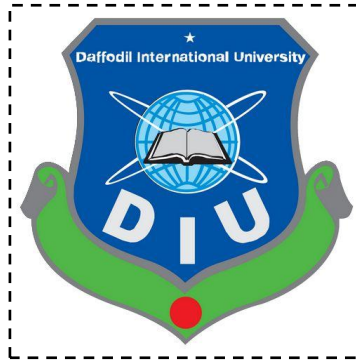




Report On

“My experience as an English Teacher at
60 No, Imandipur Government Primary School”

Prepared by:

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Supervise By

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Daffodil Smart City, Dhaka, Bangladesh

This report is submitted to the department of English, Daffodil International University in the partial accomplishment of the degree of BA (Hon's) in English

Declaration

I, Md. Zihad Ul Islam, declare that the internship report titled “My Experience as an English Teacher at 60 No Imandipur Government Primary School” is my own work. I prepared this report with the guidance of Mr. Nasif Khalid Swwadheen, Lecturer, Department of English, Daffodil International University. I also confirm that I submitted this report to complete the requirements of the B.A. (Hons) in English degree for the course, Project Paper with Internship (ENG 431). I further state that this report has not been submitted to any other university or for any other degree before.



Md. Zihad Ul Islam

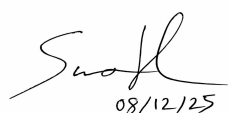
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Department of English

Daffodil international University

The Supervisor's Certificate

This is to certify that Md. Zihad Ul Islam (ID: 221-10-1094) has successfully completed the course ENG431: Project Paper with Internship under my supervision. His project, titled “My Experience as an English Teacher in 60 No. Imandipur Government Primary School” highlights his enthusiasm, creativity, and commitment to his teaching responsibilities. Zihad remained in consistent contact with me throughout the semester, updating me on his progress and sharing the engaging activities he implemented in the classroom. I am pleased with the way he embraced his role, experimented with new methods, and reflected deeply on his growth as a teacher. I wish him the very best in all his future endeavour.



08/12/25

.....
Signature of the Supervisor

Mr. Nasif Khalid Swadheen

Lecturer

Department of English

Faculty of Humanities & Social Science

Daffodil International University

Acknowledgement

I am very happy to present my project report titled “My Experience as an English Teacher at 60 No. Imandipur Government Primary School.” I want to thank the Department of English of Daffodil International University and my supervisor, Nasif Khalid Swadheen, for giving me the chance to learn and work as an intern teacher.

I am also very thankful to the headmaster of 60 No. Imandipur Government Primary School, Shefali akhter and all the teachers and staff for their support. I especially want to mention Ms. Shefaly Akhter, who helped me a lot during my internship. I am grateful to my colleagues and everyone who helped me to collect information for my project. I also want to thank my students for listening, learning, and actively joining my classes. This internship has been a very important experience for me. It helped me to learn many useful skills that will help me in my future teaching career.

Abstract

This report is based on the experience that I gained during my internship in 60 No Imandipur Government Primary School focusing on a self-evaluation of my teaching. During this journey I learned a lot about how the English language is taught in a primary school and what kind of problems and interest students have. There were different kinds of students. I tried to establish a good teacher- student relationships and understanding each student treating them individually and making proper assessment. I also tried so hard to make a good relationship with my colleagues and to maintain professionalism. This paper also includes various problems and obstacles that I faced during the journey. I also mentioned here how I overcame those in a good and safe learning environment. Here I talked about what I have learnt from this journey and how I can use the experience of this journey in my future teaching career. I also gave recommendations about how to make the learning process better and more effective for the students.

Keywords: English Teaching, Internship, Language Teaching Techniques, Student Learning, Self-assessment, Professional Growth, School Environment.

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CHAPTER 1

INTRODUCTION

Education is a process of learning, acquiring knowledge, skills, values, beliefs and habits. It can take place both inside and outside the classroom and it shapes the way individuals think, behave and understand the world. Education can happen in different stages such as pre-school, primary school, secondary school and University. In Bangladesh English teaching faces many challenges, especially at grassroots level. The grammar translation method is still widely used because it has been part of the system for a long time and teachers are well trained in it. However, these methods focus too much on grammar rules and memorizing vocabulary which limit students' ability to use English in real life situations. This is why English should be taught in a proper way in primary schools where students learn the basic English language.

