



**Daffodil**  
*International*  
**University**

**Internship report on Teaching In Ambition School and College**

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**14<sup>th</sup> Batch PC**

**Semester Spring-2023**

**Course Title: Project Paper with Internship Report**

**Course Code: ENG 431**

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## Declaration

I, Md. Shah Alam Babu, ID: 192-10-456, hereby declare that this Internship Report submitted to Daffodil International University's Department of English is a genuine effort to complete the course "Project Paper with Internship" (Course Code: ENG-431) in the B.A. (Hons.) in English program. This work has been completed under the supervision of Supervisor: Dr. Ehatasham Ul Hoque Eiten, Department of English, Daffodil International University. I can also assure that this project paper has never been submitted in any university or institution for any reward or certificate.



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## Certificate

This is to certify that Md. Shah Alam Babu, ID: 192-10-456, Department of English has successfully completed his project paper under my supervision in the Fall Semester of 2022. He has completed his project paper with hard work and dedication. I believe this project is a genuine work and highlights his intellectual ability. All necessary information and findings presented in the project paper are original.

I wish him success in future career.



.....  
Supervised by

Dr.Ehatasham Ul Hoque Eiten

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## **Acknowledgement**

First of all, I would like to thank Almighty Allah for his grace in accomplishing my internship report timely.

I would like to express my gratitude to the Faculty of Humanities and Social Science to keep internship credit in the curriculum of the graduation program and give me a scope of tasting the flavor of work with my interest. I would like to thank my Supervisor: Dr. Ehatasham Ul Hoque Eiten, Assistant Professor, Department of English, who provided me with suitable guidance on this subject and under his supervision I completed my internship. My heartfelt thanks to him for taking an interest in my work and guiding me along the process.

I am also thankful to my organization supervisor Mahfuz Khan and Imran Miah from the core of my heart for his kind support, guidance and constructive supervision, instruction and advice and for motivating me to do my internship smoothly at Ambition School and College, Zirabo, Ashulia, Savar.

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## **Abstract**

The purpose of this project paper is to present the current scenario of English classroom in a Bangladeshi school. The main aim is to observe how the teachers are teaching and how the students are learning English language in the classroom. As a part of that, I went to Ambition School and College, and used a checklist to create a class observation report. This paper focuses on the method of teaching, style of learning, evaluation and feedback and the material while teaching the students. Some recommendations have been given based on the observations and findings from the two observed classes to develop their language teaching methods.

**[Keywords: language, develop, method, observe, purpose, school]**



# Chapter One

## Introduction

### **Introduction:**

Knowing that I wanted to be a teacher from a young age led me to choose English as my undergraduate major. Due to my low academic history, I began my career as an intern. That's why I'd like to do an internship in a classroom this summer. This report is an attempt to document my first teaching internship, which also served as my first classroom experience overall. I learned a lot and tried to adjust to my new environment while on this trip. Only a subset of the instances will be included in this study. I will also discuss my experiences trying to apply what I learned as an undergraduate at Daffodil International University to my current teaching practice. My internship started on February 13 and ended on May 14. As part of my internship, I conducted surveys at a sizable sample of schools. After much investigation, I settled on a school that seemed to have a solid reputation and offer interesting internship opportunities. Keeping this in mind, I reached out to a number of organizations. It was the start of the winter break, so most students were already on break. This made it hard for me to join in a respectable school. I looked into each local school individually. It would be more practical for me to go to a school that is closer to where I live. Fortunately, I discovered Ambition School and College, which is located at Zirabo Ashulia Savar Dhaka Bangladesh ESTD 2022. A school with more than 400 students, and 15 teachers Operating from play to 10. From what I know about the area's educational landscape, this school is among the most prestigious in the region. That was the first day of my teaching career. I was both excited and nervous about the upcoming school week and everything that lay in store for me as a teacher. On February 13, 2023, the scheduled departure date was set. I got to School early for a scheduled appointment with the principal. He was interested in knowing what I would decide to teach. That's like a "level 4" if you will. The assignment was assigned to the fourth-grade language instructor. The Head Master has ordered that everyone attend the class. Therefore, I used to sign up for both the third and fourth grades. I could only go on Sundays, Tuesdays, and Thursdays because of my schoolwork. At around 8 in the morning, I'd make my way there. and linger till I had completed my work for the day. About four months of my time was spent there. The first day I stepped foot in that classroom will be etched in my memory. Previously, I've had to juggle one Section 3 class

and two Section 4 classes simultaneously. The seminars were interesting and fun because of the lecturers, the participants, and the assignments. The classroom setting was comfortable

and conducive to learning. The classrooms had enough of room for all of the students, as well as comfy chairs and lights. The courses were nicely planned and had excellent, well-behaved students. The students' creativity and hard work are on full display in their handmade decorations. They made illustrations of the solar system, Robinson Crusoe, food, pyramids, volcanoes, and Maps 4. The fact that they were able to label the diagram shows that they have a large vocabulary. All students were required to abide by the code of conduct. When entering or exiting the classroom, they would stand and greet one another. After being taught these strategies, they started behaving more respectfully towards their educators. They were sometimes naughty, but always charming. Many of them gave their schoolwork their whole attention and effort. Students could participate in sports and games during their free time at school. In general, the school had an environment befitting of a place of higher education. I will discuss some of the relevant material that I considered during my time as a student educator, including how the school's climate was conducive to learning despite its cramped quarters, and how the teachers, principal, and other staff members did everything they could to inspire and motivate their charges.

### **1.1 Objectives of the study**

To evaluate my internee on teaching.

To identify parent's satisfaction and school's environment.

To findout obstacles and barrier on teaching practice.

### **1.2 Methodology of the study:**

This study employed a variety of cutting-edge research techniques.

#### **1.2.1 Data Sources:**

##### ***1.2.1.1 Primary Data Sources:***

Interviews with school authority, students, their parents and administration provide primary data. There was a wide range of timing for the surveys. The research was structured through the use of

focus groups. Results were also obtained by the use of observations. It was crucially necessary to refrain from gathering data from any source outside of this group in particular.

***1.2.1.2 Secondary Data Sources:***

Multiple secondary data sources were used to compile this analysis. Books, journals, research, websites, and newspapers were only few of the places that provided the data used in this study.

# Chapter Two

## Literature Review

### Literature Review:

Before beginning my internship as a teacher, I read a variety of articles on the subject, with the goals of learning more about the teaching profession, the qualities of a good teacher, the knowledge and skills necessary for an excellent teacher, and the techniques I attempted to implement during my time in the classroom. Here I'll touch on a few points raised in those pieces, covering topics like the characteristics of an effective educator, the abilities and knowledge that educators need to flourish, and the strategies I've employed in my own classroom.

### 2.1 Qualities that make a great educator:

Many studies (e.g. Korthagen, 2004) have been conducted and published discussing what makes a successful teacher. However, many studies have used adjectives like "excellent," "good," "brilliant," and "star teacher." The characteristics of an effective educator have been the subject of several studies. In 1953, researchers from Southern Oregon University conducted a single study. McAULAY (1954) discussed the findings from studies and the characteristics of an effective educator. He argued that a teacher should have strong moral convictions and respect for the values and traditions of the students he or she instructs. A teacher should be trustworthy, open, selfless, and sympathetic to the concerns of both kids and parents. In addition, she or he needs to be able to assimilate to the norms of the community and demonstrate religious and civic involvement. Teachers also need certain character attributes, such as a good sense of humour, compassion, love, understanding, tolerance, and a genuine desire to assist their students. A candidate for the position of primary section teacher should also have religious education and experience. They should also maintain a high level of professional development for the sake of their students. (p. 22-25).

