teacher in the classroom.
- To learn about the regulation and challenges of teaching and learning English. Also, recommend some suggestions for better learning.

CHAPTER-III

Methodology

Selecting Institute:

I did my internship in a high school. Supervisor gave permission to observe the class and conduct the class in Noyagoan M.A High school.

Selecting class:

Three classes I had to take. I took one class of eight. Two classes of Nine, One was a fast paper and the other was English second paper.

Observing class:

Three classes I had to observe as well. It was overviewed from the observation classes, how nicely a teacher maintain the class time and the students, how a teacher communicated with a student.

Using checklist:

A checklist was used to observe classes and collect information.

Conducting a class:

Three classes were taken from the same school. The duration of all the classes was 15 minutes.

CHAPTER-IV

Institution Information

Noyagaon M A Majid Miah High School is an academic institute located at Noyagaon Tongi, Gazipur. It was established on 01 January, 1969. Its co-education type is Co Education (Separate). The institute has following 3 disciplines: Business Studies, Science, Humanities. It has 2 shifts. Its management is managing. The number of students is 620 and the number of teachers is 28. Being a school with MP Russell's home, helped the students a lot during covid time. Their aims to provide good education with limited resources.

CHAPTER-V

Report On Observation

Class Observation 1

Information of School:

Place of observation: Noyagoan M.A. Majid Miah High School.

EIIN Code: 109052

FOUNDED: 01-01-1969

Number of teachers: 28

Number of students: 620

Location: Noyagoan Tongi, Gazipur.

General Information

Facilitator: X

Class Level: Class Nine. (English Second Paper)

Class topic: Narration.

Number of students: 30

Date: 23 Oct 2021

Time: 11.00-11.30 am (30 mints.)

Observer: Tasmiah Rowshan Pinaka.

1. **Introduction:** As a part of the Teaching Practicum, the first class was observed on 23rd October 2021 by the students of class nine. The class duration was half hour. Students are doing Narration to develop their writing skills level in English so that they can get Strengthens of Writing Skills. The observers were divided into two different groups led by their teachers.

2. **Teaching process:** The teacher was teaching narration rules to change the speeches from direct to indirect. He opened a book and asked some basic questions about Narration. Students responded to their teacher and shared mixed up sentences with incorporated moments. The teacher asked to write the structure and do some practice

from the book. After finishing that he told his students to do the problem-solving task and he asked his two groups that he creates a game to practice the things, He told his students that they are going to read a few sentences to a paragraph one time and then let another group member know that she is going to tell back or “narrate” what she just heard. The teacher was also helping them if they needed it. After doing this he gave the feedback as well.

3. Use of materials: Textbooks and other printed materials are used in this class. Such materials are carefully planned, selected and organized for students.

4. The links and transitions between activities: The teacher and students followed the way of the book lesson. The first activity was peer work which was followed by questioning and answering. Reading was the first skill activity and writing was the next. There was a speaking activity where the students were instructed to read part and then narrate it through speaking.

5. Teacher's use of language and method: The teacher used both the L1 and L2 language in the class. He used Bangla especially when the topics needed to be clarified but most of the time he used the English language. The teacher followed the CLT method; activities of this approach are games and problem-solving tasks.

6. Students' use of language: In the time of pair work, students tried to use L1. Some students were hesitant to speak English when they speak with the teacher.

7. Treatment of error: The teacher also helped the students to speak in English whenever they faced any difficulty. The teacher was giving understandable feedback. It's all about the process of his learners to talk. He also encourages and considers some errors.

8. Things that I would follow from this observation:

- Speaking Skills allows us to communicate effectively. Practicing speaking skills lead me to develop other skills.

- Giving responsibility and timekeeper in works: Praise students for being responsible, provide structure so that students know what to do & follow the time and use the power of intention.

9. **My learning from this class:** Students feel bored sitting in and one position talked among them whenever they get the chance to do. So, I learned this important point to make lessons interactive and relate materials to the students' lives.

