

Internship report

On

The Present Scenario of English Language Teaching in Bangladesh

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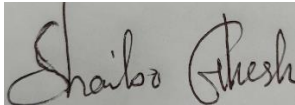
Faculty of Humanities & Social Science



This Internship Report is submitted to the Department of English, Daffodil International University, for the Fulfillment of Partial Requirement for the Degree of Bachelor of Arts with Honors.

Declaration:

By signing this document, I certify that I worked on this project paper directly for Al Madmud Rumman, a senior lecturer in the English department at Daffodil International University. Additionally, I can confirm that this project's work has never been published or submitted for any kind of certificate anywhere.

A rectangular box containing a handwritten signature in black ink. The signature is written in a cursive style and reads "Shaibo Ghosh".

Shaibo Ghosh

ID: 183-10-1875

Department of English

Certificate

It gives me great pleasure to vouch for Shaibo Ghosh, whose ID number is 183-10-1875, as a Daffodil International University student. I am happy to confirm that she finished her internship while working under my supervision for the Project Paper course, with the course code ENG334, in the B.A. (Hons.) in English program.

This internship report is recommended for submission through the Department of English, Daffodil International University.

A handwritten signature in black ink, appearing to read 'Al Madmud Rumman', with a horizontal line drawn through it.

Al Madmud Rumman,
Senior Lecturer, Department of English,
Daffodil International University, Dhaka.

Acknowledgment

I sincerely appreciate my supervisor Al Madmud Rumman's strong encouragement and ongoing assistance. I successfully complete the assignment for the internship thanks to his wise advice. His directions made it easy to understand each of the notions. I also want to express my gratitude to the teachers at Mohammedpur Government Elementary School, Khairun Nahar Lipi and Md. Abdul Jolil Biswas, who provided me with crucial advice that allowed me to successfully complete my project. Each and every one of them has my sincere gratitude.

Abstract

The objective was to investigate how English is taught in a Bangladeshi school. I went to Mohammadpur Government Primary School. When I met with the school's principal, I gave her a hardcopy of the recommendation letter and requested her approval. After receiving my evaluation, I spoke with a teacher at that school and began observing classrooms. placing an emphasis on things like student feedback, teaching and learning methods, class monitoring, and re-evaluation of the class. Since the study focused on how language is taught and what teaching methods are applied while educating a class in the English language as the target language, with results like the teacher's strengths and flaws identified using checklists.

Keywords: aim, permission, class observation, and taking class.

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Introduction

In order to finish the project using the ENG 334 course code. I was told to pick any university or institution for my internship and to observe two separate classes in addition to teaching two classes. I then decided upon Mohammadpur Government Primary School in Mohammadpur, Dhaka. I received approval from the school's principal to go and observe various classes. I was allowed to observe two classes (class 7 and class 8) and to attend three of those classes as an observer. I started working there as an intern. I attended two classes and observed three others.

Objectives

The project's objective outlines its desired results and the direct, immediate, and long-term consequences on the target group. Actually, the project's primary objectives are referred to as objectives.

Objectives of the Internship:

Finding the current situation of English language instruction in Bangladeshi schools is the project's main goal. To find instructional strategies, equipment, aids, multimedia, and free educational resources. The present scenario of English language teaching in a Bangladeshi school.

1. Researching and observing instructional methods and aids.
2. Identifying the talents, lack of appropriate instruction, and interest of the learner.
3. Determining how technology applications might benefit students.
4. Investigating language classes as a teacher and a student.
5. Creating relevant materials and real-world examples while utilizing ELT techniques in the English language classroom.
6. While confronting a problem in class, attempt to find a solution that will benefit the class.

Methodology

System of inquiry of a particular field for research. (Methodology, 2022)

Selecting an Institution:

I had chosen Mohammadpur Government Primary School for my internship, and I had acquired a recommendation from my department, which provided me access to the principal of that school and allowed me to ask for permission to carry out my project.

Selecting Classes:

The office handed me a copy of the class schedule, and the instructor assigned me a certain day to observe classes. He chose three classrooms, including classes 7 and 8, to observe. Due to their impending final exam, he only let me take up to two classes.

Selecting a Facilitator

As my facilitator, I pick Mr. Md. Abdul Jolil Biswas, a teacher at that institution. Nobody knew the school as well as he did. He introduced me to the students in the classes that I would be monitoring and observing. He provided me various insights regarding the students when I attended and observed the classes. I sincerely appreciate everything he said and did to assist me with the project.