I had a strong desire to become an English teacher from the beginning, so I chose to be an English teacher at a school as my internship. Though I worked as a home tutor since my first year of graduation, it was my first time to have a little experience in teaching in an institution by working as an intern teacher. As it is my first experience as a schoolteacher I have attempted to document my journey in this report. Since this field of work influences shaping the lives of future generations, motivating individuals and providing values in a variety of cultures. Without a doubt Nations development belongs to its teacher's dedication, flexibility and capacity to change both society and students. During my time working as a teacher at 60 No Imandipur Government Primary School, my internship supervisor was Mr. Nasif Khalid Swadheen, a lecturer of the department of English of Daffodil International University.

On my first day in the classroom the Headmaster Ms. Shefali Akhter came with me, and the institute introduced the students and mentioned that I am a new English teacher for them. The teacher asked the students how many of them like English. Most of the student's reaction was telling me that they were afraid of English. After watching this made me more nervous as it was my first time, I had to do what I went for there. So, I gathered my courage and began my journey as a teacher.

After a few moments I understood that teaching in front of 35 to 40 students is not an easy task. At the same time, they all were unknown to me. I realised that I was not only teaching but also learning everything every day. As the students were not that much interested in English I had to find some meaningful ways to keep them engaged. As it was my first day that is why I was nervous but day by day the nervousness went thoroughly.

I observed various English teachers in classes, then I attended a few classes. I got more information and experience from my internship in addition to a variety of teaching methods and styles. My colleagues were extremely kind and supportive. They helped me in every step in the journey. At the same time my students were very supportive to me and enjoyed what I taught them. For me it was really a wonderful and unforgettable experience. I think this opportunity was the door for me to enter the teaching world.

CHAPTER 2

BACKGROUND & OBJECTIVES

2.1: Background

Students enrolled in the BA honours in English at Daffodil International University are required to complete a three-month internship as part of their academic program. This internship opportunity allows students to gain real workplace experience and apply the knowledge they have learnt in their courses. It is an important part of the curriculum because it helps students to develop practical skills and prepare them for professional life. After completing the internship students write a detailed report based on their experience. Through this process they become familiar with real word situations and learn how academic theories connect to the actual work environment.

2.2: Objectives:

In the perspective of Bangladesh, the English language teaching profession holds a great honour and prestige. The main goal of this report is to explain my journey and growth as an English teacher in a primary school. The simple objectives of my internship are given below.

- To share my teaching challenges and success
- To explain the methods, I used in class.
- To show how my lessons helped students.
- To describe how I improved as a teacher.
- To suggest ways to improve English teaching
- To show my use of teaching theories
- To show my teamwork and communication skills
- To highlight my duties as a teacher
- To show the complexities the students at a Governmental Primary School faces
- To inspire future English teachers

CHAPTER 3

METHODOLOGY

3.1 Selecting the Appropriate Institute

Choosing an institute for my internship was a challenging task. In the beginning I was not fully aware of the procedures required for securing an internship placement. With the help and guidance of my supervisor, I gained confidence and continued my search. I preferred an institution close to my home, which limited my options. Many schools were unfamiliar with internship programs, while others had no available positions. After a few days of searching, I finally found 60 No. Imandipur Government Primary School, which met my requirements and agreed to take me as an intern. This is how I selected my internship institution.

3.2 Classroom Observation

To understand real classroom situations, I observed several classes conducted by experienced teachers at the school. During these observations, I paid attention to how they organized the classroom, explained lessons, maintained discipline, and engaged students. After each session, I reflected on what I learned and identified the strategies that I could apply in my own teaching. This helped me to shape myself as a teacher and engage my students.

3.3 Teaching Practice

As part of my internship, I also taught English lessons to the students at the school. I prepared lesson plans, delivered lectures, organized group activities, and evaluated student's work. After every class, I reviewed my performance to understand my strengths and areas that needed improvement. I also took suggestions from my colleagues while they were observing my classes. This regular reflection helped me grow as a teacher.

