



Daffodil
International
University

Internship Report On

My Experience of Teaching English at Zenith School & College

Submitted To

Dr. Ehatasham Ul Hoque Eiten
Assistant Professor and Head
Department of English
Faculty of Humanities & Social Science
Daffodil International University

Submitted By

Iffat Fahmida Binte Karim
ID: 213-10-775
Department of English
Faculty of Humanities & Social Science
Daffodil International University

Date of Submission:

22-08-2025

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

LETTER OF TRANSMITTAL

Date: 10/08/2025

Dr. Ehatasham Ul Hoque Eiten
Assistant Professor and Head
Department of English
Faculty of Humanities & Social Science
Daffodil International University

Subject: Submission of Internship Report on “My Experience of Teaching English at Zenith School & College”.

Dear Sir,

With great pleasure, I am submitting my internship report on “My Experience of Teaching English at Zenith School & College” which was assigned me as a part of my Bachelor Program. I have completed this report as per suggestion and necessary information you give me time to time.

I am highly appreciated for your guide and consistent cooperation and I hope that the report will be completed as your expectations.

Thank you

Sincerely yours,

Iffat Fahmida

.....
Signature

Iffat Fahmida Binte Karim
ID: 213-10-775
Department of English
Faculty of Humanities & Social Science
Daffodil International University

STUDENT DECLARATION

I am **Iffat Fahmida Binte Karim**, ID: **213-10-775**. I declare that this internship report titled "**My Experience of Teaching English at Zenith School & College**" is written by me. I did this work during my internship at Zenith School & College. I completed the internship under the supervision of Dr. Ehatasham Ul Hoque Eiten, Department head of English at Daffodil International University.

This report is submitted to the Department of English at Daffodil International University. It is a part of the requirement for my B.A. (Hons) in English degree for the course Project Paper with Internship (ENG 431). I confirm that this report has not been submitted anywhere else for any degree or diploma. All the sources I used in this report have been properly mentioned. If I used any information, idea, or picture from other writers, I have given proper credit.

Iffat Fahmida

.....
Signature

Iffat Fahmida Binte Karim
ID: 213-10-775
Department of English
Faculty of Humanities & Social Science
Daffodil International University

CLARIFICATION OF ACADEMIC SUPERVISOR

This is to certify that **Iffat Fahmida Binte Karim**, bearing student ID. **213-10-775** from Daffodil International University, has successfully completed her internship project paper “**My Experience of Teaching English at Zenith School & College**” for the course ENG 431 under my close supervision. She completed her internship at Zenith School and College, where she worked as an English teacher.

During the internship period, Iffat Fahmida stayed in regular contact with me and followed my instructions sincerely. Whenever she faced any problem, I guided her and provided the support she needed to overcome the difficulties. She showed great dedication and effort in completing her tasks.

The content of this report reflects her hard work and commitment. I confirm that her internship report is ready for submission. I wish her all the best for her future and hope she achieves great success in life.



.....
Signature of the Supervisor

Dr. Ehatasham Ul Hoque Eiten
Assistant Professor and Head
Department of English
Faculty of Humanities & Social Science
Daffodil International University

ACKNOWLEDGEMENT

I am very thankful to present my project titled “My Experience of Teaching English at Zenith School & College” I feel peaceful and proud because I have completed this work with honesty and effort. I thank Almighty God for giving me strength and blessings.

I am grateful to the Department of English at Daffodil International University. They gave me a great opportunity to learn and grow through this internship.

I want to thank my supervisor, Dr. Ehatasham UL Hoque Eiten from my heart. He always guided me with care and patience. His advice helped me to understand the true meaning of hard work, kindness, and responsibility.

I also thank the Principal, Md. Mizanur Rahman. I am thankful to all the teachers at Zenith School & College. Their support and advice helped me a lot during my internship.

I want to mention Dr. Ehatasham UL Hoque Eiten sir again because he was always there to help me. His support was like a light that showed me the right path.

Lastly, I thank my students. They made my classes enjoyable. Their help, cooperation, and energy made my work successful. Without them, this journey would not be complete.

ABSTRACT

This internship report presents a detailed account of my journey as an English Version English teacher at Zenith School and College for Playgroup to Class Two. During my internship, I had the opportunity to teach and observe several classes. My main aim was to understand the teaching-learning process better, not only from the students' perspective but also through self-reflection. I carefully observed the classroom environment, student behaviour, and their responses to different teaching methods.

Throughout the internship, I focused on improving my teaching skills, applying theoretical knowledge in real-life classroom settings, and overcoming challenges. I explored various teaching strategies, classroom management techniques, and communication styles. I also paid close attention to student assessments, evaluation systems, and the role of feedback in the learning process.

