

An Internship Report on
Teaching of English for Today at the secondary level of education in Bangladesh.

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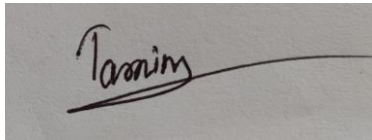
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This Internship Report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the requirement for the Degree of Bachelor of Arts

(B.A.), in English.

Declaration

I, hereby, declare that this project paper 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 any part of this project paper has been submitted for a prize or any other degree anywhere. In the meantime, I want to reassure you that this report is my main assignment, based on my actual experience.

A rectangular box containing a handwritten signature in black ink. The signature appears to be 'Tasnim' written in a cursive style, with a horizontal line drawn underneath it.

.....

Tasnim Zaman Priti

ID: 191-10-368

Department of English

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Certificate

This is to certify that, Tasnim Zaman Priti, ID: 191-10-368 is a student of the English Department of Daffodil the International University, Ashulia Campus. I am happy to announce that she completed this project paper under my supervision and tried hard to prepare this report. All of the information and facts she includes in this project paper are completely accurate, and she has not submitted this report anywhere. I wish her every success in her future career and life.



.....
Supervised by

Al Mahmud Rumman

Lecturer (senior scale)

Department of English

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Acknowledgment

I would really like to express my heartiest gratitude to Al Mahmud Rumman Lecturer (senior scale), Department of English. For his unstoppable assistance in completing my internship and project paper. His unending empathy, intellectual direction, inspiration, constructive criticism, helpful advice, reviewing poor drafts, and fixing them at all stages enabled me to complete my project paper. I would also like to thank the Headmaster of the Khairullah Govt. Girls' High School for permitting me to observe and conduct the class. Furthermore, I'd want to thank Hassina Momtaj, a senior teacher at Khairullah Govt. Girls' High School, for helping me learn a lot about the teaching profession. I am grateful to my family members who boost my strength and provide a lot of mental support.

Abstract

The initial goal of this internship paper is to present the current situation of teaching "English for Today" textbook as a part of teaching English in secondary schools of our country. This investigation seeks to explore the issues that come with teaching the prescribed English textbook 'English for Today' to classes 6 and 10 in a secondary school in Bangladesh. In order to explore this, I have collected data from a secondary school at Mymensingh. In that government high school, I observe how the teacher teaches English for today's book as well as the English language in a few classes. I observe the teachers' teaching techniques, the materials teachers use, how the teacher interacts with students, and how the teacher engages students in the class during the observation. According to my given observation checklist, I tried to list things that were incompetent and the limitations in the class of secondary level. I also learned a lot about the teaching staff and was able to comprehend how the teacher attracts students to the class. I also learned a lot about the teaching profession and was able to comprehend how the teacher attracts students to the class. In the part preceding the conclusion, I elaborate on my experience in teaching and observing.

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Chapter-I

Introduction

Bangladesh is classified as a lower middle-income country in a World Bank report released in 2016, based on the country's sustained progress over the last decade. The importance of English in sustaining growth and generating globally compatible workforces cannot be overstated. As a result, with economic interests in mind, improving English language instruction and learning has become a top priority. Despite extensive efforts in recent years to standardize English language teaching (ELT) in the country, the results have been disappointing. English is taught as a mandatory foreign language in Bangladeshi secondary schools. It is a required topic in grades one through twelve and beyond. Despite a national policy favoring Bangla, English has been taught at the primary and secondary levels of school and beyond since the country's inception in 1971. , the Department of English has developed a course named "Project Paper" to provide students with an excellent opportunity to gain experiences and learn about the current state of the English language learning and teaching system in Bangladesh at the secondary level by visiting institutions. The internship report's major goal is to identify what strategies and concepts teachers are still using to help their students teach and learn English. A school in Mymensingh has been chosen in accordance with the guidelines. Few classes were observed and few classes were conducted at that school. Some issues were discovered when observing the classes. To address these issues, some strategies have been suggested that may assist in the efficient teaching of English at that schools.

Objectives of the Internship

The objectives of the internship are;

- i. To comprehend the present state of English language education in Bangladeshi schools.
- ii. Implementing teaching approaches and methods into practice in real-world situations (classroom).
- iii. To determine the effects of various strategies and methods.
- iv. To highlight how the instructor makes the lesson successful and entertaining for the students, as well as how they stimulate students to ask questions.
- v. Evaluate the students' output in English language learning and how much they enjoy doing that.

Chapter-II

Literature review:

A relevant article has been published textbooks are an essential component of teaching any subject; language teaching and learning are also included; other elements include learners, teachers, environments, teaching techniques, and assessments. A textbook serves as a road map for keeping track of how things help best students and what stimulates their interest or demotivates those. A textbook has such a profound impact that refer to it as an "essentially universal component" for language classrooms. English 1st Paper is a compulsory subject in Bangladesh for students in grades 1-12. English for Today is the textbook used for this topic. The goal of the English curriculum is to make learners proficient in using English, and so the book is said to be constructed based on the communicative approach to language learning (Billah et al., 2017, p.). After reviewing a few research papers, discovered all that papers discuss how English for Today should study and enhance the teaching process. And how this study attempted to determine whether the textbook and its tasks are as communicative as those promise to be. Because a textbook is one of the most important components of a language classroom, evaluating it and then making it more communicative would benefit both teachers and students. However, no one analyzes the teacher-student ratio and the classroom setting, which are important in creating a productive learning environment.

Chapter-III

Methodology

Selecting Institution

Khairullah Govt. Girls High School was picked for the internship. The recommendation letter, signed by the supervisor, was given to the school's headmaster, who then granted permission to observe classes and conduct a class. I consider myself fortunate to have received excellent guidance from professors, particularly the Headmaster and two English class teachers. Then, in that institution, I successfully continued my work for the internship.

Selecting Class

Three classes were chosen from various grades to observe, and the same three classes were chosen to conduct. The headmaster assisted in the selection of classes for observation and teaching. I watch and attend at least four months of English classes. Initially, I observed classes from 6th to 8th grade. Then I take a few classes with the same grade level.

Selecting a Facilitator

Hassina Momtaj, the school's Senior Instructor and an English teacher was my familiar person and my facilitator who assisted me in every way while working on my internship at the school. She assisted me in choosing the lesson for the class. I must express my gratitude to her for her wonderful assistance in completing my internship successfully.

Observing classe

In school, only a few classes were observed. Both classes were different grades of English classes. The observed classes provided a summary of how the teachers conducted classes, how they used time in the classroom, and how the teacher connected with students while conducting the lesson.

Using checklist

A was designed to observe classes and gather information and data.

