



Internship Report On
The Duties of an English Language Teacher of a School: A Case
Study

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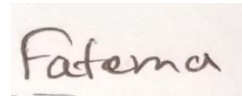
This Report is submitted to the Requirement for the Degree of B.A (Hons) in English.

Date of Submission: 26th November 2022

Declaration

I do, herewith, state that the internship report submitted to the Department of English, Daffodil International University is my own work for the conclusion of my course title “Project Paper with Internship” (Course Code ENG: 431) in the program of B.A (Hon’s) in English. The internship report on “The Duties of an English Language Teacher of a School: A Case Study” is written under the supervision of Mr. Al Mahmud Rumman; Senior Lecturer, Department of English, Daffodil International University.

I am glad to submit my internship report to the Department of English for fulfill my internship project for the requirements of the degree B.A (Hon’s) in English from Daffodil International University. This report I only use for fulfilling the requirements of the course and my report does not contradict to any kind of copyright issues.

A rectangular box containing the handwritten name "Fatema" in cursive script.

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Certification



I am glad to recommend the Internship Report submitted to the Department of English, Daffodil International University prepared by Fatema-tuz-jahura ID: 191-10-1961 for the entirety of the course title "Project Paper with Internship" (Course Code Eng:431) in the program of B.A(Hon's) in English. She has completed her work under my supervision during Fall-2022 semester.

The report has been found authentic and individual work. I strongly recommend her work for academic acclamation and viva-voce. I wish her success in the life.

A handwritten signature in blue ink, appearing to read "Al Mahmud Rumman", is written over a horizontal line.

Mr. Al Mahmud Rumman
Senior Lecturer
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Acknowledgement

First of all my gratefulness to Allah for giving me the great opportunity to complete my internship with project report on “The Duties of an English Language Teacher of a School: A Case Study”.

I am grateful to my honorable supervisor Mr. Al Mahmud Rumman, Senior Lecturer, Department of English; Daffodil International University; for his collaboration to complete my internship and project report as well. I would also like to thank the headmaster of Shaheed Bir Bikrom Ramiz Uddin Cantonment School; KM Sarowar Sir for giving me the opportunity to do the internship in his school. Also the assistant headmaster MD Joshim Uddin and MD Khalekuzzaman who permitted me to observe the classes and helped me in many ways and other teachers as well who were very friendly towards me and helped me in various ways.

I would also like to thank Mr. Nazmul Hasan Nahid; Assistant Coordination Officer, Daffodil International University. He helped me a lot to getting The Concern Letter for my internship. When I faced any problem with the concern letter, he helped me in this regard.

Finally I would like to express my special thanks to my department for giving me the opportunity to do the internship and recommending me as an intern in the relevant institution to gather professional information.

Fatema-tuz-jahura

Abstract

My internship in Shaheed Bir Bikrom Romiz Uddin Cantonment School on " The Duties of an English Language Teacher of a School: A Case Study" has been completed in the way of observing ten English classes. I had the opportunity to take ten different English classes in different classes. This project actually contains my short time teaching experience also.

I had to select a school and then I had to get permission from the headmaster to do internship from there. I made him clear about the reason for doing the internship project. He gave me the permission to conduct some classes in the school.

After that I made a checklist for the classes which I can follow to conduct my classes. In my class I tried my level best to apply those tricks and techniques which I have learnt from my teachers. During my class taking part I tried to apply some different teaching methods like group working, give various tasks. I focused on all students communicating in English with the teacher during class time. Because in most cases it is seen that even if the students understand English, they cannot speak or do not want to speak English due to their lack of proper practice or their inertia. So while taking my classes I would try to make sure that they all carry on the conversation in English.

After finishing my internship, I feel that this project was a great experience and also an excellent journey of my life.

Fatema-tuz-jahura

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Chapter- 1

Introduction

Education is the backbone of the nation. Since we have a developing country, to maintain this growth the radical demand for human resources in increasingly globalized world markets, the country needs to communicate more effectively with the outside world. Undoubtedly this means improving the quality of English teaching and learning. The standard of English language teaching and learning has decreased alarmingly in recent years (Hamid, 2011). English language education in Bangladesh has always been problem take despite various atoms to initiate curriculum reform.

In schools, assessment is a process that teachers use to identify the learners' current levels of understandings and to target areas for further teaching and learning. In Bangladesh, English language assessment is mainly based on summative assessment, where the learners' abilities in memorization and comprehension skills are being assessed. Other skills such as learner's presentation, analysis, synthesis and critical thinking are rarely considered important for evaluation (Begum & Farooqui, 2008).

However, there are still some fundamental problems such as physical facilities in the institutions, large numbers of students in the class, classroom settings, and duration of the class. Above all, the lack of trained teachers might be one of the main causes for a generally poor standard of teaching (Begum & Farooqui, 2008).

However, although the curriculum emphasizes four language skills, examinations are based on only two skills; mainly reading and writing, while the other two skills of listening and speaking are not formally assessed. In some cases, some English language teachers in more effective schools often informally assess the listening and speaking skills of the students in the classroom. Despite this, most students have difficulties in communicating orally in English even after passing secondary level.

As a requirement of my 4 years Honors degree I had to done my internship. I chose the school sector for my internship. Because I wanted to work with students at this level and now I wanted to make a report about the progress of English language learning in schools. Our education institutes do not have any book for learning English language. Schools do not have any means of learning English except for the subject of English. But even in these English classes, they cannot practice English properly. I focused on some elements which I think very important to conduct a class perfectly. Like the subject matter, communication between teacher and the students, class formation, learning methods etc.

Moreover, completing this full internship process looks very challenging for me. Dealing with lots of students, solving their problems, give them the feedback etc. was very new towards me. If my supervisor had not given me the right direction and guidelines, it would never have been possible for me to complete this project properly. I am very thankful to my supervisor for his support, patience, guidelines which helped me to complete my internship successfully.