The day care teacher was discussed by Howes, Whitebook, and Philips (1992). Many parents and decision-makers believe that a quality educator must have years of experience working with children. They have empathy for the kids and clearly enjoy working with them, thus they make great teachers (p. 400).

Sir Wilshaw (2012) made the point that all educators should have their own unique style. We need to tell educators "Don't worry so much about sticking to a script and more about showcasing your strengths" (p. 16). Furthermore, due of the variability among educators, these attributes differ from one educator to the next. He also provided examples of other excellent educators he had encountered, including two teachers from Mossbourne Academy who, despite their differences in style, had made a positive impact on his education. They understood the fundamentals of teaching, and their classes were always well-received by the pupils. (p. 17).

## **2.2 Essential abilities and information for successful teaching:**

Determining what abilities, knowledge, and credentials a teacher needs to succeed is not a simple undertaking. Although Stronge (2002) acknowledged that "effectiveness is an abstract idea" that hinges on students' accomplishments, he also provided a framework for effective teaching. It takes professional knowledge, instructional planning, instructional delivery, assessment, a well-designed learning environment, and professionalism to become a successful educator. (p. 4-12) .

Darling-Hammond (2008) warned that failing to provide teachers with some additional education before they enter the field could result in teachers leaving the profession, criticising the curriculum as "dumbing down," and ultimately placing the blame on their students. Furthermore, a teacher needs topic knowledge, curricular knowledge, teaching and learning knowledge, and understanding of the learning context in addition to training to carry out his or her responsibilities. (p. 9-21).

There are four key aspects of education that were highlighted by Hourigan (2006). They are:

- What should be taught, and why (a focus on acquiring information)
- Focus on the learner, including how and why they learn

What kinds of (community-based) classroom, school, and school-community settings promote student learning?

- What kinds of evidence (centred on assessment) can be used to determine if successful learning is actually taking place?

Furthermore, there is always an opportunity to enhance and one's teaching perfect, as the demographics of one's student body are continually shifting and there is no possibility of having the same degree of comprehension and openness. And a teacher owes it to her students to be current herself. (p. 77-85)

Furthermore, Ratzel (2013) revealed his own self-realization of his journey as a teacher, mentioning the journey of becoming a better teacher, students' lack of craving for learning due to a lack of encouragements for asking and answering their own questions, things that need to change as a teacher, and finally, suggestions for how others can continue the journey of a teacher. He had learned from his mistakes and wanted to help her avoid making the same ones with the other instructors. In addition, a teacher needs to be able to communicate effectively, know what he wants to accomplish, remain calm under pressure, and handle unexpected events. (p. 10-12)

### **2.3 Strategies for Language Classrooms:**

A few of the methods I considered throughout my time in the classroom are briefly discussed below. To this end, I would like to state that I did not strictly adhere to any one method, but rather I improvised and experimented with many approaches until I found what worked best for me. I used a competency guideline to assess their current state of learning in regards to the four abilities of speaking, writing, listening, and reading, and I employed methods such as GTM (grammar translation technique), Audiolingual, and communicative language instruction. Finally, I chose the storytelling approach because I enrolled in their English literature course and found that doing so helped create a more open and welcoming learning environment for my students. Therefore, this chapter will cover everything I've used during my internship as well as the literature I've read on the subject. In addition, I'd like to include some applicable examples from those books.

### **2.3.1 Method of Grammar Translation (GTM) :**

In the annals of education, the Grammar Translation Method holds the title of "Classical method" or "traditional method." In the past, this strategy was mostly utilised to master the classical tongues. This is a logical approach to language instruction in which students first study the rules and then examine some real-world instances.

According to Gollin (1998), the deductive approach is most like the grammar-translation approach when it comes to teaching a foreign language. (p. 88) Additionally, Prator and Celce-Muricia compiled a list in which they highlighted some key features of Grammar, Translation, and the following

- I. The target language is not actively used in class, and lessons are instead taught in the mother tongue.
- II. Word lists are a common method of presenting new vocabulary.
- III. Details of grammar are explained in great depth.
- IV. When a text is employed as an exercise, little thought is given to its actual substance.  
(Referring to Brown, 1994)

### **2.3.2 The Audio-Linguistic Approach:**

The bulk of this strategy involves verbal communication. Some aspects of this strategy were discussed by Freeman (2000). Students benefit from this approach because it allows them to practise the grammar structures they are learning. Repetition, inflection, substitution, restatement, rejoinder, restoration, and others are all examples of drills. However, this approach originated in Skinner's behaviourist theory, as it makes use of both positive and negative reinforcement to drive students. (p. 35).

Audiolingualism was cited by Harmer (2012) as another behaviourist approach. Drilling, reinforcing, and repeated practise are important to this strategy. (p. 79).

### **2.3.3 Teaching a Language Through Conversation (CLT):**

According to Savignon (2018), "Communicative competence" (p. 1) is the key theoretical notion in communicative language teaching (CLT). Communicative language learning is emphasised in this kind of instruction. An excellent method for teaching a foreign language is to make classroom activities as communicative as possible for the benefit of the student. In this approach, pupils take on a more active role than the traditional teacher. According to Harmer (2012), in order for children to communicate effectively, they require context-specific cues such as linguistic materials. (p. 85). Regarding the CLT, Freeman (2000) noted that pupils appear to be more responsible for regulating their own learning. (p. 89)

### **2.3.4 Narrative Approach:**

A teacher of a foreign language is free to employ any of these methods in the classroom. Language may be taught in a variety of ways, and storytelling is one of them. I took an English Literature lesson based on the book "The Radiant Way, Second Step" during my internship. However, I opted for a narrative approach because the book in question included only poems. According to the paper by Ilmu (2016), students require an interactive speaking method to better their communication skills. He added that the students enjoy listening to their teacher tell stories, especially ones that are based on folklore. Because of my anxiety about public speaking, I found it both novel and challenging to give a presentation in front of a real classroom. While this experience helped me overcome my anxiety of public speaking, it also made me more confident in my role as a teacher.



