



Project Paper with Internship on

English Language Education in Bangladeshi Schools: Current practices, Barriers and Possibilities

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Submitted by-
Sumaiya Islam Tamanna
ID: 213-10-773
Department of English
Daffodil International University

This report is submitted to the Department of English, DIU in partial fulfillment of the requirements for the Degree of B.A. (Hon's) in English.

Supervised by-
Dr. Md. Mostafa Rashel
Associate Professor of Linguistics
Department of English
Faculty of Humanities and Social Science
Daffodil International University

August 21, 2025

Declaration

I, Sumaiya Islam Tamanna, ID: 213-10-773, hereby state that the project work titled “**English Language Education in Bangladeshi Schools: Current practices, Barriers and possibilities**” is the result of my own independent effort. This project was conducted under the valuable guidance of Dr. Md. Mostafa Rashel, Associate Professor of Linguistics, English Department, Faculty of Humanities and Social Science, Daffodil International University.

I affirm, this project report is submitted as a partial requirement for the completion of my Bachelor of Arts (Hon’s.) in English degree at Daffodil International University.

I assure that this is an original piece of work, and all sources and references used have been duly acknowledged. No part of this report has been plagiarized or copied from any other existing work.

Sumaiya Islam Tamanna

.....

Sumaiya Islam Tamanna

ID: 213-10-773

Department of English

Daffodil International University

Certification of the Supervisor

This is to certify that Sumaiya Islam Tamanna (ID: 213-10-773) has successfully completed the Project Paper along with Internship under my supervision. As part of this academic requirement, she observed and conducted several classes at *Khilgaon School and College*.

During the internship period, she consistently stayed in touch with me, followed my guidance, and shared regular updates on her progress. She demonstrated dedication, professionalism, and a strong commitment to her responsibilities.

Her efforts and successful completion of her assigned tasks highlight her academic potential and eagerness to learn. I am pleased with her performance and confidently recommend her for the viva-voce and other forms of academic acknowledgement.

I extend my best wishes for her future.



.....
Dr. Md. Mostafa Rashel
Associate Professor of Linguistics
Department of English
Daffodil International University

Acknowledgment

At first I would like to express my heartfelt gratitude to the Almighty God for His guidance and blessings, which have helped me to complete this work successfully.

I wish to express my sincere thanks to my esteemed supervisor, Dr. Md. Mostafa Rashel, for his invaluable guidance, continuous support, and feedback. His expertise helped to complete this project. Without his mentorship, navigating the challenges of both the internship and report writing would have been significantly more difficult.

I am equally grateful to the Principal of *Khilgaon School and College* for granting me the opportunity to undertake my internship at the institution. Additionally, I extend my heartfelt thanks to the administrators, faculty members, and support staff of *Khilgaon School and College* for their kind assistance and cooperation.

Abstract

This paper is made on my practical internship experience and aims to provide an analysis of *English language education in Bangladeshi schools, with a focus on barriers and possibilities*.

As a part of my Bachelor of Arts in English program, I have completed an internship at *Khilgaon School and College*, where I observed and analyzed the techniques of teaching, classroom interactions, and lesson planning.

Many students struggle with speaking and writing proficiency, they demonstrate a reasonable level of comprehension. This research investigates the main factors influencing English language education, including teaching strategies, curriculum design, resource availability, teacher competency, and student engagement. The findings highlight both the advantages and limitations of the existing system while identifying areas for improvement.

Through classroom observations and hands-on teaching experience, this report sheds identifies major challenges such as teacher training, lack of resources, lack of extracurricular activities and limited opportunities for practical language use. The possibilities of the education system also came out. It emphasizes on importance of well-trained coach and more effective communicative system. At the end, this report shows the way how to improve Bangladeshi schools.

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Chapter One

1.1 Introduction

As a requirement for my Bachelor of Arts in English program, I completed an internship at *Khilgaon School and College* to analyze the current situation of English language education in Bangladeshi schools. This research evaluates the effectiveness of teaching methods, student engagement, and challenges in English Language Teaching (ELT).

