



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

Project Paper on  
“Present Scenario of English Language Teaching in a Bangladeshi School”

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**ENG 334: PROJECT PAPER**

**ON**

**“Present Scenario of English Language  
Teaching in a Bangladeshi School”**

## **Declaration by the Intern**

I, Tabassum Nafisa, bearing the ID 182-10-495, a student of Dept. of English, Daffodil International University, hereby declare that the project paper titled “Present Scenario of English Language Teaching in a Bangladeshi School” submitted to the Department of English, Daffodil International University is a record of an original work done by me under the guidance of Ms. Tahsina Yasmin, Associate Professor, Dept. of English, DIU, and this project work is submitted in the partial fulfillment of the requirements for the award of the degree of B.A. (Hons) in English for the course Project Paper (ENG 334). This project paper contains no material of others except where the department and my supervisor Ms. Tahsina Yasmin have provided due references.

The results embodied in this project have not been submitted to any other university or institute for the award of any degree or diploma.

*Tabassum Nafisa*

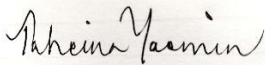
**Signature of the Intern**

**Date:** 12-20-2021

## **Certification of the Supervisor**

I hereby certify that the intern Tabassum Nafisa, bearing ID no 182-10-495, has undertaken the course Project Paper (ENG 334) with me.

She observed and conducted classes at Afsar Memorial High School for the coursework. During this whole process, she observed two of the teachers' classes, taught two classes, was in touch with me by taking guidelines from me regularly, showed me her work, and gave me updates about the project work. Therefore, she fulfilled the conditions and completed all the course procedures, and the intern is qualified to submit this report.



**Signature of the Supervisor**

**Date:** 12-20-2021

## Acknowledgment

I undertook the practical task of observing and teaching classes at my secondary school at Tangail, a Bengali Medium School, as part of my project work for the course Project Paper (ENG 334) in Fall 2021 semester. For completing my internship Project, I chose Afsar Memorial High School (Tangail), where I have been permitted by the Headteacher of the institution to observe two classes and conduct two classes as well. I am grateful to all members of the school for extending their help to me.

I want to express my heartfelt gratitude to my teachers for their immense support throughout my undergraduate journey at Daffodil International University. I am grateful for their love, guidance, and kind words. I want to thank all my teachers, including Dr. Liza Sharmin, Ms. Tahsina Yasmin, Ms. Shampa Iftakhar, Ms. Rabeya Binte Habib, Ms. Fatema Begum Laboni, Ms. Dipty Rahman, Ms. Nahida Akter Poly for being my forever inspiration and teaching me the importance of being an amazing human being. They have pushed me to be a better version of myself and shaped me as a person with their love and concern. I want to thank my amazing husband Omar Faruqe and my sisters for inspiring me throughout my undergraduate journey. Without these people, my graduation would not be possible, so as this report.

I want to thank my supervisor, Ms. Tahsina Yasmin, for her guidance and the Afsar Memorial High School teachers for welcoming me to conduct and observe classes at their school. I cannot thank my facilitator, Md. Sirajul Islam enough for his help and guidance during my internship at the school.

## **Abstract**

This report shows the overview of a practical task I undertook of teaching and observing two classes at a Bangla Medium School as part of my course Project Paper (ENG 334). To complete my internship report, I chose my secondary school Afsar Memorial High School. I asked for permission from the school's head-teacher to observe and teach three English classes at his school. Due to the changes in the routine for the ongoing Covid-19 pandemic, he permitted me to observe and teach two English classes in the institution.

I had prepared myself for the task and followed some components like teaching quality, class, observation, learning resources, teaching materials, individual lesson plan, feedback and assessment of teaching etc. For this report, I had to know about teachers' organizational ability, use of standard language, materials that teachers use for teaching, how teachers help students learn English better, and what methods they use to conduct classes. This paper ends with the findings, lacking, recommendations, and the checklists from the observation, and some strengths and weaknesses that can be helpful for teachers enthusiastic about teaching.

I have gained a vast amount of knowledge while observing and conducting the classes. I firmly believe that my experience and knowledge of teaching and observing classes will benefit me in the future.

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## **Chapter-1**

### **Introduction**

In recent decades, especially after the British colonization of the Indian subcontinent, the importance of the English language has only risen here. After all these years, the usage of the English language and the volume are undeniable. Though English is not officially the second language of Bangladesh, it has been used as one. For higher education, corporate jobs, businesses, etc., people learn English in Bangladesh.

As the name suggests, the primary medium of communication and education in an English medium school is English. The Bangla medium schools and colleges also teach the English language mandatorily in Bangladesh. For some people in our country, the skills in the English language are synonymous with class and intellect. The skills of the English language of a student are developed in school. It mainly depends on the teaching method, teacher's teaching style, and teachers' command of the language.

The English medium schools and some renowned Bangla medium schools in Bangladesh apply new and effective language learning methods and approaches. But most of the Bangla medium schools apply age-old methods, which do barely any good to the students in terms of language learning. Neither can they apply their memorized knowledge in real-life situations, nor can they speak fluently in English. My secondary school is one of them. When I studied there back in 2012, I could barely speak English. My memorization of grammatical rules helped me develop my writing skills a little. So, when I was instructed to report on the present scenario of English language teaching in a Bangladeshi school by my supervisor Ms. Tahsina Yasmin, I thought of going back to my school and observing their English language teaching methods. While choosing my secondary school, I had a few things in my mind: do they still teach the English language in the GTM method? Do they still make the students memorize the grammatical rules first? Do they still not give any importance to the students' speaking skills? Do they still conduct the classes in a teacher-centric manner?



