



Daffodil
International
University

INTERNSHIP REPORT

On

Tasks performed by an English Teacher at Begunbari High School

Submitted By

Mst.Sameera Akther

ID: 203-10-2327

Supervised By

Ms. Afroza Akter

Lecturer

Department of English
Daffodil International University

Declaration:

As a consequence, I now certify that the internship report I turned in for the Bachelor of Arts in English program at Daffodil International University, using the "Project Paper with Internship" curriculum (ENG 431), is 100% genuine and unique.

The exceptional English teacher at “Begunbari High School” is highlighted in the report for her advocacy.

Yes, I am the only author and contributor to this work.

A handwritten signature in black ink that reads "Sameera". The signature is written in a cursive style with a long horizontal line extending to the right from the end of the name.

Mst.Sameera Akther

Program: Bachelor of Arts in English

Batch: 18th

ID: 203-10-2327

Daffodil International University

Certificate of the Academy Supervisor:

I am happy to announce that **Mst. Sameera Akther, ID: 203-10-2327**, from the English department has successfully finished the project paper titled "Tasks performed by an English Teacher at Begunbari High School" under my supervision. To the best of my knowledge and in accordance with her statement, it is an original piece of work that she laboriously created.

I suggest that **Mst. Sameera Akther** project paper receive more Academy commendations. She has not turned in this project paper to another place, and it is genuine.

It has been a real pleasure working with her. I hope she succeeds in everything.



Ms. Afroza Akter

Lecturer
Department of English
Daffodil International University

Acknowledgment:

I want to start by offering thanks to Allah for providing me with the ability and chance to study English honors. Without the grace of Allah, I could not have completed this. I've tried my hardest to do this assignment. Even yet, without other people's assistance, I would have been powerless. I would like to thank Daffodil International University's Department of English for enabling me to finish my internship report. I want to express my gratitude to Ms. Afroza Akter, Lecturer in the English Department at Daffodil International University, who is my supervisor. She provided me with excellent ideas and guidance that enabled me to finish my project paper. for providing her with excellent ideas and appropriate guidance so that she could finish my project paper and submit it on time.

It would be tough for me to turn in project papers by the deadline without her guidance or assistance. In addition, I am appreciative of Head teacher Hazi Md. Abdul Hamid for approving my internship at "Begunbari High School," which I completed by watching four courses. Thank you to everyone who made it possible for me to attend the classes.

Abstract:

During my three-month internship at Begunbari High School I initiated contact with the school's headmaster to secure the opportunity. After a positive discussion, I received approval from the principal on March 01, 2024, to proceed with my internship. My objective was to observe classes taught by various teachers across different grade levels as part of my project paper. Embarking on my first day, a mixture of nerves and excitement filled me. Although my initial class didn't unfold as smoothly as I hoped, I relished the opportunity to introduce myself to the students. As days progressed, I grew more confident and better prepared, thanks in part to the invaluable support and guidance extended by fellow instructors. Their mentorship significantly bolstered my subsequent classes, enabling me to deliver more effectively. Throughout the internship, I received close supervision and constructive feedback from the assistant, enhancing my learning experience. Additionally, the assistance and support provided by other teachers proved instrumental in my growth. Under the guidance of Headteacher **Hazi Md. Abdul Hamid**, I navigated various classes, accumulating a wealth of practical experience. Reflecting on my time at the school, I identified both strengths and areas for improvement within the educational environment. Overall, my internship at Begunbari High School was a transformative experience, equipping me with invaluable insights and skills for my future endeavors.

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Chapter 1

Introduction

1.1 Introduction:

English has emerged as a vital language in our country, serving as a secondary language for many. Its global significance cannot be overstated, as it continues to spread its influence worldwide. Once deemed unattainable, English has now reached unprecedented levels of importance, earning the title of the dominant global language. Its widespread appeal transcends borders, facilitating communication on an international scale. In Bangladesh, the adoption of English is imperative to keep pace with the economic, political, educational, and social dynamics of the world.