Chapter-IV

Institution Details

At A Glance:

Name of the Institution: Khairullah Govt. Girls High School

Number of Students: Around 1100 students

Number of Teachers: 15

Number of English Teacher: 3

In 1941, Khairullah Bepari founded the Khairullah Govt. Girls High School in Upzilla town to provide female education. The school was housed in a two-story building on 1.5331 acres of land in Gafargaon's core. Other Gafargaon landlords, such as the Zamindars of Muktagacha, came up with financial support to help Khairullah Bepari complete his objective. Women's education in Bengal was in a bad situation at the time, but with the foundation of the school, female education in Bengali society, both Hindu and Muslim, improved. In 1985, the school was nationalized. Babu Shoshi Chondro Dash was the school's first headmaster, serving until 1945. From January 10, 1970, to February 13, 1996, Morgia Begum was the school's first headmaster when it was nationalized. Morgia Begum was the school's principal for 27 years. The library of the school contains about 10,500 books, including several rare collections. It contains a hostel that can accommodate around 250 students. There are 1100 students enrolled. The school is now supervised by 15 instructors, including a headmaster. The school operates on a single shift. Khairullah Govt. Girls' High School is one of the top-rated places listed as a high school. In the school, multimedia and audio recorders are used. This school has a modest library where children can find a variety of tale books, study materials, and Bangla novels. This school does not have a canteen.

Chapter- V

Class Observation Report

1.1. Teacher's Class Observation No. 1

Teacher's name: Hassina Momtaj	
Name of Institution: Khairullah Govt. Girls' High School Gafargoan, Mymensingh	
Classroom Description:	
<p>1. Size of Classroom: The classroom has a capacity of 30 students, but there were more than 51 students present.</p> <p>2. Seating Arrangement: Seating in the classroom is provided by movable wooden benches and steel-mixed benches and tables arranged in two columns, each with eight rows. All the rows of benches face the whiteboard and the columns of are kept benches are kept alongside the rows facing the side walls of the classroom. In addition, the teacher sits in a chair and keeps her belongings on a table that is set up in front of all students and near the whiteboard.</p> <p>3. Local Conditions: The local conditions of the classroom can be represented by a variety of factors, such as ventilation, teaching aids, lighting, and fans. As there are no large buildings students have access to fresh air and natural light.</p>	<p><input type="checkbox"/> Ventilation: The ventilation in the classroom is furnished with six large windows and two big entryways.</p> <p><input type="checkbox"/> Teaching Aids: The teacher uses a long whiteboard and marker pens for writing, and the recorder with CDs for listening or watching.</p> <p><input type="checkbox"/> Lights, Fans, and ACs: Aside from the natural light that comes through the large window. The classroom has six lights. The classroom also has two fans for adequate air circulation</p>

Student's information:

<p>1.Academic Level of the Students: Every student in this class is in pre-intermediate Level.</p> <p>2.Language Level of the Students: Even though this group of students is enrolled in the senior class they belong to the pre-intermediate English reading comprehension level</p> <p>3.Average Age of Students: In this class students' age between 13 years to 14 years old. The number of maximum students are in the same age.</p>	<p>4. Number of Students: The overall number of students, there are 89 students in the class. between them are the numbers of students who attended-</p> <p><input type="checkbox"/> In the first class: 51/89;</p> <p>5. Number of Years of English Study of Students: According to our country's academic In the system, all of the students studied English for at least twelve grades.</p>
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<p>Lesson Objectives: The lesson purpose was to teach students about text reading, translation, important vocabulary, answering questions, and filling in the blanks from the text.</p> <p>Teaching Materials: Worksheet or handout, textbook 'English for Today', Whiteboard, black marker, multimedia.</p> <p>Course Book: 'English for Today' class VIII</p> <p>Unit: 8-(News! News! News!)</p>
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Report on observation-1

General Information

Tutor- Hassina Momtaj

Place of observation: Khairullah Govt. Girls' High School Gafargoan, Mymensingh.

Level: Pre-intermediate

Name of course: English for Today

Number of students: 51 (Girls'-51)

Date: 11.08.22

Time: 11.15-12.00 p.m.

Observer: Tasnim Zaman Priti

Experience of the Class:

On 11 August 2022, I had the chance to observe a class by Miss Hassina Momtaz who was conducting the class. With a smile, the teacher started class with a morning greeting. She brought worksheets for today's class and distributed them to all of the students. Then she gives them instructions to open their English for Today textbook. They were going to study Unit 8 with the worksheets from "News! News! News!" The material was clear, with large images on the front page of their textbook. Moreover, it was very exciting. First, the teacher randomly assigns one student to read the passage in front of the entire class, while she also describes the meaning of the passage and attempts to gain their understanding. The teacher then introduced pair work to the classroom, and each student was paired with one of her classmates who is close to her. The teacher walked among the students, listening to their problems. The Teacher also gives them a vocabulary task which is to find out their unknown vocabulary and note them. After finishing this task the teacher tells them the meaning of their unknown vocabulary. She allotted extra time for students who were falling behind on their assignments. Because some of the topics were unfamiliar in the cultural context, the teacher introduced them to the students. Following the pair work, the teacher solicited the opinions of the students in pairs. Students were then asked to identify the meaning of a reading text and to speak briefly about their thoughts on the reading text. After reading the text, the students expressed their thoughts. The teacher then played an audio clip to help students practice their listening skills. She went through it three times. The listening task appeared to be beyond the students' reading comprehension, as they struggled to complete it. Consequently, the teacher assisted the students in understanding the meaning of the listening task. Before playing the audio for the fourth time, the teacher gave the students some time to read the question from the question book again. The teacher then went over the answers with the students. After the teacher, the students practiced their answers. The teacher then asked if the students had any questions about the lesson so far. Finally, the teacher should assign homework to all students. That entailed creating questions from the reading text as well as preparing answers to those questions. After assigning homework to the students, the teacher concludes the class by saying goodbye to all of them.

2.1 Teacher's Class Observation No. 2

Teacher's name: Hassina Momtaj	
Name of Institution: Khairullah Govt. Girls' High School Gafargoan, Mymensingh	
Classroom Description:	
<p>1. Size of Classroom: The classroom has a capacity of 35 students, but there were more than 55 students present.</p> <p>2. Seating Arrangement: Seating in the classroom is provided with movable wooden benches and steel-mixed benches and tables arranged in two columns, each with seven rows. All the rows of benches face the whiteboard and the columns of are kept benches are kept alongside the rows facing the side walls of the classroom. In addition, the teacher sits in a chair and keeps her belongings on a table that is set up in front of all students and near the whiteboard.</p> <p>3. Local Conditions: The local conditions of the classroom can be represented by a variety of factors, such as ventilation, teaching aids, lighting, and fans. As there are no large buildings students have access to fresh air and natural light.</p>	<p><input type="checkbox"/> Ventilation: The ventilation in the classroom is furnished with six large windows and three big entryways.</p> <p><input type="checkbox"/> Teaching Aids: The teacher uses a long whiteboard and marker pens for writing, and the recorder with CDs for listening or watching.</p> <p><input type="checkbox"/> Lights, Fans, and ACs: Aside from the natural light that comes through the large windows. The classroom has five lights. The classroom also has three fans for adequate air circulation</p>

Student's information:

<p>1. Academic Level of the Students: Every students of this class in pre-intermediate Level.</p> <p>2. Language Level of the Students: Even though this group of students is enrolled in the senior class they belong to the pre-intermediate English reading comprehension level</p> <p>3. Average Age of Students: In this class students' average age is between 13 years to 14 years old. The number the of the maximum students are in the same age.</p>	<p>4. Number of Students: The overall number of Students, there are 87 students in the class. between them are the numbers of students who attended-</p> <p><input type="checkbox"/> In the first class: 55/87;</p> <p>5. Number of Years of English Study of Students: According to our country's academic In the system, all of the students studied English for at least twelve grades.</p>
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Lesson Objectives: The lessons' purpose was to teach students about text reading, translation, important vocabulary, answering questions, and filling in the blanks from the text.