Although English is crucial for academic achievement and professional success, many students struggle with speaking and writing due to insufficient exposure, ineffective teaching strategies, and a lack of interactive learning opportunities. Teachers often face problem to fulfill student's needs as they do not have enough preparation in modern ELT methodologies.

From this internship, I gained valuable knowledge about pedagogical practices, student performance, and areas for improvement. This report shows the challenges and opportunities in English education and its goal is to contribute to the development of teaching strategies in Bangladesh.

1.2 Objectives of Project Paper

The mission of this Paper is to provide the knowledge of the strategy of learning English of Bangladesh.

1.2.1 Internship

Primary goals of this internship are-

- To study the teaching methods and pedagogical practices in Bangladeshi schools.

- To acquire practical experience in integrating technology and modern teaching resources within a conventional classroom environment.
- To evaluate my teaching skills, identifying strong area and areas for improvement.
- To detect the problem which are faced by student to learn English.

Chapter Two

Methodology

2.1 Methodology

This study adopts a qualitative approach, relying mainly on practical observations and teaching experiences gained throughout a three-month internship at Khilgaon School and College. The methodology points on examining teaching practices, the attachment of students, and the various challenges and opportunities present in English language education in Bangladeshi schools.

2.1.1 Selection of Institution

Khilgaon School and College is well-known among students and it has standard English language curricula. It offers a chance for examining English teaching practices in Bangladesh and also it highlights common problems in secondary education. The choice was guided because it is easy to access, classroom observations is opened by authority, and opportunities for practical teaching under supervision.

2.1.2 Conduct of Project Paper

The project work was conducted through observation, engaging, and having informal conversations with both teachers and students. The process involves-

Classroom Observation: English lessons were closely monitored in a structured way, focusing on teaching strategies, classroom interactions, lesson planning and student participation. Special attention was given to detect both useful practices and challenges in language learning.

Hands-on Teaching Practice: I conducted class under the supervision of an experienced teachers. I have applied many techniques which I learned from my academic courses. I have recorder student's engagement, responses to evaluate the effectiveness of different teaching approaches.

Student Assessment and Engagement Monitoring: Students' challenges in speaking and writing, engagement were noticed to identify learning gaps and the usefulness of instructional methods.

Informal Discussions with Teachers and Students: Conversations with teachers and students helps to know the possible way to enhance English teaching at the school.

2.1.3 Data Analysis

The information collected from observations and participation was examined using qualitative analysis. This analysis helped to find the barriers of effective English learning . It identifies the area of improvement and potential strategies to improve English education in similar contexts.

This methodology provided a structured framework to examine the current state of English language education, and showed challenges and potential areas for enhancement in schools across Bangladesh.

Chapter Three

Institution Details

Institution Details

Institution Name	: Khilgaon School and College
Time	: 7.15 am to 12.30 pm
Location	: 711/C, Khilgaon , Dhaka-1219
Established Year	1961
Land	: 5 acre
Number of Teachers	18
Administrative Officers	: 2
Students	600
Academic	: Play– X
Teachers' Qualification	: B.A and M.A.

Chapter Four

Class Observation

I observed classroom to study English teaching practices, strategies, and student engagement. This chapter is about my observations of two class conducted by Md. Abdur Razzak, a English teacher at the school. The first session's topic was Parts of Speech, another one was focused on a reading comprehension lesson.

4.1 First Class Observation

Date of conduct	14 th May, 2025
Duration	50 minutes
Class	Seven
Topic of session	Parts of Speech

4.1.2 Lesson Objective

The lesson was about to introduce and explain the eight parts of speech and guide students to recognize them within sentences.

4.1.3 Teaching Methods and Strategies

The teacher began with a brief recap of the students' existing understanding of grammar. A chalk-and-talk method was used, with the teacher writing definitions and examples on the blackboard. The teacher explained each part of speech with contextual examples and students were sometimes asked to identify word categories from sample sentences. Individual students were invited to the board to mark words based on their grammatical category.

4.1.4 Student Engagement

Some students participated actively, responding to questions and willingly writing on the board. Less confident students appeared reluctant and often relied on prompts from the teacher. There was minimal use of group or pair work, which could have promoted greater participation.