This report reflects on my strengths and weaknesses as a teacher. It shows how I learned from my experiences and adjusted my methods to make the lessons more effective and student-friendly. I tried to connect with students, understand their needs, and encourage them to participate actively in class.

In addition, the report highlights important educational practices within the institution, including curriculum planning, use of available resources, and the support provided by school authorities. Based on my observations, I have included some useful suggestions for improving teaching methods, updating the curriculum, and using existing facilities more efficiently.

Overall, this report gives a clear picture of my internship experience. It shows how practical teaching helped me grow both personally and professionally, and how it can help improve the quality of education in the future.

INDEX

Chapter	Content	Page Number
	Letter Of Transmittal	i
	Student Declaration	ii
	Certification of Academic Supervisor	iii
	Acknowledgement	iv
	Abstract	v
Chapter: 01	Introduction	1
Chapter: 02	Objective of The Internship	2
Chapter: 03	Procedures And Reasons	3
3.1	Selection of Educational Level for Internship	3
3.2	Selection of Institution	3
3.3	Selection of Class	3
3.4	Internship Procedure	3
Chapter: 04	Institutional Details	4
Chapter: 05	Class Observation Report	5-8
5.1	Class Observation Report: [Playgroup]	5
5.2	Class Observation Report: [Class One]	6
5.3	Class Observation Report: [Class Two]	7
5.4	Overall, Class Observation Report	7
Chapter: 06	Reports on Class Conduction	9-11
6.1	Report of Class Conduction 1 and 2	9
6.2	Report of Class Conduction 3 and 4	11
Chapter: 07	Findings	13
Chapter: 08	Recommendations	14
	Reference	15
	Appendix	16

Chapter-1

Introduction

Internship Experience as a School Teacher as part of the academic requirements of my university, I had the opportunity to complete my internship at Zenith School and College. This internship program was a significant part of my academic journey. It allowed me to apply the theories and knowledge I had learned in my coursework to a real-life teaching environment.

Before starting the internship, I had to go through an approval process, which involved communicating with the school authority. I engaged in discussions with the school staff, submitted a formal application, and provided an authorization letter from my university. After completing all necessary formalities, I officially began my internship on May 5, 2025.

During the internship, I was assigned to teach both proxy and main classes. I attended the school six days a week, which gave me a full sense of the daily responsibilities and routines of a school teacher. At first, I was nervous and unsure about how the students would respond to me. But with time, I earned their trust and attention. I found the classrooms lively and full of energy. The rooms were well-decorated with colourful materials and student-made projects, creating a friendly and creative learning environment.

Throughout my time at Zenith School and College, I developed a deeper understanding of a teacher's role. I learned how to manage a class, prepare lessons, assess student performance, and communicate effectively. These experiences helped me improve my teaching techniques and boosted my confidence as an educator.

Moreover, my internship gave me insights into the broader importance of the English language. As a global language spoken by millions, English holds great value. However, I noticed a lack of organized methods in teaching English in our local schools. This gap points to a serious need for improvement in our educational system, especially in language instruction.

In conclusion, this internship was more than just a part of my academic requirement. It was a valuable learning journey that contributed to my personal and professional growth. It helped me gain practical teaching experience, develop essential skills, and understand the realities of the teaching profession. I am truly grateful for this opportunity, which has strengthened my aspiration to become a dedicated and effective teacher.

Chapter-2

Objectives of The Internship

The main aim of this project is to explore and understand the current practices of English language teaching and learning at Zenith School and College in Bangladesh. This study seeks to examine how English is being taught and learned by both teachers and students within this institution.

- To understand the English teaching techniques used at Zenith School and College.
- To explore the resources and methods applied in English language teaching.
- To observe the current classroom environment and setup.
- To examine teacher behaviour, dedication, and fairness towards students.
- To analyse how teachers make lessons effective and engaging.
- To suggest ways for improving teaching productivity and outcomes.
- To understand effective classroom management techniques.

Chapter 03

Procedures And Reasons

3.1 Selection of Educational Level for Internship

Teaching has always been my dream profession, although I had limited practical experience in the field. Initially, I thought it would be difficult to understand the mental and emotional needs of young children. Also, opportunities for internships at the elementary level are relatively rare. Considering these factors, I chose to complete my internship at a primary school. Primary-level students are comparatively easier to understand in terms of their psychological development. Moreover, many private primary schools offer internship opportunities, making it easier to find a suitable institution.