Class Observation 2

Information of School:

Place of observation: Noyagoan M.A. Majid Miah High School.

EIIN Code: 109052

FOUNDED: 01-01-1969

Number of teachers: 28

Number of students: 620

Location: Noyagoan Tongi, Gazipur.

General Information

Facilitator: X

Class Level: Class Eight.

Class topic: Article.

Number of students: 30

Date: 23 Oct 2021

Time: 10.00 am-10.30 am (30 mints.)

Observer: Tasmiah Rowshan Pinaka.

1. **Introduction:** As a part of the Teaching Practicum, the second class was observed on 23rd October 2021 by the students of class eight. The class duration was half hour.

Students are doing Articles to develop their writing skills level in English so that they can use the correct form.

2. Teaching process: It was a writing class. The teacher already taught about Article rules in the previous class. So, he lectures for 8-10 minutes. Then the teacher asked the students to memorize those grammar rules then to write in the notebook the rules of Article. After finishing this, he opened a book and called one student after another in front of the white board and asked to do some article exercise from the book. The teacher has immediately corrected the mistakes of students and he was also helping the students who couldn't able to do the task. After finishing that he gave the feedback as well. Then he return to lecturing and finished this topic.

3. Use of materials: Textbooks and other printed materials are used in this class. Such materials are selected and organized for students. Teachers make the learning permanent among the students.

4. The links and transitions between activities: The teacher and students followed the way of the book lesson. Writing is the main activity.

5. Teacher's use of language and method: The teacher used the mother language in the class. He used English when the topics needed to be read. The teacher followed the GTM method; he teaches the grammar rules then gives examples. Grammar rules are taught deductively. The teacher focused on Reading and Writing.

6. Students' use of language: Students used their mother language most of the time. They were hesitant to speak English when they speak with the teacher.

7. Things that I shouldn't follow from this observation:

- Less oral practice takes place in the classroom. The main focus remains only on the mother-tongue and L2 language remains ignored.

- Reduced teacher talking time (One-sided education system needs to be reduced).
- Immediately calling on volunteers to answer a question.
- Lack of effective management of classrooms, also Lack motivation by teachers.
- Have to consciously treat students equally.

8. Things that I would follow from this observation:

- Writing Skills allows us to improve our communications skills. Also Writing skill equips us with thinking skills.
- Needs to have the ability to understand the students.
- Board work: the teacher used a whiteboard to teach what is important. It should be organized and clear for students. Keep it neat.

Class Observation 3

Information of School:

Place of observation: Noyagoan M.A. Majid Miah High School.

EIIN Code: 109052

FOUNDED: 01-01-1969

Number of teachers: 28

Number of students: 620

Location: Noyagoan Tongi, Gazipur.

General Information.

Facilitator: X

Class Level: Class Nine. (English First Paper)

Class topic: Pastime.

Number of students: 30

Date: 23 Oct 2021

Time: 11.30am -12.00 pm (30 mints)

Observer: Tasmiah Rowshan Pinaka.

1. **Introduction:** As a part of the Teaching Practicum, the third class was observed on 23rd October 2021 by the students of class nine. The class duration was half hour. Students are reading Pastime to develop their speaking skills.

2. **Teaching process:** Teacher opened the book and asked students to read the passage about pastime. Then the teacher was asking students about pastime related questions and the students are answering the following questions such as what are your pastimes, how do they spend time on this pandemic. Students are quite active, which the teacher find interesting.

3. **Use of materials:** Only textbooks are used in this class, which is selected for students.

4. **The links and transitions between activities:** The teacher and students followed the way of the book lesson. The first activity was reading and the second activity was followed by questioning and answering. Reading was the first skill activity and speaking was the next.

5. **Teacher's use of language and method:** The teacher used L2 language in the class. He trying to explain a difficult word with another English word, he used English language throughout the class. Teacher followed the DM method; activities of this approach are keep students active in speaking and reading.