## **Chapter Three**

### **Self-Evaluation of my Internee**

#### **Self-Evaluation of my Internee:**

I began my career as a teacher with the goal of helping my students reach their full potential. I aimed to have my kids excel in every possible way. I came into the semester with great hopes, and it fuelled my desire to inspire and drive my pupils. My hopes included encouraging pupils to probe deeper into the material through more complex questioning. Their queries were answered in a way that made them even more interested in learning more. It was the single most important thing I wanted to accomplish, and I did it. I had to enforce certain ground rules if I wanted my students to keep their spirits up in the face of looming difficulties. In my classes, I pushed my students to develop their critical thinking skills so that they would be better equipped to handle challenging situations. When I was instructing them on prepositions, for instance, I used a pen and a book to demonstrate the concept in action. I didn't just ask them if they knew what 'on' meant; I kept the pen on the book and helped them grasp that there are other places, including under. They then wanted to know precisely where those were hidden. They were pondering the issue and continued pressing me for information. If they asked me a question that I did not know the solution to, or if they were having trouble solving a problem, I would prompt them to figure it out on their own. I used to ask them questions to have them reveal their knowledge. I worked hard to set ambitious goals and implement necessary adjustments. It was a difficult task, but without difficulties, they would never have the chance to learn and grow. I frequently sought to devise novel pedagogical approaches that would both engage and test my students. I revised it so that that students in grades 14 could understand it and draw inspiration and motivation from it. In my classes, I constantly emphasised the need of learning from mistakes. The success of an experiment is defined by the experiment itself. They found great motivation and excitement in these novel approaches to education. So, I believe I did a good job of encouraging and pushing the pupils to reach for the stars, which was one of my primary goals. I ingrained in my students an appreciation for excellence and healthy competition. I encouraged my students to seek out new ways to expand their knowledge. Some students lacked the will and passion to succeed, despite their obvious merits. They made no attempts to improve either. I accepted the responsibility of arousing their interest

and enthusiasm. Some of the kids evolved and made an effort to advance. However, certain things stayed the same. It was quite challenging to reason with them. Even though my influence was limited, I was able to make a few minor adjustments. I did a few things to help the learning system along.



**Figure 1: An Ongoing Class of mine**

To supplement the material covered in class, I was considering providing students with links to relevant online films. Since we lacked the technology to play movies in class, I assigned them to do so as homework, for which they received credit. To help my students feel more comfortable answering questions on their own, I used elicitation strategies. Sometimes they would get bewildered when I introduced something new, like 'Wh' inquiries, because they had never seen anything like it before. A student wanted to know whether "when" or "where" is the correct response. I purposefully avoided responding to him. I inquired as to the significance of time and location. Then he gave it some consideration and came up with the solution on his own. While we were working on the assignments for class, I called attention to common errors and let students research the solutions on their own. I focused more on those pupils who required further help to keep up with their peers. I made an effort to incorporate more inventive approaches into my lessons and encourage my students to do the same. As a result, they frequently struggled to understand what certain textbook terms meant. I suggested them to bring a dictionary so that they could get into the practise of using one and develop their search skills. Many students began adopting such

practises, and as a result, their educational system became more sophisticated and engaging. Still, I wasn't able to kick the habit completely. The success of my kids was my top priority as a teacher. That necessitated an in-depth understanding of the material I cover in class. That's why I always gave myself plenty of time to study before heading to class. It was also important to put in the time and effort required to properly prepare for class. I found it useful to make an activity route map based on what we were going to cover in class in order to get ready. I kept track of the many sections of the curriculum that needed to be covered in each class by using a diary. I did my best to be ready to answer any questions from the students and do a good job of explaining the material. I made it a habit to write down the most vital information and practise using it whenever possible. All of these things aided me much in learning as much as possible and passing that knowledge on to my students. I did my best to respond to the students' inquiries and provide them with appropriate illustrations. The theoretical foundation I developed and the skills I honed as an undergraduate have been invaluable to me as a teacher. Frequently, I was required to collaborate with my superior. So, whenever I was unsure of something, I'd check with him to be sure I was right. He sought my assistance when it was needed, and I was able to provide it using what I had learned. When I messed up, she was always there to pick me up and try again. There were instances when I had to go to class unprepared and on my own. It was difficult at first, but I eventually learned how to act as a de facto class leader when called upon at short notice. It was crucial to have a well-organized framework for the teaching in order to carry it out successfully. Many procedures were required for that to happen. I set out to identify the issues and then develop solutions to improve the classroom experience. For instance, I learned where I went wrong in the prior session. After I botched explaining some vocabulary to a student one day, I started mandating that they bring a dictionary to class so that they could look up the definitions themselves. In order to keep the students studying consistently, to ensure that their course material would be covered on a regular basis, and to provide them with well-structured lectures, I had to organise a number of things in advance. To ensure that the instruction of the pupils was consistent and completed within the allotted time, I drafted some lesson plans. For instance, when designing my lessons, I took sure to account for the time allotted to cover the course material, and I also incorporated some in-class tests to ensure that my students were keeping up with the material. I used to be able to successfully lead a class because I always made sure to stick to the lesson plan. After a lesson, I'd hand out assignments, some of which were taken straight from the books and some of which were more

original in nature. In the past, the pupils would figure out the answers. After that, I'd go back and fix things. After making a correction, I would go around and double-check each student's copy. There were a number of issues that were brought to light, all of which required action at the following session to resolve. I used to throw in surprise exams every now and then to ensure that my students were always well-prepared for class. Class exams are essential for development. This meant that I had to participate in examinations. Since not all of my pupils were fluent in English, I intended to give oral quizzes and have them read aloud from time to time. If there was an issue, I would explain it and then ask if they understood using a series of 17 questions. In most instances, I observed GTM (Grammar Translation Method) being employed. However, I also made an effort to incorporate additional strategies, and class sessions became more interactive and creative. The potential for a reduced or altered curriculum created uncertainty about how much material should be covered in each lesson. Then, I'd finish the lessons that were immediately due and put off the others until later. Through this method, both time and material might be better utilised. Students of varying skill levels were in my lesson. Therefore, I've had to adjust the way I teach in order to reach each of my pupils effectively. Not all of the pupils in the class were able to work well together. Not every student grasped the material the same way. Very few kids had trouble following along. Students' abilities to learn were not uniform. I would make an extra effort and spend extra time on them by repeatedly checking for comprehension. If they didn't understand, I'd repeat myself. There were a few pupils whose English was less than ideal. To encourage reading and public speaking, I gave them oral quizzes and had them read aloud from the textbook in front of the class. Some students ignored repeated requests that they bring daily copies and reading materials. Some guests arrived late, which disrupted our schedule. Some of the pupils were disruptive, talking when it wasn't necessary. Extra time and energy was spent on these students, and a stricter approach was taken with everyone. Many students did not think before they put pen to paper. No matter what they copied from the board or a book, they still made spelling and grammar errors. This reflected their inability to focus. Therefore, it was necessary to implement measures that would encourage the 18-year-olds to pay closer attention in class. So, I made it a habit to watch them intently while they worked so that they would eventually wake up and get things done efficiently. All of my students mattered to me, and I did my best to care about them individually. To do so, I needed to learn more about their history and skills. Some pupils had the potential to accomplish well, but they were held back by their limited opportunities. It's crucial to

