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Internship Report
On
My Experience as an English Teacher at Rafiq Raju Cadet School

Submitted by

Pranto Rahman

ID: 192-10-455

Department of English Daffodil International University

Supervised by

Ms. Nahida Akter Poly

Lecturer (Senior Scale), Department of English

Faculty of Humanities & Social Science

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Declaration

This is Pranto Rahman, I hereby certify that I am preparing an internship report on teaching at Rafiq Raju Cadet School.

The internship titled "My experience as an English Teacher at a School" submitted to the department of English, Daffodil International University is an authentic record of my original work done by me under the supervision of Ms. Nahida Akter Poly, Lecturer (Senior Scale) of English, DIU. I also announce that this experience report submitted in the partial fulfillment of the requirements for the award of the course Internship Paper (ENG-431) of the degree B.A(Hons) in English.



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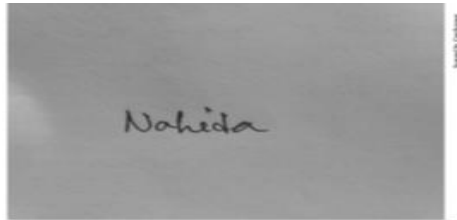
Pranto Rahman

192-10-455

Department of English

Certificate of the Supervisor

This is to certify that the student, Pranto Rahman bearing student ID 192-10-455 has undertaken the course project paper, Code: ENG 431 with me. For his internship he selected Rafiq Raju Cadet School, and he maintained regular communication with the facilitator in the host school. He observed many classes and conducted many classes. During this whole process he was in touch with me and asked for my guidance on a regular basis. As he fulfilled all the conditions and completed all the procedure of the course, the intern is now qualified to submit his report being subject to the evolution of the panel of examiners. He must present the findings of the report in front of the panel of the evaluators.

A rectangular box containing a handwritten signature in cursive script that reads "Nahida". The signature is centered within the box. On the right side of the box, there is a vertical line of small text, likely a watermark or page number, which is partially obscured.

.....

Supervisor

Nahida Akter Poly

Lecturer, Department of English

Daffodil International University

Acknowledgment

I first want to thank the All-Powerful Allah before getting into the specifics. Afterward, I want to sincerely thank, respect, and appreciate my supervisor, Nahida Akter Poly Ma'am. She provided a lot of excellent advice and comments that helped me finish my internship project.

Then I thank Mizanur Rahman Sir, the honorable principal of Rafiq Raju Cadet School, for giving me the chance to do a three-months internship there. I want to thank Tushar Khan Sahin Sir, the English teacher at Rafiq Raju Cadet School.

I appreciate the students participation in my lessons and their assistance. I want to convey my thanks to everyone who has helped me complete this project successfully by giving me various resources, support, and advice during this three-months trip.

Abstract:

This internship report aims to present a comprehensive and detailed overview of my internship experience at Rafiq Raju Cadet School, focusing on the observation and application of various English Language teaching methods.

Through three months of intensive observation and active participation, I gained valuable insights into the overall scenario of English Language teaching at Rafiq Raju Cadet School. The findings and observations presented in this report contribute to a deeper understanding of English Language teaching practices and their impact on students and educators. It helps find out the positive sides as well as the shortcomings of current teaching system.

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Chapter 1

Introduction

English language is a tool used to communicate to each other. It is an international language and most commonly used all over the world.

According to a 2016 World Bank report, Bangladesh is a lower middle-income country. This is because the country has made steady progress over the last ten years. It is impossible to overstate the importance of English in sustaining growth and ensuring that individuals may work wherever in the world. As a result, improving how English is taught and learnt has become a primary priority for business. Despite the government's attempts in recent years to standardize English language instruction (ELT), the outcomes have been disappointing. English is taught as a foreign language at Bangladesh's higher education institutions. It is a required subject from first grade to high school and beyond. Despite the fact that Bangla is the official language of Bangladesh, English has been taught at all levels of education since the country's inception in 1971. The English Department has developed a course called "Project Paper with internship" to provide students with an excellent opportunity to learn about the present situation of English language learning and instruction at the secondary level in Bangladesh by visiting institutions. The major purpose of the internship report is to discover what approaches and concepts teachers still employ to help their students learn English. A school in my village has been chosen in accordance with the guidelines. I conducted and then observed several classes there. When the courses were observed, various issues were discovered. To address these issues, certain strategies have been proposed that may assist such institutions in teaching English more effectively.