6. **Students' use of language:** Both Bangla and English language are used in the class, but some students were hesitant to speak English when they speak with the teacher.

7. **Treatment of error:** The teacher also helped the students to speak in English whenever they faced any difficulty. Teacher was giving easy and understandable feedback. It's all about the process of his learners to talk. He was helpful, also encourages the students and considers some errors.

8. **Things that I would follow from this observation:** Speaking Skills allows us to communicate effectively. Practicing speaking skills lead me to develop other skills. It is important to give direction to the students.

9. **My learning from this class:** Students feel bored sitting in and one position talked among them whenever they get the chance to do. So, I learned this important point to keep them active.

10. **Conclusion:** It was an outstanding experience observing all classes. I observed student's reaction and how to keep them energetic. It was an excellent opportunity for me.

CHAPTER-VI

Report On Class Conduction

Class Conduction 1

Descriptions of students:

- i. Academic Level: Class 9 (English Second Paper)
- ii. Number of students: 30.
- iii. Average age: 14 years.
- iv. Teaching timing: 15 minutes.

Description of classroom:

- i. Sitting arrangement: The room can accommodate 30 students; chairs are arranged in five rows and two columns.
- ii. Ventilation: There are four big windows, three ceiling fans, four white lights.
- iii. Teaching tools: The classroom is provided with a whiteboard, duster and marker.
- iv. Teaching aids: Textbook and Worksheets.

Teaching materials:

- i. Textbook: Advanced Learner's Communicative English Grammar and Composition.
- ii. Topic: Narration.

Description of Class:

The class started with sharing greetings among the students. The name of the topic was written on the whiteboard. The students were asked to write the rules and then open the book and do some practice, after finishing that the problem solving task was held and then created a game to practice reading the script from the book and create a conversational tone between four students. The response from the students was quite positive, which reflects their understanding of the grammar lecture given in the first slot of the class. At the end feedback was taken and the class ended with goodbye greetings.

Critical analysis and reflection of own class:**➤ Class participations:**

From the very beginning, the students were kept interactive. Whole class participations like reading a passage then they are trying to answer those. Pair works and individual works were conducted where all the students were participative but for some intervals they were found be lazy.

➤ Teacher's activities and qualities:

To cover 15 minutes per class, covering four skills successfully seemed to be challenging. The class was conducted in soft and supportive mood. The correctness of grammar and vocabulary was well maintained. While conducting class activities a mixture of formal and informal style was portrayed. It was always in mind that the level of language delivered was student friendly. Even the lesson materials were quite suitable for the students and interesting in few parts. Students were addressed by names; the session began with warm greetings and so on.

➤ Task Accomplishment:

The class activities were centering reading and writing skills, using the platform of Narration. The part went well as the students carried the instruction well. The class started with the rules of Narration and importance was given in the part of past and future tense. Whiteboard was used to give bullet points. It was always tried to keep the interest level up while solving the exercises. The overall performance was satisfactory. The task itself was a good learning process. In few parts the performance was promising but some of the activities could have been better.

Class Conduction 2

Descriptions of students:

- i. Academic Level: Class- Eight.
- ii. Number of students: 32
- iii. Average age: 13 years
- iv. Teaching timing: 15 minutes.

Description of the classroom:

- i. Sitting arrangement: The room can accommodate 32 students; chairs are arranged in five rows and two columns.
- ii. Ventilation: There are four big windows, three ceiling fans, four white lights.
- iii. Teaching tools: The classroom is provided with a whiteboard, duster and marker.

Teaching materials:

- i. Textbook: English for Today.
- ii. Topic Name: Bangabandhu and Bangladesh (Unit 5).

Description of Class:

The class started with sharing greetings among the students. The name of the topic was written on the whiteboard. The students were asked to open the book and read out the whole passage. After finishing that, the students were requested to share whether they understood or not. Then the teacher divided the students into two groups. Each group has given a summary and asked to choose the correct answer to multiple-choice questions. The response from the students was quite positive, in the end, feedback was taken and the class ended with goodbye greetings.