4.1.5 Strengths and Weaknesses Observed

Strengths: Well-structured explanations, logical sequence of topics, and relatable examples.

Weaknesses: Limited interactive activities and visual aids, insufficient focused assistance for struggling learners.

4.2 Observation of Class 2

Date	15 th May, 2025
Duration	50 minutes
Class	Ten
Topic	Reading Comprehension

4.2.1 Lesson Objective

The goal was to enhance students' skills in reading comprehension, vocabulary understanding, and ability to interpret the meaning of a literary passage.

4.2.2 Teaching Methods and Strategies

The teacher began by introducing the passage, including a short discussion on its context and the personality of Mr. Moti to spark interest. Certain students were invited to read aloud, while the teacher corrected pronunciation and intonation. The teacher occasionally related the themes of the passage to real-life examples to make the lesson more relatable.

4.2.3 Student Engagement

Learners demonstrated enthusiasm for the story and responded positively to vocabulary explanations. Reading aloud helped improve pronunciation, though less confident readers seemed

anxious. Comprehension questions prompted some thoughtful answers, but contributions came mainly from the more self-assured students.

4.2.4 Strengths and Weaknesses Observed

Strengths: Contextual explanation of vocabulary, connection of text to real-life situations, and promotion of oral reading.

Weaknesses: Few post-reading tasks like summarising or group discussions to strengthen understanding, weaker students needed more scaffolding.

Chapter V

5. Teaching Experience

As part of my internship at Khilgaon School and College, I conducted several English lessons to implement the teaching techniques acquired through my academic studies. This chapter documents two of my teaching experiences: the first with Class 8 on the topic of Prepositions, and another for Class 10 focused on Robert Frost's poem "*Stopping by Woods on a Snowy Evening*." Both lessons were designed to be interactive and learner-centered, focusing on developing comprehension, participation, and the practical use of the English language.

5.1 Teaching Experience: First Class

Topic	Preposition
Class	Eight
Method	GTM/CLT
Date of conduct	20 th May, 2025
Time	50 minutes

Teaching Experience

My first teaching session was conducted with Class 8 students focusing on the topic of Prepositions. I began the lesson by introducing the definition of prepositions in simple terms, followed by everyday examples to help students connect with the concept. To make the lesson more engaging, I used the whiteboard to illustrate sentences and emphasized the prepositions using different colors. I also encouraged students to create their own sentences incorporating the provided prepositions. This activity allowed them to apply their understanding in a practical context.

Teaching Approach & Classroom Engagement

In this lesson, I used Communicative Language Teaching (CLT) and the Grammar-Translation Method (GTM). The CLT elements helped to encourage students to participate in group. GTM provided clear explanations of grammatical rules. Students were encouraged to share real-life examples. Contextual examples played a vital role in maintaining their engagement during the lesson.

Challenges & Key Takeaways

A key difficulty observed was that some students struggled with differentiating prepositions of place, time, and direction. Additionally, a few students were reluctant to engage in activities because they were afraid of committing errors. I realized that offering several relatable examples along with positive encouragement can help boost student confidence.

5.2 Day 2, Class 2

Topic	Stopping by Woods on a Snowy Evening (Poem)
Class	Ten
Teaching Method	DM
Subject	English
Date	21 st May, 2025
Time	50 minutes

Teaching Experience

The second session was with Class 10 students on Robert Frost's poem "*Stopping by Woods on a Snowy Evening*." I began by reading the poem aloud to

capture the rhythm and mood, after which I invited the students to read it along with me. I explained vocabulary and imagery and symbolism. We explained each stanza and try to find out the inner meaning and themes of this poem.

Teaching Approach & Classroom Engagement

I have used the Student-Centered Learning Method. This helped students to participate in the session. I encouraged group discussion, and I gave time to share their individual thoughts on the poem. I suggested them to connect the poem's themes to their own life experiences.

Challenges & Key Takeaways

One significant challenge, I faced that some students didn't understand the symbolic meaning of the poem. I realized that I need to encourage of deeper critical thinking. I suggested them to connect the real life with the poem.

