



Daffodil
International
University

Internship Report

On

“Fostering Academic Growth Through Active Engagement and Collaborative Bonds in Mohihar High School”

Submitted By:

A B Afroz

ID: 221-10-1024

Semester: Fall-2025

Course Name: Project Paper with Internship

Code: ENG431

Supervised By:

Fatema Begum Laboni

Assistant Professor

Department of English

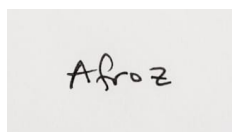
Faculty of Humanities and Social Sciences

Daffodil International University

Date: Fall 2025

Declaration

I therefore state that the internship report titled as Fostering Academic Growth through Active Engagement and Collaborative Bonds in Mohihar High School is my work done as per the academic requirement of the Bachelor of Arts in English at Daffodil International University. I testify that the report is purely based on my individual observations, experience, and reasoning conducted throughout the internship period and not submitted to another university or institution as part of a degree or certificate application. Also, I confirm that any information or data, in this case, is true to the best of my knowledge and due credits and credit has been applied whenever other ideas or materials were used.



.....

A B Afroz

ID: 221-10-1024

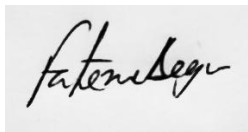
Batch: 55th

Department of English

Daffodil International University

Certification of the Supervisor

This is to confirm that A B Afroz, a student from the Department of English at Daffodil International University (ID 221-10-1024), has successfully completed his internship project (ENG 431) under my supervision. He taught English classes at Monisha Bhaban, Natore, demonstrating dedication and responsibility. A B Afroz maintained regular communication with me, sought guidance when needed, and showed consistent improvement in his teaching skills and understanding of classroom dynamics. I commend his efforts and the quality of his internship report, which reflects his commitment to English Language Teaching in a Bangladeshi school. I endorse this report for submission.



.....

Fatema Begum Laboni

Assistant Professor

Department of English

Acknowledgement

In the introduction, I would like to thank Almighty Allah as he has given me the power and ability to accomplish this internship report. I owe a lot of my academic supervisor, the Assistant Professor, Fatema Begum Laboni, of the English Department, Daffodil International University, whose guidance, helpful advice, and support were absolutely invaluable during the process of writing this report. I also wish to thank Mr. Shamen Sarkar, the principal of Monihar High School, Natore, who gave me this chance to study and undertake my internship. I am deeply appreciative of Mr. Ahmmed Bhuiya and Mr. Md. Rauf Islam, the English teachers at the school and their assistance and precious advice were of great value to me. Lastly, I would like to appreciate the mutual contribution of the teaching and learning staffs in the Monihar High School, who provided me with unrelenting support during my growth as an intern.

Abstract

This is an internship report that explores the nature of student teacher relationship in high school education and the headline of the report is Fostering academic growth through active engagement and collaborative bonds in Monihar High School, Natore. It starts with the description of different forms, which students and teachers cooperate with each other such as mentoring, learning together, and traditional classroom instruction and how the relations will be manifested in the real classroom environment. Also, the report focuses on how strong student-teacher relationships have the potential to enhance learning outcomes, increase student engagement, and elicit positive emotions. It determines the main features of characteristics of a proper relationship to establish and sustain a successful one including empathy, respect, and positive communication in the classroom context. The report also covers the prevalent issues that may impede the establishment of such relationships. Finally, it offers useful and directives to reinforce student teacher associations on the way to designing a more productive, supportive and nurturing learning environment to all members in a high school.