## Chapter-2

### Objectives

I would like to explain the objectives of this internship report in two categories, and they are:

- General Objective
- Specific Objective

#### General Objectives

It is mandatory for the students of the Department of English, Daffodil International University, to prepare a report on the topic mentioned above to achieve their B.A. (Hons) Degree in English. So, this internship report is prepared primarily to fulfill the requirement for the degree of B.A. (Hons) in English under the Department of English, Daffodil International University and get an overall idea of teaching methods, techniques and to identify the teaching resources and the present scenario of language teaching in a Bangladeshi school.

#### Specific Objectives

Before starting to observe and teach classes as the 4<sup>th</sup> step of fulfilling this internship, I set the objectives of this internship. I was aware and determined about the points I wanted to focus on while observing and teaching the classes. I wanted to closely monitor not only the accurate picture of the English language teaching procedures but also to learn about a teacher's language teaching strategy and approaches at an individual level. So, the below-mentioned points were in my mind while doing the internship:

- To monitor the quality of teaching
- To assess learning and teaching situation in the school as a whole
- To observe the learning capability and achievement of a learner individually and in groups in different settings
- To monitor the teachers' language teaching approaches, methods, and use of materials and resources, for example - use of textbook, own designed materials, Internet resources

- To observe the teachers' use of language, instruction, use of questions, feedback, techniques, explanation of grammar/vocabulary
- To know the present practices in the teaching-learning situation in a Bangla Medium School in Bangladesh
- To find out the drawbacks of specific teaching strategies used by the teacher
- To gain knowledge and experience of language teaching
- To learn to connect with the students and make the lessons impactful
- To understand the students' interests and apathies about the English language learning
- To understand the students' limitations and help them accordingly

## **Chapter-3**

### **Methodology**

#### **Selecting an Institution**

The first step of completing this internship was selecting an institution that would allow me to observe and conduct classes at the institution under its guidance. My supervisor Ms. Tahsina Yasmin suggested that I select a college or at least a school that would allow me to conduct the classes of the senior students. At this point, finding a school or college was pretty tricky since the educational institutions were busy completing their syllabus as they had just reopened their institutions after 16 months due to the global pandemic. My supervisor and I were concerned about getting permission to take three classes at any institution for the same reason.

At first, I thought of choosing an English medium school in Dhaka since it would be more convenient for me. Later I realized that the purpose of this internship is to give us an experience of conducting classes at an educational institution and understanding their teaching methods and approaches, and having a closer view of the accurate picture of the English language teaching in most Bangladeshi schools. Also, the English medium schools in Dhaka have the best and skillful teachers, and their teaching methods are also advanced. So, I felt choosing an English medium school might completely not fulfill my purpose of working on this project.

I could not avoid the idea of choosing a village school as there are 68 thousand villages in Bangladesh. I shared the idea with my supervisor, and thankfully she liked the idea too. So, I chose my secondary school as the institution for my project work. I had studied there back in 2012. I chose “Afsar Memorial High School,” situated in a village called Agtarail of Tangail District. I wanted to observe whether they still apply the same methods and approaches in English language teaching used ten years ago and whether the students benefit from it.

After consulting with my supervisor, I visited the Headteacher of the school. He kindly permitted me to conduct and observe two English classes since they were conducting limited classes due to

the Corona pandemic situation. Also, their final exam was nearby, so I could only have permission to conduct two classes at that institution.

### **Selecting Classes**

I was instructed to select senior classes of my chosen institution if possible. So, I requested the school's headteacher to allow me to conduct the English classes of senior grades. Luckily, he already knew me as a bright alumnus of that school. He had a good impression of me. He thought I was capable of conducting the English classes of Grade-10. Then he discussed with the English teachers if the slots of Grade-10 were available. They confirmed that the slots of Section A, Grade-10 were available those days. So, he proposed I could observe and conduct English First Paper and English Second Paper of the particular grade.

The age group of the Grade-10 students was between 15 years to 16 years. I had immense joy while conducting their classes since they were in their mid-teens, hoping to learn from them as well. I believe my lessons were impactful on these young minds since I tried to teach them in a fun way and give them real-life examples.

### **Selecting a Facilitator**

I had no opportunity to select my facilitator. At Afsar Memorial High School, both the English classes of Section A, Grade-10, are conducted by Mr. Sirajul Islam. Since I was to observe and conduct his classes, the headteacher of that school instructed Mr. Sirajul Islam to be my facilitator. I was surprised to see how friendly and respectful Mr. Sirajul Islam was to me. He warmly welcomed me to observe his classes. He discussed his lessons and teaching methods with me before observing his classes. He made sure that I was comfortable in the classroom. He introduced me to the students to connect well with them. We had a little discussion over the students' limitations and weaknesses, along with their strengths. I feel obliged to have his help and guidance throughout my internship.

## **Classroom Observation**

I observed two classes of Grade-10. The first class I observed was English Grammar and Writing, most commonly known as English 2 or English Second Paper. It was a 40-minute class conducted by Mr. Sirajul Islam. There were approximately 50 students who participated in the class. Mr. Sirajul Islam was teaching “Transformation of Sentence” in the first class I observed. He used blackboard and textbook as classroom materials. The second class I observed was English for Today or English first paper conducted with the same section. Mr. Islam taught “Completing Story” to 50 students in the class.