Classroom Observation:

On that campus, I saw English first paper passage-based classes. I obtained all of the details and class routine from the class instructor, whom I watched in the first class on 15th October at 9.30 a.m., with the theme 'English for today, which is English first paper,' and in the second class on 16th October at 9.30 a.m. The second-class subject that was seen was 'passage question response.' Checklists were utilized in every lesson. Classes began with a review of the previous session and an introduction to the class topic. Finally, there was feedback. The teacher used the Grammar Translation Method (GTM) most of the time. GTM is a method of teaching foreign languages in which the foreign language is translated into the student's mother tongue.

Interviewing Particular Course Teacher:

Three English lecturers were present. After seeing and attending lessons at that school, a teacher and I walked to the teachers' room. Md Abdul Jolil Biswas, the instructor I interviewed. He has been at this school since 2011. He earned his bachelor's and master's degrees from Dhaka University. He is a knowledgeable and excellent instructor. He revealed to me the flaws of all kids, particularly weak kids. His team worked tirelessly to ensure that students feel at ease in class. He attempted to dispel pupils' dread of English. He was extremely approachable to his students. He wished to make his students' classes more entertaining.

Institution Details

Nurjahan Road, Mohammadpur, Dhaka, was the location of Mohammadpur Government Primary School. It was founded in 1980. It is not a well-known school, but they are improving day by day. The school now has sixteen teaching staff members and around 250 pupils. The school boasts a very talented teaching team, with the majority of them having extensive experience. The school is technologically advanced. Students from that school also participate in many cultural and national activities. Enough working personnel to maintain school security. Several groups are engaged at the school, displaying various activities and programming. Their recent accomplishments represent a significant advancement in educational history.

Class Observation Report

I observed tree classes. When I was observing classes, I utilized checklists. The classrooms were excellent. A sufficient quantity of fans and lights was identified. In the classes, the application of new technology and assistance was insufficient. Outside noise was audible from the classroom due to its proximity to a freeway. That was a significant issue. Furthermore, noise from one classroom could be heard from another, which was upsetting to the students' classroom environments, which were similar to GTM classrooms.

Teacher's name: Md. Abdul Jolil Biswas	
Name of Institution: Mohammadpur Government Primary School, Dhaka	
Class duration: 45 minutes.	
Classroom Description	
Classroom Capacity: The classroom has a capacity of 64 students.	Ventilation: The classroom is ventilated by four large windows with curtains and two doors.
Sitting: The classroom has moveable wooden benches and desks for seating, which are organized in seven rows and three columns. Furthermore, the instructor sits on a chair in front of the white board and keeps their possessions on a table.	Lights and fans: The teacher used a long white board, marker pens, and a duster to erase the writing on the board. Aside from the natural light that comes in via the windows, the classroom has 5 lights. The classroom also has 6 fans for proper air circulation. There is also a CCTV camera and a projector.
Local Circumstances: The classroom's local conditions can be represented by a variety of factors such as its instructional aids, lighting, fans, and natural ventilation.	Teaching aids: The instructor uses a long white board, marker pens, and a duster to remove writing off the board.
Students Information:	
Academic Level: The students are in secondary level.	Students' Average Age: The group's average age is roughly 13-14 years old.
Language Level of the Students: The majority of the students use Bangla during the lesson. Communication with the teacher is also conducted in Bangla.	Number of Students: The total number of Students is around 64.

Lesson Objectives: The lessons' goals were to teach pupils a paragraph from the textbook and have them complete the tasks.

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

Course Book: English For Today. Class-Eight

National Curriculum and Textbook Board, Bangladesh

Class 1:

I attended a girl's section. The class time was 45 minutes, and the teacher arrived on schedule. The class began with pleasantries and attendance. There were 64 students in all present in class. He proceeded to his session after finishing his attendance recording. The teacher appeared to be prepared for class and to know enough about the subject. The subject of the first paper was English (passage). He introduced the issue, explored it, and supplied appropriate text examples. He maintained good eye contact and kept an eye on the ones who were struggling. He invited the pupils to perform some exercises on passage questions as part of the class. He solicited responses from the students as part of the feedback section and concluded the lesson with some moral precepts. Nothing superfluous was discovered, and the time was well spent. As a result, it was a good teaching system.