3.4 Data Collection

To support my study, I gathered information from both students and teachers. I used different methods such as surveys, interviews, and group discussions to understand their views on teaching strategies and classroom effectiveness.

Once the data was collected, I organized it carefully to identify common responses and key ideas. This process helped me develop meaningful suggestions for improving teaching methods. I also learned about what and how teachers at a government school provide learning materials and which methodologies they follow. Again, I also learnt about the capability of the students to speak and write in English.

3.5 Data Analysis

In the final stage, I analysed all the collected information and reflected on my learning throughout the internship. I used both qualitative methods (such as identifying themes) and quantitative methods (such as simple numerical comparisons) to understand the results clearly. The findings not only helped me make recommendations for better teaching practices but also helped me evaluate my own professional development.

CHAPTER 4

INSTITUTION DETAILS

4.1: History of the Institution

60 No. Imandipur Government Primary School is a reputed government educational institution of 7 No Ward, Savar Pouroshova near Pakiza Warehouse. This institution was founded by Chan Miya Madbor and his son Gafur Madbor in 1972. From the beginning till now it only accepts students of Class Nursery to Class 5. The school accepts diverse students regardless of their status or situation. The school is committed to provide quality education equally.

4.2: Details of The Institution

Name of the Institution	60 No Imandipur Government Primary School
Location	7no Ward Savar Pouroshova near Pakiza Warehouse
Founder	Chan Miya Madbor, Gafur Madbor
Ownership	Government
Number of students	274
Number of teachers	10
Class time	Two Shifts Morning: 8.00 am to 11.30 am Day: 12.00 pm to 3.30
Dress code	Boys: Navy Blue Pant, Sky Blue Shirt, white shoes, Girls: Sky Blue Shirt, White Pant, White shoes and white scarf
Teacher qualification	Minimum bachelor's degree
Canteen	No
Library	No
Transportation	No

4.2: Participants of Internship Institution

Most of the students of 60 No Imandipur Government Primary School belong to middle class, lower middle class families including poverty level. Here students also belong from different religions including Muslim, Hindus and Christians. They are aged between 4 to 11 years old.

CHAPTER 5

INTERNSHIP CURRICULUM

5.1: Observation of Class 1

Name of the institution	60 No Imandipur Government Primary School, Savar, Dhaka
Teacher's name	Ibne Masud
Class	5
Classroom description	The Size of Room: The classroom is comfortable and open. Seating Arrangement: There are enough benches in the classroom to hold 40 students. Each bench allows for three children in comfort.
Subject's name	English
Date and time	4th September
Teaching materials	Whiteboard, Marker, NCTB provided Textbook
Number of present students	33
Class Topic	Book: English for Today Unit 21, Lesson (1,2), Page 82 Topic: It was a great day.

Experience of The Classroom

On 4th September I observed the class of class 5 students. There were about 33 students and the class lasted for 45 minutes. The English class was taken by a teacher, Mr. Ibne Masud. After taking attendance, he started the lesson by reading the text.

First, he talked to the students about the chapter he started. This helped him to get to know the students better. Then he explained the text and discussed the questions from the book. After that he told the students to read the lesson by themselves. He explained in both Bangla and English during the class. The native language was more prioritized in the classroom as the students were not comfortable with English lectures. In the classroom the teacher's boys were clear and his pronunciation was good. The class was well managed and most of the students already knew the lesson as they were told to read it out before coming to the cly.so they understood it easily.

After observing the class, the suggestion I can give is to observe and guide every student in the classroom rather than focusing only on the good students and they should be influenced to talk in English in front of the class. Otherwise, everything was good for me, and I learned a lot of things after attending the class.

5.2: Observation of Class 2

Name of the institution	60 No Imandipur Government Primary School, Savar, Dhaka
Teacher's name	Shefali Akhter
Class	4
Classroom description	The Size of Room: The classroom is comfortable and open. Seating Arrangement: There are enough benches in the classroom to hold 40 students. Each bench allows for three Students.
Subject's name	English
Date and time	4th September
Teaching materials	Whiteboard, Marker, NCTB provided Textbook
Number of present students	30
Topic of the class	Textbook: English for Today Unit: 34, Lesson (1,2), page:68 Topic: SM Sultan

Experience of The Classroom

On 4th September, the same day I observed another class of class 4 students. There were about 30 students and the class lasted for 45 minutes. The English class was taken by the Headmaster Ms. Shefali Akhtar. This time I observed something new in this class. The students were asked to show their homework to the teachers she provided them on the last day. After checking all the notebooks of homework, she returned the homework to the students. After that she told everyone to open the book. In this class the teacher did not read that text by herself. She influenced every student, one by one, to read from the text and she explained every single meaning of the sentences and words to the students.