During my observation, I focused on the teaching methods, approaches, techniques, formats, and materials used by the teacher. The teacher had good command and knowledge of the subject matters. He was punctual and friendly in both of the classes I observed. He started and finished the class with greetings. He was respectful towards the students. He showed patience throughout the class, even when the students made noise and disturbed the lesson procedure. Though the effectiveness of the teaching methods and approaches can be questioned, he tried his level best to help the students. It is not just the teaching methods of that particular teacher but also the practices that have been going on for ages among the students in language learning that can also be questioned.

## **Interviewing the Course Teacher**

Interviewing Mr. Sirajul Islam was a delightful event for me. I have learned a lot about teaching since he is an experienced teacher. He has years of experience in teaching and handling students. He shared his knowledge and opinions with me during the interview. He made sure I realized the importance of making a strategy that could benefit most students. He shared his teaching methods and approaches with me. During the interview, he assigned me with the topics he wanted me to teach while conducting my classes and helped me to create the lesson plans.

## **Assessment of the Students and the Intern with the Help of the Facilitator**

To assess the students' achievements from my lessons, I organized quizzes at the end of the classes. Also, I wanted to get feedback on the effectiveness of my lessons from the students. I was glad to see the students' understanding of the topics was reflected on their quiz papers since most students did great on the quizzes. Most of the techniques and teaching methods I applied were new to them. It was satisfactory to see how well these minds adopted new techniques and methods.

To assess my teaching's effectiveness and me as an English language teacher, I would like to say; I am satisfied with my performance. I had no prior teaching experience before completing this internship. Naturally, I was terrified and lost. I was worried about making lesson plans, setting lesson objectives, selecting methods and techniques. I am thankful to my supervisor Ms. Tahsina Yasmin for her guidance at this point. I am also thankful to all my teachers including Ms. Tahsina Yasmin, Ms. Rabeya Binte Habib, Ms. Fatema Begum Laboni, Ms. Shampa Iftikhar, and Dr. Liza Sharmin, because I have taken inspiration from them while making my teaching strategy and selecting my lesson plans, teaching methods and techniques. While making the teaching strategy, I kept my teachers' approaches, techniques, and methods in mind that I observed while attending their classes. I believe this step helped me the most to create effective and practical lessons for my students too.

I have thoroughly enjoyed my teaching experience at the school. The students were cooperative and friendly. Their enthusiasm and active participation helped me create a lively and fun environment in the classroom.

I am glad that I have delivered the lessons effectively, and positively impacted these young minds. The experience of conducting classes has made me more confident and has helped me improve my presentation skills.

## Chapter-4

### Background of the Institution

**Afsar Memorial High School** was established in 1908, making it one of the oldest schools in the Tangail District. The Hundred and Thirteen-years-old semi-governmental school is situated at Agtarail, Nagarpur, Tangail. Mr. Afsar Chowdhury, a philanthropist, donated the land for the school. The combined school currently has 600 students from sixth to tenth grade. The school is run by 25 teachers and 15 other officials.

The school has a rich history of creating educationists, prosperous businessmen, teachers, doctors, engineers etc. A few decades ago, it was the only educational institution around the area. People of the area have an emotional attachment with this school since their generations after generations have been studying in the school. The school is a pride to them.

## Chapter-5

### Classroom Observation Report

#### Class 1

On 18<sup>th</sup> November 2021 (Thursday), I went to Afsar Memorial High School to discuss fixing the slots of the classes I intended to conduct. After the discussion with the headteacher, my class conduction slots and my facilitator was fixed.

Since my facilitator, Md. Sirajul Islam, was preparing to conduct an English Grammar and Writing class on the day, he urged me to observe it.

We had a little discussion on his teaching methods, and students' ability and limitations before entering the class. He started the class by greeting the students. Then he introduced me to the students as a bright alumnus of the school. There were 50 students present in the class of Grade-10(A). The class started at 12.20 PM and ended at 1 PM. The class duration was 40 minutes, and the topic he taught was 'Transformation of Sentences.'

First of all, he briefly explained the meaning of transformation of sentences. Then he wrote a few sentences on the blackboard from the textbook. He asked the students to transform the sentences as per the given instructions. He allowed the students some time to complete the task. The students tried to complete the task by using their memorized grammatical rules. Then the teacher started writing the rules on the blackboard and solving the sentences. He used Grammar Translation Method (GTM) as his teaching method.

Once he finished solving the sentences, he assigned the students homework for the next class. He ended the class by calling rolls and saying bye to the students. I did not notice him giving any real-life experience or interacting much with the students while conducting the class. It was a teacher-centric classroom. He was pleasant and respectful towards the students. He showed patience when the students disturbed the lesson procedure by making noise. He seemed to have good command and knowledge of the subject matter. He tried his best to help the students with the lesson.



## **Class 2**

The same teacher, Md. Sirajul Islam conducted the second class I observed on 22nd November 2021(Monday). It was an English for Today course, commonly known as English First Paper. Again, 50 students of section A, Grade-10, were present in the class on that day.

After reaching the school, I was welcomed by Mr. Islam. He discussed his lesson plan and teaching method with me for the course he would conduct before entering the class.

The topic of the class was ‘Completing Story.’ The class duration was 40 minutes, from 12.20 PM to 1 PM. The teacher started the class on time by greeting the students. Then he explained the topic to the students. After that, he picked up a famous story from the textbook and wrote down the first three lines on the blackboard. Then he asked each student to go in front and write down at least one sentence which the student thought was relevant to the story. With the help of the student, he completed the story. He spent 20 minutes on this procedure. After that, he shared tips and tricks for completing any story. He ended the class by assigning the students homework and greeting them—bye for the day.