Chapter-2

Objectives

- a) To observe a classroom, how to teach also the way of teaching of different teachers.
- b) To understand how to take a class with a proper lesson plan, elements, using technology and activities.
- c) To know different teaching methods that can be used to teach students and make them interested about the class and engage them with the class.
- d) To know how to grab the attention of the students and make them focused on the class.
- e) To obtain some working knowledge and practical knowledge in school level English language teaching for my future.
- f) To implement the various teaching methods of ELT.
- g) To get the experience of teaching.

Chapter-3

Methodology

As I am a last semester student I must complete my internship project. So I first talk to my course teacher Al Mahmud Rumman sir who was my supervisor. He told me how I should apply for the internship.

According to the instruction I chose Shaheed Bir Bikram Ramiz Uddin Cantonment School for my internship. Then first I met the headmaster forgot the compliance. Then I went to that school again with the requirement letter from the department and after showing it to the head sir, he gave me an opportunity for class observation.

After that I talked to two other teachers there and the time schedule of the class is not matching about conducting the classes.

I wanted to start from the very small class as I wanted to know their interest in English since childhood. And I wanted to observe whether their interest increased or decreased as he grew older. That's why I took two classes of class two first.

After that I took three classes of class 6(A) and 6(B). After that I took two classes of class 7(A) and 7(B), took two classes of class eight and 1 class of class nine. I focused on their reading and writing skills. That's why I first took their class following their text book "English for Today". I prepared my lesson plans and conducted the classes accordingly.

At last, when I finished my internship project I feel that I have been gathering lots of experience from the institute and the purpose of the internship project became successful. It was precious experience for me.

Chapter- 4

Institution Details

The name of the school where I visited for my internship is Shaheed Bir Bikrom Ramiz Uddin Cantonment School. It is located in Dhaka cantonment, Dhaka 1206. The oldest school in Dhaka Cantonment. It starts 1st time from 1939 as the "UNIT SCHOOL". After changes of many times now it is "Shaheed Bir Bikrom Ramiz Uddin Cantonment School". And in 1952 it was acquired by Dhaka Cantonment Board. There are two shifts in the school. The girls are in the morning shift and the boys are in the day shift or afternoon shift.

The morning shift begins at 7:15 a.m. However, both boys and girls of the classes from Kindergarten and Class I are in morning shift. Their class was held till 10.00 and from Class III to Class V till 11.30. And from the sixth class to the tenth class, classes are held till 12 PM. Then the day shift starts from 12:15 pm and ends at 5 pm. This is a government school. There are three academic buildings in the school. In the ground floor there is one office room of headmaster, two office rooms for assistant headmaster and also one large teacher's room. There are 2800 students in the school and 63 teachers, most of them have MA with good academic results from different universities. There is one playground in the school, one basket ground also. There are two computer lab, one digital lab, one library room, one prayer room, one staff room and one canteen. The dress code of the students is formal. As this is a cantonment school the students have to follow the dress code strictly. The full school is under the CCTV coverage. And all the classrooms are digital, all classrooms are equipped with projectors.

Chapter –5

Class observation report

In order to complete my internship report, I observed ten English classes in class Two, Six(A)(B), Seven (A)(B), Eight and class Nine. I conducted ten different English classes in Shaheed Bir Bikrom Ramiz Uddin Cantonment School. My class observation reports are given below:

Class Observation Report 1:

Teacher's name: MD Abdul Haai	
Name of Institution: Shaheed Bir Bikrom Ramiz Uddin Cantonment School	
Classroom Description:	
Size of Classroom: The classroom can accommodate around 40 students.	Ventilation: The ventilation of the classroom is supported through 4 big window with curtains and 2 doors
Seating Arrangement: The classroom contains movable wooden benches and desks for seating and they are arranged in six rows and three columns. Moreover, in front of the white board the teacher sits on a chair and uses a table for keeping his belongings.	Lights and Fans: The teacher makes use of the long white board and marker pens for writing, duster for removing the writing on the board. Apart from sunlight that comes through the windows, the classroom is supplied with 4 lights. For adequate air source, the classroom is also equipped with 4 fans. Also there is a CCTV camera and projector.
Local Conditions: The local conditions of the classroom can be presented by several points such as its ventilation teaching aids, lights, fans and AC.	Teaching aids : The teacher makes use of the long white board and marker pens for writing, duster for removing the writing on the board.

Students Information:	
Academic Level of the Students’: The students are in secondary level.	Average Age of Students: The average age of the group is around 11 to 14 years old.
Language Level of the Students: Most of the students are using bangla language all over the class. Even communication with the teacher is also in bangla.	4.Number of Students: The total number of Students is around 50.

Lesson Objectives: The objective the lessons’ was to teach students’ a passage from their text book and solve the exercises.
Teaching Materials: White board, marker, duster, text book. Course Book: English For Today. Class-Six National Curriculum And Textbook Board, BANGLADESH

Experience of the Class:

I observed my first class on 22 August 2022 at 3.20 PM with the student of class Six in Shaheed Bir Bikrom Ramiz Uddin Cantonment School. The class duration was 35 minutes. The number of the present students was around 50. I went to the day shift on the first day. The teacher was MD Abdul Haai, who was the class teacher. He took English 1st paper class. He introduced me with the students and told them the purpose behind my visit. The students give a warmly welcome with proper politeness. I greeted them also. Then I took a seat. The teacher takes the attendance of the students 1st.

After that he explained the discussion topics that they were going to study. Then he told a student to come in front the class and read the text. After reading the text he describes the lesson properly to the students in bangla for their better understanding. After completing the text he asked them to do the exercise that given below to the text. He gave them 10 minutes.