put in extra effort outside of class by studying at home. However, some students lacked the resources at home to fully develop their potential. They needed more attention than usual. Some of the pupils would just sit there and avoid doing anything unless they were told to. I had to force them to get the work done. I would glare at them and seem angry to get them to pay attention in class and do their work. They were largely absent-minded. It was my responsibility to ensure that they felt a strong connection to their work. Some students required repetition since they did not grasp the concepts at first. I put in extra time and effort to ensure their comprehension. I made use of both the final exam required by the school and ongoing evaluation during class. To gauge my students' development, I employed assessment. To that end, I didn't only use a final exam to gauge their progress; rather, I'm constantly tested students throughout the semester. I did this in a number of different ways, including by having them take an oral quiz, assigning them brief tasks, and even having them give a performance. It's interesting to note that students tend to pay more attention in class right before an exam. So for me, the exam is a chance to ensure my students are paying close attention in class. I made sure to pick questions and other activities that put more emphasis on critical thinking and imaginative problem solving than rote memorization. At 19, I had to take a formal exam even though I strongly disagree with the practise but only because it was the custom at my school. But I have worked hard to make sure that the test doesn't become an undue hardship for the children. When I was responsible for checking exam copies, I always made sure the grades were correct. Even though I have the ability to designate names, I have never done so in advance. I made sure that the strong students also had a solid grasp of the material, even as I prioritised helping the weaker ones. In the past, I have occasionally assigned group or pair-based tasks. I had to make sure the groups were considerate of each student's strengths at the moment. Frequently, I would gather the class in front of the board and ask them to answer problems. I had to pick the pupils who came to the board in a fair and reasonable manner. It wasn't always the pupils with the most confidence in their answers who were called on. The weaker were prompted to come and solve in order to learn from their errors. All the pupils learn and are encouraged by the fact that the best students were given more challenging questions. All of these contributed to development in light of the pupils' inherent skills and potential. Accurately assessing pupils was my first priority, and I believe I provided adequate rationale in each assessment situation. I had a hard time keeping order in the classroom. In the past, there were always a few disruptive students in every class. Getting their concentration on the classwork was a struggle for me. I would tell anecdotes to get

their attention, but I always made sure to focus on the material at hand. Some kids were noisy and caused problems for no good reason. Twenty Some students should have made more improvements, but there wasn't enough time. I made it a point to create a welcoming and productive classroom setting for all of my students. I used to treat my students with respect, and they treated me with respect. I used to listen and consider the pupils' viewpoints carefully. The pupils needed to know that even while I was being approachable, I was also setting boundaries. They had to act respectfully towards the instructor at all times. When I was their teacher, I insisted that they stand and greet me anytime I entered or left the classroom. When they first started attending my school, I would inspect their uniforms to ensure that they were being worn correctly and that they were acting like good students. I used to make sure kids were presentable for school by inspecting their socks and hair. There were some exceptionally misbehaving students. I had to be really stern with them to keep the peace in the classroom. When I first entered the classroom, I would greet the students and do all I could to pique their interest in the subject at hand before officially beginning class. I like to think that I was successful in providing a positive learning atmosphere, while there were instances when I fell short due to the high volume of kids. I was an intern when I started, but I treated my work with professionalism at all times. For a long time, I treated both my universities and my students with the utmost professionalism. When I was in school, I was a model student who never missed a session. However, because I wasn't employed there full-time, I was free to quit after my studies ended. After completing my duties, I was given permission to go earlier than the other 21 teachers who had to stay until 2 p.m. I followed the same routine as every other teacher and signed the attendance sheet when arriving and leaving the building. However, there were no tardies. Therefore, I applied a separate set of guidelines here. Whenever a special day, such as Mother Language Day or Independence Day, rolled around. I was required to follow the same dress code as the other faculty members. I had to maintain my professionalism here. Like other instructors, I was required to take proxy lessons in addition to attending all of my regular classes. The teachers' lounge was off-limits, as was the vice principal's office. In order to comply with school regulations, I had to get permission before undertaking these. I needed to maintain an air of professionalism whenever I interacted with clients, coworkers, or the postal service. I also dealt with my supervisor in a businesslike manner. Together, we completed projects that pertained solely to our coursework. My enrollment and departure procedures had to be handled in a professional manner. I always followed protocol in these

situations. While I'm not sure if I was quite as professional as other regular professors, I did my best. Challenges I Overcame at Internship I encountered many challenges at my internship. To begin, I struggled to keep track of time. All the schools and offices in Dhaka start at the same time, so there was a massive traffic backup when I tried to get there at 8 in the morning. It was also tough to get your hands on a car during that era. I spent two days a week in college, too. I had to juggle my internship responsibilities with my coursework at university. Work required that I attend the 22 university, where I was enrolled, and study for tests and complete assignments. Reflective papers on my internship were another requirement, but I couldn't devote sufficient time to them because of my heavy school load. There were other challenges in adjusting to school norms; for example, as a new student, I wasn't familiar with many aspects of the code of conduct, which made it difficult to make friends at first. The fact that I wasn't working a standard 40-hour week, that I wasn't required to attend the assembly, that I often left school earlier than other teachers, and that I usually taught in groups rather than alone made it difficult for me to develop a strong rapport with my students. Since I was an intern and not a full-fledged teacher, I had to be careful about how I handled myself around my coworkers. All of these things hampered my ability to complete my internship without a hitch.

### 3.2 What I've learned

This trip has provided me with invaluable experience that will serve me well in my future career. Being professional is the first and most important thing I've learned. Time management is something I've learned to adapt to and roll with. Most significantly, I honed my skills in effectively instructing a large class of kids. This trip taught me how to interact with students and keep the teacher-student dynamic strong. In addition, I picked up some tips on how to act professionally around schoolmates and administrative staff. Job-hunting skills are mastered. When I first started teaching, I had no idea how I felt about it or how I would do in a classroom setting. As a result, I was able to get insight into the teaching field through practical experience. I was completely devoted to my studies and never diverted my attention elsewhere. I was able to figure out how to juggle employment and school by doing internship 23 while also attending school. This experience taught me how to balance employment and schoolwork. Everything I've learned in my college and university courses came together here. This information was really useful in preparing me for my career as a teacher. This has been a fantastic learning experience for me, and I look forward to putting what I've learned to good use in my future career as a teacher. This internship has given me valuable insight into whether or not I desire a career in education. In particular, it assisted me in revising my resume for the teaching

profession. It prepared me for a career in teaching. Overcoming my anxiety about speaking in front of a large group of people by educating pupils was a rewarding experience. A teacher needs to have compassion, understanding, and empathy for their kids, I've realised. It necessitates familiarity with both the educational setting and the mentalities of the students being taught. During my internship, I graded papers and examined many copies. As a result, I have a better understanding of how to evaluate student copy and of the considerations that must be made when doing so. I also gained insight into common student errors and effective methods of providing correction. Once again, I produced a lot of lessons for them, and that helped me hone my skills as a teacher. In addition, I have experience invigilating exams, which will be useful in my future career as a teacher. Therefore, this experience has greatly aided me in developing the traits necessary to become an excellent educator. Some things I hope to modify in my approach to the classroom in the future are discussed in Section 3.4. The Grammar-based Teaching Method (GTM) is widely used in classrooms. In order to improve my teaching, I'd like to use the following strategies. The classroom seating is also always the same. If I were the teacher, I'd try to switch up the seating arrangements and spruce up the room every once in a while to spark greater interest in learning among the pupils. They are limited to what they can learn from the textbooks given to them. I'd like to fill in the gaps in their education and prepare them for the variety of educational videos they'll be exposed to. I hope to establish trust with my kids and win their respect so that they can learn as much as they can from me. I hope to provide individualised treatment for my students based on their unique personalities. The school's support is crucial in providing the chance for the educator to try something new. If the school provides the teacher with such opportunities, the latter will find it less difficult to put into practise the strategies for improving student learning that they have devised.