Recognizing the paramount importance of English proficiency, I am inclined to pursue an internship at an educational institution to enhance my language skills. Under the guidance of Ms. Afroza Akter, a distinguished faculty member in the English department at Daffodil International University, I am to overcome my initial apprehensions and excel in my endeavors. Though initially nervous about public speaking, I believe this experience will gradually diminish my fears and equip me with invaluable communication skills essential for professional growth

Chapter 2

Objectives Of the Internship

2.1 Objectives of the Internship:

2.1.1 The project paper possesses three key objectives:

1. Examining the dynamics of teaching in the school involves:
 - a. Reviewing the commitment and enthusiasm of teachers towards guiding students.
 - b. Examining the array of teaching techniques and accommodating diverse learning styles in classrooms.
 - c. Identifying the incorporation of alternative pedagogical methods in English instruction.

2. Evaluating the educational atmosphere of the school involves:
 - a. Surveying the accessible educational facilities and institutional capacities.
 - b. Examining how teachers and students interact and communicate with one another.

3. Evaluating the efficacy and uniformity of the educational process includes:
 - a. Examining if the curriculum or class schedules need to be changed.
 - b. Exploring the various instructional strategies employed by teachers.
 - c. Recognizing instances of applying English Language Teaching (ELT) methods in practical contexts.

Chapter 3

Methodology

1.1 Methodology:

Initially, I found myself uncertain about where to pursue my internship. Initially, I contemplated doing it at my alma mater, but its distance from my residence posed a logistical challenge. At that point, my elder sister intervened and suggested a college for my internship. After careful consideration, I opted for a school closer to home.

One morning, accompanied by my sister, I approached the chosen school and sought an audience with the Head teacher. Articulating our intentions, we discussed the possibility of me undertaking my internship there. Graciously, the head teacher granted permission, setting in motion the formalities required for the internship.

Following the meeting, the Head teacher outlined the necessary documents: a cover letter, CV, and a duplicate of my university ID card. Promptly, I assembled these materials and returned to the school a few days later to submit them. Now that the paperwork was taken care of, I was excited for my internship to start.

On the designated date, 3rd of March 2024, I officially joined the internship program. Equipped with the internship letter from my university, I completed the requisite formalities and embraced the opportunity to contribute to the school community.

Throughout my tenure, I actively participated in various aspects of school life, from classroom observation to assisting teachers in delivering lessons. Each day presented new learning opportunities, enriching my understanding of educational dynamics and reinforcing my commitment to personal and professional growth.

Reflecting on my decision, I am immensely grateful for the choice of this school for my internship. Its proximity to my residence facilitated seamless integration into the daily routine, while the encouraging environment nurtured my development as an aspiring educator. As I continue my journey, I carry with me the invaluable experiences and lessons gleaned from this enriching internship experience.

Chapter 4

Institution Detail

4.1 Institution Details:

Name of Institution	Begunbari High School
The location	R8M9+QXQ, Akran Bazar - Sadullahpur Bazar Rd, Birulia
The amount of students	710
The Number of Teachers	20
The Number of Staffs	08
The Class Schedule	10:00 AM to 4:00 PM.
Qualifications of Teachers	People with a Bachelor's and Master's degree in a particular field
The Library option	There's a library here.
The cafeteria	There is a cafeteria.
School Bus	There isn't any bus available right now.
CCTV Protection	Available

4.2 The individuals that took part in the internship were:

Throughout my three-month internships, I was immersed in the daily operations of a school catering primarily to middle-class families. The student body predominantly comprised individuals aged between 13 and 15, reflecting the demographic served by the institution. Notably, the teaching staff also hailed from comparable middle-class backgrounds, fostering a shared socio-economic context within the school community.

4.2 Academic Department:

Educational institutions enforce attendance regulations, with penalties for irregular attendance. Weekly quizzes are conducted in all classes to assess students' understanding and progress. These tests are based on two major exams: the November annual exam and the June half-yearly exam. Exam results are a major factor in determining students' overall academic achievement and final grades.

4.3 The Executive Division:

The Administrative Department has observed that the pupils at this school demonstrate remarkable responsibility by making sure their classrooms are tidy in the final ten minutes of each session.