Most of the students completed their task into the following time and also wrote the correct answer, because the teacher explained the text very perfectly so that most of the students understood very well. But he conducts the class in Bangla. Sometimes he used English but most of the time he used bangla. But his presentation skills were so good that the students were being interested about the class. The students gave their proper attention in the class. The class was so well organized.

Class Observation Report 2:

Teacher's name: Mahfuza Chowdhury	
Name of Institution: Shaheed Bir Bikrom Ramiz Uddin Cantonment School	
Classroom Description:	
Size of Classroom: The classroom can accommodate around 30 students.	Ventilation: The ventilation of the classroom is supported through 4 big window with curtains and 2 doors
Seating Arrangement: The classroom contains movable wooden benches and desks for seating and they are arranged in five rows and three columns. Moreover, in front of the white board the teacher sits on a chair and uses a table for keeping her belongings.	Lights and Fans: The teacher makes use of the long white board and marker pens for writing, duster for removing the writing on the board. Apart from sunlight that comes through the windows, the classroom is supplied with 4 lights. For adequate air source, the classroom is also equipped with 4 fans. Also there is a CCTV camera and projector.
Local Conditions: The local conditions of the classroom can be presented by several points such as its ventilation teaching aids, lights, fans and AC.	Teaching aids: The teacher makes use of the long white board and marker pens for writing, duster for removing the writing on the board and the projector to show an animated version of the lesson which being taught in the class.

Students Information:	
Academic Level of the Students’: The students are in primary level.	Average Age of Students: The average age of the group is around 7 to 9 years old.
Language Level of the Students: Most of the students are using both English and Bangla language in the class. Even communication with the teacher is also in both languages.	4.Number of Students: The total number of Students is around 30.

Lesson Objectives: The objective the lessons’ was to teach students’ a passage named "Kaniz's life “from their text book. Write down and memories the word meaning.
Teaching Materials: White board, marker, duster, text book, projector. Course Book: English For Today. Class-Two National Curriculum And Textbook Board, BANGLADESH.

Experience of the Class:

I observed my second class on the next day at 9.30 AM with class 2 also in Shaheed Bir Bikrom Ramiz Uddin Cantonment School. The class duration was 30 minutes. The number of the students is around 30. Mahfuza Chowdhury Ma'am took this class. She was so sincere and lovingly with the students that they all obeyed her directions very nicely. As they were so young it was very difficult to control them. But the teacher was handling them with great patience. The teacher spoke to them in English as much as possible. Except for sometimes, she made conversation in English for almost the whole class and surprisingly the students also spoke English quite well to communicate with the teacher. First the teacher taught them unit 26 "Kaniz's life" also show them an animation version on it. Then she wrote the word meanings on the white board and asked to write and memories them. After about 15 minutes the teacher asked the students the word meanings and they gave their answer to the teacher.

Then the teacher asked them some questions from the exercise of the text and they were able to answer them so well. It seemed like a listening test to me .Which was quite interesting. I was really impressed to see the so young boys and girls doing English classes like this kind of interest. Actually this credit goes to the teacher who makes this happen so perfectly.

Class Observation Report 03:

Teacher's name: MD Amir Hossen Khan	
Name of Institution: Shaheed Bir Bikrom Ramiz Uddin Cantonment School	
Classroom Description:	
Size of Classroom: The classroom can accommodate around 40 students.	Ventilation: The ventilation of the classroom is supported through 4 big window with curtains and 2 doors
Seating Arrangement: The classroom contains movable wooden benches and desks for seating and they are arranged in five rows and three columns. Moreover, in front of the white board the teacher sits on a chair and uses a table for keeping her belongings.	Lights and Fans: The teacher makes use of the long white board and marker pens for writing, duster for removing the writing on the board. Apart from sunlight that comes through the windows, the classroom is supplied with 4 lights. For adequate air source, the classroom is also equipped with 4 fans. Also there is a CCTV camera and a projector also.
Local Conditions: The local conditions of the classroom can be presented by several points such as its ventilation teaching aids, lights, fans and AC.	Teaching aids: The teacher makes use of the long white board and marker pens for writing, duster for removing the writing on the board.

Students Information:	
Academic Level of the Students': The students are in high school level.	Average Age of Students: The average age of the group is around 12 to 15 years old.
Language Level of the Students: Most of the students are using Bangla language more than English in the class. Even communication with the teacher is also in both languages.	Number of Students: The total number of Students is around 20.

Lesson Objectives: The objective the lessons' was to teach students' Vice Versa a topic of English 2nd Paper.
Teaching Materials: White board, marker, duster, text book.
Course Book: ADVANCED LEARNER'S Communicative English Grammar & Composition by CHOWDHURY & HOSSAIN. For Class:7

Experience of the Class:

I observe my third class on the same day at 11.00 AM with class 7 in Shaheed Bir Bikrom Ramiz Uddin Cantonment School. The class duration was 30 minutes. The present student was around 20.

First the teacher introduces me to the class and told them why I'm there. The teacher was going to teach them Vice versa under the English Second Paper course. The teacher conducted the class mostly in English, but for better understanding of students, he sometimes used Bengali as well. At first, he briefly talked about what is Vice versa and its basic structures. Then he taught the vice versa rules from the book with relative examples taught some exceptional rules also. After that, he told students to solve five vice versa exercises written on the white board. Then he wrote the answers on the board and told the students to check their answers. Some of them did wrong, teacher again explain the rules for their better understanding. Then he asked if they had any more confusion or not. They clarify that they understand properly. By taking a short feedback from me, the teacher ended the class.