The prospect of a career in teaching has never really interested me. However, the experience I gained via my internship has motivated and pushed me to develop as a teacher. In addition, the lecturers I had in college were the ones who first got me interested in the topic of teaching. During my student teaching experience, I certainly did not excel in the classroom. There were times when I tried to impart knowledge to the class and found that no one was listening. Sometimes students forgot to bring their copies of the homework, and sometimes I didn't come across as well as I would behaved liked. My efforts to myself better were constant. The lady in charge was helpful since she was amenable to my asking questions and providing clarification before I made any



insinuations. For instance, I wanted to make a brief presentation to the class based on the poems and stories I taught them, but the instructor cautioned me that it would be too challenging for the younger students. She mentioned that there were times when even learning two-line responses was challenging, let alone a five-minute presentation. During my internship, I was able to learn a great deal, and I plan to keep all of that information to myself. All of the amazing memories I made in the classroom and with my students will stay with me forever. Even though I only have a small number of students, I have always made it a priority to give my all to each one. I never once felt like I was only teaching these people for a short period of time or that it was just a formality to fulfil an internship obligation. Instead, I constantly felt like I was very invested in them and had been teaching them for a very long time. To get the best possible results from my kids, I had to work a little bit.

I made it a point to spend as much time as possible with my students; I did my best to help them in my roles as their teacher for the sake of their education, but also as their friend and guardian. I suggested that they seek advice from both other study participants and people outside of the study for their problem. I informed their parents of the situation as well. One kid regularly bad-mouthed his mum in front of his friends. His mother vented her annoyance because he refuses to pay attention to her and instead spends all of his time on video games and YouTube. His mother tried to have conversations with him in English on multiple occasions, but he never responded. I gave the young man some advice after we had a chat. I tried to show him and the other students a number of animated short videos, each with a different moral lesson, and they all seemed to like them. There were 23 distinct genres represented. In my younger years, I used to do this on a weekly basis. The kid immediately stopped disrespecting his mum after that. I kept in touch with his legal guardian, who informed me that he was now able to speak English with his mum and rarely misbehaved in front of her.

I've let my students know that their participation in class each week will determine whether or not they earn a star and a smiley face sticker. I urged them to serve as a support system for one another as they learned the language, and I made myself and the other teachers available to help anyone who got stuck or was unsure of how to properly express themselves in English. I used to assign projects based on which comic book character was my students' favourites; the assignments always

included an English language component. Their teacher in charge, a miss who happened to be my on-site visitor, was quite impressed with the children' work and development.

Finally, I have some suggestions for the institution based on my experience in the area.

First, I suggested them to update and freshen up the classrooms by painting them. Everyone will have a lot better time as a result of this change.

They were decorated nicely, but I still get a sense that they're a bit dated.

Secondly, the elementary and secondary students in the school should have access to the same playground. This must be done. Furthermore, they need to supply the students with more play equipment. Thirdly, I think it's important to advocate for the use of multimedia in the classroom. In closing, I'd like to remark on the variety of faculty members. They need to increase their primary school faculty because they have too few professors.

Last but not least, I'd want to say that the last four months have been the most fantastic of my entire life. The time I spent at this internship flew by, and I'm glad I did it. New coworkers have been brought into my life. They couldn't have been nicer or more helpful. Since I was the youngest of the group, everyone did their best to help me out.

This internship gave me the chance to work with some inspiring teachers and provide me practical experience in the classroom. I set off on my trip in January and stayed on it until the end of April. There are a lot of things that have happened to me recently, and I have a lot of questions and problems. I also realized that it is not always simple to apply the knowledge gained from our theoretical classes to our actual classroom instruction. I find this to be a fascinating topic. The success of diverse tactics, procedures, and approaches relies heavily on the information and experiences that teachers bring to the classroom.

I'd want to close by saying that I was nervous about starting my internship because it was my first time teaching. Because I had never done anything like this before. But now that I've been here, I have confidence in my skills and know that I can become a great teacher. My pupils, my coworkers, and my superiors all taught me something new, and so did reflecting on my own teaching practices.

### **Institution Result:**

Name	Ambition School and College
Location	Zirabo, Ashulia, Savar
Established	2022
Number of Students	400
Number of teachers	15
Economic Issues	Founded by Non-government
Social Issues	Most of the students belongs to middle class
Cultural Issues	Conservative
Other Factors	Library- Yes Canteen- Yes Playground- Yes Transportation- Yes Multimedia Facilities- Yes

## **Chapter Four**

### **Barriers and Learning during my internee**

#### **Barriers and Learning during my internee:**

Although my internship as a teacher was a wonderful and rewarding experience overall, I did encounter some difficulties along the way. Looking back on my internship experience, I believe that the challenges I faced helped me develop the resilience necessary to thrive under pressure. I found that I improved as a teacher as a result as well. My first challenge was overcoming my anxiety about giving presentations in front of the class. I struggle greatly with public speaking because of my extreme introversion. In grade two, I was the English literature teacher for a class of eight children. Speaking in front of an audience has always been difficult for me. I used to become uncomfortable and when speaking in front of my students. It was incredibly humiliating for me. I overcame my fear of public speaking by practising my delivery abilities by talking to myself in the mirror for hours and by giving occasional, brief presentations to my family members. Nonetheless, I consider teaching to be a form of presenting, as a teacher must also demonstrate mastery of the material to her pupils. To ensure that my pupils fully grasped the material, I would spend extra time perfecting my lesson plans and rehearsing each time I introduced a new poem. The second difficulty was explaining something without resorting to the Bangla translation. Since my students were so young, their English vocabulary was limited and I had to resort to simpler explanations. This meant that I often have to resort to Bangla or other non-verbal means of communication in order to adequately describe a new poem or story. It was the middle of February, and I was explaining the meaning of the words in a new poem to my students. One of the words was "border," and they clearly did not understand that it meant "an outer part or edge of things." Like you, I struggle to put words on the board. I used to constantly check to see whether they understood what I wrote on the board because my handwriting is so illegible. The next challenge was reading their handwriting after deciphering mine. Since they wrote from the board, dealing with their handwriting was not a problem; however, I had to proofread their copy very carefully because of the numerous mistakes they frequently made. As a result, I had to take their copies home with me after class and check them at my leisure rather than during class time. The authorities presented me with a couple other challenges as well. Notification of unscheduled days off, faculty meetings, and parent-teacher conferences are all examples. In order to do so, I had to

maintain contact with the administrative section staff; before leaving school grounds, I always asked for the notices.

The past four months have been more than I could have ever hoped for. Everything about my internship, including my teaching, was rewarding. I'd also like to highlight one of the many things I picked up: how to interact with toddlers and preschoolers. The ability to maintain patience is a trait that has served me well as a teacher. Because I was initially unable to complete my lesson plan in 35 minutes, I had to learn how to effectively manage a class with this time constraint. The pupils used to grow bored quickly, so I had to figure out how to keep their interest. Also, I discovered the hard way that preschoolers hate sitting through lengthy lessons. They needed a break, and the classroom needed to be more relaxed and welcoming, so that the instructor could pique the students' interest in the material being covered. I've picked up a few new tricks from my coworkers as well as the pupils. They were really helpful to me as a teacher; a few of them provided me with exam questions from the previous session and lesson plans from other English teachers so that I could create my own. They helped me out a lot, and I never felt trapped by anxiety or strain. My local guide, however, was the school principal in Brighton. She would sit in on my classes as an observer, and then we'd debrief at the end of the day if there was anything she thought I might do better. She was always there for me, and the other professors were, too.