At the onset of the academic year, sports events are organized. Additionally, students actively engage in cultural programs, showcasing their talents through dance and song performances of their preference. The school also arranges religious festivals for communal observance and celebration.

4.4 Administrative work:

I collaborated with Tahmina Parvin, our administrative colleague, to orchestrate a Falgun Day event at our school. Initially, Our Head of school allocated a modest budget from the school funds. Despite its limitations, we managed to procure roses, balloons, and other decorations. With the assistance of volunteers, we transformed the hall into a vibrant space adorned with balloons and flowers.

During the event, the chairman delivered a poignant speech on topics ranging from road safety to fostering kindness and aiding the underprivileged. The hall, meticulously decorated, provided a fitting backdrop for the occasion. Upon its conclusion, we, along with fellow volunteers, diligently cleaned the hall, ensuring its pristine condition.

Our efforts did not go unnoticed, as other teachers commended Tahmina Parvin and me for the meticulous decoration of the hall. It was a rewarding experience to contribute to the success of the event and receive recognition for our endeavors.

Chapter 5

Internship Task

5.1 Internship Task:

5.1.1 Operational Condition:

During my internship, I had the privilege of being supervised by Hazi Md. Abdul Hamid, the Head teacher, who offered invaluable support and guidance throughout the entire period. Additionally, I extend my gratitude to the associate teachers whose assistance proved instrumental. Their thoughtful counsel and timely reminders about my coursework made a big difference in how well my internship went.

5.1.2 Report on Class Observation:

Daffodil International University's Department of English provided a checklist for assessing classroom management. Every class that was seen had a very well-organized layout, with hardwood seats placed in tidy rows of threes. The school also has multimedia classrooms available.

5.1.2 (a) First-class observation:

My initial observation happened in Section A, Class Seven, around 10:30 AM. The lesson was instructed by Tahmina Pervin, an Assistant English teacher at the school. There were twenty-five students present for the first paper in English. Warm pleasantries were exchanged between the instructor and the pupils upon her arrival. She introduced me to the pupils at the beginning of the lesson and then asked whether there had been any developments. After that, I gave the teacher some personal information about myself, and then she started teaching. Though she was pressed for time, she reviewed the students' assignments and provided feedback, but was unable to properly verify them.

5.1.2 (b) Second-class observation:

During my second observation, I attended nine sessions of Class B, which commenced at 10:00 AM. Tahmina Pervin conducted an English 1st paper class at the school. The class was substantial, with 30 students in attendance. The topic of discussion was Unit five, "Climate Change," wherein Mam elaborated on the concept and reasons behind global warming. While some students responded, others remained silent. However, Mam Tahmina Pervin patiently reiterated the explanation to ensure everyone's comprehension. She provided a clear and concise explanation accessible to all. Additionally, students were tasked with reading a passage, during which Mam Tahmina Pervin closely monitored their pronunciation, correcting those who mispronounced words.

5.1.2 (c) Third-class observation:

During my third observation, I observed a grammar lesson in Section B, Class Seven, which commenced at 11:30 a.m. The session was conducted by the proficient instructor Saniul Sani, with 31 students present. Sir's elucidation of articles was commendable. Despite some students causing disruptions by sitting at the back, Sir ingeniously divided the class into two groups to enhance engagement. He announced a challenge where correct answers to article-related questions earned one point for the respective group, while incorrect answers earned zero points. This interactive approach infused enthusiasm into the class, with students eagerly participating to accumulate points for their groups. The group with the highest points emerged victorious, fostering a sense of camaraderie and excitement among the students.

5.1.2 (d) Fourth-class observation:

On my fourth observation, I got to watch a sixth-grade Section B session that started at 11:30 AM and was mostly teaching the second paper of the English language. There were 42 pupils in the lesson, which was led by the extremely skilled and knowledgeable instructor Samiul Islam. Samiul Islam welcomed the pupils to the classroom and gave an overview of the day's lesson, "Duties of a Student". He continued, breaking down the structure of paragraph writing, even though at first some of the kids were less attentive. Still, the instructor persisted patiently, hoping to include every pupil in the lecture. Students grew more engaged and attentive as the lesson went on. As the lesson came to a finish, the teacher gave the pupils 20 minutes to compose a paragraph, and several of them did a really good job.