Class Observation Report 04:

Teacher's name: Syeda Mehrin Noqib	
Name of Institution: Shaheed Bir Bikrom Ramiz Uddin Cantonment School	
Classroom Description:	
Size of Classroom: The classroom can accommodate around 40 students.	Ventilation: The ventilation of the classroom is supported through 4 big window with curtains and 2 doors.
Seating Arrangement: The classroom contains movable wooden benches and desks for seating and they are arranged in five rows and three columns. Moreover, in front of the white board the teacher sits on a chair and uses a table for keeping her belongings.	Lights and Fans: The teacher makes use of the long white board and marker pens for writing, duster for removing the writing on the board. Apart from sunlight that comes through the windows, the classroom is supplied with 4 lights. For adequate air source, the classroom is also equipped with 4 fans. Also there is a CCTV camera and a projector also.
Local Conditions: The local conditions of the classroom can be presented by several points such as its ventilation teaching aids, lights, fans and AC.	Teaching aids: The teacher makes use of the long white board and marker pens for writing, duster for removing the writing on the board.
Students Information:	
Academic Level of the Students': The students are in secondary level.	Average Age of Students: The average age of the group is around 13 to 16 years old.
Language Level of the Students': Most of the students are using Bangla language more than English in the class. Even communication with the teacher is also in both languages.	Number of Students: The total number of students is around 40.

Lesson Objectives: The objective the lessons' was to recalls the students the whole syllabus of 2nd monthly exam also the writing part of English 2nd Paper.

Teaching Materials: White board, marker, duster, text book.

Course Book: The syllabus book, ADVANCED LEARNER'S Communicative English Grammar & Composition by CHOWDHURY & HOSSAIN. For Class:8

Experience of the Class:

I observe my fourth class on the 1st September from 7.30 AM to 8.10 AM with class 8 in Shaheed Bir Bikrom Ramiz Uddin Cantonment School. The class duration was 40 minutes. The present student in the class was around 40. It was their last class before their 2nd monthly test. The teacher and the students welcomed me in their class. The teacher recalls the whole syllabus and asked the students that had they have any doubt or any topic or not. The teacher told to make 3 groups and discuss about their confusion and if they did not able to clarify then told to ask the teacher. After few minutes they were come forward with their problems. The teacher solved them.

After that teacher discuss about the writing part, paragraph, and formal letter writing with the students. He told that how to write a paragraph. Many students do Para while writing paragraph. But a paragraph writes in one Para. Then they add much unnecessary information in formal letter and also add many informal things. The teachers told the right structure to write those things. After that he asked feedback from me also. I gave my feedback and also thanked the teacher and the students for cooperating with me.

Chapter-6

Teaching Experiences:

6.1: Teaching Experience of class 01:

I took my first class in class 6, English first paper, at Shaheed Bir Bikrom Ramiz Uddin Cantonment School. The class was around 35 minutes.

It was my first class in an educational institution. I was a bit nervous because of this. First, I shortly give them my introduction and tell them about what I want to teach them that day. I wanted to teach them a lesson of English first paper named "The lion-Mane" that day. My focus that day was on their reading skills. The problem I had was that there were too many students in one class. There were about 60 students in that class. Because of this, the chaos was getting a too much. It was very difficult to control them. And because of this, I could not pay attention to everyone equally. I applied some tricks to keep them focused. Then they became quite attentive. Most of them did not have good reading skills. But some were quite good. But most of them feel shy to read in front of the class. This might be a reason for their inertia. But they were eager to learn. At last, the class finished and I wished them better future.

Critical analysis and reflection of the class:

Class participations:

In the begging of the class the students were very inactive. They were not attentive in the class. Due to the large number of students, they were talking a lot among themselves. Then I did a trick. I asked questions those who were talking in the class and were inattentive. By this all the students were attentive and focused on the class work.

I had several of them read the readings to keep everyone engaged in the class. Most of the students were focused in class. But some were still being inattentive again and again.

Teacher's activities and qualities:

The class had to be covered in just 35 minutes and I had to finish a whole chapter in that time and it was quite challenging. Because I focused on their reading skills and it was almost impossible to focus on the reading skills of so many students in such a short amount of time.

Still I try to interact with them as much as possible and try my best to keep them engaged in the class.

I had to speak very loudly to make them understand in such a large classroom and among so many students. They had to give different guidelines on their pronunciation also had to focus on new vocabularies, because new words are very important for them. It is very important to improve their English skills.

Since most of the students in the class were not very proficient in English, I had to use Bengali to explain the whole story. And I have to be very careful so that my voice reaches them clearly. I wanted to establish a friendly relationship with them so that they can feel comfortable in learning from me. For this reason 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.

Task accomplishment:

After went to the first class I did a short introduction session with them. Then I wrote the name of their lesson that day on the white board. Then I selected one of them to read part of the chapter, and then I let other students read the remaining parts.

While reading the new vocabulary that was coming in front of us I was asking them if they knew the meaning of that word. In this way the meaning of the new word was being noted down.

After reading the lesson, I let them do the exercises of the lesson. 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.

6.2: Teaching Experience of 2nd class:

My second class was with class 9. My class was in first period and hence I had to go to the class and take their attendance first. Then I had to start the class. It was the first class after their second monthly exam. The weather was not good that day; due to rain the class attendance was very less. Only around 12 students were present in the class.

I taught them transformation that day. Since the number of students was very less, it was very easy for me to teach them and the students were also very cooperative. I first gave an idea about the structure. After that I wrote some rules and explained it. I cleared some of their confusions and let them do some exercises from the text book.

Most of them were quite first. They completed their work in a short time. Then I checked their scripts and corrected their mistakes. I then asked them if they had any trouble of understanding anything else. They had no such problem and by then the class period was over. I was able to take their class very well and I felt so good after that class.

Critical analysis and reflection of the class:

Class participations:

Class participation in the second class was much better than in my first class. The main reason for this is the number of students in the class. I could give equal attention to everyone and there was no noise in the class so the students were quite active in the class. They were not talking among themselves and their full attention was on the class. The students were also very cooperative and had great interest in learning. They were quite fast in class work too.