#### **4.1 Applying what I've learned here to my future lessons:**

I will always remember the lessons and insights I gained throughout my time as a teacher, which spanned four months. My interest in education is strong, but I have no background in the field and have never taught someone privately. Despite the fact that I've always hated school, this experience has made me reconsider becoming a teacher. Now that I've gotten a taste for teaching, I want to learn as much as I can and become the best teacher I can be. But in these few months, I've learned that outstanding marks alone aren't enough to make a great teacher; there are many other factors to consider as well. Personal traits, public speaking abilities, the ability to control student conduct, an awareness of children's developmental stages, a genuine interest in sharing knowledge with students, subject matter expertise, teaching experience, and a genuine desire to help students succeed are all necessary ingredients for a successful teaching career. During my internship, I made some blunders, but I attempted to learn from them and improve for the future. In the future, I hope to become every student's favourite and most sought-after instructor.

#### **4.2. Things I hope to alter in my classroom in the future:**

My time as a teaching intern was fantastic, and I gained a lot of valuable experience. I intend to be the most effective educator I can be for my kids by constantly striving to hone my craft. I intend to make each class engaging and fun. I did my best to keep their attention throughout the class. I used to dance before each new class. They loved it when I would act out the poetry and call up a few volunteers from the audience to perform it out. They eagerly anticipated the opportunity to perform in front of the class prior to beginning any new material. What I have discovered to be useful and appreciated by the pupils, I shall keep doing. On the other hand, I intend to do everything I can to improve the quality of my instruction as well as the students' engagement and satisfaction with it.

# Chapter Five

## Findings and Analysis

### Findings and Analysis:

#### 5.1 Environment of FFI:

Table 1: Environment of ASC

Environment of ASC	Result
Strongly disagree	0
Disagree	0
Neutral	10
Agree	12
Strongly agree	3

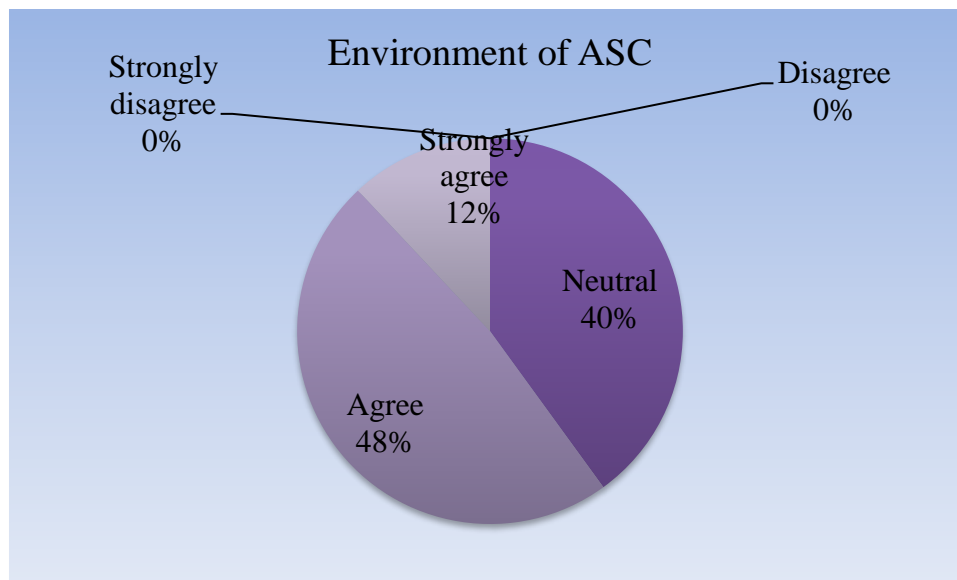


Figure 2: Environment of ASC

#### Analysis:

From the above table and graph, it very well may be said that lone 12 % of respondents firmly consented to this reality and 48% concurred. In the interim, the quantity of respondents who emphatically differ to this reality is 0%. And 40% of respondents kept themselves in the unbiased side.

## 5.2 Helpful Staffs and Teachers of ASC:

Table 2: Helpful Staffs and Teacher's of ASC

Helpful Staffs and Teachers of ASC:	Result
Strongly disagree	0
Disagree	2
Neutral	10
Agree	12
Strongly agree	1

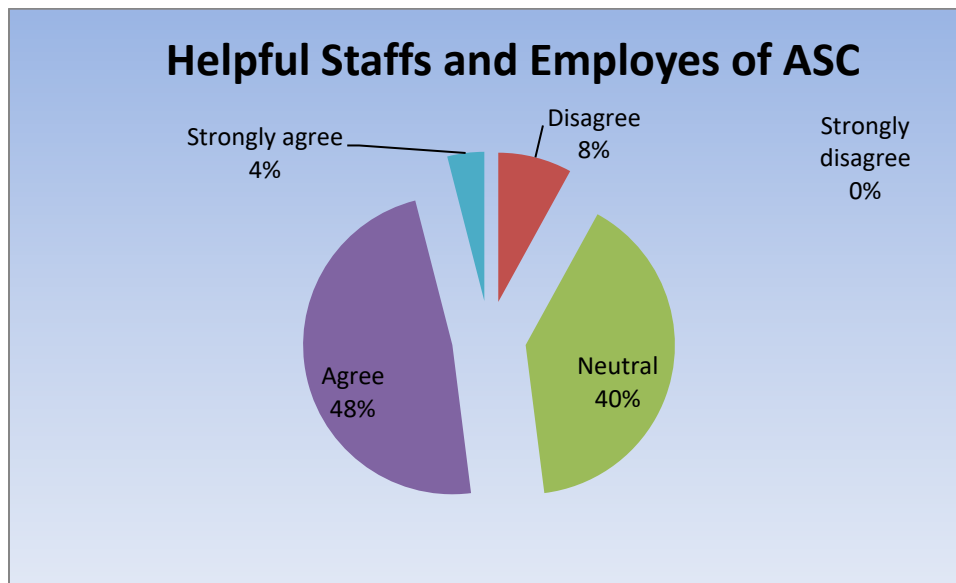


Figure 3: Helpful Staffs and Teachers of ASC

Analysis:

From the above table and diagram, we can say that lone 4% of respondents are unequivocally consented to this reality and 48% concurred. The number of respondents 8% who unequivocally and 0% differ and furthermore 40% respondent kept themselves in the fair-minded side.