Chapter Six

6. Findings, Limitations and Recommendations

6.1 Overall Findings and Recommendations

General Observations

From this internship, it clear that the English language education is mainly depends on conventional and teacher based educational method. Most of the lessons were conducted according to the textbook. Although students were active but they believed on the memorizing method instead of critical thinking. Teachers were dedicated to their work, but there are no learner-focused methods.

School Environment

The environment of school was disciplined and structured. The campus was clean and organized. Students were interacted in a professional and respectful way. There was a lack of English communication.

Classroom Conditions

There were enough space, ventilation, whiteboard in the classroom, but there were no modern tools. A classroom needs projectors, smartboards, or audio equipment, but the classroom didn't have those. The seating system did not allow flexibility for group work.

Lesson Planning

Teachers follow the plan which are mentioned in the textbook and syllabus. Concepts were clear, but teaching methods were different according to the classes. The plans were not student friendly.

Lesson Delivery

Delivery process was direct and teachers preferred lecture-based teaching. Teachers described concepts thoroughly, but there were no real-life examples or contextual learning. Lessons ended with limited exercise-solving from the textbook.

Lesson Management

Teachers managed the classroom nicely. The strict structure sometimes creates hinders to spontaneous response.

Technology

There were no technological tools in the class, and class was conducted through blackboard. Teacher explained orally. Multimedia resources might improve the teaching system and engagement.

Learnings from the Internship

This internship gave valuable knowledge about the advantages and limitations of teaching of English language in Bangladeshi schools. It demonstrated the importance of balancing learning procedure. I understood that successful teaching depends on flexibility, creativity, and sensitivity to students' needs.

6.2 Limitations

Each internship experience is invariably shaped by contextual constraints, and the current internship was no exception.

Time Constraints: The internship, by design, spanned a fixed calendar term, circumscribing the extent to which diverse pedagogy could be trailed or the longitudinal analysis of learner trajectories could be accomplished.

Lack of Technological Resources: The absence of standard multimedia aids in the instructional spaces curtailed the introduction of audio-visual supports, which empirical research suggests can materially augment learner engagement and retention.

Fixed Curriculum Structure: Institutional adherence to a centrally mandated syllabus and reliance on a single textbook effectively stymied the integration of supplementary resources, hands-on explorations, or inventive instructional trajectories.

Limited Student Interaction: Sometime teacher doesn't give individual attention to all students because the large size of classes and huge amount of students.

Observation Scope: The apprenticeship was circumscribed to English language classrooms, concomitantly restricting the examination of interdisciplinary pedagogical synergies or comparative instructional techniques observable in subject fields beyond English.

Environmental Factors: Persistent background noise from nearby construction and a rigid, immovable seating plan intermittently hampered the successful enactment of kinesthetic or collaborative pedagogical strategies.

6.3 Self-Reflection

Lesson Preparation

Syllabus and textbook should be carefully merged for preparing lesson. At first I tried to cover just the textbook, after a while I understood the value of interesting examples. I learned that learning will be more interesting when I will maintain balance between syllabus and creativity.

Lesson Delivery

At first, I delivered lecture in formal and rigid tone. Gradually, I used a warmer tone, and emphasized on the student involvement. This transition helped to build a stronger bond with my students. It also helps to increase the attention of learner. I also recognized that I need to give a little bit more pause while delivering the lecture.

Student Engagement

My biggest priorities were to make the student more attentive. I discovered that shy students responded nicely in group work instead of being directly questioned. My central teaching strategy was to encourage participation without fear of mistakes.

Use of Teaching Materials

I relied on printed materials, charts, and the whiteboard for teaching. There were no advance tools. I understood audio and video function were necessary for those students.

6.4 Encouraging Classroom Communication

It was clear that communication is the most important part to develop students' English skills. Students responded more while speak in groups and they liked to take part in discussions on stories and poems. Reading loud, answering questions boosted students' confidence and allowed them to use English in real life.

Language Usage

I Observed that student's speaking and writing abilities in English were limited. Emphasis on everyday language usage alongside textbook learning made lessons more realistic.

