



Internship Report

On

**“Understanding the Role of Teacher–Student Communication in
Enhancing Learning: Insights from Changao Government Primary
School”**

Submitted By:

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Batch: 55

Semester: Fall-2025

Course Name: Project Paper with Internship

Course Code: ENG-431

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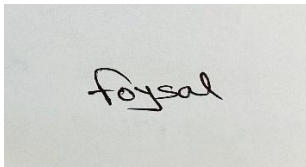
Daffodil International University

Declaration

I, MD.Foysal Hossen, hereby declare that the internship report titled “Student–Teacher Interaction and Its Impact on Learning: Insights from Changao Government Primary School” is a presentation of my original work.

I confirm that this report has been submitted in partial fulfillment of the requirements for the degree of Bachelor of Arts (Honours) in English at Daffodil International University. This paper is entirely my own effort and has not been submitted, in whole or in part, to any other university or institution for any academic award or degree.

This project was completed under the supervision and guidance of Fatema Begum Laboni.

A rectangular box containing a handwritten signature in black ink that reads "foysal".

MD.Foysal Hossen

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Batch: 55

Program: B.A. (Hons) in English

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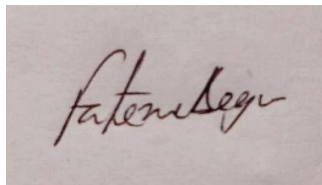
Daffodil International University

Certificate of Approval

This is to certify that the internship report titled “Student–Teacher Interaction and Its Impact on Learning: Insights from Changao Government Primary School”, submitted by MD.Foysal Hossen (ID: 221-10-1084), is a genuine record of the student’s own work carried out during the Fall-2025 semester.

The report has been reviewed and is found to be satisfactory for the partial filling of the requirements for the degree of Bachelor of Arts (Honours) in English. I confirm that the content represents the original and sincere effort of the student. I believe this work is worthy of academic recognition and recommend it for acceptance.

I extend my best wishes to MD.Foysal Hossen for his future endeavors.



Fatema Begum Laboni
Assistant Professor
Department of English
Daffodil International University

Acknowledgement

First and foremost, I express my deepest gratitude to the Almighty for granting me the strength, patience, and ability to complete this internship and research report successfully.

I would like to extend my heartfelt appreciation to my supervisor, Fatema Begum Laboni, Lecturer, Department of English, for her unwavering support, valuable feedback, and scholarly guidance throughout this journey. Her mentorship was crucial in helping me structure my thoughts and refine this report.

I am also incredibly grateful to the Head Teacher and the teaching staff of Changao Government Primary School for allowing me to conduct my internship at their esteemed institution. Their cooperation, friendliness, and willingness to share their classroom spaces were vital for my data collection and practical experience.

Finally, I dedicate this work to my parents and friends, whose constant encouragement and belief in my potential motivated me to work hard and overcome every challenge I faced during this period.

MD.Foysal Hossen

Daffodil International University

Abstract

This report investigates the dynamics of student-teacher interaction and its profound influence on the learning process, based on a three-month internship conducted at Changao Government Primary School. The primary objective was to observe how rapport, empathy, and communication strategies employed by teachers affect the academic performance and emotional well-being of young learners. Through a combination of direct classroom observation and practical teaching experience, the study highlights that a positive, supportive relationship between teachers and students significantly boosts learner confidence, participation, and motivation. Conversely, a lack of individual attention or a rigid disciplinary approach can hinder a student's willingness to engage. The report details specific teaching methodologies practiced during the internship, the challenges faced due to class size and infrastructure, and the strategies used to overcome them. Ultimately, the findings suggest that when teachers act as facilitators and mentors rather than just authoritarian figures, the educational environment becomes more inclusive and effective. The report concludes with recommendations for improving student-teacher engagement in government primary schools.

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Chapter 1

Introduction

1.1 Background of the Study

Education is not merely the transmission of data from one mind to another; it is a complex, reciprocal process rooted deeply in human connection. At the primary level, where young minds are most impressionable, the bond formed between a teacher and a student is often the determining factor in the child's academic success and social development. This report, titled "Student-Teacher Interaction and Its Impact on Learning: Insights from Changao Government Primary School," explores the nuances of this relationship within the context of the Bangladeshi public education system.

The traditional view of education in many parts of South Asia has often been teacher-centered, where the teacher is the sole authority and students are passive recipients. However, modern pedagogical research suggests that learning is most effective when it is interactive. My internship at Changao Government Primary School provided a fertile ground to test this hypothesis. It offered a firsthand look at how rural and semi-urban students respond to various teaching styles and how the demeanor of a teacher can either ignite curiosity or instill fear.

1.2 Rationale of the Internship

The internship program is an integral part of the Bachelor of Arts in English curriculum at Daffodil International University. It is designed to bridge the gap between theoretical knowledge acquired in the university classroom and the practical realities of the teaching profession. With the guidance of Fatema Begum Laboni, this project helped me experience the real work of a teacher, where I learned to handle actual classroom situations instead of only reading from books.

1.3 Scope of the Report

This report covers a period of three months during the Fall-2025 semester. It includes detailed accounts of classroom observations, where I analyzed the methods of experienced teachers, and my own teaching experiences, where I implemented interactive strategies. The scope is limited to the students and environment of Changao Government Primary School, specifically focusing on English language classes for grades iii through v.