Teacher's name: Md. Abdul Jolil Biswas

Name of Institution: Mohammadpur Government Primary School, Dhaka

Class duration: 45 minutes.

Classroom Description

Classroom Capacity: The classroom has a capacity of 58 students.

Ventilation: The classroom is ventilated by four large windows with curtains and two doors.

Sitting: The classroom has moveable wooden benches and desks for seating, which are organized in seven rows and three columns. Furthermore, the instructor sits on a chair in front of the white board and keeps their possessions on a table.

Lights and fans: The teacher used a long white board, marker pens, and a duster to erase the writing on the board. Aside from the natural light that comes in via the windows, the classroom has 5 lights.

The classroom also has 6 fans for proper air circulation. There is also a CCTV camera and a projector.

Local Circumstances: The classroom's local conditions can be represented by a variety of factors such as its

Teaching aids: The instructor uses a long white board, marker pens, and a duster to remove writing off the board.

instructional aids, lighting, fans, and natural ventilation.	
Students Information:	
Academic Level: The students are in secondary level.	Students' Average Age: The group's average age is roughly 14-15 years old.
Language Level of the Students: The majority of the students use Bangla during the lesson. Communication with the teacher is also conducted in Bangla.	Number of Students: The total number of Students is around 58.

Lesson Objectives: The lessons' goals were to teach pupils a paragraph from the textbook and have them complete the tasks.

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

Course Book: English 2nd paper grammar. Class-Eight

National Curriculum and Textbook Board, Bangladesh

Class 2:

My second-class observation was with class eight and a different instructor, and the topic was voice alteration. The class lasted 45 minutes. That class had 58 pupils. It was a female-only class. He returned to his course after finishing his attendance taking. He began by warming up the pupils before engaging them in the lesson. The teacher introduced the subject and explained why it is vital. He maintained eye contact and kept an eye on the children who were struggling. He instructed the pupils to do some voice shift exercises as part of the class. He solicited responses from the students as part of the feedback section and concluded the lesson with some moral precepts. Nothing needless was discovered, and indeed the time was well spent. It was another excellent teaching system, in my opinion.

Teacher's name: Khairun Nahar Lipi

Name of Institution: Mohammadpur Government Primary School, Dhaka

Class duration: 35 minutes.

Classroom Description

Classroom Capacity: The classroom has a capacity of 65 students.	Ventilation: The classroom is ventilated by four large windows with curtains and two doors.
Sitting: The classroom has moveable wooden benches and desks for seating, which are organized in seven rows and three columns. Furthermore, the instructor sits on a chair in front of the white board and keeps their possessions on a table.	Lights and fans: The teacher used a long white board, marker pens, and a duster to erase the writing on the board. Aside from the natural light that comes in via the windows, the classroom has 5 lights. The classroom also has 6 fans for proper air circulation. There is also a CCTV camera and a projector.
Local Circumstances: The classroom's local conditions can be represented by a variety of factors such as its instructional aids, lighting, fans, and natural ventilation.	Teaching aids: The instructor uses a long white board, marker pens, and a duster to remove writing off the board.
Students Information:	
Academic Level: The students are in secondary level.	Students' Average Age: The group's average age is roughly 13-14 years old.
Language Level of the Students: The majority of the students use Bangla during the lesson. Communication with the teacher is also conducted in Bangla.	Number of Students: The total number of Students is around 65.

Lesson Objectives: The lessons' goals were to teach pupils a paragraph from the textbook and have them complete the tasks.

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

Course Book: English For Today. Class-seven

National Curriculum and Textbook Board, BANGLADESH

Class 3:

My third-class observation was with Khairun Nahar in class Seven, and the subject topic was English first paper. The class lasts 35 minutes. On that particular day, 65 students were present. At first, the teacher took attendance. The teacher then instructed everyone to put their textbooks in front and began writing some definitions of terminology in the text on the board so that students could easily grasp the material. The paragraph was explained to the student by the teacher broadly. The teacher continually questioned the kids, particularly the weaker student, if they understood.

After completing his class. She assigned homework to everyone. Nothing extra was spoken in class since it was so silent.

For the internship report, authorization was requested for three classes, but only a portion of two classes could be taken. Parts of two courses with a total of sixty students were taken. The initial sections of both classes were assigned to me, while the remaining parts were completed by the school's permanent instructor. However, this encounter was truly unforgettable for me.