Teacher Interview Insights

Teachers talked about the importance of student-centered learning. but they could not apply it because of large size of class. They also emphasized on professional training in modern teaching methodologies.

6.5 Recommendations

Based on my observations, teaching experiences, and discussions with the supervising teacher, I have developed the following suggestions to enhance English language teaching in the school.

- Teachers should integrate interactive tasks such as role-plays, debates, group discussions, and storytelling to actively engage students in using English in practical situations.
- While code-switching to Bangla is sometimes necessary, teachers should gradually increase English-only instructions for routine classroom interactions to enhance students' confidence in speaking and listening.
- Lessons should include a balance of explanation, visual aids, pair/group work, and practice exercises to accommodate various learning styles and maintain student engagement.
- Shifting from a teacher-centered approach to student participation-driven activities can enhance participation, critical thinking, and retention of language skills.
- Teachers can use handmade flashcards, printed visuals, real objects, and charts to make lessons more interesting

- Acknowledging student effort through praise, minor rewards, or displaying exemplary work can increase motivation and participation in English learning activities.
- Encouraging open dialogue between teachers and students, beyond textbook learning, can strengthen trust, boost confidence, and make learning more effective and enjoyable.

Conclusion

This project paper aims to investigate the current practices, lingering challenges, and opportunities in English language education across Bangladeshi schools, drawing upon both systematic classroom observations and direct teaching during my internship. The observations illuminated teachers' instructional styles, classroom atmospheres, and student engagement, while my own lesson delivery provided hands-on experience in planning, delivery, and classroom management, enabling a clear appraisal of my own strength and growth areas. Findings show that although teachers are committed and hard-working, instructional practices largely remain conventional, with limited use of technology or interactive strategies. As a result, student participation tends to be routine, and lessons often fail to accommodate the diverse proficiencies and learning profiles present in each classroom. However, the internship affirmed that thoughtful lesson design, the integration of varied teaching materials, and a communicative focus can render English instruction more dynamic, relevant, and efficient. Overall, the process enriched my understanding of the linguistic landscape in schools across the country and simultaneously strengthened my pedagogical skills, adaptability to different contexts, and professional self-assurance.

Plagiarism Result

Appendices

Lesson Plan – Lecture 1

Class: 1

Date: 20th May, 2025

Prepared by: Sumaiya Islam Tamanna

Class Topic: *Preposition*

Aim: To provide students with a clear understanding of preposition so that they can understand the system of using preposition in sentences.

Lesson Stages & Activities:

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	6 minutes	Deliver a brief lecture on preposition, explaining their importance and basic rules.	Listen attentively and try to understand the key concepts.	Teacher → Whole Class
Practice & Exercises	33 minutes	Provide students exercises and guide them through examples.	Work on the given exercises and clarify doubts if needed.	Teacher → Whole Class → Students
Review & Feedback	10 minutes	Evaluate students' responses, provide corrections, and give feedback.	Inquire about mistakes and seek guidance for improvement.	Teacher → Whole Class → Individual Students

Lesson Plan – Lecture 2

Class: 10

Date: 21st May, 2025

Prepared by: Sumaiya Islam Tamanna

Topic: *Stopping by woods on a snowy evening*

Overall Aim: To improve students' reading skills and comprehension through guided reading practice.

Lesson Stages & Activities

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	6 minutes	Offer a concise summary of the topic and discuss its significance.	Pay close attention and ask relevant questions about the topic.	Teacher → Whole Class
Reading Practice	33 minutes	Provide explicit guidance on reading the passage effectively, focusing on pronunciation and understanding.	Adhere to the given directions and read the passage accordingly.	Teacher → Whole Class → Students
Discussion & Reflection	10 minutes	Inquire about students' takeaways from the lesson and encourage discussion.	Communicate their comprehension and key takeaways from the passage.	Teacher → Whole Class → Individual Students