3.2 Selection of Institution

Before finalizing the institution, I gave it serious thought. I eventually decided to do my internship at a school where I had previously worked. After discussing the matter with the school director, I was granted permission to carry out my internship there. I received excellent support from the faculty members, especially the headmaster and two English teachers. Their guidance and encouragement made it possible for me to complete my internship successfully at that institution.

3.3 Selection of Class

Since I worked as a part-time teacher during my internship, I was assigned to teach classes from playgroup to grade two. However, for the purpose of classroom observation, I took special permission from the headmaster to observe three classes specifically in Playgroup, Class one and Class two. This helped me gain a better understanding of the teaching and learning process at the early primary level.

3.4 Internship Procedure

To gain a clear understanding of English language teaching at the primary level in Bangladesh, I observed three English classes and conducted several lessons myself. This experience gave me practical exposure to classroom teaching, student engagement, and the overall learning environment. Through these activities, I was able to analyse the current methods used in teaching English and identify both the strengths and areas that need improvement.

Chapter-04

Institutional Details

Zenith School and College is a private educational institution located in Khalpar, Manikganj Sadar. Established on 1st January 2010, the school currently operates with 15 classrooms—8 for the primary section and 6 for the high school section serving a total of 300 students. It has 20 dedicated teachers, with 8 teaching at the primary level and 10 at the high school level, along with 2 support staff. The school provides a playground for students, promoting physical activities alongside academics. Its academic performance is commendable and continues to improve each year. As a private institution, Zenith School and College receives no government funding; instead, it sustains itself through admission fees, examination fees, and monthly tuition, which also contribute to school development and extracurricular programs. The school emphasizes cultural and social engagement, organizing various events and sports regularly. Celebrations such as Pahela Baishakh, International Mother Language Day, Independence Day, and Victory Day are held annually, and students also enjoy organizing class parties under the encouragement of teachers.

Chapter-05

Class Observation Report

5.1 Class Observation Report: [Playgroup]

Field	Details
Teacher's Name	
Classroom Details	The classroom is medium-sized and can comfortably accommodate 30 students. It is well-ventilated, with one door and two large windows on one side that allow sufficient air and sunlight to enter. The seating arrangement consists of both high and low wooden benches, organized in two columns and nine to ten rows, with each bench capable of seating four students. To ensure comfort, the classroom is equipped with four fans and two lights. The surrounding environment is supportive and calm, creating a peaceful learning atmosphere. Additionally, the classroom is furnished with essential teaching aids such as dusters, colorful markers, and a long whiteboard, which help facilitate effective teaching.
Academic Level of Students	Playgroup
Average Age of Students	4 to 5
Number of Students	25
Lesson Objectives	Alphabet learning
Teaching Materials	Whiteboard, marker, duster, textbook, class notes
Course Book	Alphabet Books

Experience of the Class:

The Playgroup class was taken by **Ms. Sathi Akhter** and lasted for about 35 minutes. The class was held in a small, colorful room equipped with posters, educational toys, and low-height benches for the little learners. At the beginning of the class, the teacher sang a welcome song, which immediately grabbed the attention of the students. Then she introduced the English alphabet using a large colorful chart. For each letter, she showed a toy or object (A for Apple, B for Ball, etc.) to make learning more interactive. Children repeated after her and clapped in rhythm to reinforce memory. She made sure to walk around the class and engage every student. The environment was playful and enjoyable. Some children were shy, but the teacher's kind tone and friendly gestures helped them participate. She ended the class with a short rhyme that summarized the letters learned that day. It was a joyful session typical of Bangladeshi kindergarten settings.

5.2 Class Observation Report: [Class One]

Field	Details
Teacher's Name	
Classroom Details	The classroom is medium-sized and can comfortably accommodate 30 students. It is well-ventilated, with one door and two large windows on one side that allow sufficient air and sunlight to enter. The seating arrangement consists of both high and low wooden benches, organized in two columns and nine to ten rows, with each bench capable of seating four students. To ensure comfort, the classroom is equipped with four fans and two lights. The surrounding environment is supportive and calm, creating a peaceful learning atmosphere. Additionally, the classroom is furnished with essential teaching aids such as dusters, colorful markers, and a long whiteboard, which help facilitate effective teaching.
Academic Level of Students	Class One
Average Age of Students	5 to 7
Number of Students	20
Lesson Objectives	Paragraph
Teaching Materials	Whiteboard, marker, duster, textbook, class notes
Course Book	English For Today

Experience of the Class:

The English class for Class One was conducted by **Ms. Nasima Akhter** in a typical government-style school room. The students sat on wooden benches arranged in rows. The teacher began with a small recap of the previous lesson. He then asked the students to open their English for Today textbook to a short paragraph. He read the paragraph aloud with clear pronunciation and asked students to read after him. He explained some difficult words in Bangla to help them understand. The teacher asked oral questions based on the paragraph and encouraged students to answer in English. While many students were hesitant, the teacher gently guided them. He managed the class well and gave praise frequently. At the end of the session, he gave a short writing task as homework. The class reflected the usual environment in Bangladeshi schools, where teachers balance English content with Bangla explanations for better comprehension.