Table of Contents

Chapter Number	Contents	Page Number
	Declaration	i
	Certification of the Supervisor	ii
	Acknowledge	iii
	Abstract	iv
	Table of Contents	v
Chapter 1	Introduction	1-2
Chapter 2	Objectives	3-4
Chapter 3	Methodology	5-6
Chapter 4	Institution Details	7-8
Chapter 5	Internship Activities	9
	5.1 Class Observation Activities (1-3)	10-11
Chapter 6	My Teaching Experience	12
	6.1 Class Conducting Activities (1-3)	13-16
Chapter 7	Overall Finding	17-19
Chapter 8	Recommendation	20-22
Chapter 9	My Learning from the Internship	23-24
Chapter 10	Conclusion	25-26
Chapter 11	Appendices	27
	11.1 Appendices 1: Lesson Plans	28-29
	11.2 Appendix 2: Internship Joining Letter	30
	11.3 Appendix 3: Internship Certificate	31
	11.4 Appendix 4: Some photos during conducting the class	33-33
	11.5 Appendix 5: Plagiarism Report	34

Chapter 1

Introduction

Academic development in the modern education is no longer determined by textbooks, exams, or classroom practices. Instead, it is a result of an active engagement between the learners, teachers, and the schools at large. This report is called Fostering Academic Growth Through Active Engagement and Collaborative Bonds because it embodies an academic view that gives significance to meaningful relationships and participatory learning as the central focus of the educational process. It is when the students can feel attached to their teachers, when their peers support them, and when they are involved in classroom activities that their motivation, confidence, and general performance start thriving.

Communicative teaching practices, sensitive guidance and positive interaction with peers are the focus of the practice that I observed and experienced during my internship at Monihar High School, Natore, which directly influence the learning behaviour of students. The Bangladeshi high school setting, where classes with heterogeneous abilities are common, resources are scarce, and instruction is exam-specific, indicates the necessity of the teaching methods that extend beyond the lecture-based ones. The real determining factor in learning is the extent to which the students are motivated to engage themselves, share out, and develop positive relationships with their teachers.

This report finds out how active engagement and collaborative relationships can be useful in academic development and emphasizes the strengths and challenges of real classroom environments. With the analysis of the teaching strategies, classroom dynamics and the emotional climate of the learning environments, the introduction preconditions the further discussion of how meaningful interaction could help to change the educational experience and help the students realize their maximum potential.

Chapter 2

Objectives

The desire to contribute to a positive and inspiring learning process was the driving factor in my internship as an English teacher in the Monihar High school, Natore. This was the main purpose of the study to explore and improve the English language teaching practices commonly taught in Bangladeshi schools with the introduction of interesting and innovative learning techniques.

Some of the main aspects that I focused on during my placement and which make learning effective include enhancing the communication and engagement skills of students. Moreover, I wanted to develop interesting lessons, stimulate creative thinking, and ensure that the learning process is supportive and students are interested in becoming the participants of their learning process.

- Research on the different collaborative strategies that students and teachers can use to enhance the learning process.
- Examine the relationship between high, positive student-teacher relationships and achievement of success in learning.
- Determine general obstacles and issues that affect the quality of interactions among students and teachers.
- Provide easy and practical solutions relating to how to improve student-teacher relationships in order to improve, engagement, and academic outcomes.

Chapter 3

Methodology

I have a three months internship experience in Monihar High School, Natore, and that is the basis of this report. The methodology assumed some systematic steps. To begin with, the institution was picked because it is one of the schools visited after visiting various schools and identifying one that provided a good environment in which teaching could be put to practice. Having obtained an official recommendation letter in the Daffodil International University, I got a formal permission of the school authorities in order to start working on the internship.

The internship began with observations in the classroom where I noted teaching methods, student reactions and classroom management in general. Having passed the observation stage, I also taught several English lessons based on the ready lesson plans which cared about reading, writing, grammar, and engaging activities. There was a basic checklist that was upheld during the internship, which was used to observe the teaching practice and student interaction.

Lastly, the notes, observations and teaching experiences were discussed and evaluated in order to know the weaknesses and strengths of the English language teaching in the school. These thoughts are the foundation of the findings in this report.