Teaching Materials: Worksheet or handout, textbook 'English for Today', Whiteboard and black marker, multimedia.

Course Book: 'English for Today' class VIII

Unit: 9 (Things that have change our life)

Report on observation 2

General Information

Tutor- Hassina Momtaj

Place of observation: Khairullah Govt. Girls' High School Gafargoan, Mymensingh.

Level: Pre-intermediate

Name of course: English for Today

Number of students: 55 (all girls -55)

Date: 18.08.22

Time: 12.05-12.50 p.m.

Observer: Tasnim Zaman Priti

Experience of the Class:

On August 18, 2022, I had the opportunity to observe a class taught by Miss Hassina Momtaj. The teacher apparently started class with a morning hello as well as a smile. She brought worksheets for today's lesson and handed them out to everyone. Then she instructs them to get their English for Today textbooks. They planned to use the worksheets from Unit 9 to study "Things that have Changed Our Lives." The information was straightforward, with large illustrations on the main page of their text book. Initially, the teacher assessed the students' prior knowledge by asking simple questions regarding Things That Have Changed Our Lives. . And how have we evolved in the present day? Do they know anything or are they guessing? The teacher will then listen to their own perspective and point of view on today's text. The teacher then introduced pair work to the classroom, and each student was matched with one of his or her classmates. The teacher next gives students a taste of the assignment and compares it to their daily lives. The teacher strolled among the kids, listening to their issues. She allotted extra time for students who were falling behind on their assignments. Because some of the themes were unfamiliar in the cultural context, the teacher introduced them to the students. Following the pair work, the teacher solicited the opinions of the students in pairs. Students were then asked to deduce the meaning of a reading text and to speak briefly about their thoughts on the reading text. After reading the text, the students voiced their opinions. The teacher then played an audio clip to help students practice their listening skills. She went through it three times. The listening exercise appeared to be beyond the students' proficiency level, as they struggled to complete it. Unfortunately, the classroom was located along the road, so there were bicycles, and the noise was severely affecting the learning environment. However, the teacher assisted the students in understanding the meaning of the listening activity. Before playing the audio for the fourth time, the teacher gave the students some time to read the question from the question book again. The teacher then went over the responses with the students. The replies were repeated by the students, following the teacher. The teacher then asked whether the students had any questions about the lesson so far. During vocabulary instruction, the teacher then explained one vocabulary term. In front of the kids, she discussed "The Bullet Train" and "High-speed Rail" and how those work. The teacher then reminded the students of the lecture briefly before asking them if they had any questions about the entire lesson. The students gave negative responses. The teacher then said goodbye to the students, and the class ended at that point.

3.1. Teacher's Class Observation No. 3

Teacher's name: Hassina Momtaj	
Name of Institution: Khairullah Govt. Girls' High School Gafargoan, Mymensingh	
Classroom Description:	
<p>1. Size of Classroom: The classroom has a capacity of 30 students, but there were more than 49 students present.</p> <p>2. Seating Arrangement: Seating in the classroom is provided by movable wooden benches and steel-mixed benches and tables arranged in two columns, each with six rows. All the rows of benches face the whiteboard and the columns of are kept benches are kept alongside the rows facing the side walls of the classroom. In addition, the teacher sits in a chair and keeps her belongings on a table that is set up in front of all students and near the whiteboard.</p> <p>3. Local Conditions: The local conditions of the classroom can be represented by a variety of factors, such as ventilation, teaching aids, lighting, and fans. As there are no large buildings students have access to fresh air and natural light.</p>	<p><input type="checkbox"/> Ventilation: The ventilation in the classroom is furnished with six large windows and two big entryways.</p> <p><input type="checkbox"/> Teaching Aids: The teacher uses a long whiteboard and marker pens for writing, and the recorder with CDs for listening or watching.</p> <p><input type="checkbox"/> Lights, Fans, and ACs: Aside from the natural light that comes through the large windows the classroom has six lights. The classroom also has four fans for adequate air circulation.</p>

Student's information:

<p>1.Academic Level of the Students: Students: This class student all are the pre-intermediate level.</p> <p>2.Language Level of the: Despite of being in the senior class, this high school class student has a pre intermediate English reading comprehension level.</p> <p>3. Average Age of Students: Students in this class range from 11years to 12 years old. And the majority students are in the same age.</p>	<p>4.Number of Students: This class has 60 students between them are the numbers of students who attended-</p> <p><input type="checkbox"/> In the first class: 51/89;</p> <p>5.Number of English Study Students: According to this government's education system, all of the students studied English at least until the 12th grade.</p>
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<p>Lesson Objectives: The e class's intention was to teach students how to read text from a book, translate it, learn essential terminology, answer questions, and fill in the blanks in the text.</p> <p>Teaching Materials: Worksheet or handout, textbook 'English for Today', Whiteboard and black marker, multimedia.</p> <p>Course Book: 'English for Today' class VII</p> <p>Unit: 6 (Leisure)</p>

Report on observation-3

General Information

Tutor- Hassina Momtaj

Place of observation: Khairullah Govt. Girls' High School Gafargoan, Mymensingh

Level: Pre-intermediate

Name of course: English For Today

Number of students: 49 (all are girls)

Date: 01.09.22

Time: 1.50-2.35 pm

Observer: Tasnim Zaman Priti

Experience of the class:

On October 1, 2022, I got the opportunity to observe Miss Hassina Momtaj's class. The teacher appeared to begin class with a warm welcome and a smile. As always, she brought worksheets for today's lecture and distributed them to everyone. Then she tells them to go fetch their English books for today. And she assured them that today's class would be the most interesting yet. They intended to study "leisure" using the worksheets from Unit 6. The information was simple, with large images of different people's work on the front page of their textbooks. The teacher began by assessing the pupils' prior knowledge by asking simple questions about their personal leisure time. And how did they spend their free time? After a few rounds, the teacher approaches a few pupils individually and inquires about their leisure time. Each student talks about different types of free-time activities. Initially, the teacher tested the students' previous knowledge by asking simple questions about the list of free-time activities. Do they have any information, or are they just making things up? She then instructs them to read the text about leisure. The teacher will then listen to their thoughts and opinions on today's text. The teacher then introduced pair work to the class, and each student was paired with a classmate. Following that, the teacher offers the students a taste of the assignment and connects it to their daily lives. The teacher moved among the students, listening to their concerns. She gave students who lacked progress on their assignments extra time. Students were then asked to comprehend the meaning of a reading text and to speak briefly about their thoughts on the reading text. After reading the material, the students expressed their thoughts. The teacher next played a video clip that featured diverse individuals describing their leisure passions and interests to assist students in practicing their listening abilities. She repeated it three times. The listening exercise looked to be beyond the student's level of proficiency, as they were unable to complete it. The teacher, on the other hand, supported the students in understanding the meaning of the listening activity. Students were then asked to comprehend the meaning of a reading text and to speak briefly about their thoughts on the reading text. After reading the material, the students expressed their thoughts. The teacher next played a video clip that featured diverse individuals describing their leisure passions and interests to assist students in practicing their listening abilities. She repeated it three times. The listening exercise looked to be beyond the student's level of proficiency, as they were unable to complete it. The teacher, on the other hand, supported the students in understanding the meaning of the listening activity. There was a poem

about leisure in the textbook. The teacher recited that poem in front of the class. Then give them homework on the poem and have them make a list of the things mentioned in it. The teacher then briefly reviewed the lecture with the students before asking if they had any questions concerning the entire lesson. Students said no. The teacher then offered her goodbyes to the students, and the class ended there.

4.1. Teacher's Class Observation No. 4

Teacher's name: Hassina Momtaj	
Name of Institution: Khairullah Govt. Girls' High School Gafargoan, Mymensingh	
Classroom Description:	
<p>1. Size of Classroom: The classroom has a capacity of 40 students, but there were more than 57 students present.</p> <p>2. Seating Arrangement: Seating in the classroom is provided by movable wooden benches and steel-mixed benches and tables arranged in two columns, each with seven rows. All the rows of benches face the whiteboard and the columns of are kept benches are kept alongside the rows facing the side walls of the classroom. In addition, the teacher sits in a chair and keeps her belongings on a table that is set up in front of all students and near the whiteboard.</p> <p>3. Local Conditions: A pattern of aspects, such as ventilation, teaching aids, lighting, and fans, might represent the local circumstances of the classroom. Students have access to fresh air and natural light because there are no major structures.</p>	<p><input type="checkbox"/> Ventilation: The ventilation in the classroom is furnished with six large windows and two big entryways.</p> <p><input type="checkbox"/> Teaching Aids: The teacher uses a long whiteboard and marker pens for writing, and the recorder with CDs for listening or watching.</p> <p><input type="checkbox"/> Lights, Fans, and ACs: Aside from the natural light that comes through the large windows The classroom has four lights. The classroom also has four fans for adequate air circulation</p>

Student's information:

<p>1. Academic Level of the Students: Every student in this class in pre intermediate level.</p> <p>2. Language Level of the Students: Every student in the class is the pre-intermediated level of studies.</p> <p>3. Average Age of Students: The average age in this class is between 13 years to 14 years old. And a maximum number of students are of the same age.</p>	<p>4. Number of Students: The overall number of Students, there are 89 students in the class. between them are the numbers of students who attended-</p> <p><input type="checkbox"/> In the first class: 51/89;</p> <p>5. Number of Years of English Study of Students: According to our country's academic in the system, all of the students studied English for at least twelve grades.</p>
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Lesson Objectives: The lesson's purpose was to teach students about text reading, translation, important vocabulary, answering questions, and filling in the blanks from the text.

Teaching Materials: Worksheet or hand out, textbook 'English For Today', Whiteboard and black marker, multimedia.

Course Book: 'English for Today' class VII

Unit: 7 (Games and sports)

Report on observation-4

General Information

Tutor-Hassina Momtaj

Place of observation: Khairullah Govt. Girls' High School Gafargoan, Mymensingh.

Level: Pre-intermediate

Name of course: 'English for Today'

Number of students: 48

Date: 07.09.22

Time: 11.15-12.00 p.m.

Observer: Tasnim Zaman Priti

Experience of the class:

On September 7, 2022, I had the chance to observe Miss Hassina Momtaj's class. The teacher began class with a morning hello and a smile. The teacher then explained what she was going to teach them. The teacher began by discussing the last class lesson and work. The teacher then asked students whether they had understood the previously assigned tasks. The teachers entered the classroom, checked everyone's work, and provided feedback. Though the class was an English language lesson, she spoke in a very natural manner and used L1 most of the time. Then she tells them to go get their English for Today books. They planned to study Unit 7 using the worksheets they received in the last class from "Game and Sport." On the first page of their lesson text book, there were enormous photographs of two cricket players hugging each other with a smile. It was also quite exciting. First, the teacher picks one student at random to read the piece in front of the entire class while also describing the meaning of the passage and attempting to acquire their understanding. She asked randomly if anyone knew about Bangladeshi games or about the cricket achievements of Bangladeshi players. Then she tells them to go get their English for Today books. They planned to study Unit 7 using the worksheets they received in the last class from "Game and Sport." On the first page of their lesson text book, there were enormous photographs of two cricket players hugging each other with a smile. It was also quite exciting. First, the teacher picks one student at random to read the piece in front of the entire class while also describing the meaning of the passage and attempting to acquire their understanding. Then she asked randomly if anyone knew about Bangladeshi games or about the cricket achievements of Bangladeshi players. Some students respond to this question, and the teacher considers their responses. The teacher loudly read the passage with word meanings so that everyone could understand it properly. After this reading session, the teacher gave the students a task about this text. Draw a game-playing time chart on the white board and play an audio player in multimedia. Tell them to listen to the audio again and again and fill the chart with the timed activities of the chart. All the students do as their teachers instruct them. After they finished the task, the teacher checked their paper and gave feedback. In the last minutes of the class, the teacher gave them group work where they formed two buddy groups; this will be their home task for next class. From each group, one will tell about her daily routine, including when she plays games, make an audio recording, and another will write this audio as a paragraph. The teacher ends the class by saying goodbye to all of the students after assigning homework.