5.3 Class Observation Report: [Class Two]

Field	Details
Teacher's Name	
Classroom Details	The classroom is medium-sized and can comfortably accommodate 30 students. It is well-ventilated, with one door and two large windows on one side that allow sufficient air and sunlight to enter. The seating arrangement consists of both high and low wooden benches, organized in two columns and nine to ten rows, with each bench capable of seating four students. To ensure comfort, the classroom is equipped with four fans and two lights. The surrounding environment is supportive and calm, creating a peaceful learning atmosphere. Additionally, the classroom is furnished with essential teaching aids such as dusters, colorful markers, and a long whiteboard, which help facilitate effective teaching.
Academic Level of Students	Class Two
Average Age of Students	7 to 8
Number of Students	21
Lesson Objectives	Parts of Speech
Teaching Materials	Whiteboard, marker, duster, textbook, class notes
Course Book	Class Notes

Experience of the Class:

In the 35-minute English grammar class for Class Two, **Ms. Salma Akther** focused on teaching Nouns and Verbs. The class was held in a clean, well-ventilated room with basic classroom furniture and some handmade posters on the wall. She began by writing a few simple sentences on the board and asked students to identify the nouns and verbs. To explain the concept clearly, she used Bangla alongside English which helped students grasp the ideas easily. She showed handmade charts with words and pictures (e.g., 'Boy - runs', 'Bird - flies') to make it more relatable. Then she engaged students in a quick game where they had to sort out word cards into two groups – nouns and verbs. The students participated actively and seemed excited about the game. She gave a few students the chance to come to the front and write answers on the board. She wrapped up the class by giving an assignment to write five sentences using at least one noun and one verb in each.

5.4 Overall, Class Observation Report

Lesson Structure:

The overall lesson flow observed in Playgroup to Class 2 followed a traditional pattern. Teachers entered the classroom cheerfully and greeted the students warmly. They then introduced the topic of the day in a simple and age-appropriate manner. After explaining the

concept, they assigned brief in-class activities for practice. Lessons concluded with homework instructions. This structured approach was consistent across all observed classes.

Classroom Management Strategies:

Effective classroom control was evident in these early grades. Teachers were attentive to the emotional and behavioral needs of young learners. They used playful and engaging techniques to maintain focus. Whenever students seemed distracted or restless, teachers used songs, games, or light physical movement to regain their attention. These strategies helped refresh the learners and made the classroom livelier and more participative.

Materials Used by Teachers:

For most classes, teachers primarily relied on textbooks, especially for English language instruction. Supplementary materials were rarely used. In a few cases, teachers provided additional resources or worksheets for English second paper topics to support better comprehension. Visual aids, flashcards, and storytelling could enhance engagement but were not commonly observed.

Language Used by Teachers:

Bengali was predominantly used during instruction. Although teachers occasionally tried to introduce English words and phrases, they often reverted to Bengali to ensure understanding and manage time effectively. However, teachers did attempt to model simple English phrases and encouraged children to repeat or respond in English when possible.

Language Used by Students:

Students were generally shy and hesitant to speak in English. Most of them struggled with basic sentence construction and pronunciation. Their confusion was evident through facial expressions, especially when they were asked to respond in English. These early learners need more support and practice with spoken English in a low-pressure, encouraging environment.

Student Interaction:

While many students showed a lack of interest in completing homework, they became noticeably more engaged when participating in interactive, hands-on tasks in the classroom. Activities that involved movement or individual attention from the teacher appeared to boost enthusiasm and concentration.

Chapter-6

Reports on Class Conduction

6.1 Report of Class Conduction 1 and 2

Description of students	
Class: Play	Language level: Beginner
Average age: 4-5	Number of students present: 20
Teaching timing: 35 minutes (per class)	
Descriptions of the classroom	
Sitting arrangement: The room capacity is for 30 students. There are 8 rows and two columns of benches.	Ventilation: On the left and back side of the room there are two large windows and one door. There is sufficient ventilation for both sunlight and air.
Teaching tools: White board, Marker and Duster.	Teaching aids: Course book
Teaching Materials	
Coursebook: Alphabet books for kids	Topic: Small letters alphabet
Covering: Introduce small letter “a to e” (day 1)	Covering: introducing small letter “f to j” (day 2)
Objectives: To help students recognize and pronounce the small letter alphabet correctly.	Teaching aids: Course book.