### 5.3 Relationship with students:

Table 3: Relationships with Student's of ASC

Relationships with Student's of ASC	Result
Strongly disagree	0
Disagree	2
Neutral	7
Agree	12
Strongly agree	4

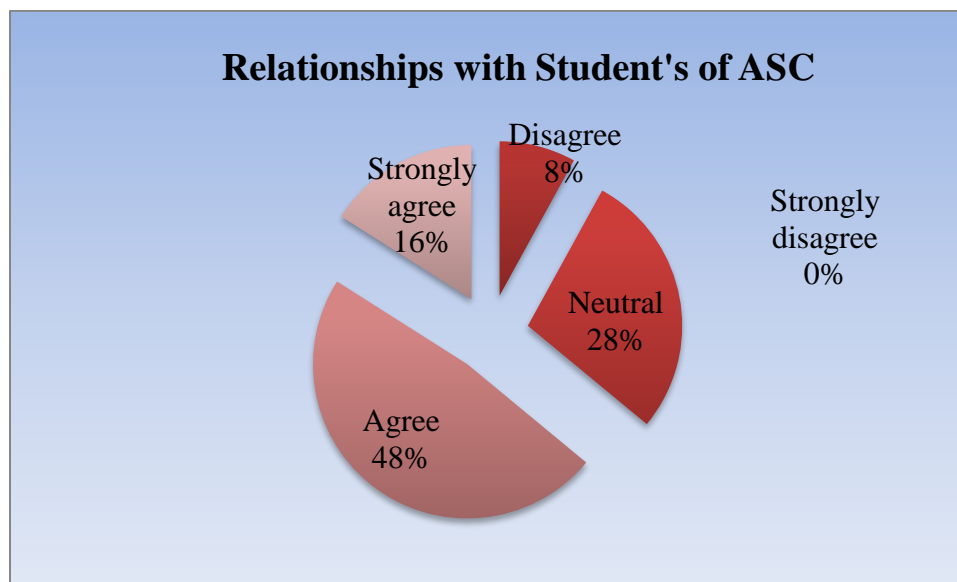


Figure 4: Relationships with Student's of ASC

Analysis:

Relationship with customers is the essential task of every organization. In response to the question above, the figure shows that 64% of customers gave a positive reply, whereas 48% of respondents agreed and 16% strongly agreed to this fact. The number of respondents who expressed disagreement is 8%, and 28% of respondents kept their response neutral.

#### 5.4 Satisfaction with service:

Table 4: Satisfaction with service

Satisfaction with service	Result
Strongly disagree	0
Disagree	0
Neutral	10
Agree	12
Strongly agree	3

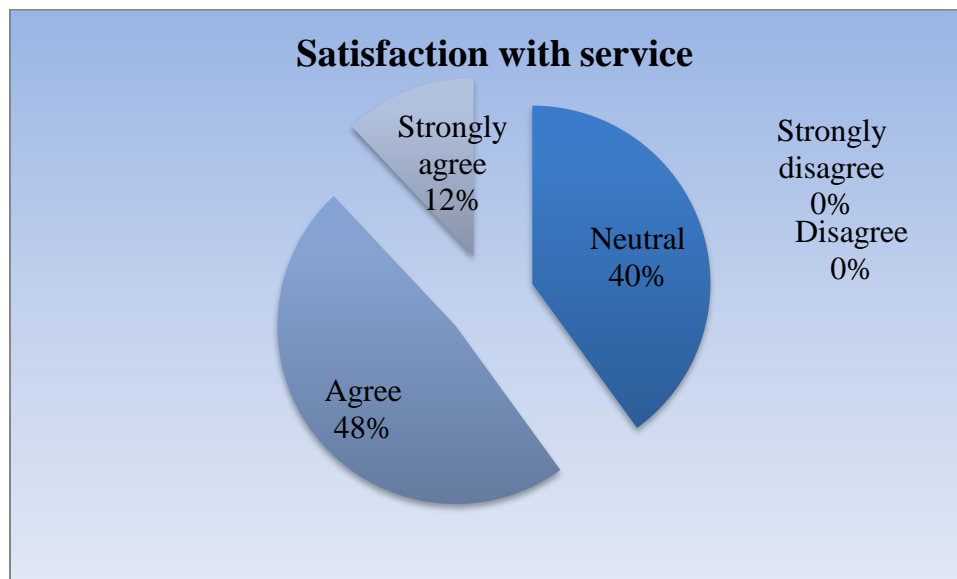


Figure 5: Satisfaction with service

#### Analysis:

From the above table and graph, it very well may be said that lone 12 % of respondents firmly consented to this reality and 48% concurred. In the interim, the quantity of respondents who emphatically differ to this reality is 0%. And 40% of respondents kept themselves in the unbiased side.

## Chapter Six

### Conclusion

#### Conclusion

A career in education has never interested me. But my internship experience has motivated and pushed me to grow as a teacher. In addition, my college professors piqued my interest in the field of education. Mistakes in the classroom were inevitable throughout my internship. On sometimes, my classes were unresponsive to my instruction. On occasion, they would forget to bring their homework copies, and on occasion, I would fail to present myself in the manner they had envisioned. I was constantly trying to right my mistakes. The lady in charge was helpful, and I would often consult with her before making any assumptions. For instance, I intended to do a brief presentation based on the poems or stories I taught them, but she felt it would be too much for the young children. She noted that a five-minute presentation can be too much for them to handle, while memorising responses that are two lines long can be a challenge. I have gained so much knowledge during my internship and hope to keep it all close to my heart. All the wonderful times I had with my students will remain among my fondest teaching memories. Despite the small number of students I have, I have always given my all to each one. There was never a moment when I doubted that my students would retain any of the information they were being taught. On the contrary, I've always had the impression that I was really invested in them and had been their teacher for quite some time. Getting the most out of my students was a challenge for me. I made it a point to spend as much time as possible with each of my classes, and to offer any assistance I could, not just as their teacher but also as a friend and a protector. I encouraged them to discuss the issue either amongst themselves or with others not involved in the study. I even spoke with both sets of parents. One student regularly spoke ill of his mother in class. His mother reported that he never stopped playing video games and YouTube and refused to engage her in conversation when she attempted to speak to him in English. I advised and coached the young man in question. I showed him and the other students a variety of animated short films with moral lessons because they were all big hits. This was a weekly ritual of mine before. The child apologised to his mum and stopped being disrespectful to her as a result. I stayed in touch with the guardian, and she said he was using English with his mum and rarely misbehaving in front of her as a result of my efforts. I told my students that their weekly oral performance would determine whether or not they

received one of those stars and a happy face sticker. I instructed them to act as a resource for one another while using the English language, and reassured them that if they ran into trouble or were unsure of how to express themselves, the other teachers and I would be available to assist. They had to tell me anything they could think of in English about their chosen superhero for an assignment I used to give them. My on-site visitor, the miss in charge, was impressed with the children's progress and performance. As a last point, I have some recommendations for the school based on my experience.

To begin, I would propose that they paint and reorganise the classrooms. Even though they were beautifully embellished, I get the impression that they are rather old.

Secondly, the primary and junior sections of the school need access to a playground. They should also invest in more sports gear for the students.

Thirdly, I think there should be more usage of multimedia in schools.

Finally, I'd like to comment on the availability of faculty members. The elementary school needs more instructors because there aren't enough of them.