Critical analysis and reflection of own class:

➤ Class participations:

From the very beginning, the students were kept interactive. Whole class participation is like reading a passage then they are trying to answer those multiple-choice

questions. Pair works and individual works were conducted where all the students were participative.

➤ **Teacher's activities and qualities:**

To cover 15 minutes per class, covering four skills successfully seemed to be challenging. The class was conducted in a soft and supportive mood. The correctness of grammar and vocabulary was well maintained. While conducting class activities a mixture of formal and informal styles was portrayed. It was always in mind that the level of language delivered was student-friendly. Even the lesson materials were quite suitable for the students and interesting in a few parts. Students were addressed by names; the session began with warm greetings and so on.

➤ **Task Accomplishment:**

The class activities were reading and writing skills. That part went well as the students took the instruction well. Whiteboard was used to give the correct answer. It was always tried to keep the interest level up while solving the answers. The overall performance was satisfactory. The task itself was a good learning process.

Class Conduction 3

Descriptions of students:

- i. Academic Level: Class 9 (English First Paper)
- ii. Number of students: 30
- iii. Average age: 14 years
- iv. Teaching timing: 15 minutes.

Description of classroom:

- i. Sitting arrangement: The room can accommodate 30 students; chairs are arranged in five rows and two columns.
- ii. Ventilation: There are four big windows, three ceiling fans, four white lights.
- iii. Teaching tools: The classroom is provided with a whiteboard, duster and marker.

Teaching materials:

- i. Textbook: English for Today.
- ii. Topic name: Pastimes.

Description of Class:

The class started with sharing greetings among the students. The name of the topic was written on the whiteboard. The students were asked to read the whole passage and share their experiences about pastime. They were asked to divide into three groups and write down about the difference between pastime and a hobby. After finishing that they share their ideas with the class. The response from the students was quite positive, at the end feedback was taken and the class ended with goodbye greetings.

Critical analysis and reflection of own class:

➤ Class participations:

From the very beginning, the students were kept interactive. Whole class participations like reading a passage. Pair and Individual works were conducted where all the students were participative.

➤ **Teacher's activities and qualities:**

To cover 15 minutes per class, covering four skills successfully seemed to be challenging. The class was conducted in soft and supportive mood. The correctness of grammar and vocabulary was well maintained. While conducting class activities a mixture of formal and informal style was portrayed. It was always in mind that the level of language delivered was student friendly. Even the lesson materials were quite suitable for the students and interesting in few parts. Students were addressed by names; the session began with warm greetings and so on.

➤ **Task Accomplishment:**

The class activities were centering speaking and listening and writing skills. The part went well as the students carried the instruction well. The class started with the meaning of past time. Whiteboard was used to give bullet points. It was always tried to keep the interest level up while they are sharing their thoughts.

The overall performance was satisfactory. The task itself was a good learning process. In few parts the performance was promising but some of the activities could have been better.

CHAPTER-VII

Recommendation

- One sided learning usage should be reduced and collaborative classes should be done.
- Teachers should follow the CLT method when they take class.
- The students have to learn to use the L2 language in classroom.
- Students need to be more active.
- The teacher student's interactive relationship should be more improved and effective.

CHAPTER-VIII

Overall Findings

As three classes were observed and three classes were taken, few things have been found. Those are given below:

Subject Matter Content:

The teacher had good knowledge about the topic and gave good command.

Class Environment:

The teacher asked them to raise their hand when the students want to ask anything.

Lesson Delivery:

Teachers were well prepared for their lesson and deliver their lesson very nicely. One Teachers use L.2 at first but students face some problems understanding the lesson and for that reason teachers use LI.

Finding from Conducted Class

What I wanted to achieve:

I wanted to make the student interested about the lesson for which I created some game. I wanted to ensure their participation and I was successful in this part. They were very active and their responses were good enough.