Chapter 4

Institution Details

4.1 Institution Details:

Institution Name	Monihar High School, Natore
Location	Natore Sadar, Natore
School No.	8468
Date of Establishment	2005
Post Code of School	Natore-6400
Number of Students	594
Number of Teachers	11
Number of Staff	3
Dress Code	Students have particular uniform and it is strictly prohibited to attending the class without uniform.
Class Time	Class duration from 9.00 AM to 4.00 PM
Library	A medium Library is present near to the Teachers room
Digital Classroom	Not Available
Canteen	A Cafeteria is present beside the entrance gate
CCTV Security	Available

Chapter 5

Internship Activity

5.1 Class Observation – 1

Observation:

At the beginning of the lesson, the teacher presented a picture in the textbook and instructed the students to write simple sentences to describe the person in the picture. This pre-assessment was to stimulate the pre-learned knowledge of students. The teacher was articulate, moved freely in the classroom, and encouraged students who were reluctant to take part. He gave brevity and clarified new words according to everyday life. The size of the classroom was high but he managed to control the situation by using amicable admonishments instead of harsh discipline.

Finding:

The lesson was productive due to the fact that the teacher employed real-life examples and was supportive in his tone. Nevertheless, pair-work activities might enhance the lesson that will be more interactive to every student.

5.2 Class Observation – 2

Observation:

The teacher started the topic by posing the question to students as to why they have to write formal letters. He put up the structure in the board and discussed every section, address, subject, body, and closing. Students were requested to read a sample of a letter and detect the most crucial parts. The teacher repeatedly verified the comprehension by having small questions and giving

invitations to volunteers to read aloud. He also maintained a friendly and supportive communication relationship and this made weak students respond confidently.

Finding:

The teacher was able to balance between explanation and student participation. Group-writing assignment with a limited amount of time might also enhance the writing abilities of a student.

5.3 Class Observation – 3

Observation:

The lesson began with a short talk on known leaders and this instantly caught the attention of the students. The teacher read out the passage and had to stop a number of times to clarify some challenging vocabularies. He facilitated the student to share their knowledge about Nelson Mandela and this would make a significant connection between what is being taught in the lesson and what they know in general. The teacher was eye-contact, posed inquiry questions, and the teacher left the students to make inferences of the moral meaning of the text.

Finding:

Due to the interactive questioning of the teacher, the class became lively. It would be interesting to add more visual materials or even a short video (where possible).

Chapter 6

My Teaching Experience

6.1 Teaching Experience – 1

Class: Seven

Subject: English 1st Paper

Topic: “A Day in a Student’s Life”

Date: 22 September, 2025

Time: 11:00-11:45 AM

This was among my first teaching lessons and I attended it with excitement as well as fear. Before introducing the class, I had a brief discussion by asking them a question, which is, What do you habitually do before going to school? This one simple question also put the students into action right away as they were excited to explain their morning routines.

I then proceeded to the reading passage where I used short stories in everyday life as an explanation of key words. In cases where individual students were facing problems pronouncing the longer words, I reminded them in a soft voice and urged them to retell them as opposed to reading them aloud. This minor act made them feel more secure.

The best part was that the more shy students started to participate gradually when I was asking question in pairs. The general atmosphere in the classroom was quite welcoming and open, and at its conclusion, the students were ready to share their own experiences regarding the text. This lesson helped me realize that cordial introduction and mere questioning may greatly enhance student participation.

6.2 Teaching Experience – 2

Class: Eight

Subject: English 2nd Paper

Topic: Changing Sentences

Date: September 24, 2025

Time: 11:00-11:45 AM

Class Eight was a different situation altogether in teaching grammar. The students were active and interested, though very soon their attention changed. To handle this, I introduced a warming-up activity of a sentence board-based exercise at the beginning of the class. I requested them to indicate whether a sentence was assertive, interrogative or imperative.

After getting their attention on the warm-up, I then presented the rules of transforming a sentence using simple examples. I did not go into long definitions but rather made use of sentences that portrayed everyday school life, something that the students could instantly relate to.