Chapter-VI

Class conduction

Reports on Class Conduction 01

Reports on own class:

Descriptions of students, classroom, materials

Descriptions of students:

- i) Academic level: Tertiary.
- ii) Language level: pre-intermediate.
- iii) Average age: 11 years old
- iv) Number of students present: C1= 57, C2-57
- v) Teaching timing: 45 minutes (per class)

Descriptions of the classroom:

- i) Sitting arrangement: The classroom can hold 30-35 people, yet there were 64 students present. The classroom is furnished with adjustable wooden benches and steel-mixed benches and tables organized in two columns of seven rows each.
- ii) Ventilation: Six wide windows and two large entryways provide airflow for the classroom. Apart from the natural light that streams in through the huge windows, there are five lights and six fans in the classroom.
- iii) Teaching tools: The classroom has a whiteboard, recorder The classroom has a whiteboard, a recorder
- iv) Teaching aids: Worksheets, a textbook, and a tape recorder

Teaching materials:

i) Course book: English For Today class-six

ii) Topic: Lesson 22 Hason Raja- mystic bard of Bangladesh

Covering: The main text from the textbook (day 1)

Covering: Do some homework and pair work in class. (Day 2)

iii) Objectives: Developing a clear understanding of passage reading, vocabulary, and question answering.

iv) Teaching aids: Worksheet, textbook, and audio clip collected from the internet (YouTube)

Description of Class:

With a good morning, the class started. Before starting the class, make an audio recording on the recorder. If they were familiar with the song, the students were questioned. Worksheets for the class today and gave them to each student. On the whiteboard were the names of the topic and unit. Then they were told to open their English for Today textbook. The students were instructed to identify the connections between the title and the music. The students were then asked to share whether or not they comprehended anything. A few of the students say they found out that the song was written by Hason Raja. Others give their own kind of opinions. To read the passage from the textbook, a student was randomly selected. When she reads the passage aloud, ensure all the students can understand the meaning and any new vocabulary. as well as being asked to take note of new vocabulary. To read the passage from the textbook, a student was randomly selected. When she reads the passage aloud, ensure all the students can understand the meaning and any new vocabulary. New vocabulary should also be noted. They followed the reading instructions and performed well, based on their knowledge. The student's pronunciation mistakes were fixed as they were being read. To help them improve their writing abilities, they were given a worksheet with a list of words. After reading the material, the students expressed their thoughts. Then assign them homework based on the reading text and have them create some questions based on it. Before asking students if they have any questions about the entire class, go over the lecture with them briefly. The class ended with the students saying their goodbyes.

Critical analysis and reflection of own class:

➤ **Class participations:**

The students were kept engaged from the beginning to the end. Every student in the class engaged in various activities designed to keep them occupied and interested, including reading aloud passages from the text, coming up with sentences using the new vocabulary that was introduced, participating, and more. During descriptions, the students who made an attempt to respond highlighted that they were less apprehensive and more disposed to speak.

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

Teaching skills effectively in 45 minutes per lesson seemed difficult. The lesson was conducted in a gentle and encouraging tone on both days, and the activities were carried out in a very controlled environment. To establish a good relationship, gratitude was expressed for the students, and instruction was given while they performed. The voice was clear and loud enough to cover the entire class, and as a result, the students had no trouble following the directions. A blend of professional and informal manners was displayed when conducting class exercises. The linguistic level used was always kept in mind as "student-friendly."

➤ **Task accomplishment:**

The first day of the class focused on improving reading and writing skills through the use of textbook passages. Both parts went well, and the students carried the instruction well. The class started with the listening audio, which was given as part of their reading passage from the textbook. A whiteboard was used to teach new vocabulary. It was always attempted to maintain the level of interest while completing the exercises. The instructional methods were more enjoyable on day two. It focused on listening and writing abilities. The question-and-answer session was very informative because the students were able to apply their knowledge by asking and answering their own questions. They enjoyed the song, although it could have been better as part of the listening skill exercise. Conclude, the outcome was satisfactory. The activity itself was an excellent learning experience. The results were good in certain areas, but some steps could have been better.

Reports on Class Conduction 02

Reports on own class:

Descriptions of students, classroom, materials

Descriptions of students:

- vi) Academic level: Tertiary.
- vii) Language level: pre-intermediate.
- viii) Average age: 12 years old
- ix) Number of students present: C1= 48, C2-48
- x) Teaching timing: 45 minutes (per class)

Descriptions of the classroom:

- v) Sitting arrangement: The classroom can hold 35-40 people, yet there were 48 students present. The classroom is furnished with adjustable wooden benches, steel-mixed benches, and tables organized in two columns of six rows.
- vi) Ventilation: Five wide windows and two large entryways provide airflow for the classroom. Apart from the natural light that streams in through the huge windows, there are four lights and six fans in the classroom.
- vii) Teaching tools: The classroom has a whiteboard, recorder The classroom has a whiteboard, a recorder for listening part.
- viii) Teaching aids: Worksheets, a textbook, and a tape recorder

Teaching materials:

i) Course book: English For Today class-seven

ii) Topic: Unit-9 Climate Change

Covering: Reading the main text from the textbook (day 1)

Covering: Do some homework and pair work in class. (Day 2)

iii) Objectives: Developing a clear understanding of passage reading, vocabulary, and question answering.

iv)Teaching aids: Worksheet, textbook, and audio clip collected from the internet (YouTube)

Description of Class:

The session began on a positive note. Showed them some multimedia pictures before commencing the lecture. The students were questioned if they were aware of this picture. Today, I completed worksheets for the class and distributed them to each student. The topic and unit names were written on the whiteboard. They were again instructed to open their English for Today textbook. The students were asked to identify the similarities between the title and the image and to express their views based on what they knew. To read the passage from the textbook, a student was randomly selected. When she reads the passage aloud, ensure all the students can understand the meaning and any new vocabulary. As well as being asked to take note of new vocabulary. After that, introduce them to group work. Make groups among all students and assign them to prepare a list of things that affect climates. Each teammate had to find out a minimum of five issues that affect climate change. They followed the reading instructions and performed well based on their knowledge. The student's pronunciation mistakes were fixed as they were being written. To help them improve their writing abilities, they were given a worksheet with a list of climate change topics and elaborate ideas. Solve the question that they asked based on worksheets. Following the question-and-answer session, assign homework based on the reading text and have them complete some fill-in-the-blanks. Before asking students if they have any questions about the entire class, go over the lecture with them briefly. The class ended with the students saying their goodbyes.

Critical analysis and reflection of own class:

➤ Class participations:

From beginning to end, the students were kept interested. Every student in the class took part in a range of exercises meant to keep them occupied and interested, including reading aloud passages from the text, coming up with phrases using the newly learned about climate change, participating in group work, and more. Students who made an effort to respond to the descriptions said they felt less scared and more inclined to speak.

➤ Teacher's activities and qualities:

It appeared tough to teach skills adequately in 45 minutes per lesson. On both days, the lesson was delivered in a calm and encouraging tone, and the activities were carried out in a highly controlled atmosphere. To build a positive relationship, gratitude was conveyed

to the students, and instructions were given while they performed. As a result, the students had no trouble following the directions because the voice was clear and loud enough to reach the entire class. When performing class activities, a blend of professional and informal attitudes was demonstrated. The linguistic level chosen was always "student-friendly."

➤ Task accomplishment:

The first day of class was spent working on reading and writing skills with textbook sections. Both parts went well, and the pupils were attentive to the instructions. The lesson began with pictures that were shown as part of their textbook reading passage. A whiteboard was used to teach group work, and all of the students did great. It was always tried to keep the level of interest strong while finishing the activity. The instructional methods were more enjoyable on day two. It focused on listening and writing abilities. The question-and-answer session was very informative because the students were able to apply their knowledge by asking and answering their questions. They enjoyed the song, although it could have been better as part of the listening skill exercise. On day two, the teaching approaches were more enjoyable. It emphasized listening and writing skills. The question-and-answer session was really beneficial since the students were able to apply their knowledge by asking and responding to questions. They liked the way of showing pictures, although it might have been more effective as part of the group work practice

To summarize, the outcome was favorable. The activity itself was a great learning opportunity. The outcomes were satisfactory in certain aspects, but some processes could have been improved.