Teacher's activities and qualities:

There were 40 minutes for this class. I had to teach them transformation that day. However, this is not enough time to teach transformation. However, I designed their listening plan to focus on four things within it. I had to get their attendance first. Then I started their class as soon as possible.

The class was conducted in soft and supportive mood and the activities were in much controlled manner. I first explained to them the basic structure of the transformation. Then I wrote them down the rules of transformation and explained it to them.

Then I asked them if they had trouble understanding anything. I was repeatedly asking them to share their problems with me and I could explain them with my best. I used both formal and informal language to explain them so that they can interact with me better.

Task accomplishment:

First I wrote the name of the topic on the white board and gave them an idea of its basic idea. Then I wrote the rules on the whiteboard and asked them to write them in their notebooks. After writing it down, I discussed the rules of each with them individually, explaining each rule to them.

Then I set up a Question Answer section where they could tell me about their problems. Then they shared with me where they were having trouble understanding and I explained them to them individually.

After the whole topic was cleared out I let them do some exercises from their text books. For this, their time was fixed for 10 minutes. They completed their class work before the scheduled time and submitted it to me. I checked their scripts and gave them back. Most of them got all the answers right. The overall performance of the class was so satisfactory. I really enjoyed taking their classes.

6.3: Teaching Experience of 3rd class:

I took my 3rd class in class 2. The experience of teaching them was completely different. Since they are very young, I had to tell them everything. They were very quiet good kids though.

I read them a story from the text book named "The golden goose". As children love stories so much they were very attentive. I used the projector to show them an animation cartoon on the story .So that, they were more interested in the class. Then I wrote the word meanings of the story on the white board and told them to write down the word meanings into their notebook. Then I went to all the children to see if they all correctly picked up the word meanings in the notebook. I asked them to memorize some word meanings. Since the class time was only 30 minutes we didn't have much time here. Although several children had already memorized some word meaning and the rest I had them study at home. A little later the class hour was over. That class was so joyful. After that I said goodbye to them and left the class.

Critical analysis and reflection of the class:

Class participations:

This class was so different for me. The experience was completely different from other classes. Because the students were very young, I had to put in a lot of effort to make them pay attention in class. Once I managed to grab their attention and interest they were very active and they were much more attentive than I expected. They were asking me various questions. They were very curious. I had to encourage the students of other classes to ask questions, but there was no need to encourage them separately. They were asking too many questions of their own, which I really liked.

Teacher's activities and qualities:

I couldn't just stand in front and take this class. I had to go around the whole class and take their classes. Since I was teaching a moral story, I showed them a cartoon version of it. To make them more interested in this story in the class. They were feeling more interested and having fun watching the animated version.

They were much smaller so I had to take extra care of them. I had to take extra care to see if they were writing in the notebook properly, listening to me attentively, if they were having any problem in understanding. I tried to take the whole class in English so that they use English language more. And surprisingly they were interacting with me in English quite well.

Task accomplishment:

First I wrote the lesson name on the white board. I asked everyone to find out the story assigned in their text book. After telling the story in English, I explained it to them in Bengali as well.

Then I used the projector to show them an animated version which was entirely in English. Then I also wrote the word meanings of the lesson on the white board, and asked them to write them in the notebook. After writing I asked them to memorize five word meanings and read them to me. I kept a chocolate gift to encourage those who can complete this class work. This made them more attentive in class.

Meanwhile the class time was over. So I gave the rest of the word meanings to them as homework. The class was so joyful and enjoyable.

Chapter-7

Other Duties of a Language Teacher at School

During my internship in Shaheed Bir Bikrom Romiz Uddin Cantonment School, I learned about the regular duties of a teacher.

The Regular Duties of a Teacher:

- i) **Checking Exam Scripts:** Script checking is one of the main responsibilities of a teacher. Schools usually have two types of exams. In the middle of the year there is a summative exam and at the end of the year there is a formative exam. Apart from checking the regular class script, quiz script, monthly exam script, a teacher has to check the script of these exams too.

- ii) **Organizing Different Regular Activities:** Being a teacher is not only taking and observing classes. It's a very herculean task. A teacher has to do a lot of activities regularly. For example, a school has a regular assembly every day. A teacher has to do various things in this assembly, from getting the students to stand up organized; to making sure they stand politely during the singing of the national anthem.
Apart from this, a teacher has to take the attendance of all the students every day. Students have to be monitored whether they are entering the class on time, whether they are wandering outside the class unnecessarily, besides checking their homework regularly, whether their dress-up is okay or not, seeing that they are queuing up properly in the canteen during the tiffin period also include as regular duty of a school teacher.

- iii) **Dealing with Guardians:** A teacher has to deal with guardians of students. A parent teacher meeting is held once a week where parents discuss various problems of their children with the teachers. Besides, if a child has any specific problem, the teachers inform their parents about it. So that, they can take special care of that child at home. Moreover, if there are any complaints, they discuss them with the teachers. Then a teacher has to work with them.

- iv) **Attending Academic Meetings:** A teacher also has to participate in various academic meetings. If there is any program then they have to meet with the author about it. Apart from this, the meeting of the teachers on different subjects is held 2-3 times a week. Apart from this, teachers have to attend various academic meetings to select exam questions.

- v) **Arranging Indoor or Outdoor Activities:** A teacher also has to do a lot of work to arrange various indoor and outdoor activities. Various inter school competitions are held. Where students participate in various cultural events. For example: singing, dancing, poetry recitation etc. Besides, there are various kinds of inter-competition with other schools where different types of sports including football, cricket, and volleyball are organized. A teacher has to guide the students in all the activities starting from the participation, the guide lines to arrange the program and the successful completion of the program.