Description of the class

As an intern teacher, I got the opportunity to take an academic class on learning the abcs with a group of young students. It was a simple topic, but very important for the children, as it is the foundation of their English learning.

Before the class, I prepared colourful flashcards with each letter of the alphabet. I also brought some pictures of common objects like apple, ball, cat, and dog to help them connect letters with words. I knew that children learn better when they see and hear together, so I planned to use both visual and audio support.

At the beginning of the class, I greeted the students warmly and created a friendly environment. I introduced the letters one by one, showing the flashcards and pronouncing each letter clearly. The students repeated after me with excitement. I used songs and rhymes like the “ABC Song” to make the learning fun and interesting.

Some students were quick learners, while others needed more support. I patiently guided them and praised their efforts. I also used games like “Find the Letter” and asked students to come to the board and match letters with pictures. This made the class interactive and enjoyable.

At the end of the class, I gave them a short worksheet where they had to match letters with pictures. Most of them did well, and I was happy to see their enthusiasm.

Critical analysis and reflection of own class

Class participation: The students were actively engaged from the beginning of the class. They participated with great enthusiasm. Their interest and curiosity helped them understand the lesson better. With a little encouragement, they became more confident. Positive feedback, motivation, and proper guidance helped them stay focused and energetic. Although learning structures can be difficult, creative techniques and clear presentations made them easier to understand. Students responded quickly during activities. Pair work was very effective as they chose their own partners, and peer learning worked well. Friends often explained things to each other clearly. However, a few students were less active during specific tasks, though it was not a major issue.

Teacher activities and qualities: Completing individual, pair, group, and whole-class activities within the 45-minute time frame was quite challenging. However, a supportive learning environment was consistently maintained in both classes. The voice was loud and clear enough to be heard by all students, including those seated at the back. Students were regularly appreciated for even their small achievements. Both classes followed a balance of formal and semi-formal communication as appropriate. Efforts were made to use language that was student-friendly and easy to understand. The lesson materials used were engaging and suitable for the students’ level. Addressing students by their names brought a sense of happiness and connection. Overall, greetings, praise, motivation, and guidance were an essential part of the teaching approach.

Task accomplishment: On the first day, the goal was to teach the letter pronounce and writing. The topic was completed successfully through pair work. I made sure to write alphabet on the whiteboard and tried to keep the students engaged. The second day’s lesson was enjoyable, and the students showed great enthusiasm. Their enthusiasm was a result of completing their homework, which helped the lesson proceed smoothly. Most students had write the alphabets at home, which also supported the progress of the lesson.

6.2 Report of Class Conduction 3 and 4

Description of students	
Class: 2	Language level: Beginner
Average age: 7-8	Number of students present: 15
Teaching timing: 35 minutes	
Descriptions of the classroom	
Sitting arrangement: The room capacity is for 30 students. There are 8 rows and two columns of benches	Ventilation: On the left and back side of the room there are two large windows and one door. There is sufficient ventilation for both sunlight and air
Teaching tools: White board, Marker and Duster.	Teaching aids: Class sheets
Teaching Materials	
Class sheets: Basic	Topic: Article
Covering: The “Indefinite Article” Use of “A” and “An” (day 1)	Covering: The “Definite Article” Use of “The” (day 2)
Objectives: To ensure that students understand when, where, and why they should use the article.	Teaching aids: Class sheets

Description of the class

The class started with a traditional greeting between the students and me. To capture their attention, I conducted a short game. Then I introduced the day’s topic and wrote the subject name on the whiteboard. I asked the students to take out their notebooks and course books.

Next, I asked them what they knew about articles. They responded with "A," "An," and "The," correctly identifying them as articles. I appreciated their response and explained the classification of articles along with the reasons for using them. I asked if they had learned this topic before. Most said yes, but admitted they were unsure about when and why to use articles correctly.

To clarify, I wrote a word on the board and asked what article should come before it. They gave the correct answer but lacked confidence in their explanation. I then explained the rules in detail, which helped them understand better. The students responded actively and most of them participated with interest.

After the explanation, I gave them an exercise and allowed ten minutes to complete it. Within five to seven minutes, most students had finished. When I checked their answers, I saw that many had done well. I thanked them for their efforts, assigned homework, and asked them to preview the next day's topic. Before ending the session, I briefly revised everything that had been taught.