It was an interactive class. The students seemed to enjoy the class. He applied the CLT method while conducting the class. He was respectful towards every student. He made them imply their ideas and imaginations. Though the teacher’s English-speaking skills were not excellent and he used Bangla primarily to conduct the class, the students also had limitations. They faced a problem understanding the instruction in English only. Overall, it was an adequate class, in my opinion.

## Chapter-6

### Teaching Experience

I was very excited to conduct the classes because I believed I could help them. Since my students were habituated to a particular study pattern, I could apply new methods and techniques to ensure effective learning and better results. English language learning does not always have to be complicated and serious. It can be learned through having fun and forming small habits.

Overall, I have enjoyed a lot conducting classes during my internship. The vast knowledge and experience I have gained from the practical experience of conducting classes will benefit me in the future. Understanding the immense hard work of the teachers behind creating the lessons for the students has made me even more respectful towards them.

#### Class 1

After observing the first class, it was my turn to conduct my first class. On 20<sup>th</sup> November 2021 (Saturday), I conducted the first class. I was excited yet nervous, knowing that the students and the institution's teachers had great expectations from me. I needed to stand out and prove my efficiency to help the students understand the lesson. I was anxious about applying completely new teaching methods and techniques to the students, but I was happy at the same time. I knew I did not want to make the class boring for the students. I wanted to teach them through enjoyment. I was instructed to conduct 'English Grammar and Writing' or English Second Paper course. My lesson topic was 'adjectives.' There were 50 students of Grade-10 (A) present in the class.

I started the class with a welcome note for the students. I identified myself and explained my purpose for conducting the class with them. It took me 2 minutes to complete the introductory part. Then I talked about my old days in school to connect them with me more. I realized, by doing this, I was creating a comfort zone for them. I talked about my best friend from my school days. It took

me 3 minutes to complete this part. After that, I invited the students to come in pairs with their best friends. I encouraged them to introduce themselves and describe their best friends using three appropriate adjectives. At first, the students were timid and hesitant due to their lack of confidence, but I encouraged them so that the segment could help them improve their speaking skills. It also helped them learn new vocabulary which was one of my lesson objectives. The segment took place for 20 minutes of the class. I wanted the students to learn adjectives through fun. Then I took a quiz. I divided them into several groups and instructed them to participate in a simple quiz session. I wanted to observe how effective my lesson was for them. I gave them preprepared forms to answer a few basic questions about adjectives and write down three adjectives about their personalities. This segment helped me evaluate the lesson's effectiveness on the students and the student's achievement from the lesson. This segment lasted for 8 minutes.

Then the feedback session started. I invited them to give their opinions on my teaching methods and approaches, the effectiveness of the lesson, and their ideas to make the class more interesting. This session lasted for 5 minutes. The students commented that they enjoyed the new approaches and techniques. It was easy for them to understand the lesson. It was a fun class, and they would be able to apply adjectives in their writings correctly. I ended the class by thanking them for their active participation and cooperation.

I knew I could not teach everything about adjectives in a 40-minute class, but I tried to make the lesson as effective as possible. I tried my best so that they could learn adjective in a fun way and use it in their practical life. I believe I fulfilled my lesson objectives: knowing the details of adjectives, learning to identify the adjectives in a sentence, knowing the correct usage of adjectives in a sentence, learning new vocabulary, and improving speaking skills.

To make the lesson more effective, I applied the CLT method and made the class a student-centric class.

## **Class 2**

I conducted the second class on 23rd November 2021 (Tuesday), an English for Today or English First Paper course. The class duration was 40 minutes, from 12.20 PM to 1 PM. Fifty students

attended the class. My lesson topic was “completing a story.” I was very excited about teaching the topic since stories are always interesting to deal with. I knew it was going to be a fun class. While setting my objectives for the lesson, I decided to focus on students’ writing skills. I also emphasized on students’ free-thinking and speaking skills. I believed if the students could make up a story on their own, they could write it in English too. So, I planned the class accordingly. I wanted the students to know about the tips and tricks of completing a story, practice freehand writing, learn to make up new stories, learn new vocabulary, improve speaking skills, and practice brainstorming. I started the class with a welcome note for the students. Since we were already introduced, I did not repeat the process. I told them an exciting story and connected the story with the students. I asked them to guess the moral of the story. I also encouraged the students to give an alternative ending to the story.

Then I played a game with the students. I prepared a few chits for the game where I wrote the titles of the famous and known stories. I involved my facilitator Md. Sirajul Islam in the process of preparing the chits. Then I divided the students into a few groups and invited the group leaders to come in front and pick up a chit. One of the group leaders shuffled the chits. The leaders picked up a chit and went back to their seats. I asked them to make up new stories that cohere with the titles picked up by them. I allowed them some time to think. After that, I asked one student from each group to come in front and share the story. I gave them the independence to share the story in whichever language they preferred. I was aware of their limitations, and I knew they were uncomfortable speaking English. So, I wanted to make them feel confident first and then form the habit of speaking English. The students shared their stories in front of the class. I asked them to write down the stories in English and check each other’s papers after writing. They checked the papers and helped each other find out their mistakes. Then I asked them to briefly review the class and its effectiveness. They all replied positively. They commented that they had fun doing the class and learned a lot of new things. I ended the class by thanking them for being cooperative.

I have realized that the students are so brilliant and creative. They just need the proper guidance to flourish. I have enjoyed teaching the class thoroughly. I just wished the class was a multimedia classroom where I could play the video of the stories I taught, and the students could learn better.