The Duties I Performed and Learned:

- i) I learned how to deal with students. There are many kinds of problems that students face, besides there is many students who are very naughty; some students have to take extra care. I learned to deal with all of them in different ways.
- ii) I learned about how to work in a program as a teacher. A teacher has to do a lot of work to complete a program properly. The teacher has to control the discipline of the students and ensure that they leave the premises in an orderly fashion after the event.
- iii) I performed duty as an examiner. At the beginning of the exam, it was necessary to ensure that the students sat in the correct seat arrangement; they had to check whether they were sitting correctly following the seat plan. At the beginning of the exam I had to give the paper to all of them and all of them had to give the question papers on time. At the end of the scheduled time I had to collect their papers and submit them to the exam office after calculating them.
- iv) I attend a guardian meeting. It was a totally different experience for me. Some guardians were feeling very shy to share their problems and thoughts. But some of them are completely opposite. They were sharing their problems and thoughts. At the same time asking various questions, the teacher was struggling to answer them.
- v) I checked the exam scripts. During my internship there was second monthly examination of students in that school and also model test of SSC candidates. Apart from daily class script checking, I also had to check their exam scripts for these exams.
- vi) I took the names of the students for an indoor school competition. Many students gave their name of the competition. Then I had to do a primary selection among of them. I had to take the name those who were finally shortlisted for the indoor school competition.

- vii) I lined up students properly in daily assembly because there was a lot of chaos in the assembly. For this reason, I had to give them direction to maintain discipline and after finishing the assembly I sent them to class properly.
- viii) I took their attendance every day before the class started. It helps me to find out which students are regular in the class and which are not. Who are not regular in the class I have to give the name to the authority and they inquire why they are not coming to the class regularly.

Chapter-8

Overall findings

From my observation and teaching experience in Shaheed Bir Bikrom Romiz Uddin Cantonment School I find the following things:

- The institute has quite well in using technology.
- The teachers are well qualified and their presentation of teaching was excellent.
- There were a lot of students in one class. It's very hard to get engage all of them in the class.
- There is limited opportunity for students to practice general skills like reading, writing, listening and speaking in English.
- Most of the time the teachers were only giving classwork and homework that is why the students were not used to do group works and learning by themselves.
- Also they only follow the book "Chowdhury & Hossain"
Many exceptional rules were not there. Also they were in a limited exercise for following the same one book.
- The teachers were very punctual, the students as well.
- The students have the opportunity to doing extra curriculum activities, using library, computer lab and a large playground also.
- Students' learning is largely dependent and confined on textbooks only. That is why they got bored many times and loss their attention and interest in the class.

Chapter-9

Recommendation

- Most of the students do not respond in the class. The teachers should make the class interesting to doing several activities like, group works, discussion with each other, online activities etc.

- In the English classes if the teachers conduct the whole class in English language that might be very helpful for the students to learning English language.

- There have to do some speaking practice for the students speaking skills.

- The conversation between the students and the teachers should be in English.

- The teachers should use practical examples while studying the text.

- For the grammar they should follow the other books too. That might be more helpful for the students to know the topics in more details. Since the teachers should not get the time to solve the entire excise. If they were doing group works they can able to solve themselves. Then which problem they face they can clear out to asking the teachers.

- After the lecture, the teacher should summarize the topic and inspire them to ask questions. Students often feel shy to ask questions, but they should frequently ask questions and make the confusions clear. Otherwise, there will be an unavoidable gap in their knowledge. If there was practice to asking the questions in other ways that might be helpful for them.

Chapter-10

Conclusion

I learned so many things during my internship. It was totally a new journey for me. I faced lots of problem. But my supervisor Al Mahmud Rumman sir guided me a lot. That was so helpful for me. Also the teachers of that institution were so friendly and helpful. They used to tell me how class conduct can keep the students under control. Apart from that, students of each class have to be deal with differently, they also learned me about this. All my students were very friendly. They were very eager to learn and were very cooperative. I never let my class get boring. I gave them different group work, different tasks, tried to use real life examples. Because of this they were able to understand easily and they did the class attentively. That is why the class will joyful for me also. At last, by the blessing of Almighty Allah, I have completed my internship project paper.

It helps to grow my communication skills as well my teaching skills. It was also a teaching testing for me. This experience helped me to know whether I can adapt myself to the teaching profession. It was a memorable journey for my lifetime and helpful for my future also. I will try my best to utilize my knowledge that I gain from the internship project.

Lastly I would like to thank my supervisor, the teachers, the students and my department for helping me in various ways to complete my internship project.

Appendices

Appendix 1: Classes observation check lists.

Appendix2: Lesson plans

Appendix 3: Certificate of Internship.

Appendix 4: Photographs.

Appendix 1:

Classroom Observation checklists

Lesson Plan And Execution					
	Completely	Mostly	Somewhat	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: Except for some formats, all teachers had satisfactory lesson plans and execution.					

Teaching Techniques					
	Completely	Mostly	Somewhat	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 quality and qualification of all the teachers was very good. Their style of class teaching and presentation was excellent. But one thing is missing and that is the use of English language in the class. Other than that, the performance of the teachers was good.					
Class Management					
	Completely	Mostly	Somewhat	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 class management of teachers was very good. They gave enough examples to facilitate student's understanding and had enough links from one class to another. But the thing that was not there was the group work of the students in the class, peer work. If they had these, their learning style and quality would have been more effective.					

Learning Environment					
	Completely	Mostly	Somewhat	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		√			
<p>Comments: The class had almost all materials for learning but the thing that was hindering the learning environment was the large number of students.</p> <p>The learning environment was very good in the classes where the number of students was less or the attendance was less.</p>					

Use of Language					
	Completely	Mostly	Somewhat	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 use of English language in the class was so well. Both teachers and students mostly used Bengali in class. The use of English language was less than Bengali language. If the teachers sometimes used the English language but the students did not see that amount, which is very sad					

Teaching methods / techniques					
	Completely	Mostly	Somewhat	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 teaching method was satisfactory.					