I proposed a little competition between rows in order to make the session interactive. In each row, there was a need to alter a sentence provided in 20 seconds. Even weaker students were excited by the contests that ensued and participated actively. I have observed that when grammar was presented as a game and not a strict rule-learning exercise, students liked it.

The experience helped to support the idea that flexibility and creativity of a teacher can make a challenging subject a fun lesson.

6.3 Teaching Experience – 3

Class: Nine

Subject: English 1st Paper

Topic: Reading Comprehension

Date: September 25, 2025

Time: 11:45-12:30 PM

This group was most mature in thinking and yet they were expecting a formal lesson. I started by splitting the passage into little parts and giving each group a part to read and define in their words. This was done by group method where the students worked in groups and there was less shyness among the students.

I was able to move between the groups and I realized that there were some students who were having problems with new vocabulary. I did not give direct meanings, I was providing hints, I was calling simple sentences and letting them make guesses. This plan has generated curiosity and made the acquisition of vocabulary significant.

In the question-answer session, learners were more confident in their answers since they were able to talk about the passage. One of the students even related the theme of the text to a real occurrence he had observed broadcast on TV. This experience taught me that students become highly interested when they believe that their ideas are listened to.

At the lesson conclusion, I had quite a good feeling of belonging to the class. The lesson that I learned during this session is that guide-oriented discussion and critical thinking are the most appropriate in higher-level classes.

Chapter 7

Overall Findings

7.1 Overall Findings

The practical experience of my internship at the Monihar High School in Natore enabled me to observe how teaching, communication and the classroom atmosphere all combine to define the way the students learn. There were some major lessons that came to fore when watching and running the lessons.

One, I observed that learners were much more interested when instructors kept it amicable and cordial. A kind voice, direct eye contact and straightforward encouragement words helped a lot particularly to the shy or weaker children. On the other hand, a super-formal or strict style normally compelled them not to speak up.

Second, interactive studies such as pair work, rapid quiz, speedy discussions proved to be much more effective as compared to marathon-long lectures. The kids became direct participants and were on their alert, asked more questions and appeared to have truly understood the material.

Third, practical issues in classroom such as huge student population and limited resources presented interactive teaching with a curveball. Nevertheless, educators who maintained simplicity e.g. by relying on real-life examples, engaging in brief board tasks, or throwing in questions that the students could relate to, were capable of grabbing the students despite such constraints.

Fourth, vocabulary and reading passages became simpler as the teachers gave real life stories about them rather than simply giving them direct definitions. Using that approach served to allow students to connect the lesson with their experiences.

Overall, the internship has demonstrated that you do not have to acquire an entire sentence of knowledge as the starting block of learning: you also need to know how to communicate with students, how to provide them with emotional assistance, and how to create a comfortable

environment in the classroom. With a positive teacher-student relationship, the children will rise higher with improved grades.

Chapter 8

Recommendations

8.1 Recommendations

Judging by what I have seen in my classroom, teaching experience in Monihar high school, Natore, I would make the following suggestions to enhance student learning and classroom interactions:

Promote More Interactive Instructional Processes.

Easy pair-work, group discussions, or brief games can be introduced by teachers to keep the students involved. Even minute interactive things can get lessons more engaging and significant.

Give Feedback to Students on a regular basis.

Minimal feedback made in a constructive way will tell the students where they are. Educators must target on their strengths and weaknesses in order to gain confidence and motivation.

Appeal to Real-Life in Lessons.

It is by relating to familiar things in everyday life that students grasp new concepts easier. This style is particularly useful in writing, grammar and reading comprehension classes.

Enhance Teacher Student Interaction.

An easy-going style of communication would make students feel free to ask questions. The teachers are supposed to establish a conducive environment where students are comfortable to share themselves.

Encourage Collaboration and Peer Support.