After finishing reading the textbook, the teacher gave them a task to do the exercises provided in the next page of the book from the lesson. She was very humble in the classroom and taught the students with love and patience. And she was cooperative with every single student.

After observing the class I understood that the teacher should communicate with students in English rather than Native language. Another suggestion I can give that the teacher should speak fluently in English in the classroom.

5.3: Observation of Class 3

Name of the institution	60 No Imandipur Government Primary School, Savar, Dhaka
Teacher's name	Ibne Masud
Class	5
Classroom description	The Size of Room: The classroom is comfortable and open. Seating Arrangement: There are enough benches in the classroom to hold 40 students. Each bench allows for three children in comfort.
Subject's name	English
Date and time	7th September
Teaching materials	Whiteboard, Marker, NCTB provided Textbook
Number of present students	36
Topic of the class	Book: English for Today Unit 21, Lesson (3,4), Page 83 Topic: It was a great day.

Experience of The Classroom

This was my second day in the school. The first class of the stay was again with Mr. Ibne Masud. The class began with the same process as the previous day. This day the teacher read out the rest of the same topic of unit 21 but the lesson was different. In this unit the topic was about telling an experience of a tour where a student was visiting Sreemangal of Bangladesh. On this day the teacher started asking questions from the previous lesson that he explained in the previous class. After that he encouraged the good students who did their homework very attentively. After that he started reading lesson 3 and 4 from the book and explained them. This time he also used native language and English language at the same time. He also taught them the grammar items used in the lesson. He does not use any grammar book to teach them about English grammar. He just provides some sort of grammar rules that are implemented in the lesson only.

After observing this class I understood that the school does not provide any kind of grammar book to any of the classes. There should be a book to teach the students about grammar and help them to learn how to form a correct sentence using tense. The other reason the students

cannot speak in English is they don't even know the Parts of Speech, conjugation of verb and tense.

5.4: Observation of Class 4

Name of the institution	60 No Imandipur Government Primary School, Savar, Dhaka
Teacher's name	Naima Bilkis
Class	3
Classroom description	The Size of Room: The classroom is comfortable and open. Seating Arrangement: There are enough benches in the classroom to hold 50 students. Each bench allows for three Students.
Subject's name	English
Date and time	7th September
Teaching materials	Whiteboard, Marker, NCTB provided Textbook
Number of present students	41
Topic of the class	Textbook: English for Today Unit: 8, Lesson (1), page:110 Topic: The And & the Grasshopper (story)

Experience of The Classroom

Ms. Naima is a fantastic teacher who makes the lesson easier to understand for the students. She was humble to the students and was teaching them with love and patience. She was providing every single necessary information they needed to understand the lesson. When she was talking the class and explaining the story everyone was silent and attentive to listen to the story. She was also encouraging them to read with her. She was also telling them to note down the meaning of important words from the story.

After observing this class I came to know how to be patient in the classroom and maintain the students of primary level. I think she was giving her best to teach the students, and it encouraged me to be like her while taking classes. It also helps me to remove my nervousness while taking classes.

CHAPTER 6

TEACHING EXPERIENCE

6.1: Teaching Experience 1

Class: 4

Number of Students: 38

Subject: English

Date: 8th September

Duration: 45 minutes

Class Discussion

Since it was my first class as a teacher, I was a little nervous before it. When I came to the classroom on time the students were playing with each other and were a little confused to see me because they had never seen me as a teacher. The headmaster Ms. Shefali Akhtar introduced me to them and asked them to introduce themselves too. After that she left and handed me over the class.