Reports on Class Conduction 03

Reports on own class:

Descriptions of students, classroom, materials

Descriptions of students:

- xi) Academic level: Tertiary.
- xii) Language level: pre-intermediate.
- xiii) Average age: 13 years
- xiv) Number of students present: C1= 55, C2-54
- xv) Teaching timing: 45 minutes (per class)

Descriptions of the classroom:

- ix) Sitting arrangement: The classroom can hold 35-40 people, yet there were 55 students present. The classroom is furnished with adjustable wooden benches and steel-mixed benches and tables organized in two columns of seven rows each.
- x) Ventilation: four wide windows and two large entryways provide airflow for the classroom. Apart from the natural light that streams in through the huge windows, there are four lights and five fans in the classroom.
- xi) Teaching tools: The classroom has a whiteboard, recorder The classroom has a whiteboard, a recorder
- xii) Teaching aids: Worksheets, a textbook, and a tape recorder

Teaching materials:

i) Coursebook: English for Today seven

ii) Topic: unit 5 Great Women to r=Remember

Covering: The main text from the textbook (day 1)

Covering: Do some homework and pair work in class. (Day 2)

iii) Objectives: Developing a clear understanding of passage reading, vocabulary, and question answering.

iv)Teaching aids: Worksheet, textbook, and audio clip collected from the internet (YouTube)

Description of Class:

With a good morning, the class started. Before starting the class, make a video recording on the multimedia. If they were familiar with the song, the students were questioned. Worksheets for the class today and given to each student. On the whiteboard were the names of the topic and unit. Then they were told to open their English for Today textbook. The students were instructed to identify the connections between the title and the video. Following that, the students were asked to share whether or not they comprehended anything. A few of the students say they found out that those women picture in worksheets as well as textbook. Others give their own kind of opinions. To read the passage from the textbook, a student was randomly selected. When she reads the passage aloud, make sure all of the students are able to understand the meaning and any new vocabulary. As well as being asked to take note of new vocabulary. To read the passage from the textbook, a student was randomly selected. When she reads the passage aloud, make sure all of the students are able to understand the meaning and any new vocabulary. New vocabulary should also be noted. They followed the reading instructions and performed well, based on their knowledge. The student's pronunciation mistakes were fixed as they were being read. To help them improve their writing abilities, they were given a worksheet with a list of words. After reading the material, the students expressed their thoughts. Then assign them homework based on the reading text and have them create some questions based on it. Before asking students if they have any questions about the entire class, go over the lecture with them briefly. The class ended with the students saying their goodbyes.

Critical analysis and reflection of own class:

➤ **Class participations:**

The students were kept engaged from the beginning to the end. Every student in the class engaged in various activities designed to keep them occupied and interested, including reading aloud passages from the text, coming up with sentences using the new vocabulary that was introduced, participating, and more. During descriptions, the students who made

an attempt to respond highlighted that they were less apprehensive and more disposed to speak.

➤ Teacher's activities and qualities:

Teaching skills effectively in 45 minutes per lesson seemed difficult. The lesson was conducted in a gentle and encouraging tone on both days, and the activities were carried out in a very controlled environment. To establish a good relationship, gratitude was expressed for the students, and instruction was given while they performed. The voice was clear and loud enough to cover the entire class, and as a result, the students had no trouble following the directions. A blend of professional and informal manners was displayed when conducting class exercises. The linguistic level used was always kept in mind as "student-friendly."

➤ Task accomplishment:

The first day of the class focused on improving reading and writing skills through the use of textbook passages. Both parts went well, and the students carried the instruction well. The class started with the listening audio, which was given as part of their reading passage from the textbook. A whiteboard was used to teach new vocabulary. It was always attempted to maintain the level of interest while completing the exercises. The instructional methods were more enjoyable on day two. It focused on listening and writing abilities. The question-and-answer session was very informative because the students were able to apply their knowledge by asking and answering their own questions. They enjoyed the short video, although it could have been better as part of the listening and creative skill exercise. Conclude, the outcome was satisfactory. The activity itself was an excellent learning experience. The results were good in certain areas, but some steps could have been better.

Chapter-VII

Overall Findings

Several things were identified after observing and conducting a few classes. They are mentioned in the observation report. The teacher has a strong command of the subject. The teacher encouraged students to ask questions and gently answered them. Observation revealed numerous positivity and limitations in secondary English teachers who did not know how or what strategies to use to readily grab the attention of students. So, in this part, I discussed the main problem that I discovered when I observed class according to my internship and project paper:

- i. The classroom environment was average. The lights in the classroom were uncomfortable, and noise from outside could occasionally be heard through the window.
- ii. The seating configuration was adequate but uncomfortable.
- iii. There were some complications with the teacher. The teacher spoke quickly at times, which was difficult for the students, and the teacher did not bring the necessary materials to class.
- iv. The teacher primarily used L1. Most of the time, Bengali was used more than English.
- v. The teacher used the old method of teaching the English Language because did not receive any effort from them to introduce fresh modifications in classrooms.
- vi. According to 'English for Today' book exercise listening and speaking practiced.
- vii. Unusual ratio of teacher and student in the classroom.

Chapter-VIII

Recommendations

During the class observation, I discovered both critical and positive aspects. The teacher was friendly, and the students were attentive. Overall, the school was good, but there is something I can recommend for the benefit of students. As a result, the following suggestions have been made:

- i. In order to teach the English language more successfully, teachers must be trained.
- ii. Teachers should speak in English rather than their native language.
- iii. In addition, the classroom should be more organized and large enough to accommodate a significant number of students.
- iv. Microphones and loudspeakers can be used to eliminate outside noise and to ensure that all students can hear properly.
- v. The teacher-to-student ratio in the classroom should be balanced.

Chapter-IX

Conclusion

I appreciate that being a teacher is not a simple job; rather, it is quite difficult to justify the level of students, as I realized while working on my internship and project paper. Observing secondary-level classes was a wonderful experience for me. The teaching experience was also amazing. All of the students and teachers collaborated to accomplish the observation and teaching. The present situation of the English for Today textbook teaching method as well as English language education in Bangladeshi schools is viewed by witnessing classes and conducting classes. There may be discrepancies observed in other schools as well. Khairullah Govt. Girls' High School can improve in various aspects. They should prioritize proposals for improvement that have been suggested. There were some encouraging findings as well as some areas where the school may improve. This report may assist schools in improving their English instruction.