## Chapter-7

### Overall Findings

The experience that I gained during my internship was an eye-opener for me. It gave me a better view of the actual scenario of English language teaching in most of the village schools in Bangladesh. It was not satisfactory at all. The age-old methods and approaches, lack of materials and technology, lack of skilled teachers, and ineffective teaching methods in elementary schools are the few reasons why the students in Bangladesh, mostly from villages, have poor English speaking and writing skills. We cannot blame any particular teacher or school, but the whole education system of the country. The English medium schools and a few Bangla Medium schools of Bangladesh apply effective and communicative English language teaching methods and techniques. As a result, their students can speak and write English fluently. Since the English language has become such an undeniable medium of communication in every sector, it is high time our government and educationists take the necessary steps to make the English language learning effective.

During my class observation, I noticed that the students were respectful towards the teacher. They were eager to learn. The teacher was well aware of the strengths and weaknesses of the students. He tried his best to make the lesson effective for the students.

The students accepted me warmly even though I was there for very little time. They cooperated with me in making the classroom a student-centric classroom. They were delighted and excited to learn from me.

The most significant points I have noticed while doing my internship are:

- The school had no well-equipped multimedia classroom.
- The school had no debate or language club.
- There was no use and practice of the English language between the teachers and the students in the classroom.
- The teachers did not emphasize English speaking habit formation on the students.

- The memorization of grammatical rules helped the students a little on effective English Language learning.
- The schools do not have a sufficient number of skilled teachers for English language teaching.
- The education system of Bangladesh needs to reform and reevaluate the English language teaching methods and approaches.

## Chapter-8

### Recommendations

I have little knowledge of teaching the English language. As an undergraduate student of the Department of English, Daffodil International University, I have the opportunity to observe various teachers' English language teaching methods and techniques. After observing my teachers' teaching methods and techniques and comparing them with the overall situation of English language teaching in Bangladesh, these are the recommendations I would like to make for the English Language teachers and learners:

- Focus on task-based learning instead of textbook-based learning
- Focus on practicing English in the classroom and also in daily life
- Instead of memorizing the grammatical rules, use real-life examples to learn English
- Use English as the medium of instructions in the classroom
- Focus on developing speaking skills and freehand writing
- Make the lessons effective for the learners
- Ensure the students' active participation in the class
- Encourage learners to join English language clubs.

## **Chapter-9**

### **Conclusion**

The importance of the English language in our life is undeniable. To match the world's motion, we must learn the English language effectively and adequately.

This internship has taught me that students' inborn talent is not that important in the case of language learning, as much as the proper application of effective teaching methods and approaches are. It is also not about questioning who is responsible for the poor situation in English language teaching; instead, it is about taking the necessary steps to change the present scenario.

In the journey of this internship, I have learned about the actual scenario of English language teaching in Bangladesh and gained vast practical knowledge on teaching the language. I believe my experience will benefit me in the future.

I have thoroughly enjoyed observing and conducting classes. Hopefully, the teachers will adopt effective teaching methods in the upcoming years, and the students will do great in English language learning.



## Appendices

### Appendix-1

#### Lesson Plan 1:

<b>Course:</b> English Grammar and Writing (ENG 2)	<b>Lesson topic:</b> Adjectives	<b>Class Duration:</b> 40 Mins
<b>Class:</b> 10	<b>Total number of students:</b> 50	<b>Date and Time:</b> 20th November 2021 (Saturday), 12.20 PM-01.00 PM

<b>Teacher:</b>	Tabassum Nafisa
<b>Teaching method:</b>	CLT
<b>Short description of the lesson:</b>	<p>I will teach the details of adjectives and how they can be used in a sentence. For that, I will invite the students to come in front in pairs with their best friends and talk about them. While talking about their best friends, the students must mention at least three adjectives that describe their best friends adequately.</p> <p>I will teach the different usages of adjectives in detail with fun activities.</p>
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• To know the details of adjectives.</li><li>• To identify the adjectives in a sentence.</li><li>• To know the correct usage of adjectives in a sentence.</li><li>• To learn new vocabulary.</li><li>• To improve speaking skills.</li></ul>
<b>Learning resources and teaching tools:</b>	Blackboard, mobile phone, quizzes

**Main Lesson Overview:**

<b>Phases of the Lesson</b>	<b>Teacher's Activity</b>	<b>Students' Activity</b>	<b>Time Management</b>
<b>Introduction</b>	The teacher will start the class with a welcome note for the students and her introduction.	Students will help to begin the class co-operatively and be introduced to their teacher.	2 minutes
<b>Warm-up session</b>	The teacher will talk about her past days in the school to make them feel more connected. She will talk about her best friend.	Students will welcome the teacher and share their experiences in the school.	3 minutes
<b>Topic discussion</b>	The teacher will invite the students to come in pairs with their best friends. She will encourage the students to introduce themselves and describe their best friends in three appropriate adjectives.	Students will have no idea about the topic yet. They will follow the instructions as a fun activity. They will learn new vocabulary by using new adjectives for their friends. Their speaking skill will get improved by speaking in front of the class. They will learn to use better and appropriate adjectives through this lesson.	20 minutes
<b>Quiz</b>	The teacher will divide the students into groups to create teams, and then there will be a quiz. They will be given a form where the students will have to answer a few basic questions about the adjectives and write down three adjectives about their personality.	Students will participate in the quiz team-wise and answer the questions with the help of their group members.	8 minutes

<b>Short review</b>	Students will be given the floor to talk about the class and its effectiveness.	Students will provide their opinions whether they have liked the new teaching method and class experience or not. They will also share their ideas to make the class more effective.	5 minutes
<b>Wrap up</b>	The teacher will wrap up the class by thanking all the students for attending the class and participating in the activities co-operatively.	Students will take leave from the class and express their opinions if they have any.	2 minutes