Class Observation Checklists

Record Sheet of Classroom Observation

Instructor _____Sumaiya Islam Tamanna

Course __English Grammar

students _49

20th May, 2025

Evaluator(s) :- Md. Abdur Razzak

Topic _____Preposition_____

Time: 10.00 AM -10:50 AM

Format -lecture

Lesson Plan & 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 ask 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			✓		

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			✓		

Display of misconduct or hostility from one Learner to other learners				✓	
k. Peer feedback and feedback from Teacher was supportive and constructive				✓	
Teaching methods / techniques					
	Completely	Mostly	Somewhat	Little bit	Not at all
Teacher uses a specific teaching method in class			✓		
Teaching techniques are related to the objective of the lesson		✓			
Teacher takes initiative to promote communication among students and teachers.			✓		
Use of techniques which has implication outside the classroom					✓
Comments:					
Presentation skills of the teacher					
	Completely	Mostly	Somewhat	Little bit	Not at all
Teacher's voice is enough audible for all the students.		✓			
Teacher's pronunciation is clear enough to understand.		✓			
Teacher is able to keep pace while giving lecture			✓		
Teacher can change the pitch of his tone to support the meaning & for emphasis.					
The teacher gives adequate pauses while giving lecture.		✓			
The teacher is able to make eye contact with all the students.		✓			
The gesture of the teacher compliments what he is saying		✓			
Comments:					
Personal qualities of the teacher					
	Completely	Mostly	somewhat	Little bit	Not at all
The teacher is friendly with the students while teaching.	✓				
The teacher welcomes opinion & comments from the students.	✓				
Teacher uses relevant personal examples to create rapport with students.		✓			
The teacher shows enthusiasm & passion regarding the subject matter.	✓				

Appointment Letter



KHILGAON SCHOOL & COLLEGE
৭১১/সি, খিলগাঁও, ঢাকা-১২১৯
(স্থাপিত: ১৯৬১ ইং)
EIN: 108373, Email: khilgaonhighschool@yahoo.com

Date: 28/04/25

To,
Sumaiya Islam Tamanna
ID: 213-10-773
B.A in English Department
Daffodil International University

Subject : Internship offer letter.

Dear Sumaiya Islam Tamanna,
We are pleased to offer you an internship position as a Teacher at Khilgaon School and College. This internship will provide you with practical experience in your field of study and help develop your professional skills.

Internship Details:-

Duration : 2nd May, 2025 to 2nd August, 2025
Working Hours : 5 Days per week
Supervisor : Mr. Swapon Kumar Sutradhar
Location : Khilgaon, Dhaka

We believe your knowledge and skills from the English Department at Daffodil International University will be valuable for this role.

Please confirm your acceptance by signing and returning a copy of this letter by 04 May, 2025. If you have any questions, feel free to reach out.
We look forward to working with you!

Sincerely,

Sofiana Ferdousi
Assistant Headmaster
Khilgaon School and College
Khilgaon, Dhaka-1219

Certificate of Internship



KHILGAON SCHOOL & COLLEGE

৭১১/সি, খিলগাঁও, ঢাকা-১২১৯

(স্থাপিত: ১৯৬১ ইং)

EIIN: 108373, Email: khilgaonhighschool@yahoo.com

Ref:

Date: 02/08/2025

TO WHOM IT MAY CONCERN

This is to certify that Sumaiya Islam Tamanna, ID: 213-10-773, a student of the Bachelor of Arts in English at Daffodil International University, has successfully completed her internship at Khilgaon School & College.

She worked with us as a Teacher from May 2, 2025, to August 2, 2025, under the supervision of Mr. Swopon Kumar Sutradhar. During her internship, she demonstrated great enthusiasm, dedication, and professionalism. Her communication skills, classroom engagement, and commitment to learning were commendable.

We appreciate her contributions and wish her all the best in her future endeavors.

সোহানা ফেরদৌসী
সোহানা ফেরদৌসী
সহকারি প্রধান শিক্ষক
খিলগাঁও স্কুল অ্যান্ড কলেজ, ঢাকা।
Sohana Ferdousi
Assistant Headmaster
Khilgaon School & College
Khilgaon, Dhaka

Class Observation



Conducting Class



213-10-773

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