5.2 Teaching Experience:

Over the course of three months, I gained extensive knowledge and experience through attendance at numerous classes. In this post, I want to talk more about what happened to me in the first four days of this time.

5.2.1 1ST Class Conduction:

Date: March 18, 2024

Taking charge of a busy classroom on my first day of teaching was a daunting task. While teaching sixth-grade Section A, my colleague Zahid Sir introduced me to the students. Despite my efforts to take attendance, the room buzzed with chatter, proving more challenging to subdue than the teaching itself. Fortunately, a neighboring teacher came to my aid, restoring order and aiding in managing the class. Given the circumstances, I opted not to introduce new material, instead sharing engaging stories to connect with the students. Their interest and curiosity about me were palpable, prompting requests for future lessons. As I moved to my second session with seventh-grade Section B, where I was teaching the second English paper, the children greeted me with great warmth. Their excitement was palpable as I introduced myself and got to know their names, and the lesson went well.

Expertise: By building a good connection with the kids, I made it easier for them to collaborate and communicate.

The weakness: I encountered challenges in effectively managing the students, highlighting an area for improvement.

5.2.2 2nd Class Conduction:

Date: March 20, 2024

In Section B of ninth grade, I met a group of classmates I did not know well during the first session. I made a point of encouraging involvement in class discussions right away, stressing the value of it. Prior to starting the class, the pupils respectfully asked me about my name and history. I used this chance to properly introduce myself and build a relationship with them.

As the lesson went on, I observed some students engaging in frequent conversation, disrupting the flow of the lesson. To address this, I tasked the class captain with noting down the names of those speaking out of turn, which effectively restored discipline, resulting in a brief period of silence. In an effort to further enhance student engagement, I allowed them to compose letters to be read by me the following day. Reviewing each letter individually provided insights into the students' perspectives and thought processes.

I moved to Class 9's Section A and met yet another fresh set of kids. This lecture was a really good experience because of the class's lovely atmosphere and courteous manner.

Expertise: I noticed a significant feeling of calmness.

The weakness: I find myself spending quite a bit of time in the classroom to find a calm and focused learning environment.

5.2.3 3rd Class Conduction:

I worked with Section B of Class 7 on March 23, 2024, the third class of my academic timetable, exploring the topic of English grammar. It was particularly engaging as I had previously interacted with these students. To kick-start the session, I initiated a discussion around the assigned reading material, witnessing a remarkable shift in their speech cadences and a heightened spark in their eyes as dialogue ensued. In a bid to enhance their learning experience, I urged students to actively participate by showcasing their voice modulations on the board. Witnessing the diverse range of skill levels among the students was truly impressive. For those grappling to grasp certain concepts, I offered individualized explanations, ensuring no one was left behind. This interactive activity not only served as a source of inspiration but also fostered a dynamic and passionate learning environment.

Expertise: I wholeheartedly devoted myself to maximizing the learning experience for my students.

The weakness: I found difficulty in effectively sharing my personal experiences with the class.

5.2.4 4th Class Conduction:

When I entered my first English Paper 1 lesson with lesson 9, Section B on March 6, 2024, I was welcomed with warmth and inundated with questions about my history, all of which I happily entertained. After assessing their prior lessons, I directed their attention to an unseen passage from a model question, crucial preparation for their upcoming annual exams given their thorough coverage of the textbook passages. Skillfully navigating through the passage analysis, I addressed their queries and posed pertinent questions of my own. Upon completing the discussion, I joked around with the kids and gave them homework for the following class.

I went on to my second lesson with lesson 8, Section A, and the students greeted me pleasantly and did the same for me. I made a lighthearted intervention in response to the kids' first conversation by jokingly taking a wooden ruler from the class captain and threatening to wield it if the discussion continued.

Subsequently, I invited a student to step forward and introduce themselves in English. As another teacher entered the room, I seamlessly transitioned control to them, ensuring the students remained focused and prepared for the ensuing lesson.