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Appendices

Appendices-1

Classroom Observation Record Sheet

Instructor evaluated: Hassina Momtaj Course: English For Today VII

Number of students present: 62 Date: 07-08-2022(Monday)

Evaluator(s): Tasnim Zaman Priti

Topic: Textbook (unit-9 lesson- 6)

Time: started – 11.15 am ended-12.00

Lesson Plan And Execution					
	Completely	Mostly	Some what	little bit	Not at all
a. Was the format appropriate		✓			
b. Were objectives shared with learners	✓				
c. Did the instructor get the attention of learners early				✓	
d. Did the instructor stated purpose in interesting way		✓			
e. Did the instructor posed a dilemma				✓	
f. Did the instructor asked a stimulating question		✓			
g. If not, how could it have been done more effectively				✓	
h. Was there a handout				✓	
i. If yes, was it organized according to the presentation				✓	
j. How much did the instructor highlight important points			✓		
k. How much information was presented for given time period				✓	
l. Did instructor link content with application			✓		
m. Were stated objectives met				✓	
n. Did instructor encourage student responsibility for further learning		✓			
Comment: The teacher needs to use more objectives example					
Teaching Techniques					
	Completely	Mostly	Some what	little bit	Not at all
a. Did the instructor maintain control of class		✓			
b. Did the instructor ask the audience to answer questions			✓		
c. Did the speaker use brainstorming				✓	

d. Were many responses generated by the students					✓
e. Were any audiovisuals used					✓
f. Were they of good quality					✓
g. Was the instructor conversational			✓		
h. Did the instructor use eye contact			✓		
i. Did the instructor use natural hand and body gestures	✓				
j. Did the instructor vary the pace of the presentation			✓		
k. Did the instructor avoid standing in a stiff manner or hiding behind a podium		✓			
l. Was voice quality/volume adequate		✓			
m. Did the instructor show interest in the subject				✓	
n. Did the instructor show interest in teaching				✓	
o. Did the instructor appear to have prepared for the presentation			✓		
p. Overall, did the instructor try to help the learners learn the subject			✓		
q. Were learners asked to evaluate the presentation			✓		
r. Did the instructor maintain control of class			✓		
s. Did the instructor ask the audience to answer questions			✓		

Comment: The teacher has medium loud voice which almost reached to bench of class room.

Class Management

	Completely	Mostly	Some what	little bit	Not at all
a. Teachers presence in the class was appropriately approachable not stifling					✓
b. Teacher established a rapport with the class before starting the lesson		✓			
c. Teacher took the time to introduce the lesson to the Class			✓		
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)		✓			
e. Lesson material was meaningful, motivated, contextualized			✓		
f. Use of ample example or reference			✓		
g. Use of activities to engage the students (Group work, pair work, peer evaluation)				✓	
h. Enough opportunities for students to respond or question the teacher				✓	
i. Effective balance of STT and TTT				✓	
j. Transition from one point to another			✓		
k. Time maintenance			✓		
l. Linking lesson to previous or next lesson materials				✓	

Comments: The teacher was not punctual in maintain time.					
Learning Environment					
	Completely	Mostly	Some what	little bit	Not at all
a. The class atmosphere was warm, open and accepting		✓			
b. Learners were clear about the topic being taught		✓			
c. Student participation was appropriate not disturbing			✓		
d. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc)			✓		
e. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)			✓		
f. The seating arrangement is suitable, not over crowded					✓
g. Interaction of Teacher and Learner during lesson				✓	
h. Learner's response was appropriate and inquisitive				✓	
i. Display of misconduct or hostility towards Teacher from the learners			✓		
j. Display of misconduct or hostility from one Learner to other learners					
k. Peer feedback and feedback from Teacher was supportive and constructive		✓			
Comments: Large amount of students and Student amount not at all suitable for class atmosphere.					

Use of Language					
	Completely	Mostly	Some what	Little bit	Not at all
a. The teacher speak in the target language in the classroom appropriately and effectively		✓			
b. Use of English language is appropriate to student needs				✓	
c. The teacher offers opportunities for native language use				✓	
d. The teacher uses familiar words related to what s/he is teaching in class		✓			
e. The instructor presents information about some very familiar topics using native language				✓	
f. If learners find the lesson difficult teacher tries to say it in simple way.		✓			
g. Teacher uses formal language in the classroom.		✓			

h. The teacher check for comprehension frequently asking and observing individual students				✓	
i. Teacher engages students in speaking activities to develop an understanding for sounds in the utterance		✓			
j. Teacher explains cultural differences in different accents of English language		✓			
k. Teacher finds discomfort while students express ideas in English only.			✓		
Comments: The teacher has good command over the topic and lesson.					

Teaching methods/techniques					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher uses a specific teaching method in class	✓				
b. Teaching techniques are related to the objective of the lesson			✓		
c. Teacher takes initiative to promote communication among students and teachers.		✓			
d. Use of techniques which has implication outside the classroom		✓			
Comments: The teacher has used all techniques that help students.					

Presentation skills of the teacher					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher's voice is enough audible for all the students.			✓		
b. Teacher's pronunciation is clear enough to understand.			✓		
c. Teacher is able to keep pace while giving lecture			✓		
d. Teacher can change the pitch of his tone to support the meaning & for emphasis.				✓	
e. The teacher gives adequate pauses while giving lecture.					✓

f. The teacher is able to make eye contact with all the students.					
g. The gesture of the teacher compliments what he is saying				✓	
Comments: The teacher need little bit improve on her presentation skill .					
Personal qualities of the teacher					
	Compl etely	Mostly	some what	Little bit	Not at all
a. The teacher is friendly with the students while teaching.		✓			
b. The teacher welcomes opinion & comments from the students.		✓			
c. Teacher uses relevant personal examples to create rapport with students.			✓		
d. The teacher shows enthusiasm & passion regarding the subject matter.				✓	

Comments: The Teacher was friendly and helpful for all.					
Teaching Materials (Teacher designed / Supplementary)					
	Comp letely	Mostl y	Some what	Little bit	Not at all
a. Materials are designed according to the age level.		✓			
b. Material fulfills the objective of the lessons provided.			✓		
c. Materials includes lessons which are interesting and can motivate the learner				✓	
d. Materials has a face value not only from the outside but also inside of the text				✓	
e. Use of other teaching aids along with the prescribed text. Ex: audio-visual materials.					✓
f. Use of authentic material		✓			
g. Materials are used effectively and efficiently				✓	
h. All the lessons are covered of the prescribed material.			✓		
Comments: More modern materials, technology and method should be use.					

Treatment of Feedback					
	Com pletely	Mostl y	Some what	Little bit	Not at all
a. Teacher provides effective feedback to each activities				✓	
b. Teacher provide feedback after the activity is finished		✓			
c. Teacher provides feedback individually					✓
d. Teacher gives feedback to the whole class	✓				
e. Teacher's feedback is comprehensible				✓	
Comments: The Teacher should take feedback from every student and apply it on her class.					

Additional Comments:

What specific suggestions would you make concerning how this particular class could have been improved?

- The teacher was not punctual in keeping time. The teacher lacked the ability to engage students and was uninterested in the class and use more modern method for teaching.