Critical analysis and reflection of own class

Class participation: From the beginning, the students were actively engaged. The whole class participated with interest and enthusiasm. They seemed happy to learn, especially about the new topic related to the woman. Their excitement showed their eagerness to gain new knowledge.

Although traditional methods are common, students became more energetic when they discovered something new. Their interaction and participation created a positive atmosphere in the classroom, which also made the teacher feel encouraged.

Many students were quick to respond to questions, often answering before others. When they faced any confusion, they did not hesitate to ask questions. This showed their willingness to learn and stay involved in the lesson.

Teacher activities and qualities: It was challenging to complete individual, pair, group, and whole-class tasks within the 35-minute class. However, the lesson maintained a positive and supportive environment, and all activities were completed with proper guidance.

The teacher's voice was clear and loud enough for all students, even those at the back of the classroom. Students were regularly appreciated for their efforts, even for small achievements, which helped boost their confidence.

The teacher always focused on using language that students could easily understand. The teaching method was interesting and well-matched to the students' level.

Task accomplishment: The objective for the first day was to teach the use of the indefinite article "A" and "An." The topic was successfully completed through pair work. The rule-based content helped in completing the lesson within the time limit. Key points were written clearly on the whiteboard, and efforts were made to keep the students interested.

The second day was also enjoyable. The students' enthusiasm made the lesson more effective. Their completion of the home task made the teaching process smoother. Most students had already read about the definite article "The" at home, which helped in progressing through the new topic more easily.

Chapter-7

Findings

Based on my observations and teaching experience at Radiant Academy, I have identified the following points:

- English lessons are delivered using traditional teaching methods.
- There is a noticeable absence of innovative or modern instructional techniques.
- Bengali is predominantly used as the medium of instruction in the classroom.
- The learning resources are limited, relying solely on the textbook, which was not adequate.
- The classrooms were well-maintained, and the overall learning environment was pleasant.
- Both teachers and students appeared to be punctual and disciplined.
- The institution does not utilize modern technological tools in teaching.
- Teachers maintained a friendly attitude and showed a positive mindset.
- Students are mainly encouraged to memorize content rather than develop independent writing skills.

Chapter-8

Recommendations

- Teachers are encouraged to implement innovative and effective approaches in English language instruction.
- Conducting classes primarily in English would help create a more immersive learning environment.
- To enhance student engagement, teachers should incorporate interactive activities such as group discussions, pair work, and collaborative tasks.
- It is advisable for teachers to utilize additional grammar resources, including supplementary books and online materials, as a single textbook may not cover all necessary topics.
- Increasing the duration of English classes could provide more time for comprehensive language development.
- Spoken English practice sessions should be integrated into regular lessons to improve students' communication skills.
- Students should be motivated to develop their writing abilities through freehand writing rather than relying on rote memorization.
- Incorporating multimedia tools and modern technology in the classroom would enrich the teaching-learning experience.

References:

- <https://www.facebook.com/ZenithSchoolAndCollege/>

Appendix:



Certificate of Internship

Zenith School and College

Khalpar, Manikganj-1800

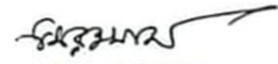
Mobile: 01728577560

E-mail: zenithschoolcollege2018@gmail.com

To whom it may concern

It is certified that Iffat Fahmida Binte Karim, has successfully completed her Internship for the project paper |with internship of the course code. ENG-431 from 1 May 2025 to 1 August 2025 .

We wish her a successful life.


 মোঃ মিজানুর রহমান
 প্রিন্সিপাল
 জেনিথ স্কুল এন্ড কলেজ
 (খালপাড়) মানিকগঞ্জ সদর।

Adv. Mizanur Rahman
Founder & Principle
Zenith School and College

Fig.: Certificate of Internship



Fig.: Taking Class



Fig.: Class Observation

98/100

4enith School and College
Class Test Examination-2025
Class: Play (English Version)

Time: 1.00 Hour English-25 Full Mark: 100

1. Write the capital letters: (Q-U) 10

Q	R	S	T	U
---	---	---	---	---

2. Write the small letters (q-u) 10

q	r	s	t	u
---	---	---	---	---

3. Rearrange: (V-Z) 10

z	x	v	y	w
---	---	---	---	---

বাংলা - ২৫

১। ব্যঞ্জন বর্ণ লিখ: (ত-ন) ১০

ত	থ	দ	ধ	ন
---	---	---	---	---

২। আগের বর্ণ লিখ: ১০

ত	থ	দ	ধ
---	---	---	---

এবং পরের বর্ণ লিখ:

ত	থ	দ	ধ	ধ	ন
---	---	---	---	---	---

৩। স্বরবর্ণ লিখ: (অ-উ) ৫

অ	আ	ই	ঈ	উ
---	---	---	---	---

Math-1: -25

১। সংখ্যায় লিখ: ৩১-৪০ ৫

৩১	৩২	৩৩	৩৪	৩৫	৩৬	৩৭	৩৮	৩৯
----	----	----	----	----	----	----	----	----

Fig.: Checking Exam Copy

Sathi
30.6.25

Time: 1.00 Hour

Zenith School and College

Class Test Examination-2025

Class: Play (English Version)

100
100

English-25

Full Mark: 100

1. Write the capital letters: (Q-U)

Q	R	S	T	U
---	---	---	---	---

2. Write the small letters (q-u)

q	r	s	t	u
---	---	---	---	---

3. Rearrange: (V-Z)

z	x	v	y	w
---	---	---	---	---

v	w	x	y	z
---	---	---	---	---

বাংলা - ২৫

১। ব্যঞ্জন বর্ণ লিখ: (ত-ন)

ত	থ	দ	ধ	ন
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২। আগের বর্ণ লিখ:

ত	থ	দ	ধ
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এক পরের বর্ণ লিখ:

ত	থ	দ	ধ	ন
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৩। স্বরবর্ণ লিখ: (অ-উ)

অ	আ	ই	ঈ	উ
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Math-1: -25

১। সংখ্যায় লিখ: ৩১-৪০

৩১	৩২	৩৩	৩৪	৩৫	৩৬	৩৭	৩৮	৩৯	৪০
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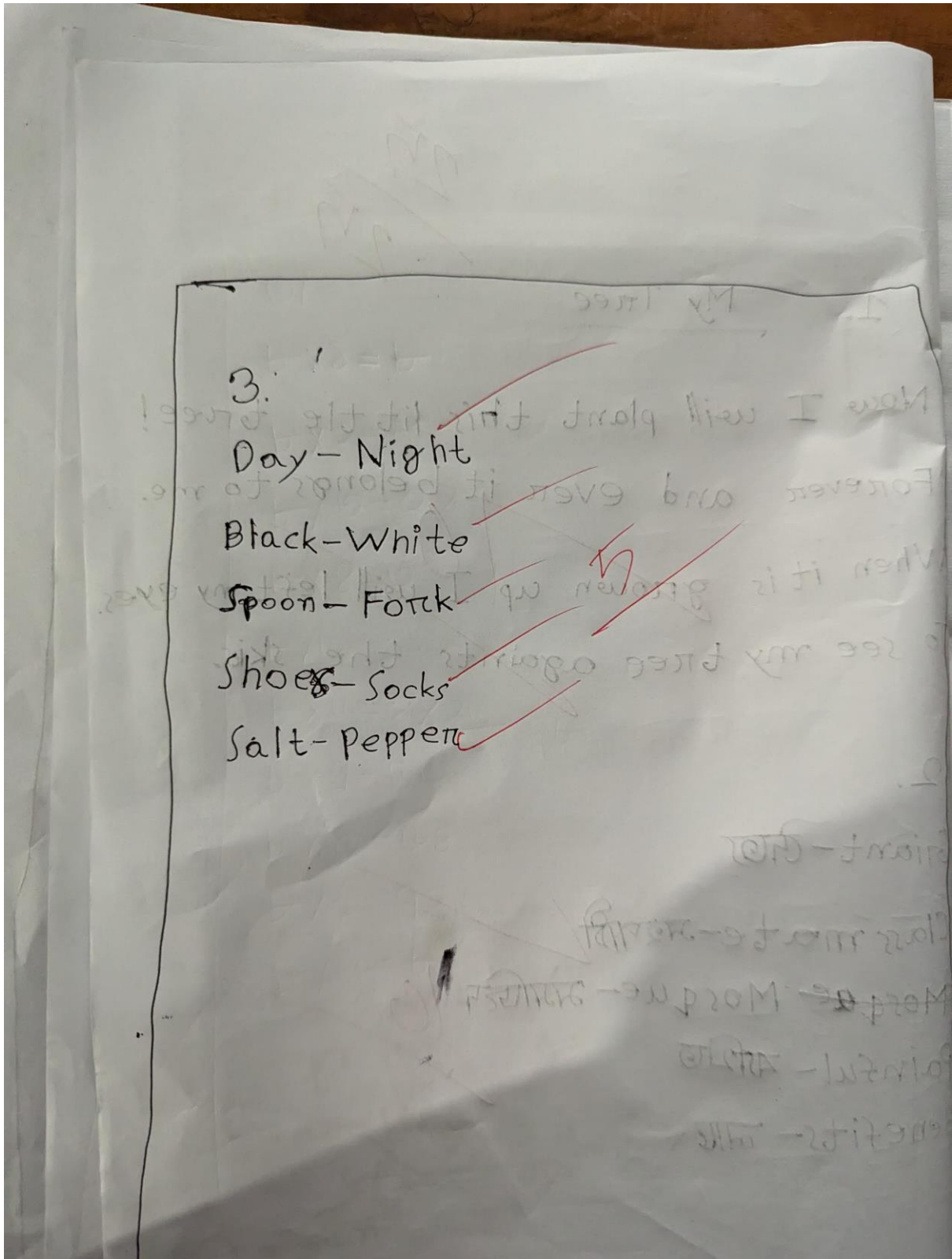