I was afraid of whether the students would understand me or listen carefully. But as I started the class they responded warmly, and my fear slowly disappeared. I enjoyed explaining the lesson, asking questions and helping them learn. Their smiles and interest made me feel confident. Again, as it was my first class as a teacher, I did not start a new lesson of the book. I helped them to revise the same chapter that their teacher taught them in the last class. I also checked their homework that was provided by their class teacher. After that I questioned the students about their exam syllabus and how much is remaining from the syllabus. After that, the bell rang and class time was over.

6.2: Teaching Experience 2

Class: 5

Subject: English

Number of Students: 40

Date: 8th September

Duration: 45 minutes

Class Discussion

It was my second class of the day in 60 No Imandipur Government Primary School. After 1st class the nervousness was less than the first time. As I was new, they were also surprised to see me as their new English teacher.

This time I introduced myself to them and asked for their syllabus. After getting that I started a chapter named “Cyclone Aila” from the Textbook named “English for Today” Unit 24, Lesson (2,3,4,5) Page: 95,96. First I read out the lesson and translated it for them. The lesson was about the natural disasters of Bangladesh. After that I told them to note down some important vocabulary.

I also influenced them to read from the text and translate it for me. But most of the students were unable to translate the lesson and made some mistakes in pronunciation.

6.3: Teaching Experience 3

Class: 5

Subject: English

Number of Students: 42

Date: 11th September

Duration: 45 minutes

Class Discussion

After taking classes for a few days, I understood that I should teach some about grammar and the structures of English language. So, I made some materials for them, provided hard copies to them and started teaching them about Tense, Different kinds of sentences and Parts of Speech. As they were about to transfer to high school it was important for them to learn the grammar and structure of the English language. So, I think it would help them in their future.

6.4: Teaching Experience 4

Class: 3

Subject: English

Number of Students: 41

Date: 11th September

Duration: 45 minutes

Class Discussion

In this class I also provided some material to them which includes Conjugation of verbs, Different kinds of sentences and some rules about how to make simple sentences. I took this initiative so that they do not have to face problems with reading and making sentences in their upper class.

CHAPTER 7
ESSENTIAL SKILLS, DEVELOPED
DURING THE INTERNSHIP

Essential Skills

The internship as an English teacher at 60 No Imandipur Government Primary helped me to acquire knowledge and learn some important skills.

- 1. Communication and Adaptability:** This skill helps to learn how to explain lessons to the students in a simple way so that everyone can understand it easily. It also includes changing teaching style based on student's age and ability.
- 2. Classroom Management:** I learned how to keep the class organized and calm. Specially it is really a tough task to manage the students at primary school.
- 3. Creative Lesson Planning:** This skill helps to make creative lesson planning so that the students can be active in the classroom and think creatively.
- 4. Planning and Time Management:** The skill helped me to prepare my lessons before class and use the time carefully. Moreover, being on time helped me to finish the lessons early.
- 5. Patience and Empathy:** It helps to be calm and kind when students face any problem. It helps to understand the student's feelings and support them when they struggle with anything.

CHAPTER 8

OVERALL FINDINGS

1. Learning English is a difficult task for many students. Many of them feel shy or nervous when they try to speak the language. This fear mostly appears because they do not receive enough guidance, encouragement, or practice. If this situation continues, it may affect their confidence in the future. However, with proper support, positive learning environments and helpful teaching methods students can gradually overcome this fear and become more confident English users.
2. Another important finding is the strong relationship between students and their teachers. Although the number of teachers is limited, the students share a warm and friendly connection with them. The teachers are supportive, approachable, and always ready to help, which creates a comfortable environment for learning.
3. Teachers also make a conscious effort to treat students with respect and kindness. This thoughtful approach makes the classroom a pleasant place and helps build trust. As a result, teaching becomes more effective because students feel valued and the overall learning experience becomes more enjoyable for both students and teachers.
4. Many of the teachers in the school hold higher academic qualifications such as BA and MBA degrees in different fields. Their educational background helps them understand the student's problems better. They not only teach the lessons but also try to stay connected with the students. Whenever a student needs help, the teachers make time to guide them which shows their dedication and sincerity.
5. The friendly relationship between teachers and students also motivates students to take part in different school activities. Because the students feel appreciated and supported, they are more willing to join events, share ideas and actively participate in school life.
6. Reading has always been recognized as a key skill in learning any language. Unfortunately, in many Bangladeshi schools, readings still do not receive the attention it deserves. So, the teachers need to think about the importance of reading and encourage students to practice it regularly in the classroom.