Class Conducts:**Sample Class Conduction Report****Reports on Class Conduction****Reports on own class:**

Descriptions of students, classroom, materials

Descriptions of students:

- i) Academic level: Secondary.
- ii) Language level: Secondary.
- iii) Average age: 12-15 years
- iv) Number of students present: C1-55, C2-60
- v) Teaching timing: 25-30 minutes (per class)

Descriptions of classroom:

- i) Seating arrangement: The room has seating for 60-70 students, with chairs organized in SEVEN rows and THREE columns.
- ii) Ventilation: Four large windows, five ceiling fans, and five white lights ventilators provide abdicate air circulation.
- iii) Teaching aids: A whiteboard and projector are given in the classroom.
- iv) Teaching materials: course book, worksheet, and handouts.

Teaching materials:

- i) Course book: English for today and English 2nd paper grammar (Choudhary & Hussain).
- ii) Topic: Unit -8 (like and dislikes), English 2nd paper voice change.
- iii) Objectives: Developing a clear understanding of voice change.
- iv) Teaching aids: Worksheet, course book, hand notes.

Class 1

I was granted permission to extend the lesson by 25 minutes. It was a passage class in English for the first time. He gave a brief overview of the topic, why it is important, and when we should utilize it, using examples and exercises. He gave them some hand notes that I had written before so that they could comprehend them. The pupils attempted to speak in English, but because they were not fluent, it was difficult for them to continue. They gave it their all, and the outcome was excellent. Despite the time constraints, I attempted to make the lesson enjoyable by utilizing humorous examples, and the students reported they appreciated my class. The class concluded with comments and a lecture about the value of studying English and moral precepts from myself and the course teacher.

Class 2

My second session was likewise a grammatical one that focused on voice change. The teacher granted me 30 minutes to finish the class at this point. I gave a brief overview of the issue before delving into it in depth, using well-known and real-life examples to help students relate. I utilized Bangla on occasion to meet the needs of pupils. I attempted to maintain constant eye contact with them. In class, the pupils' attachments were good. They submitted the papers after I gave them some money. After my portion was over, the class teacher immediately reviewed the answers while I received comments from them. The second class was a pivotal event in my life. Finally, the session concluded with answers to their inquiries.

Overall Findings

At that school, I watched two courses and taught two classes. Several things were discovered, some of which were unfavorable, but the majority of them were positive. The kids had no opportunity to address the matter in class. Comparatively weaker kids appeared to be concerned in class, but the teacher's engagement with the students greatly calmed the students' concerns, and everything was well in the end. The facility was smaller than the kids', but the setting was lovely.

Observation Findings:

The instructor and students came to class fully prepared. Daily updates were made to the classroom activities. There were a few applications for current classroom aides. Weaker kids were less active, but the teacher tried to include them in the session. He demonstrated proficiency in class management. He had excellent control of his pronunciation and used appropriate terminology. Different tactics employed by the teacher were found to be ineffective; new strategies must be introduced.

Teaching Finding

I was totally prepared for class, which is why I made a study plan. He attempted to persuade them that English is not a difficult topic and that studying English is critical for everyone. He made use of whiteboards and real-life examples. My foundation utilized Bangla terms as examples wherever necessary. He attempted to work with them by forming groups.

Recommendations:

The hard work of the teachers struck me greatly after observing lectures. I believe that incorporating multimedia will assist students grasp reading and writing, allowing them to achieve higher outcomes. Focus, in my opinion, on the question that every instructor should consider. whether or if the kids are having trouble grasping the question Along with extending the section, the room area should be increased. However, it's possible that there's something more from them that is causing the children to fall behind. The school's lessons have a very tranquil and calm atmosphere. The classrooms, on the other hand, should be maintained neat and orderly. Modern classroom technology must be used. The courses were done with diligence. Maximum eye contact was not, however, kept. When working in groups, kids were not seen collaborating, which is essential for them to exchange ideas and display their creativity. They were using the techniques of more traditional approaches since they were not using the CLT methodology. The school is outstanding generally, but some of the older instructors need to be replaced because they had liabilities due to their advanced age. In their place, young, eager teachers must be employed. To enhance the learning environment, all of these factors must be considered.