## Appendix-2

### Lesson Plan 2:

<b>Course:</b> English First Paper (ENG 1)	<b>Lesson topic:</b> Completing a Story	<b>Class Duration:</b> 40 Mins
<b>Class:</b> 10	<b>Total number of students:</b> 50	<b>Date and Time:</b> 23 <sup>rd</sup> November 2021 (Tuesday), 12.20 PM-01.00 PM

<b>Teacher:</b>	Tabassum Nafisa
<b>Teaching method:</b>	CLT
<b>Short description of the lesson:</b>	I will teach students to complete any story by brainstorming and practicing free-hand writing. I will help them form a habit of speaking English and ask them to tell stories in their native language and later transform them into English while writing. For that, I will tell them a famous story and ask them to give the story an alternative ending of their own. Also, I will play a fun game that will end up with storytelling and writing.
<b>Learning objectives:</b>	<ul style="list-style-type: none"> <li>• To know the tips and tricks of completing a story.</li> <li>• To practice freehand writing.</li> <li>• To learn to make up new stories.</li> <li>• To learn new vocabulary.</li> <li>• To improve speaking skills.</li> <li>• To practice brainstorming.</li> </ul>
<b>Learning resources and teaching tools:</b>	Blackboard, mobile phone, book, chit, game

### Main Lesson Overview:

Phases of the Lesson	Teacher's Activity	Students' Activity	Time Management
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<b>Introduction</b>	The teacher will start the class with a welcome note for the students.	Students will help to begin the class cooperatively and be introduced to their teacher.	2 minutes
<b>Warm-up session</b>	The teacher will tell an exciting story and connect the story with the students and her. She will ask the students to guess the moral of the story. She will encourage the students to give an alternative ending to her story.	Students will enjoy the story with the teacher. They will develop their alternative endings of the teacher's story.	6 minutes
<b>Topic discussion and Game</b>	Titles of popular stories will be written on the chits by the teacher. The teacher will divide the students into a few groups. She will invite the group leaders of each group to come in front and pick up a chit.	Group leaders will shuffle the chits and pick up one chit for their group.	5 minutes
<b>Story Telling</b>	The teacher will ask the groups to develop new stories that cohere with the titles picked up by them. She will allow them some time to think. Then she will invite one student from each group to come in front and share the story.	Students from every group will come in front and tell the stories. The others will listen.	10 minutes

<b>Story Writing</b>	Now the teacher will ask the students to write down the stories they have just shared in English. She will ask them to check each other's papers.	Students will write down the stories. After finishing writing, they will check others' papers and try to find out the mistakes made by their classmates.	12 minutes
<b>Short review</b>	Students will be given the floor to talk about the class and its effectiveness.	Students will provide their opinions whether they have liked the new teaching method and class experience or not. They will also share their ideas to make the class more effective.	3 minutes
<b>Wrap up</b>	The teacher will wrap up the class by thanking all the students for attending the class and participating in the activities co-operatively.	Students will take leave from the class and express their opinions if they have any.	2 minutes

## Appendix-3

### Photographs



- Md. Sirajul Islam was conducting English Grammar and Writing class.



- I started the first class by interacting with the students to connect them with the lesson.



- Enjoyment with the students while getting introduced to them and their best friends



- Students working in groups





- Helping the students to understand the quiz form



- Giving alternative endings to a famous story with the help of the students



- Playing a game

## Appendix – 4

### Classroom Observation Checklists

**Daffodil International University**  
**Department of English**  
**Internship on “Present Scenario of English Language Teaching in a Bangladeshi School”**

#### Checklist for Class Observation

School / College: Afsar Memorial High School

Teacher's Name: Md. Sirajul Islam Class: 10 Section: A

No. of Students Present: 50 Course Title & Code: English Grammar & Writing (ENGL II)

Room No: 06 Peer/Observer: Tabassum Nafisa Date and Time: 18-11-2021, 12:40-1 PM

**Objectives of the lesson (as perceived):**

- i. To learn transforming sentence
- ii. To learn to use the topic in a real-life situation
- iii. To learn new vocabulary

Were the objectives achieved and to what extent (in your view)?

No, not all the objectives were achieved in the particular class I have observed. The students only memorized the grammatical rules and blindly applied them in the classroom.

S/N	Review Section	In what ways? (Specific examples/clarifications)
I	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Though the teacher seemed to have a good command of the subject matter, he could not create a knowledge-seeking behavior among the students.

2	<p><b>ORGANIZATION</b> (organizes subject matter, states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>The teacher started and finished the class timely. He applied an age-old teaching method. He did not show much interest in students' achievements and active participation.</p>
3	<p><b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The teacher was fair and respectful towards each student. He could not ensure the active participation of the students.</p>
4	<p><b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>The teacher used the GTM method in the class for teaching. His approach was teacher-centric. He used a book and blackboard as tools. He did not give any real-life examples.</p>
5	<p><b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The teacher could not hold the students' interest. He had given speech in broken English. His voice was clear.</p>

**MANAGEMENT**

Was the time spent properly?

Yes, the time was spent properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

Introductory session	5 minutes
Topic discussion	5 minutes
Activity	25 minutes
Conclusion	5 minutes

**CRITICAL EVENT (if took place)**

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

The Classroom had no modern technology. Also, the teacher could not handle the students' behavior as they were making noise.

**Strengths observed:**

He had a good command of the topic. He did not behave rudely even though the students were making extreme noise in the class.