Students can learn to check each other in simple group tasks or peer-checking activities. This enhances teamwork and enables students who are weak to have their fellow students to support them.

Provide Teacher Training.

Semi-annual seminars on new teaching methods, classroom management, and communication skills would assist teachers to revise their modes of operation and manage big classes better.

Enhance Classroom Materials where necessary.

Despite the fact that most of the teachers are already resourceful, some extra teaching tools such as charts, vocabulary cards, or computer tools would make the lessons more interesting and visual.

Chapter 9

My Learning from this Internship

9.1 My Learning from the Internship

The Monihar High school internship at Natore was a good experience that enabled me to develop as an individual and a professional. Through the observation technique and my classroom practice, I was able to acquire practical knowledge that one cannot achieve by using textbooks.

The lesson that I have acquired was the importance of establishing a good communication with students. I also understood that, when the students feel respected and encouraged, they feel more involved and are more willing to learn. The level of their response was noticeably different with the help of a friendly tone, simplistic explanations, and patience.

I also gained more management skills in the classroom. Being a teacher of a big class taught me to be disciplined and not to pressure. I did learn to be clear in my instructions, use time effectively and make the students remain on track by means of interventions.

Flexible teaching was also another critical learning point. Not every lesson is as it was planned, and in the majority of cases, I needed to modify the way the lesson was conducted based on how the students understood and the situation in the classroom. This taught me to think fast and change my approach so that I would suit the needs of different learners.

Lastly, the internship assisted in strengthening my confidence as an upcoming teacher. Being in front of a class, teaching the lessons, discussing the questions, and getting feedbacks provided by students helped me feel more ready to perform real teaching duties in the future.

In sum, this internship reinforced my philosophy of teaching, which is to have knowledge of the subject taught, patience, empathy, and good communication. It also helped me to better understand the classroom setting and was a good introduction to the career that I will be having in the future.

Chapter 10

Conclusion

10.1 Conclusion

The internship experience within Monihar High School, Natore, explicitly proved that the enhancement of academic development is closely intertwined with active interaction and effective cooperative relationships between the teachers and the students. During my observations and teaching practices, I was able to see the way students gained more confidence, curiosity, and motivation as they were invited to be active members of the lesson. The learning conditions were simple interactions, which included asking questions, eliciting opinions, or engaging students in small group activities, and they made students feel valued and supported.

Another aspect of teaching the internship taught me was the core importance of meaningful relationships. In case teachers are empathetic, a teacher should listen to students and create a respectful classroom environment, students will become even more enthusiastic and achieve better academic results. Such human interactions sometimes play a bigger role in learning than a lecture based teaching per se.

In general, this internship reinforced my belief that the true academic learning takes place when classes are not based on one-sided instruction but represent a place of collective effort, interactions and mutual respect. The experience has helped me to develop a sense of perspective as a future teacher and support the notion that active interaction and good teacher student relationships are the key to effective and long-term learning.

Chapter 11

Appendices

Appendices 1: Lesson Plans

Class Observation 1

Name of Institution	Monihar High School
Teacher's Name	Ahmmed Bhuiya
Class	Nine
Subject	English Second Paper
Date	October 15, 2025
Time	11:15 AM
Topic	Formal Letter Writting
Materials	Textbook, whiteboard, marker

Class Observation 2

Name of Institution	Monihar High School
Teacher's Name	Rauf Islam
Class	Seven
Subject	English First Paper
Date	October 15, 2025
Time	11:15 AM
Topic	Describing People
Materials	Textbook, whiteboard, marker

Class Observation 3

Name of Institution	Monihar High School
Teacher's Name	Ahmmed Bhuiya
Class	Nine
Subject	English First Paper
Date	October 15, 2025
Time	11:15 AM
Topic	Nelson Mandela: From Prisoner to President
Materials	Textbook, whiteboard, marker