Presentation skills of the teacher					
	Completely	Mostly	Somewhat	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 presentation skills of the teacher were excellent.					

Personal qualities of the teacher					
	Completely	Mostly	somewhat	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 personal qualities of the teachers were so well.

Teaching Materials (Teacher designed / Supplementary)					
	Completely	Mostly	Somewhat	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.	√				
h. All the lessons are covered of the prescribed material.		√			

Comments:					
The teaching materials of the teachers and their supplementary materials were very useful for the students, but the presence of audio visual materials was not seen in the classes of all the teachers. The teachers who had these materials in their classes were more interesting to the students than the other classes and they were more active in the class than the other students					
statement of Feedback					
	Completely	Mostly	Somewhat	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:					
All teachers provided feedback to students on all activities. Although it was very difficult as the number of students in the classes was very high. Still they were trying their best. However, in classes where the number of students was less, they provided feedback to the entire class individually.					

Additional Comments:

After observing all the classes, the suggestion that I would like to give is to use more English language in the class and encourage the students to use English language in the class. So that, they don't feel shy speak English language. Encourage them to practice English in class even if it is wrong. And in this case, the teacher will play the most important role, if the teacher talks to the students in English, the students will definitely be encouraged to use the English language.

Besides, if the number of students in their classrooms can be limited, then I think their learning environment will be more beautiful.

**Appendix 2:
Lesson Plan 01**

Teacher (Student)	Fatema-tuz-jahura
Class profile and size	Secondary level
	60 students
Class Duration	35 minutes
Medium of instruction	English
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Reading-Vocabulary- Speaking
Teaching materials	<ul style="list-style-type: none"> • Text book • Worksheet • White board and black marker
Learning Objectives:	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> • Practice of reading & learn how to do skimming a text. • Know the strategies to read for specific information through reading. • Inference the idea of the text and give their own opinion.
Anticipated Challenges	<ul style="list-style-type: none"> • Students may not be used to all the techniques used in the class. • They may not feel motivated in pair or group work. • They may feel bored in class as most of them are accustomed to teacher-centered class. • Allotment of time for each activity may not work according to plan; some activities can take more or less time than the expected time. • The number of students is so large. It's difficult to give attention to all of them.

Motivational factors	<ul style="list-style-type: none"> • Encouraging students to work with pair so that tasks may be easy and interesting for them. • Asking questions and appreciating their response will be useful. • Immediate constructive feedback can be really motivating for students. 			
Feedback Process	<ul style="list-style-type: none"> • Student's answers will be evaluated by peers for initial reflection on their common mistakes. • Oral feedback will be provided by the teacher. • The lesson will be assessed through the response and success rate in the completion of tasks. • In case of writing activity, teacher will ask students to do homework as he/she can provide feedback individually. 			
Learning Outcomes	<p>Students will be able to learn to infer meaning and solve the tasks through skimming and scanning. They will also learn some vocabulary and get the idea of procedural writing.</p>			
Activity	Student / teacher Interaction	Materials/ Techniques	Learning Outcome	Timing
Greetings: <ul style="list-style-type: none"> • Teacher will warmly welcome the students in the language class 	T → Ss		Students will be motivated and feel free to be engaged with the class activity and their initial level of understanding will be identified.	3 minutes

<p>Reading activity:</p> <ul style="list-style-type: none"> • Students will be provided a visual their text. • Students will read the whole text • In case of the availability of the multimedia facility after reading the text it will be shown if get enough time. 	<p>T → Ss</p>	<p>Text book & Multimedia</p>		<p>15 minutes</p>
<p>Scanning Activity:</p> <ul style="list-style-type: none"> • Students will be given some MCQ questions to solve individually. • Students will do scanning to solve the MCQs. 	<p>T → Ss Ss → Ts</p>	<p>Worksheet</p>	<p>Scanning a text will be practiced.</p>	<p>5 minutes</p>
<p>Vocabulary Practice:</p> <ul style="list-style-type: none"> • A vocabulary task will be given. • Students will match the words with the synonymous words. 	<p>T → Ss S → S</p>	<p>Worksheet</p>	<p>Few vocabularies will be practiced.</p>	<p>8 minutes</p>

<p>Inference:</p> <ul style="list-style-type: none"> • Open ended questions will be answered by the students • Students will give their own opinion. 	<p>T → Ss Ss → Ts</p>	<p>Worksheet</p>	<p>Students will learn to provide their own opinion and understanding.</p>	<p>3 minutes</p>
<p>Conclusion:</p> <ul style="list-style-type: none"> • Teacher will appreciate Students for their efforts • Teacher will provide homework. • Teacher will ask for any queries that Students might have. • Teacher will close the session with a note of thanks 	<p>T → Ss Ss → T</p>			<p>1 minute</p>

Lesson Plan 02:

Teacher (Student)	Fatema-tuz-jahura
Class profile and size	Secondary level
	12 students
Class Duration	35 minutes
Medium of instruction	English
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Understanding the topic(Trasformation), doing the class work
Teaching materials	<ul style="list-style-type: none">• Text book• Worksheet• White board and black marker
Learning Objectives:	At the end of the lesson students will be able to – <ul style="list-style-type: none">• Learn the structure of transformation.• Know the strategies to memories the rule.• Inference the idea of the topic and give their own opinion.
Anticipated Challenges	<ul style="list-style-type: none">• Students may not be used to all the techniques used in the class.• They may not feel motivated in pair or group work.• They may feel bored in class as most of them are accustomed to teacher-centered class.• Allotment of time for each activity may not work according to plan; some activities can take more or less time than the expected time.• The time of the class was not enough to complete the whole topic properly.