Weakness: I recognized the need to project my voice more effectively.

5.2 Experience in Internship:

My teaching tenure at New Model High School has been a rewarding journey, encompassing classes at both the 6th and 9th grade levels. Notably, the male student population consistently outnumbered their female counterparts, exerting a significant presence in the classroom. These young minds were not only intellectually bright but also infused with a mischievous streak, presenting a unique challenge in classroom management. Despite the hurdles, I endeavored to provide guidance and support, often engaging in one-on-one discussions to offer moral advice and foster a conducive learning environment.

Chapter 6

Overall Findings

6.1 Overall Findings:

During my three-month tenure, I had the opportunity to observe four classes and engage in numerous sessions. Throughout this period, several pressing issues came to my attention that required immediate action. Here are some of the encountered challenges:

6.1.1 Lesson Plan:

English instruction is prevalent in academic settings, often posing challenges for students struggling with the language. To alleviate discomfort, a structured lesson plan becomes imperative. Adapting teaching methodologies to cater to English as a second language can bolster students' comfort and confidence. Standardizing instructional strategies across classrooms has the potential to foster better comprehension and academic success. As a result, there is a strong argument for more consistency in the teaching philosophies of school teachers.

6.1.2 Time Managing:

During a typical school day, the first four courses are given a total of forty minutes each, while the next four classes are given thirty minutes each. The teaching of foundational courses takes up the final thirty minutes of class. For students who require additional support to understand the content being taught, this section may provide difficulties. However, kids may overcome these challenges and succeed academically with the right direction and assistance.

6.1.3 Results of the Conducted Class:

The educators always have a kind and inviting attitude towards the pupils. Even though most students pay attention in class, occasionally loud disturbances might disturb the teaching atmosphere. As a result, educators might have to implement disciplinary actions in order to lessen these disturbances.

6.1.4 Utilisation of Technologies:

Teachers frequently use whiteboards and markers when instructing. However, pupils may be sent to multimedia classrooms when a more interesting lesson is required. These courses offer an abundance of additional materials and resources that suit different learning preferences, guaranteeing that every student fully understands the material.

6.1.5 The Classroom Context:

Because of the careful planning and execution, the classroom atmosphere was genuinely enjoyable. Everything was carefully chosen, even the placement of the seats to provide maximum comfort.

The school building's unique feature was its deliberate placement across from a busy road, which successfully protected the classroom from any possible disturbances. But every now and again, from across the school grounds, there were faint sounds from the surrounding residential residences that added somewhat.

6.1.6 Total Class Number:

The more students in a class, the harder it is for the students to fully understand the concepts the instructor is teaching.

6.1.7 Sports Area:

The little sports complex at the school is a major disadvantage, especially noticeable during lunch breaks. Due to inadequate support for sports activities, some students opt to remain indoors, limiting their participation. This lack of physical activity could adversely affect their concentration and academic performance in subsequent classes. To address this concern, the school administration should prioritize the provision of a larger playground conducive to promoting physical activity and enhancing student concentration.

Chapter 7

Recommendations

7. Recommendations:

7.1 Teachers exhibit a casual demeanor in the classroom and often lack proper lecture preparation. It is imperative that they adequately prepare their lectures prior to class.

7.2 There is a lack of encouragement from teachers for students to ask questions, leading to minimal interaction. Teachers and students need to interact more actively.

7.3 Some students display poor behavior, highlighting a need for moral education to be integrated into the curriculum.

7.4 Teachers frequently arrive late to class, indicating a need for stricter monitoring by school authorities.

7.5 Student attendance is subpar, which could negatively impact academic outcomes and the institution's reputation. Efforts should be made to improve attendance for better results and enhanced institutional prestige.

Chapter 8

Conclusion

8.1 Conclusion:

The report "Tasks Performed by an English Teacher at Begunbari High School" is a reflection of my educational experience and the priceless knowledge I've acquired. My comprehension of the dynamics of teaching and learning has increased as a result of working with students who have different backgrounds and learning styles. I now recognize the difficulties that come with teaching, especially in environments with little funding.