Conclusion:

Observing and participating in classrooms as a teacher while judging "**The situation of English Language Teaching in Bangladesh**" was an entirely new experience for me. It was a foreign language class, thus I felt that the learning atmosphere in that school was really difficult. It's not always fun to take language classes. Students are perceived as showing little interest in these subjects or feeling worse about themselves due to their weaknesses. However, using multimedia, internet resources, creativity, and other time-saving techniques may be the answer to these issues that arise in language classes.

Although Bangladesh's educational system has worked to make it more student-friendly. By introducing new elements and employing various novel tactics, teachers of various language programs are attempting to treat the students' learning disabilities.

Appendices

Classroom Observation Record Sheet

Class observation record sheet

Instructor evaluated

Md Jolil Biswas

Course ENG334

Number of students present: Sixty-four (64)

Date: 15-10-2022

Mohammadpur Government Primary School, Dhaka.

English First Paper Passage Time: started 9.30am ended 10.45am

Topic: English First Paper Passage

Time: started 9.30am ended 10.45am

Format (s)_ lecture_small group_interactive_other

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:		

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:	

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	√				
Comment:					

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)	√
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	√
Comment:	

Use of Language					
	Completely	Mostly	Somewhat	Little bit	Not at all
a. The teacher speaks 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 she 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.	√				

Comment:

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					√

Comment:

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	√				

Comment:

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.	√
Comment:	

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 and efficiently	√				
h. All the lessons are covered of the prescribed material.	√				
Comment:					

Treatment of Feedback					
	Completely	Mostly	Somewhat	Little bit	Not at all
a. Teacher provides effective feedback to each activity		√			
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	√				
Comment:					

Lesson plan	
Teacher (Student):	Shaibo Ghosh
Class profile and size:	Class 7 and 8
	64 students
Class Duration:	25minutes
Medium of instruction:	English and Bangla
Teaching-learning area/ Broad Topic/Micro topic:	Integrated task: Reading-Vocabulary- Writing
Teaching materials:	<ul style="list-style-type: none"> • Printed Reading Material • Text book • White board and black marker • Biscuits for 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 skimming a text. • Know the strategies to read for specific information through scanning. • Inference the idea of the text and give their own opinion.
Anticipated Challenges:	<ul style="list-style-type: none"> • Students may not be known to all the materials used in the recipe. • 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. • Power failure may occur.
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.

	<ul style="list-style-type: none"> • Immediate constructive feedback can be really motivating for students.
Backup Plan:	<ul style="list-style-type: none"> • If the multimedia is not available for any reason, teacher will provide hard copies of the text and other instructions. • If there is shortage of time, one or two less important activities may be excluded.
Feedback Process:	<ul style="list-style-type: none"> • Students' 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 skimming and scanning. They will also 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"> • T will warmly welcome the Ss in the language class • T will provide a packet of biscuits to each of the students and ask them if they know the recipe of making biscuits. 	T → Ss Ss → T	Biscuits as incentive	Students will be motivated to be engaged with the class activity and their initial level of understanding will be identified.	3 minutes

Reading activity: <ul style="list-style-type: none"> Ss will be provided a visual text including a recipe. Ss will read the whole recipe In case of the unavailability of the multimedia facility hard copy of the text will be given. 	T → Ss		Visual Text	3 minutes
Skimming activity: <ul style="list-style-type: none"> Students will be given a worksheet. Ss have to reorder the ingredients of the recipe following the given directions. Pair work will be done T will roam around and observe the group activity to ensure the participations of all pair members. 	Pair work: S → S T → Ss		Worksheet	Ss will learn skimming a text. Pair work will be done and peer feedback will be given. 4 minutes
Scanning Activity: <ul style="list-style-type: none"> Ss will be given some MCQ questions to solve individually. Ss will do scanning to solve the MCQs. 	T → Ss Ss → Ts		Worksheet	Scanning a text will be practiced. 2 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 be done. 	T → Ss S → S Ss → Ts		Worksheet	Few vocabularies will be practiced. 3 minutes
Inference: <ul style="list-style-type: none"> Open ended questions will be answered by the students Ss will give their own opinion. 	T → Ss Ss → Ts		Worksheet	Students will learn to provide their own opinion and understanding. 3 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 will close the session with a note of thanks 	T → Ss Ss → T			2 minutes

Teacher self-evaluation:

- Good points about the lesson
- How can the lesson be improved?

Additional Comments:

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



Image: Mohammodpur Govt. Primary School, Dhaka (Class-7)



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Image: Mohammadpur Govt. Primary School, Dhaka (Class-8)



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