Motivational factors	<ul style="list-style-type: none"> • Encouraging students to work with pair so that tasks may be easy and interesting for them. • Asking questions and appreciating their response will be useful. • Immediate constructive feedback can be really motivating for students. 			
Feedback Process	<ul style="list-style-type: none"> • Student's answers will be evaluated by peers for initial reflection on their common mistakes. • Oral feedback will be provided by the teacher. • The lesson will be assessed through the response and success rate in the completion of tasks. • In case of writing activity, teacher will ask students to do homework as he/she can provide feedback individually. 			
Learning Outcomes	Students will be able to learn to infer meaning and solve the tasks through memorizing the rules and practicing the exercises.			
Activity	Student / teacher Interaction	Materials/ Techniques	Learning Outcome	Timing
Greetings: <ul style="list-style-type: none"> • Teacher will warmly welcome the students in the language class 	T → Ss		Students will be motivated and feel free to be engaged with the class activity and their initial level of understanding will be identified.	3 minutes

<p>Reading activity:</p> <ul style="list-style-type: none"> • Teacher will be provided a structure of the following topic. • Teacher will write the rules and explain it to the students. • In case of the availability of the multimedia facility teacher should show the structure and rules through multimedia also. 	T → Ss	Text book & Multimedia		15 minutes
<p>Scanning Activity:</p> <ul style="list-style-type: none"> • Students will be asked questions if they had any confusion. After clear those out teacher provide some questions to solve individually. 	T → Ss Ss → Ts	Worksheet	Answering the given questions.	5 minutes 8 minutes
<p>Inference:</p> <ul style="list-style-type: none"> • Open ended questions will be answered by the students 	T → Ss Ss → Ts	Worksheet	Students will learn to provide their own opinion and understanding.	3 minutes

<ul style="list-style-type: none"> Students will give their feedback on the class. 				
<p>Conclusion:</p> <ul style="list-style-type: none"> Teacher will appreciate Students for their efforts Teacher will provide homework. Teacher will ask for any queries that Students might have. Teacher will close the session with a note of thanks 	<p>T → Ss Ss → T</p>			<p>1 minute</p>

Lesson Plan 03:

Teacher (Student)	Fatema-tuz-jahura
Class profile and size	Primary level
	30 students
Class Duration	30 minutes
Medium of instruction	English
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Reading-Vocabulary- Speaking
Teaching materials	<ul style="list-style-type: none"> • Text book • Worksheet • White board, black marker and multimedia
Learning Objectives:	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> • Practice of reading. • Learn the morality of the story. • Know the new vocabulary from the text.
Anticipated Challenges	<ul style="list-style-type: none"> • Students may feel bored if they don't find the class interesting. m • They may not feel motivated in pair or group work. • Allotment of time for each activity may not work according to plan; some activities can take more or less time than the expected time.

Motivational factors	<ul style="list-style-type: none"> • Giving foods during ice-breaking session may encourage the students to be engaged with the text. • Encouraging students to work with pair so that tasks may be easy and interesting for them. • Asking questions and appreciating their response will be useful.
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	<ul style="list-style-type: none"> Immediate constructive feedback can be really motivating for students. 			
Feedback Process	<ul style="list-style-type: none"> Student's answers will be evaluated by peers for initial reflection on their common mistakes. Oral feedback will be provided by the teacher. The lesson will be assessed through the response and success rate in the completion of tasks. In case of writing activity, teacher will ask students to do homework as he/she can provide feedback individually. 			
Learning Outcomes	Students will learn some vocabulary and get the idea of procedural writing.			
Activity	Student / teacher Interaction	Materials/ Techniques	Learning Outcome	Timing
Greetings: <ul style="list-style-type: none"> Teacher will warmly welcome the students in the language class 	T → Ss		Students will be motivated and feel free to be engaged with the class activity and their initial level of understanding will be identified.	3 minutes

<p>Reading activity:</p> <ul style="list-style-type: none"> • Students will be provided a visual their text. • Teacher will read the whole text and explain it to the students • In case of the availability of the multimedia facility after reading the text it will be shown if get enough time. 	<p>T → Ss</p>	<p>Text book & Multimedia</p>		<p>15 minutes</p>
<p>Vocabulary Practice:</p> <ul style="list-style-type: none"> • A vocabulary task will be given. • Students will write down the words which will give by the teacher. Write down and memories them. 	<p>T → Ss S → S</p>	<p>Worksheet</p>	<p>Few vocabularies will be practiced.</p>	<p>8 minutes</p>
<p>Inference:</p> <ul style="list-style-type: none"> • Open ended questions will be answered by the students • Students will give their own opinion. 	<p>T → Ss Ss → Ts</p>	<p>Worksheet</p>	<p>Students will learn to provide their own opinion and understanding.</p>	<p>3 minutes</p>

<p>Conclusion:</p> <ul style="list-style-type: none"> • Teacher will appreciate Students for their efforts • Teacher will provide homework. • Teacher will ask for any queries that Students might have. • Teacher will close the session with a note of thanks 	<p>$T \rightarrow Ss$</p> <p>$Ss \rightarrow T$</p>			<p>1 minute</p>
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Appendix 3

Certificate of Internship

SHAHEED BIR BIKROM RAMIZ UDDIN CANTONMENT SCHOOL



CERTIFICATE

OF Internship

PROUDLY PRESENTED TO :

Fatema-Tuz-Jahura

ID:191-10-1961

for her dedication to teach students and her invaluable teaching service.

13 November, 2022

Date

KM. Saroar

SHAHEED BIR BIKROM RAMIZ UDDIN CANTONMENT SCHOOL

Head Master

Appendix 4: Photographs





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