Where I was Unsuccessful:

At the beginning of the class I felt very nervous and I repeated that portion twice. Each activity did not work according to plan some activities took more time than the expected time.

CHAPTER-IX

Conclusion

It was a great experience to observe three classes of high school level. The teaching experience was amazing. All the teachers and students helped complete the observation and class conduction. If I had more time to take the classes, I would do more activities with the students. The primary and high school levels in Bangladesh have a very low standard, so this is the present scenario of English classes. At last, I would like to share my experience while doing this project. I learnt many new things also; I tried to learn how teachers use teaching methods and how it is applied in real life. There were some positive things observed during the observation and class conduction. This project has developed my thinking skills related to the topics.

Very special thanks to my dear facilitator for setting such targets for us.

Thank you.

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APPENDIX - 1

Checklist

Checklist for Class Observation

Instructor: Md. Mamun Sir Program class 9 Faculty: _____
 Batch: _____ No. of Students: 30 Semester _____
 Course Title & Code: English 2nd paper Room no.: _____
 Peer/Observer: Tasmiah Rowshan Pinaka Date and Time 23 Oct, 2021 (11:00-11:30)am

Objectives of the lesson (as perceived):

- i. A brief idea of the topic (Narration)
- ii. Students ask to learn narration rules.

Were the objectives achieved and to what extent (in your view)?

The lesson became very interesting when the teacher created a game to practice more.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Knowledge of content + specific information, tried to develop and covered the topic.
2	ORGANIZATION (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)	Explain the topic briefly, students learn narration rules and tried to narrate what they just heard.
3	RAPPORT (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 not only on subject matter but also in manner, etiquette and attitude)	Collaborative class, interacting with each other and the students also enjoy talking more.

4	TEACHING METHODS (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)	CLT method was found, reduced waste, problem solving task.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Clear speech, supporting gesture and not too much material for the lesson.

MANAGEMENT

Did the time wisely spent?
Yes.

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)

5 minutes Roll calling	13 minutes Lecture on the topic, problem solving task.	7 minutes Feedback, offer answers.	5 minutes talked on Homework
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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 critical event.

Strengths observed:

1. Speaking skill,
2. Time management.

Suggestions for improvement:

1. Differentiate between students.
2. Communicate with students and parents.

Overall impression of teaching effectiveness:

It was good, the students are so excited about the new additions and new learning opportunities. They are calm and having fun at a time. The overall impression of teaching effectiveness was impressive, though there needs some improvement.

APPENDIX - 2

Lesson Plan 1

Institution Name: Noyagaon M. A. Majid Miah High School.	Date: 24 October, 2021
Lecturer's Name: Tasmiah Rowshan Pinaka	Duration: 15 minutes.
Course: Second Paper.	Class: Nine.
Subject: English	Students: 30.
Medium of instruction: Both English and Bangla.	
Topic: Narration.	
Resources: Whiteboard, Marker and Textbook.	
Aims of lesson: To make sure that student can identify between direct and indirect speech.	
Learning Objectives: students will be able to <ul style="list-style-type: none"> • Define direct speech and indirect speech. • List the rules for converting direct speech to indirect speech and indirect speech to direct speech. 	
Assumed prior knowledge: Students may have a little knowledge about the topic.	
Assessment: Questions solving task.	
Skills for life: English language skills, lifelong learning gathering a good knowledge in Narration will help one to acquire a substantial skill in English. Besides this learning is for lifetime.	