Appendices-2

LESSON PLAN

Teacher (Student)	Tasnim Zaman Priti
Class profile and Number of Students	High school 57
Class Duration	45 minutes
Medium of instruction	Bangla
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Reading-Vocabulary-Writing
Teaching materials	<ul style="list-style-type: none"> ● Printed Reading Material. ● Textbook. ● Whiteboard and a black marker. ● Music for the ice-breaking session.
Learning Objectives:	<p>At the end of the lesson, students will be able to</p> <ul style="list-style-type: none"> ● Learn how to do scanning on text for better understanding. ● Learn new vocabulary and mark those. ● Make their own summary of that text.
Anticipated Challenges	<ul style="list-style-type: none"> ● They may not do all these material ● May all students not attend class attentively? ● They could be demotivated in class because they are used to teacher-centered classes.
Teaching Methodology	<ul style="list-style-type: none"> ● Though students become teacher-centered the class will be taught using a text-based approach and their comfortable language. Real-life content and situations will be presented to the students during the class. ● During the ice-breaker session, it will be used to check the students' mental models and connect them with the reading activity. Pair work will be assigned during the scanning activity.

Motivational factors	<ul style="list-style-type: none"> ● Giving students' music track during ice-breaker sessions may motivate them to engage with the text. ● Encourage them to work in pairs so that tasks are easier and more interesting for them. It will be beneficial to ask questions and appreciate their responses. Students can benefit greatly from immediate constructive feedback. 			
Backup Plan	<ul style="list-style-type: none"> ● If time is limited, one or two less important activities may be overlooked. 			
Feedback Process	<ul style="list-style-type: none"> ● Peers will evaluate students' responses to provide an initial reflection on their common errors. ● The teacher will provide oral feedback. ● The response and success rate in task completion will be used to evaluate the lesson. 			
Learning Outcomes	By scanning, students will be able to infer concepts and solve tasks. They will also enhance their vocabulary and gain a better understanding of regulatory writing.			
Activity	Student/teacher Interaction	Materials/Techniques	Learning Outcome	Timing
Greetings: <ul style="list-style-type: none"> ● T will warmly welcome the Ss' in the class ● T will play a music track and ask them what they know about that music. 	T → Ss' Ss' → T	music as inspiring	Students will be encouraged to participate in the class activity, and their beginning understanding level will be determined	7 minutes
Reading activity: <ul style="list-style-type: none"> ● Ss will be provided a visual text included in the worksheet ● Ss will read the whole worksheet ● In case of the unavailability of the 	T → Ss	Visual Text		7minutes

multimedia playing a hard copy of the text will be given.				
Scanning activity: <ul style="list-style-type: none"> ● Ss have to follow the given directions. ● Pair work done ● T will roam around and observe the group activity to ensure the participation of all pair members. 	Pair work: $S \rightarrow S$ $T \rightarrow Ss'$	Worksheet	Ss will learn to scan a text. Pair work will be done scanner feedback will be given.	6 minutes
Vocabulary Practice: <ul style="list-style-type: none"> ▪ A vocabulary task will be given. ▪ Ss will match the words with the synonymous words. ▪ Pair work will is done. 	$T \rightarrow Ss$ $S \rightarrow S$ $Ss \rightarrow Ts$	Worksheet	Few vocabularies will be practiced.	7 minutes
Inference: <ul style="list-style-type: none"> ▪ Open-ended questions will be answered by the students ▪ Ss will give their own opinion. 	$T \rightarrow Ss$ $Ss \rightarrow Ts$	Worksheet	Students will learn to provide their own opinion and understanding.	7 minutes
Conclusion: <ul style="list-style-type: none"> ▪ T will appreciate Ss for their efforts ▪ T will provide homework. ▪ T will ask for any queries that Ss might have. 	$T \rightarrow Ss$ $Ss \rightarrow T$		They will understand their homework properly	6 minutes

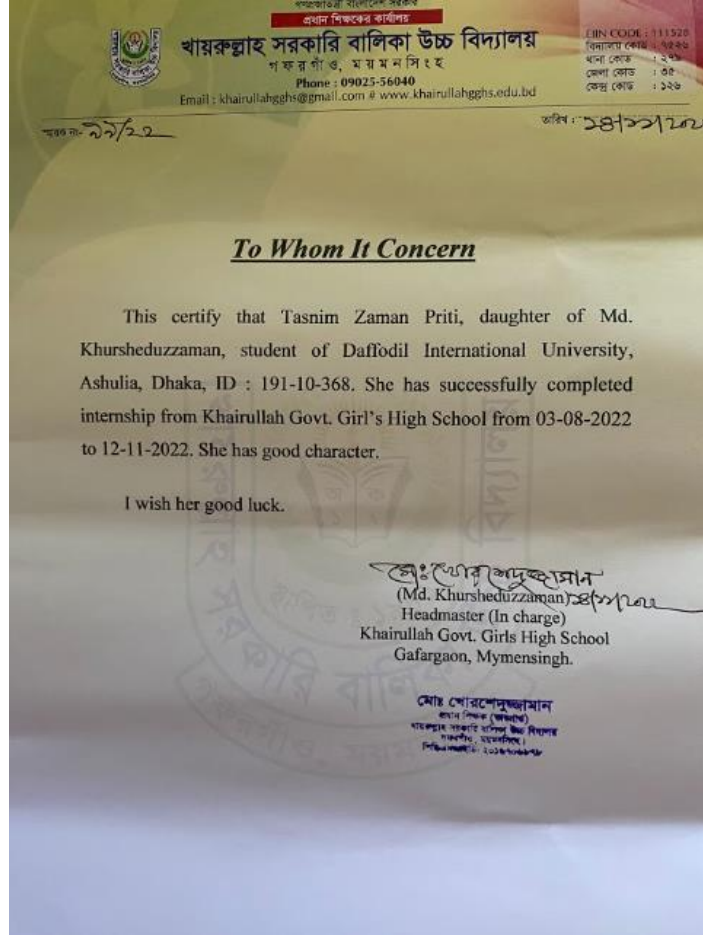
<ul style="list-style-type: none"> ▪ T will close the session with a note of thanks 				
<p>Teacher self-evaluation:</p> <ul style="list-style-type: none"> ▪ Good time maintenance and pointing out clear lessons. ▪ How can the lesson be improved? 				

Material Sources:

- **Text Source: English for Today Class Six (Lesson 22 Hason Raja- mystic bard of Bangladesh)**
- **Worksheets**

Appendices-3

Certificate of Internship



Appendices-3

Photographs



: class conduction



: Class conduction



Class conduction

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<p>An Internship Report on Teaching of English for Today at the secondary level of education in Bangladesh. Prepared by: Tasnim Zaman Priti ID: 191-10-368 Department of English Faculty of Humanities and Social Science Under the supervision of Al Mahmud Rumman Lecturer (senior scale), Department of English Faculty of Humanities and Social Science Daffodil International University Date of Submission: 26-11-2022 This Internship Report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the</p>	