Chapter 2

Objectives of Internship

Understanding the current condition of English language teaching and learning approaches, which are mostly employed by secondary school teachers in Bangladesh, is the main objective of the project activity. The following list also includes the project paper's objectives:

- To understand the teaching techniques, learning styles, and tactics employed by secondary English instructors.
- To understand the educational tools used to teach English
- To understand how teacher makes the lesson useful for students
- To find out how different plans and methods work
- To understand the rapport between the teacher and the students
- To knowledge of the existing classroom environment
- To figure out the student's understanding level during class

Chapter 3

Methodology

3.1 Choosing an Institute:

I thought a lot while choosing an institution to complete my internship and decided that I would do the internship at my village school. I consequently traveled to my neighborhood. When I arrived at the school, I presented the principal with a letter of reference from the English department, and he graciously introduced me to every teacher there. He let everyone know about me and let me three full months to attend lessons and watch others in the school.

3.2 Class Selection:

I decided to take and observe classes at the secondary level. Accordingly, I informed the headmaster of the school and he informed me about classes 7 and 8. The teacher then handed me the class schedule and readily let me observe the class as part of my internship work. Both the teacher and the students were honest and helpful.

Chapter 4

Details of Institution

Name: Rafiq Raju Cadet School

Location: Takterchala, Mirzapur, Tangail

Founded: 2012

Number of Students: 317

Number of Teachers: 15

Playground: 01

Result: The Overall result of the students is excellent which is bringing enough reputation for this school.

Chapter 5

Teacher's Class Observation

5.1 Class Observation Report

According to the instructions my supervisor gave me for my internship paper, I was required to observe many classes. As a result, I had the opportunity to have observed the first class in class 7 on February 12, the second lesson in class 8 on February 13, and the third session, again in class 7, on February 14. I tried to communicate with my students and use both English and Bangla for communication. I observed many classes, one examination, and conduct classes. I figured out their behavior during the class and examination. I made an observation checklist regarding the lesson plan, teaching methods, class management, presentation skill and teaching materials etc. I have gathered the feedback regarding my teaching from the students and teacher.

5.2 Teacher's Class Observation (1 & 2):

| | |
|--|---|
| Teacher's Name: Tushar Khan Sahin | |
| Name of Institution: - Rafiq Raju Cadet School | |
| Classroom Description: | |
| <p>1. Classroom's Size: The classroom is designed so that 30 students can sit together for classes.</p> <p>2. Seating Arrangement: The classroom has wooden benches for students to sit and they are arranged in two rows. The classroom has a whiteboard as well as a large-sized. However, there is no seating arrangement for the teacher in the classroom.</p> <p>3. Local conditions: To understand the local condition of the classroom, a few things should be highlighted such as - ventilation, Teaching materials, Lights, and fans.</p> | <ul style="list-style-type: none">● Ventilation: The classroom has two large windows on one side of the wall and one door on the other side for proper ventilation.● Lights, Fans: In addition to the windows, three lights are used in the lighting of the classroom and there are two fans in the classroom. |
| | |

| | |
|--|---|
| Student Information: - | |
| <p>1. Academic Level of the Students: Regionalism has an impact on how most pupils speak or use English.</p> <p>2. Average Age of Students: - All the students in the class are between the ages of 14-17.</p> | <p>3. Number of Students: The Total Number of students in the classroom is 30. Among them the number of Students presented-</p> <ul style="list-style-type: none"> ● In The First Class: 19/30 ● In the second class: 21/30 |
| Lesson Objectives: | |
| The first and second lessons were designed to educate students on how to create sentences as well as the fundamental ideas | |
| Teaching Materials: | |
| Course Book: Worksheets or handouts, 'English for Today' Textbook, Radiant Learner's Communicative English Grammar & Composition and whiteboard, black marker. | |

5.3 Report on Observation- 1 & 2 General Information

Tutor: Tushar Khan Sahin

Place of Observation: Rafiq Raju Cadet School

Level: Secondary school level

Number of Students:

***First class:** 17 (Men 8, Women 9)

***Second Class:** 23 (Men 10, Women 13)

Date:

***First class:** 12-02-2023

***Second Class:** 13-02-2023

Time: 10.00-11.10 AM (First Class) 3.00-4.00 PM (Second Class)

Observer: Pranto Rahman

5.4 Class Observation 01:

Initial Observation I take an English course was in the seventh grade. The session was meet for 40 minutes and started at precisely 10 a.m. There were 19 students in the first class. There were 10 male students and 9 female students in total. Tushar Khan Shahin Sir, the English coordinator of Rafiq Raju Cadet School, led the lesson. When I entered the class with him, all the students in the class stood and saluted us. On entering the class, he introduced me briefly and asked what I was. The students were happy and gave me a warm welcome.