CHAPTER 9

LIMITATIONS

Classroom Management Challenges: As I was new in this profession, Initially I struggled with maintaining discipline and creating a smooth classroom environment.

Lack of Practical Experience: As I started taking classes after observing few classes, Initially I faced many problems with dealing with my nervousness and teach the students.

Difficulty with Understanding Student's needs: It took time to understand each student's learning style, strength and weakness in the initial classes.

Insufficient Resources and Teaching Materials: The school has limitations teaching aids, technology and Grammar book which makes it harder to conduct engaging lesson.

Time Management Issue: As a new teacher, in the starting days I struggled with being on time in the school.

Moreover, I also struggled with balance lesson planning, classroom teaching, checking copies and maintaining other responsibilities at the same time.

CHAPTER 10

RECOMMENDATIONS

1. The teachers of the 60 No Imandipur Government Primary School must schedule counselling sessions and ensure that every student is participating in class activities.
2. I would like to suggest the school to organise specific activities such as plays, debates, English language competitions and speaking and writing workshops to improve their English.
3. I felt lack of first aid medical services in the school. Sometimes students get injured while playing but they cannot get initial medicine to cure it. The school should also focus on it.
4. There was also not healthy washroom in the school for the students which should be established by the school authority.
5. For English teaching the school should follow a Grammar book and provide them materials to teach them about English language structure.
6. In between my internship period there was protest going on about changing the administrative grade and salary of the teachers. They boycott classes for a few days which hampered the study of the students. It is my opinion to conduct the classes no matter what the situation is. And they should protest in a different way so that no one must face a problem.

CHAPTER 11

CONCLUSION

Conclusion

Firstly, I am truly grateful to Allah for giving me the strength, patience and confidence to complete this experience successfully. I would also like to express my sincere thanks to my supervisor Mr. Nasif Khalid Swadheen for his constant guidance and support. My heartfelt appreciation also goes to all the instructors and students of 60 No Imandipur Government Primary School. Their cooperation and kindness made my internship smoother and more meaningful.

This internship has been a very valuable experience for me, especially because my dream is to become a teacher in my future. It was my first time standing in front of students as an instructor and it taught me many important lessons. I realised how special the relationship between student and teacher can be and how much responsibility a teacher carries. This experience also helped me to understand the real classroom environment and strengthened my passion for teaching.

I truly believe that the knowledge and the experience I gained here, will play an important role in my future professional life. In the end, I want to thank my parents for their continuous encouragement and motivation. Their support has always been my biggest strength.

APPENDICES



৬০ নং ইমান্দিপুৰ সরকারী প্রাথমিক বিদ্যালয়

সাভার পৌরসভা, ওয়ার্ড নং-০৭

সাভার, ঢাকা।

স্থাপিত : ১৯৭২ ইং



তারিখ : -----

TO WHOM IT MAY CONCERN

This is to certify that Md. Zihad Ul Islam, a student of Bachelor of Arts in English, from Daffodil International University, has been serving in this School as an English Teacher since 06-09-2025 to till now. He is very sincere and most active during his service period. We have found him very punctual to the School and sincere to his job. He bears a moral character. Best of my knowledge he did not participate in any subversive activities against the School.

I wish his every success in life.

শেফালী
Shefaly Akhter
Headmaster
৬০নং ইমান্দিপুৰ সরকারী
প্রাথমিক বিদ্যালয়
সাভার, ঢাকা।

Ref: Internship Placement//253

October 23, 2025

To

The Head-Teacher

60 No. Imandipur Government Primary School
Emandipur, Savar, Dhaka

Subject: Request for Internship Placement

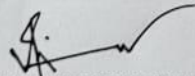
Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering a BA in English for the partial fulfillment of the requirement for the BA in English Degree. Students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention to the fact that **Md. Zihad Ul Islam, ID Number: 221-10-1094**, has completed 123 credit hours in 40 courses from the Department of English. It would be highly appreciated if you could kindly allow him to be an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With best regards,



Dr. Ehatasham Ul Hoque Eiten

Assistant Professor & Head
Department of English
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