**Suggestions for improvement:**

The teacher could make the class more interactive. His speaking skills need to be improved.

**Overall impression of teaching effectiveness:**

Though the students have learned to use their memorized rules, I do not think they can apply their knowledge in practical life or freehand writing.

**Daffodil International University**  
**Department of English**  
**Internship on "Present Scenario of English Language Teaching in a Bangladeshi School"**

**Checklist for Class Observation**

School / College: Afsar Memorial High School

Teacher's Name: Nd. Sirajul Islam Class: 10 Section: A

No. of Students Present: 50 Course Title & Code: English for Today (ENGT)

Room No: 05 Peer/Observer: Tabassum Nafisa Date and 22-11-2021,  
 Time: 12:20-1 PM

**Objectives of the lesson (as perceived):**

- i. To learn completing story
- ii. To brain storm
- iii. To practice freehand writing

Were the objectives achieved and to what extent (in your view)?

Yes, I think the objectives were achieved. The teacher interacted with the students and made them generate their ideas. The students also learned to complete stories.

S/N	Review Section	In what ways? (Specific examples/clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher had good command and knowledge of the subject matter. He explained the lesson adequately.

2	<b>ORGANIZATION</b> (organizes subject matter, states clear objectives, emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The teacher started and finished the class timely. He applied ELT method while conducting the class. He started the class by warming up.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher was fair and respectful towards the students. The students were enthusiastic and they actively participated in the class.
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas, uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	He used ELT method in the classroom. He interacted with the students. The students were very interested to learn more.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning, ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	His voice was loud and clear. He established and held the students' interest the whole time.

**MANAGEMENT**

Was the time spent properly? Yes, the time was spent properly.	
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)	
Warm-up	5 minutes
Topic discussion	5 minutes
Activity	20 minutes
Tips and tricks	5 minutes
Conclusion	5 minutes

**CRITICAL EVENT (If took place)**

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No critical event occurred.

**Strengths observed:**

He explained the topic clearly. He ensured the students' active participation by interacting with them throughout the class.

**Suggestions for improvement:**

He could use real-life examples to connect the stories with the students.

**Overall impression of teaching effectiveness:**

I was impressed to see how the teacher made the lesson easier for the students to understand. He ensured active participation of the students.



## Appendix - 5

### Worksheet

1. .... tells us about quality, quantity, position, condition, number of a noun or pronoun.
  - I. Verb
  - II. Adverb
  - ✓ III. Adjectives
2. My friend is a ..... person.
  - ✓ I. Smart
  - II. Smartly
  - III. Smartness
3. Write down three adjectives about your personality.

\* I am Prethibi Siddique.

Now I am writing about my personality

- ① I always speak the truth.
- ② I am very kind to the poor.
- ③ I am smart.

Group - A

Appendix – 6

Certificate of Internship



আফছার মেমোরিয়াল উচ্চ বিদ্যালয়

স্থাপিত : ১৯০৮

গ্রাম ও ডাকঘর : আগতাইল, নাগরপুর, টাংগাইল।

ই.আইএন নং-১১৪৫৪২

স্কুল কোড নং - ৪৫৩৪

ঘানা কোড নং- ১৯০

জেলা কোড নং- ২৪

তারিখ :

This is to certify that Tabassum Nafisa observed two classes and conducted two classes at our school as part of her project task assigned by the Department of English, Daffodil International University.

We found her to be amiable and hard-working.

I wish her all the success in future.

শোঃ মতিউর রহমান  
প্রধান শিক্ষক  
আফছার মেমোরিয়াল উচ্চ বিদ্যালয়  
আগতাইল, নাগরপুর, টাংগাইল।  
মোবায়ঃ ০১৭২১৩৮৮৩৮২

## Appendix – 7

### Classroom Observation Checklists by the Facilitator

**Daffodil International University**  
**Department of English**  
**Internship on “Present Scenario of English Language Teaching in a Bangladeshi School”**  
**Checklist for Class Observation**

School / College: Afsara Memorial High School  
 Teacher's Name: Tabassum Nafisa Class: 10 Section: A  
 No. of Students Present: 50 Course Title & Code: English Second Papers (Eng II)  
 Room No: 05 Peer/Observer: MD. Saajul Islam Date and Time: 20-11-2021, 12:20 PM

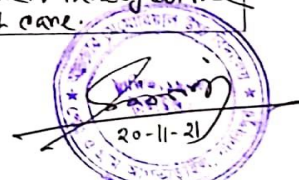
**Objectives of the lesson (as perceived):**

- i. To learn adjectives in detail.
- ii. To improve speaking skills.
- iii. To learn new vocabulary.

Were the objectives achieved and to what extent (in your view)?

Yes, the objectives were achieved. The students learned adjectives and also spoke in the class.

S/N	Review Section	In what ways? (Specific examples/clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She had good command and knowledge of the subject matters. Her approach was new and students learned adjectives in a fun way.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	She started and finished the class timely. She told them her story as her introduction, a game, and a quiz were taken.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	Students were very interested and there was a game and fun in the class. She interacted with all the students. There was a fun and lively environment throughout the time. She taught nicely with care.



	but also in manner, etiquette and attitude)	
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	She used a mobile phone, chat, and blackboard. She gave real-life examples.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Voice, pronunciation, presentation all very good. Friendly and positive attitude.

### MANAGEMENT

Was the time spent properly? Yes.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

### CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No critical event was seen. The students were cooperative.
--

### Strengths observed:

Excellent English-speaking skills, lively, interactive, nice and positive attitude.

### Suggestions for improvement:

Keep up the positive attitude. All the best to her.