Then, I figured out he started the class with their presence. In essence, he covered the material covered in their curriculum in his most recent lesson. Grammar and essays were required for the class. He taught students there how to write essays quickly and effortlessly using sentence structure. He asked the students to submit their homework before starting the class on the core subject. 70% of the students that presented in class were able to exhibit their assignment, whereas the other 30% were unable to do so. So, he inquired as to why they had not completed or brought their assignment. He reviewed the accounts and fixed errors. It took around 20 minutes. Then he decided to read the chapter aloud to everyone. As a result, he told everyone one by one. He discovered that some kids were unable to memorize the full paragraph without making errors. Otherwise, the students demonstrated active participation by adhering to the norms and decorum and keeping the lesson entertaining. He then offered students about life advice. Such lectures were extremely motivating for students to become more engaged and enthusiastic in their studies.

He employed a combination of Bengali and English to better comprehend all of the students. This method was really useful and effective for the students which helps them to understand any subject in English easily as the students could not catch the whole speech spoken in English. Before leaving the class, he gave them homework on that paragraph again, as well as on Sentences. He left the class on time. Overall, it was an effective class and class worth being a part of.

Strengths of Instructor:

- His voice was strong and clear, and he was animated, social, and clever. so that all of the students could understand him and the children could easily relate to the study.
- He spoke in a way that integrated the study topic with real-life experience, allowing everyone to understand.
- He appears to be quite educated about the subject.

Weakness of Instructor:

He didn't seem to be very skilled at speaking English, and he spoke largely in Bangla in class.

5.5 Class Observation 02:

I went to the lesson on 12/02/2023 at 3 p.m. to witness the second class. Mr. Tushar Khan, the English teacher, arrived on schedule. Then he looked at the attendance. This lesson was presented by a total of 23 students. Sir then continued to lecture about the previous class's topic Sentence. First, he put various sentence kinds on the whiteboard and invited the pupils to write any of them. Then, using examples, he went over the construction of five sentences one by one. Many of the pupils were able to construct sentences when they were prompted to do so. Mr. Tushar Khan Sir answered the students' queries at the question and answer session at the end of

the lesson. When the given topic was finished, he departed the class with the student's assignments without discussing the new topic.

➤ Strengths of conductor:

- He begins the session with a grin and a lot of confidence, and he allows students to ask questions, which is beneficial in learning and applying grammar.
- He is skilled at capturing the attention of students.

➤ Weakness of Conductor:

- He used no innovative methods other than the usual approach of English grammar, which is written rules.
- There was little information available on utilizing grammar to learn a language.

Chapter 6

Teaching Experience:

I am also permitted to attend two lessons, as specified by my supervisor, with the consent of the Principal of Rafiq Raju Cadet School. As a result, in cooperation with my conductors, I picked the theme based on the school curriculum. I worked hard to prepare so that I could explain to the students why grammar is important and how grammar may help them learn English more easily.

6.1 Reports of own class:

- **Name of Institution:** Rafiq Raju Cadet School

- **Classroom:**

- Classroom Dimensions: For classes, the classroom is designed to seat 30 people.

□ **Seating Arrangement:** Children can sit on two rows of wooden seats in the classroom. The classroom is equipped with a whiteboard, a large visual projector, and a large wooden stand where the instructor may store his equipment (books, markers). However, there is no seating for the teacher in the classroom.

□ **Local circumstances:** A few features, such as ventilation, teaching materials, lighting, and fans, should be highlighted to grasp the local status of the classroom.

□ **Ventilation:** The classroom has two large windows on one side of the wall and two doors on the other for ventilation.

□ **Lights and Fans:** In addition to the windows, three lights and two fans are used to brighten the classroom.

• **Students Information:**

10% students were excellent, 30% students were average 40% students were bellow average, 20% students were low.

• **Academic Level of the Students:**

There is an influence of regionalism on the way most students speak or use English.

➤ **Average Age of Students:**

- All the students in the class are between the ages of 14-17

➤ **Number of Students:**

● The Total Number of students in the classroom is 30. Among them the number of Students presented-

- In my First Class: 21/30
- In my second class: 19/30
- In my third class: 25/30

- In my fourth class: 25/30
- In my fifth class: 24/30

➤ **Numbers of Years of English Study of Students:**

- All the students studied English in at least 7th grade according to the system of our country.