It is essential to create the best possible learning environment for pupils, particularly in remote places like the Bangladeshi town where I worked as a foreign language teacher. I firmly believe that every student, regardless of their location or social status, deserves access to quality education. Teaching is not just a profession; it's a calling with a noble purpose. Witnessing the transformation and growth of young minds brings me immense fulfillment.

Teaching offers a unique opportunity to make a meaningful contribution to society by shaping the future leaders and innovators of tomorrow. It's a privilege to play a role in empowering young people and positively impacting their lives, ultimately paving the way for a brighter and more promising future.

Chapter 9

Reference

9.1 Reference:

- <https://www.sohopathi.com/begun-bari-high-school/>
- https://www.facebook.com/p/Begunbari-High-School-100054610382065/?paipv=0&eav=AfbOYC5iNtf9hfuhx70YxaEj8ARrj-jUQ_XIVXxgR8qc69LQ7D_pCTZxdph1OJ-w9Q&_rdr

Chapter 10 Appendices

10.1 Appendices:

10.1.1 Appendix 1:

Classroom Observation Checklist

School Name: Begunbari High School

Name of the Teacher: Tahmina Parvin

Class: 6, **Section:** A, **Present Students:** 23

Course Name: English Second Paper, **Room:** 204

Date: 20-04-2023, **Topics:** Preposition

To what extent, in your judgement, were the objectives achieved?

The goal was achieved. The topic of the lesson is one that the students are eager to learn more about.

NO:	Section of Analysis	In what ways?
1	According to the content.	The instructor kept a close eye on the subject being discussed in class.
2	Establishment	The instructor successfully led the class through effective management.
3	Interactions	All of the students' questions and concerns were addressed by the instructor.

4	Method of Teaching	The instructor used Google apps to explain material to the class such that there were no questions left unanswered.
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5	Presentation	To improve the pupils' understanding, the teacher used a combination of Bengali and English, augmented with pertinent examples.
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Management

Was the time spent well?

Time has been utilised well.

Which were the main stages or procedures of the course? What activities and projects did the teacher work on at each phase?

A productive Q&A session that addressed any remaining doubts the students had was held as the lesson was coming to an end.

Was there anything particularly difficult or notable that happened in class?

During the lesson, there were no noteworthy occurrences or emergencies.

Strength Noted

She knew a lot about the topics covered in class.

Do you have any suggestions on how to get better?

The instructor has to get better at explaining the material to the pupils in a clear and concise manner.

How would you rate the overall effectiveness of the instruction?

Students' anxiety can be reduced by learning how to ask inquiries when they are unsure of something.

10.1.2 Appendix 2:

Internship Certificate



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বেগুনবাড়ী উচ্চ বিদ্যালয়

পোস্ট : বিরুলিয়া, থানা : সাভার, ঢাকা।

স্থাপিত : ১৯৯৩ খ্রীঃ

স্কুল কোড-১৭৪০, পোস্ট কোড-১২১৬, থানা কোড-১৩২, জেলা কোড : ১২। E.I.I.N : 108432

ই-মেইল : sch108432@gmail.com ফোন কোড : ৪৮৫.

সূত্র : বে:উ:বি./ফ:নং/৩(২৪)

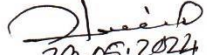
তারিখ : ২০.০৫.২০২৪

TO WHOM IT MAY CONCERN

This is to certify that Mst. Sameera Akther (ID NO: 203-10-2327) a student of Bachelor of Arts, Daffodil International University (DIU) worked under my supervision during her internship period and she worked at the Begunbari High school. That will surely help her to complete the internship report. Her different activities and enthusiastic teaching method have encouraged our students to give more attention to English language learning. I would like to thank the department of English, Daffodil International University to send her to my institution.

I wish her all success in life.

Head Teacher


20.05.2024
Hazi Md. Abdul Hamid
Head Teacher
Begunbari High School
Birulia, Savar, Dhaka

10.1.3 Appendix 3:

Here are a few pictures of the class in action:



Thank You