### Overall impression of teaching effectiveness:

Great learning with her. I also learned new techniques from her.

**Daffodil International University**  
**Department of English**  
**Internship on "Present Scenario of English Language Teaching in a Bangladeshi School"**  
**Checklist for Class Observation**

School / College: Afsar Memorial High School  
 Teacher's Name: Tabassum Nafisa Class: 10 Section: A  
 No. of Students Present: 50 Course Title & Code: English For Today (Eng 01)  
 Room No: 05 Peer/Observer: MD. Sibajul Islam Date and Time: 23-11-21, 12:20 PM

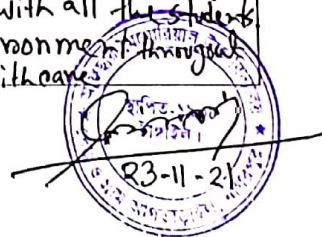
**Objectives of the lesson (as perceived):**

- i. To learn to complete stories.
- ii. To improve speaking skills.
- iii. To learn freehand writing.

Were the objectives achieved and to what extent (in your view)?

Yes, the objectives were achieved.

S/N	Review Section	In what ways? (Specific examples/clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She had good command and knowledge of the subject matters. She shared many practical and effective tips for completing any story with the students.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	She started and finished the class timely. She made the students suggest an alternative ending to a story. She started and finished the lesson properly.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	Students were very interested as they played a game and it was an enjoyable class. She interacted with all the students. There was a lively environment throughout the time. He laughed nicely with care.



	but also in manner, etiquette and attitude)	
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	She used a book, chit & blackboard. She told a funny story and played a game with the students. Her examples and ideas were simple, clear, precise & appropriate.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Nice storytelling, voice clear, pronunciation & presentation all very good. Maintained eye contact, positive attitude.

## MANAGEMENT

Was the time spent properly? She spent the time properly.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

### CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No critical event was seen. The students were cooperative.
--

### Strengths observed:

Excellent English-speaking skills, lively, interactive, friendly & positive attitude, used new teaching techniques.

### Suggestions for improvement:

She used too much English in the class. The next was great. All the best.

### Overall impression of teaching effectiveness:

Overall, the class was enjoyable. Her techniques were effective. Students had fun doing class with her.

# Appendix – 8

## Plagiarism Report

12/20/21, 9:33 AM

Turnitin

<h3>Turnitin Originality Report</h3>			
<p>Processed on: 20-Dec-2021 09:30 +06                  ID: 1733961691                  Word Count: 7957                  Submitted: 1</p> <p style="text-align: center;"><b>182-10-495 By Tabassum Nafisa</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Similarity Index</p> <h1 style="font-size: 2em; margin: 0;">17%</h1> </td> <td style="width: 50%; padding: 5px;"> <p><b>Similarity by Source</b></p> <p>Internet Sources: 17%                      Publications: 1%                      Student Papers: 11%</p> </td> </tr> </table>	<p>Similarity Index</p> <h1 style="font-size: 2em; margin: 0;">17%</h1>	<p><b>Similarity by Source</b></p> <p>Internet Sources: 17%                      Publications: 1%                      Student Papers: 11%</p>
<p>Similarity Index</p> <h1 style="font-size: 2em; margin: 0;">17%</h1>	<p><b>Similarity by Source</b></p> <p>Internet Sources: 17%                      Publications: 1%                      Student Papers: 11%</p>		

<p>2% match (Internet from 02-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4915/152-10-344.pdf?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4915/152-10-344.pdf?isAllowed=y&amp;sequence=1</a></p>
<p>2% match (Internet from 02-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4951/171-10-440.pdf?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4951/171-10-440.pdf?isAllowed=y&amp;sequence=1</a></p>
<p>2% match (Internet from 07-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/5485/163-10-418%3d2%25.docx?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/5485/163-10-418%3d2%25.docx?isAllowed=y&amp;sequence=1</a></p>
<p>2% match (student papers from 23-Dec-2019)  <a href="#">Submitted to Daffodil International University on 2019-12-23</a></p>
<p>1% match (Internet from 02-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4928/163-10-419.pdf?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4928/163-10-419.pdf?isAllowed=y&amp;sequence=1</a></p>
<p>1% match (Internet from 02-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4931/171-10-429.pdf?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4931/171-10-429.pdf?isAllowed=y&amp;sequence=1</a></p>
<p>1% match (Internet from 02-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4952/171-10-441.pdf?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4952/171-10-441.pdf?isAllowed=y&amp;sequence=1</a></p>
<p>1% match (Internet from 21-Oct-2020)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4589/P14730%20%2816-%29.pdf?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4589/P14730%20%2816-%29.pdf?isAllowed=y&amp;sequence=1</a></p>
<p>1% match (Internet from 07-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/5473/173-10-452%3d12%25.docx?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/5473/173-10-452%3d12%25.docx?isAllowed=y&amp;sequence=1</a></p>
<p>1% match (Internet from 02-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4950/171-10-436.pdf?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4950/171-10-436.pdf?isAllowed=y&amp;sequence=1</a></p>
<p>1% match (student papers from 11-Apr-2018)                  Class: April 2018 Project Report                  Assignment: Student Project                  Paper ID: <a href="#">944724129</a></p>
<p>&lt; 1% match (Internet from 02-Apr-2021)  <a href="http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4949/171-10-433.pdf?isAllowed=y&amp;sequence=1">http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/4949/171-10-433.pdf?isAllowed=y&amp;sequence=1</a></p>
<p>&lt; 1% match (Internet from 07-Apr-2021)</p>

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