Fig.: Checking Exam Copy

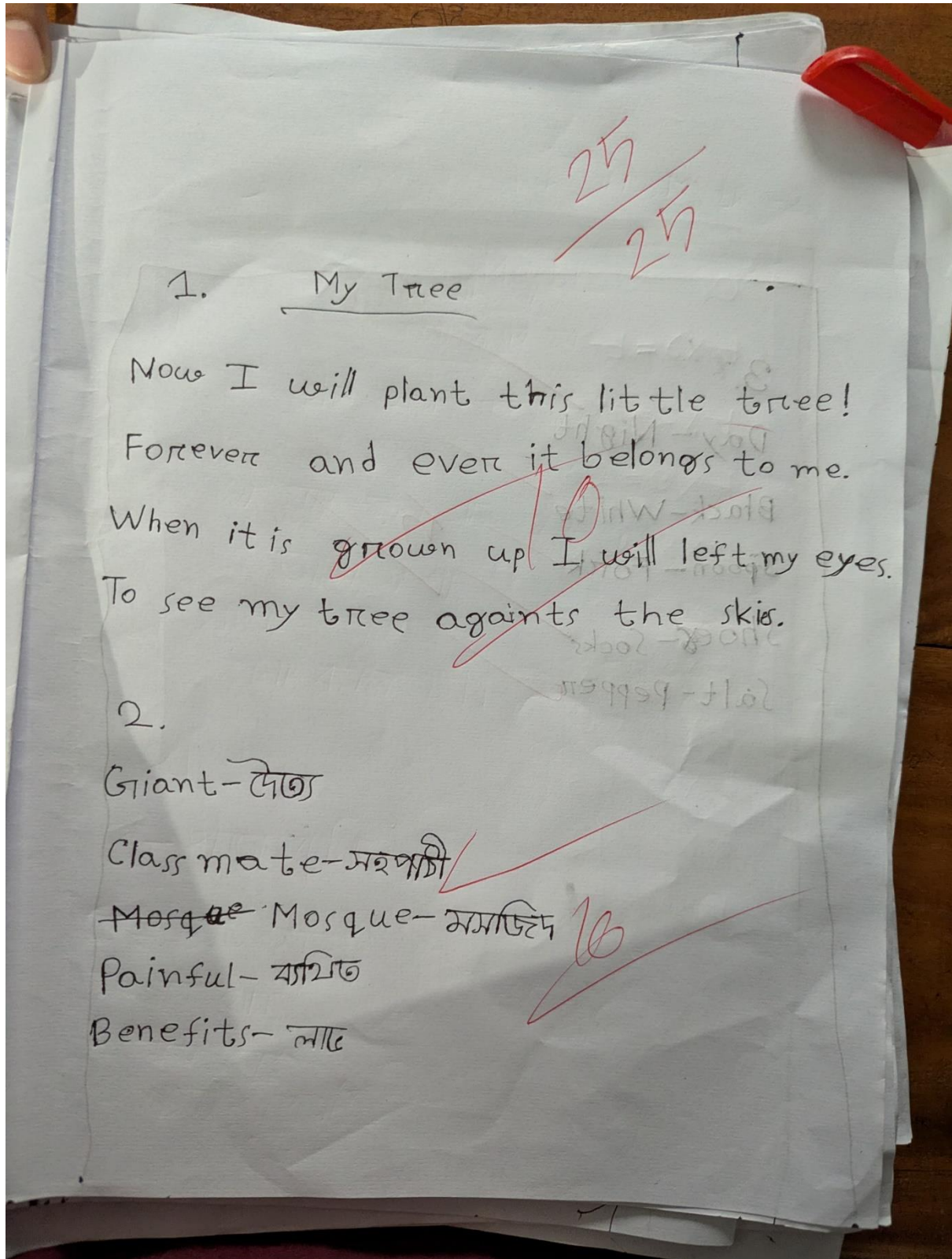


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