Time	Content & Teacher Activity	Student Activity	Resource
11:15 am (3 minutes)	<ul style="list-style-type: none"> • Attention grabber • Asking to write and read • Introduction 	<ul style="list-style-type: none"> • Responding positively with their teacher. 	
11:18 am (10 minutes)	<ul style="list-style-type: none"> • Discuss then write to rules and structures with examples. • Created a game to practice read and write more. 	<ul style="list-style-type: none"> • Watching and listening • Writing the structures and examples • Ask questions 	<ul style="list-style-type: none"> • Text book • Whiteboard markers • Assignment handout
11:30 am (2 minutes)	<ul style="list-style-type: none"> • Feedback any questions and solutions. 	<ul style="list-style-type: none"> • Offer answers 	

Lesson Plan 2

Institution Name: Noyagaon M. A. Majid Miah High School.	Date: 24 October, 2021
Lecturer's Name: Tasmiah Rowshan Pinaka	Duration: 15 minutes.
Course: English For Today.	Class: Eight.
Subject: English.	Students: 32.
Medium of instruction: Both English and Bangla.	
Topic: Bangabandhu and Bangladesh.	
Resources: Whiteboard, Marker and Textbook.	
Aims of lesson: Students can learn about Bangabandhu and Bangladesh and focused on his leadership.	
Learning Objectives: students will be able to <ul style="list-style-type: none"> • 21st Feb. • Historical 7th March speech. 	
Assumed prior knowledge: Students may have a little knowledge about the topic.	
Assessment: Writing and reading task.	
Learning outcomes: Students will able to read and write sentences correctly.	

Time	Content & Teacher Activity	Student Activity	Resource
10:15 am (2 minutes)	<ul style="list-style-type: none"> • Attention grabber • Introduction 	<ul style="list-style-type: none"> • Certainly responding with their teacher. 	
10:17 am (11 minutes)	<ul style="list-style-type: none"> • Discuss about the topic. • Pair works. 	<ul style="list-style-type: none"> • Reading and writing. 	<ul style="list-style-type: none"> • Text book • Whiteboard markers
10:30 am (2 minutes)	<ul style="list-style-type: none"> • Feedback. 	<ul style="list-style-type: none"> • Offer answers 	

Lesson Plan 3

Institution Name: Noyagaon M. A. Majid Miah High School.	Date: 24 October, 2021
Lecturer's Name: Tasmiah Rowshan Pinaka	Duration: 15 minutes.
Course: First Paper.	Class: Nine.
Subject: English.	Students: 30.
Medium of instruction: Both English and Bangla.	
Topic: Pastime.	
Resources: Whiteboard, Marker and Textbook.	
Aims of lesson: To develop grammar and vocabulary for pastimes.	
Learning Objectives: students will be able to <ul style="list-style-type: none"> • Define pastime. • Learn to talk more about pastime. 	
Assumed prior knowledge: Students may have a little knowledge about the topic.	
Assessment: Speaking and reading task.	
Skills For Life: Through hobbies or, pastime vocabulary lists of the most commonly-used words. Besides this learn something new through communication and daily activities.	

Time	Content & Teacher Activity	Student Activity	Resource
11:45 am (2 minutes)	<ul style="list-style-type: none"> • Attention grabber • Introduction 	<ul style="list-style-type: none"> • Certainly responding with their teacher. 	
11:47 am (11 minutes)	<ul style="list-style-type: none"> • Discuss about the topic. • Created a game to practice more. 	<ul style="list-style-type: none"> • Reading and listening. • Sharing experience. 	<ul style="list-style-type: none"> • Text book • Whiteboard markers
12:00 pm (2 minutes)	<ul style="list-style-type: none"> • Feedback. 	<ul style="list-style-type: none"> • Offer answers 	

APPENDIX - 3
(Plagiarism report)

12/23/21, 10:30 AM

Turnitin

<h3>Turnitin Originality Report</h3> <p>Processed on: 23-Dec-2021 10:21 +06 ID: 1735187246 Word Count: 4773 Submitted: 1</p> <p>182-10-311 By Tasmiah Rowshan Pinaka</p>		<table border="1"> <tr> <th>Similarity Index</th> <th>Similarity by Source</th> </tr> <tr> <td>17%</td> <td> Internet Sources: 14% Publications: 1% Student Papers: 18% </td> </tr> </table>	Similarity Index	Similarity by Source	17%	Internet Sources: 14% Publications: 1% Student Papers: 18%
Similarity Index	Similarity by Source					
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