➤ **Lesson Objectives:** Article and Its Use

- Date: 15-02-2023

➤ **Teaching Materials:**

- Course Book: 'English For Today' and Radiant Learner's Communicative English Grammar & Composition
- Published by: Akkhar-Patra Prokashoni

6.2 Class Experience: 01

My first class was from 10 am to 10:40 pm on February 19, 2023. I first went to class 07 with English instructor Mr. Tushar Khan and introduced myself briefly in an attempt to strike up a discussion. On that specific day, there were 21 children in the room. I decided to teach students of "Usage of preposition," after chatting with the instructor. The teacher and the class were introduced. I'll be honest: I was nervous at first because this was my first time giving a lesson as a professional. I greet the students and then ask a few questions about the "article's" underlying facts to get their attention. The kids were quite helpful. They regarded me positively and attempted to answer my inquiries. I was able to regain my confidence as a result of their encouraging actions, and I then proceeded on to the major issue. Because it was difficult to explain the principles of using articles in one session, I worked hard to express the 10 rules of using "A" and "An" using examples. I tried to engage them by giving them questions and assignments. They were with my teaching style, and I encouraged them to ask me questions about anything they didn't understand. I invited them to offer examples of their efforts while I

lectured, and some of them were able to do so as I proceeded. Their statements had a big influence on me. I don't care if they were correct or incorrect; at the very least, they tried.

I sought to educate them without using a specific book by leveraging my knowledge in articles, which, in my opinion, helped them retain the lesson for a long time. I made numerous informative and motivating presentations about the importance of learning English and how we achieved it by using grammar with confidence. I provide some practical advice for enhancing your English fluency, as well as some moral lessons based on your particular experiences. I was unable to continue due to the limited amount of time in the session, but before they departed, they informed me that they thoroughly understood the material.

Material and may utilize it in the future. Because the students were unfamiliar with other English language learning strategies, I taught the entire class using the Grammar Translation methodology at first to build a fearless, inviting environment. In actuality, the experience was pretty pleasurable for me since the children's collaboration made the class so lively and interesting.

6.3 Institution:

Name of Institution: Rafiq Raju Cadet School

About Classroom:

➤ Classroom's Size:

- The classroom is designed so that 30 students can sit together for classes.
- Seating Arrangement: Students can sit on wooden seats that are placed in two rows in the classroom. The classroom contains a whiteboard as well as a wide wooden stand on which the instructor may put his resources (books, markers). However, there is no seating arrangement in the classroom for the teacher.
- Local conditions: To understand the local condition of the classroom, a few things should be highlighted such as ventilation, Teaching materials, Lights, and fans.
- Ventilation: The classroom has two large windows on one side of the wall and two doors on the other side for proper ventilation.
- Teaching Aid: To facilitate the teaching of the students, a large size visual projector plays various educational videos (topic related), and six small sound boxes are set up in the classroom so that everyone in the class can hear sounds properly. There is also a whiteboard and necessary marker pens.
- Lights, and Fans: In addition to the windows, three lights are used in the lighting of the classroom and there are two fans in the classroom.

➤ Students Information:

- Academic Level of the Students:

There is an influence of regionalism on the way most students speak or use English

- Average Age of Students: All the students in the class are between the ages of 15-18 and only two students have in this classroom, they are in the home of the twenties.

- Number of Students:

The Total Number of students in the classroom is 30. Among them the number of Students presented-

- In my First Class:

- Numbers of Years of English Study of Students:

All the students studied English in at least 7th grade according to the system of our country.

- Lesson Objectives: WH QUESTION

Class Date: 22-02-2023

- **Teaching Materials:**

- Course Book: English Grammar and composition, Classes Eight
- National Curriculum and Textbook Board as a textbook Board, Bangladesh (2017)
- Published by: National Curriculum & Textbook Board 69-70, Motijheel Commercial Area, Dhaka.

6.4 Class Experience: 02

I had previously planned how I would approach the second class differently. Then I walked into the classroom, I announced that we would be learning about ourselves today. We'll ask and answer each other's questions. It must be written in English. Essentially, I will provide the students with a concept about WH Question as well as explain in depth how to talk English for a long time. At the start of the session, I begin delivering the tale and then pause to ask them questions, which they respond to. Again, they raise questions, and I respond. I've mentioned the WH Question a few times during this Q&A. I gave a lot of ideas and also tested their questioning ability using WH QUESTION. Most of the students in the class passed that test. I think that if they practice grammar regularly, they will become proficient in the English language very quickly. At the end of the class, I thanked everyone.