In conclusion, I would want to remark that these past four months were the most formative of my life. This internship was a wonderful experience for me. There are now new people in my workplace who I can call friends. They extended an extremely warm welcome. Since I was the youngest, they tried to make things easier for me. This internship allowed me to gain valuable teaching experience while collaborating with inspiring educators. I began my trip in January and made it through to April. By now, I have dealt with a plethora of issues, queries, and problems. What we learn in our theoretical classes is not always easy to practise in the real world of teaching, as I discovered. Teachers' knowledge, abilities, and experiences are crucial to the success of any given approach, method, or methodology. In conclusion, I'd like to state that I was quite anxious before beginning my internship because it would be the first time in my life that I would be teaching. But now that I've completed it, I feel great about myself and have faith in my ability to be a great teacher. Both my pupils and my colleagues and superiors have taught me a great deal as I've reflected on my own teaching practises.

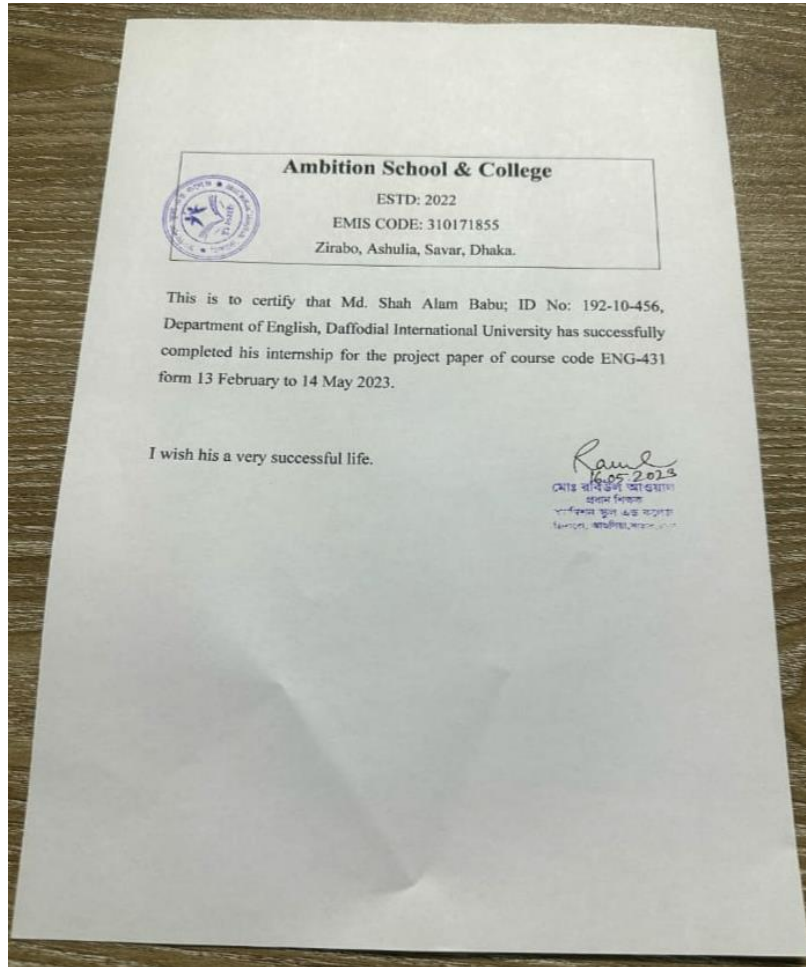
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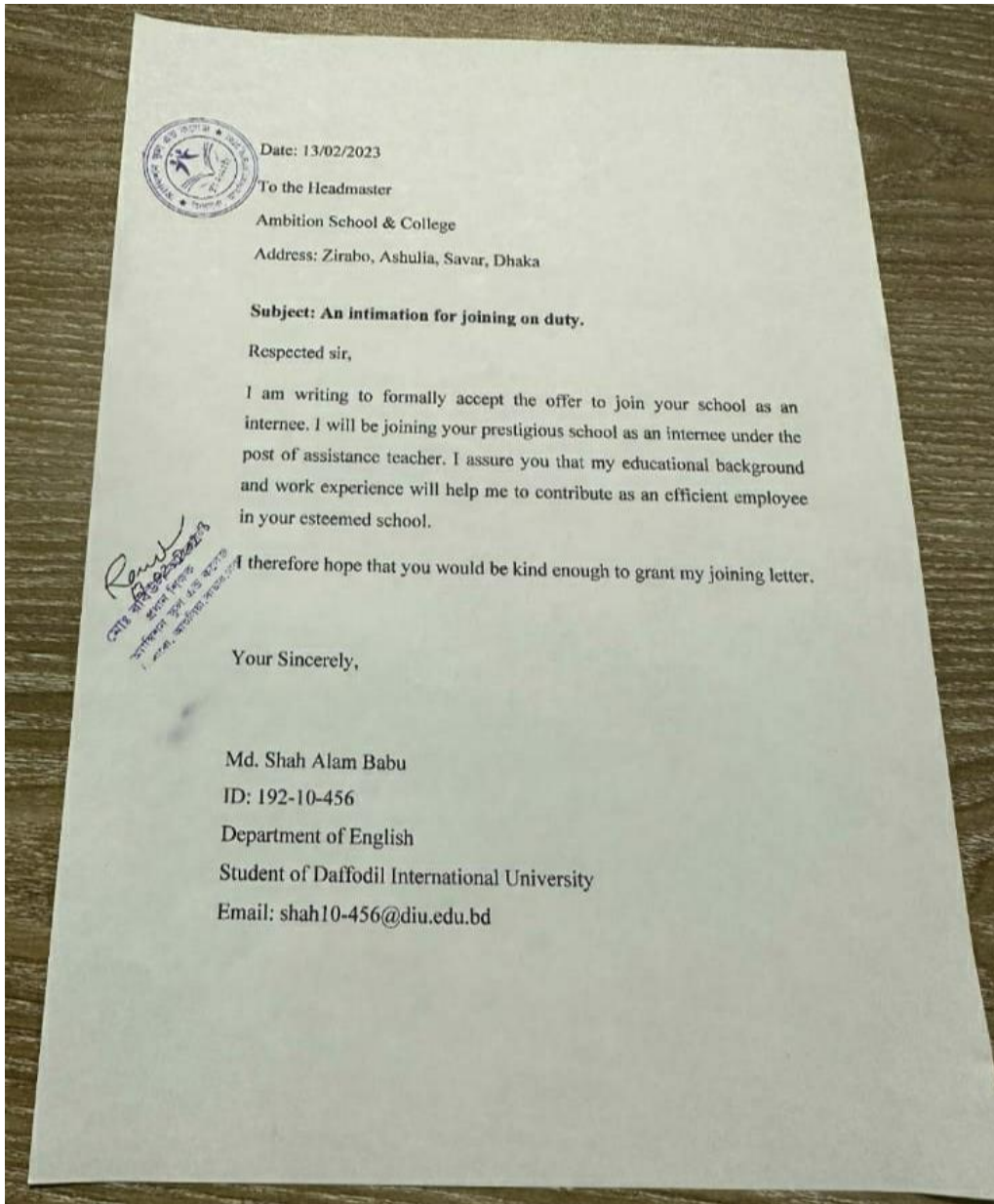
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# Appendix

A)



B)





## Turnitin Originality Report

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