Teaching Experience 1

Class	Seven
Subject	English First Paper
Date	October 21, 2025
Time	11:15 AM
Topic	A Day in a Student's Life
Materials	Textbook, whiteboard, marker

Teaching Experience 2

Class	Eight
Subject	English Second Paper
Date	October 21, 2025
Time	10:00 AM
Topic	Changing Sentences
Materials	Textbook, whiteboard, marker

Teaching Experience 3

Class	Nine
Subject	English First Paper
Date	October 21, 2025
Time	11:15 AM
Topic	Reading Comprehension
Materials	Textbook, whiteboard, marker

Appendices 2: Joining letter

Date: 20/08/2025

To
The Headmaster
Monihar High School
Natore

Subject: Intimation for Joining Duty

Sir,
respectfully inform you that I am ready to join my duties as an intern at Monihar High School. I am grateful for the opportunity to work in the post of Assistant Teacher during my internship period. I firmly believe that my academic background and prior experience will enable me to serve responsibly and contribute positively to the institution. I am eager to learn, support the students, and fulfill all assigned duties with sincerity and dedication.

I therefore request you to kindly accept my joining letter and allow me to commence my responsibilities from the scheduled date.

Yours sincerely,

A B Afroz
ID: 221-10-1024
Department of English
Daffodil International University
Email: afroz10-1024@diu.edu.bd

Ahmed
20.08.25

Appendices 3: Internship Certificate

মনিহার উচ্চ বিদ্যালয়

ডাকঘরঃ নাটোর সদর, উপজেলাঃ নাটোর সদর, নাটোর

স্থাপিতঃ ২০১১ খ্রিঃ

বিদ্যালয় কোডঃ ৮৪৬৪, ENNI: 123372

E-mail: moniharhighschool2011@gmail.com

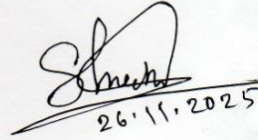
মোবাইলঃ ০১৩১৮১৮৯৭৬৫

Date: 26.11.25

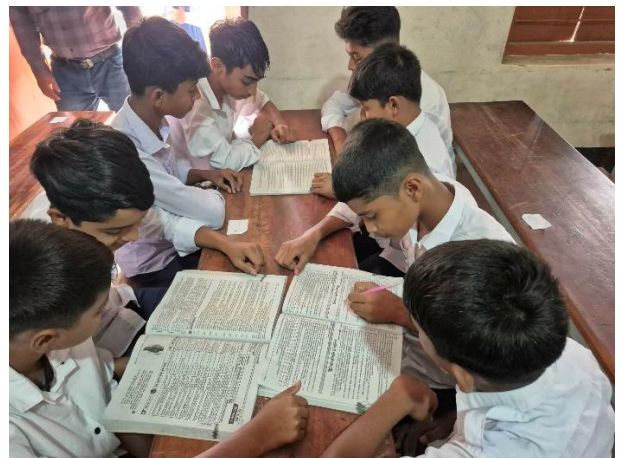
To Whom It May Concern

This is to certify that A B Afroz has successfully completed his internship as an English teacher at Monihar High School, Natore from 20 September to 25 November 2025. During his internship, she demonstrated a sincere and positive attitude while working with young learners and cooperated well with the school authority. He has shown dedication, responsibility, and professionalism throughout his service. To the best of my knowledge, he upholds a good moral character.

I sincerely wish him every success in his future endeavours.


26.11.2025

Appendices 4: Some photos during classes





Plagiarism Report

221-10-1024

ORIGINALITY REPORT

6%

SIMILARITY INDEX

5%

INTERNET SOURCES

0%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

dspace.daffodilvarsity.edu.bd:8080

Internet Source

4%

2

Submitted to Daffodil International University

Student Paper

1%

3

123dok.com

Internet Source

<1%

4

Submitted to Cypress High School

Student Paper

<1%

5

amanaacademy.org

Internet Source

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off