Chapter 7

Overall Findings

- Teachers always try to give their best.

They are very aware of the students. A teacher always tries to teach the students saying grammar is very important. That's why teachers always teach students by following grammar rules teachers teach using Grammar Translation Method.

- Despite the touch of advanced technology, the technical skills of teachers are relatively low.

Even though government schools today have competent professors and brilliant pupils, the amenities in the schools are quite limited. That is why they are technologically and technically illiterate. If adequate resources are provided, this problem should be solvable.

- A beautiful relationship exists between student and teacher. All the teachers are quite helpful.

All of the teachers are accustomed to being nice to the pupils. The numerous amazing exchanges between students and teachers make teaching more attractive. No one, however, underestimates the value of teaching.

- Students still find English language learning difficult. They are afraid.

Students have a phobia of English as a result of a lack of suitable facilities and competent counseling. This can have serious consequences for the future. However, by making the correct choices, it is possible to conquer this anxiety.

- There is not enough seating in the library, computer lab

Students confront difficulties as a result of a scarcity of available seats in schools. For example, there are insufficient seats in the library and the computer lab, both of which are critical for a student.

- Although students try to learn English, they are not interested in reading English books.

Students have a desire to study English yet are unwilling to read English literature. As a result, students should be made aware of the need of reading books to properly learn English and overcome their anxiety through good counsel. The majority of pupils remember grammatical rules without considering their applicability. Teachers are very hardworking and patient. Teachers put in a lot of effort. What a student performs, beginning with taking the class, will aid in the right knowledge organization of the learner. And every instructor takes their neighbor seriously.

Chapter 8

Recommendation:

- During the conversation, the teacher should use more English words or sentences with students.

In the classroom, the teacher provides Bengali terms or talks in Bengali. However, in this type of classroom, English words and language should be used more frequently with the kids.

- Language learning labs should practice how to learn English correctly by using more grammar. Right grammar is critical for acquiring the right English language. That is why we must all practice proper grammar. Only by mastering grammar can we achieve true proficiency in English. As a result, studying grammar is the most crucial component of learning English. That is why language learning laboratories should use more grammar to practice how to learn English correctly.

- Students must be well-organized and motivated to master grammar. That is why students should be made aware of English education, as well as those who may assist students in gaining a correct understanding of it.

- The habit of speaking in the English language should be developed and encouraged among the students.

Grammar is vital for English education since it is so important. Because sentences will never be produced appropriately if the grammar is not used. Sentences can also be created incorrectly by using the wrong grammar, but their meaning might vary. That is why it is critical to learn English properly. And for that, you must become accustomed to conversing in English. Because when students converse in English, they can quickly identify the source of their problem and remedy it afterward. They will be more motivated as a result.

Chapter 9

Conclusion

I understand that being a teacher is not an easy job. As I discovered during my internship and project paper, it is difficult to match the level of children. Having the opportunity to attend lessons at the higher secondary level was a fantastic experience for me. It was also great to be a teacher. To complete the training and observation, all of the students and teachers collaborated. Going to courses and teaching lessons allows you to see how the English for Today content is utilized and how English is currently taught in Bangladeshi schools. There may be variances at other institutions as well. There are many things that Rafiq Raju Cadet School, Takterchala can do better. They should prioritize the suggestions for improving things. There were some positive findings, but there were also some areas where the school might improve. This research might assist schools enhance their English instruction.

Chapter 10

Appendices



Certificate of Internship



রফিকরাজু ক্যাডেট স্কুল

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Internship Report On My Experience as an English Teacher at Rafiq Raju Cadet School Submitted by Pranto Rahman ID: 192-10-455 [Department of English Daffodil International University Supervised by Ms. Nahida Akter Poly Lecturer](#) (Senior Scale), [Department of English Faculty of Humanities & Social Science Daffodil International University Declaration](#) This is Pranto Rahman, I hereby certify that I am preparing an internship report on teaching at Rafiq Raju Cadet School. The internship titled "My experience as an English Teacher at a School" [submitted to the department of English, Daffodil International University](#) is an authentic record of my original work done by me under the supervision of Ms. Nahida Akter Poly, Lecturer (Senior Scale) of English, DIU. I also announce that this experience report submitted in the partial fulfillment of the requirements for the award of the course Internship Paper (ENG-431) of the degree B.A(Hons) in English. Pranto