1.4 Significance of the Study

Understanding how students and teachers interact is very important for creating a good learning environment. When students feel safe, listened to, and respected, they are more willing to ask questions, try new things, and learn better. This report describes these changes in students' thoughts and learning, and it may help future teachers and education planners who want to improve primary education in Bangladesh.

Chapter 2

Objectives

The primary aim of this internship was to gain practical teaching experience and understand the educational ecosystem of a government primary school. The specific objectives of this report are as follows:

- 1. To analyze the nature of student-teacher relationships:** To see how teachers communicate with students both inside and outside the classroom, and how these interactions affect the overall learning environment.
- 2. To find out what things affect teacher-student interaction:** Such as class size, seating arrangement, and the teacher's behavior, and how these factors help or block good communication.
- 3. To understand how empathy and encouragement from the teacher affect students:** To assess how positive reinforcement and a friendly demeanor affect student motivation and participation, particularly in English language learning.
- 4. To reflect on practical teaching strategies:** To document my own growth as a novice teacher and evaluating which pedagogical strategies (e.g., Gamification, Group Work) were most effective in the context of Changao Government Primary School.

Chapter 3

Methodology

To prepare this report and achieve the objectives mentioned above, I used a qualitative method along with learning from my real experiences. The methodology can be broken down into the following components:

3.1 Selection of the Institution

I chose Changao Government Primary School for my internship because it is well-known in the community and easy to reach. It represents a typical government-run institution in Bangladesh, facing common challenges like high student-teacher ratios, which provided a realistic setting for my research.

3.2 Data Collection Methods

Primary Sources: The core of this report is based on primary data collected through:

Classroom Observation: I spent the first few days observing classes conducted by the Head Teacher and other senior faculty members. I took notes on their teaching methods, body language, and the students' reactions.

Practical Teaching: I conducted classes for Grades iii, v, and vi. I experimented with different teaching techniques and recorded my reflections in a daily journal.

Interviews: I had casual talks with the teachers to learn their views on classroom management and how students think and behave.

Secondary Sources: To support my findings, I consulted various academic papers, articles on child psychology, and educational theories regarding student-teacher relationships.

Chapter 4

Institution Details

4.1 Overview

Changao Government Primary School is a well-established educational institution located in Changao. Established to serve the educational needs of the local children, the school has a long history of contributing to the community's literacy rate.

4.2 Infrastructure and Facilities

Name of Institution	Changao Government Primary School
Location	Changao
Establishment Year	1991
Total Students	Approximately 250
Total Teachers	10
Class Range	Pre-Primary to Class 5
Medium of Instruction	Bengali

4.3: Institutional Profile

The school building is a two-story structure with sufficient classrooms, though they are often crowded due to the high number of students.

Library: There is a small library corner in the teachers' room, though access for students is somewhat limited.

Playground: The school has a small front yard used for assembly and play-time, which is crucial for the physical development of the children.

Sanitation: Separate washrooms are available for boys and girls, though

maintenance is an ongoing challenge.

Technology: The school has limited multimedia facilities. Most teaching is done using the traditional chalkboard method.

The environment is generally disciplined, yet vibrant with the energy of young learners. The economic background of the students varies, with most coming from lower to middle class and also working-class too families, making the school's role in their lives even more critical.

Chapter 5

Classroom Observation

Before I started teaching, I watched several classes led by experienced teachers. This step was important for understanding the school's regular teaching style and learning environment.

5.1 Observation 1

Date: October 12, 2025

Class: Class 5

Subject: English

Instructor: Md. Mohorom Ali (Head Teacher)

Topic: Reading Comprehension - "The Liberation War Museum"

Description: Mr. Mohorom Ali earned the students' respect as soon as he entered the room. All the students stood up together to greet him. Instead of starting the lesson from the book right away, he first asked whether they had ever been to a museum. Their answers were mixed, but the question successfully caught their attention. He read the passage aloud with clear pronunciation and intonation.

Analysis: The interaction was authoritative but benevolent. He used the Grammar-Translation Method (GTM), translating difficult English sentences into Bengali. While effective for comprehension, I noticed student talking time (STT) was low compared to teacher talking time (TTT). However, his rapport with the students was evident; they were not afraid to ask for meanings of words they didn't understand.

5.2 Observation 2

Date: October 14, 2025

Class: Class 3

Subject: English

Instructor: Mrs. Salma Akter

Topic: Parts of the Body

Description: Mrs. Salma Akter used a very different approach. She employed Total Physical Response (TPR). She would touch her head and say “Head,” and the students would mimic her action and word. The energy in the room was high. She drew a stick figure on the board and asked students to label it.

Analysis: This class was much more interactive. The students were laughing and moving, which helped them memorize vocabulary faster. Mrs. Salma’s interaction was motherly and encouraging. She frequently used praise words like “Very good” and “Excellent,” which clearly boosted the children’s confidence. This observation highlighted the effectiveness of kinesthetic learning for younger students.

5.3 Observation 3

Date: October 15, 2025

Class: Class 4

Subject: English Grammar

Topic: Present Indefinite Tense

Description: The teacher focused on writing structures on the board: Subject + Verb + Object. He asked students to create sentences using this structure.

Analysis: This class was challenging. Grammar is often dry for young students. I noticed some students at the back losing interest and talking among themselves. The teacher had to intervene frequently to maintain discipline. This observation taught me that without engaging activities, managing a large class during a grammar lesson is difficult.

Chapter 6

Teaching Experience

After my observation phase, I was assigned to teach English to Classes 3, 4, and 5. This part of my internship had the biggest impact on me.

6.1 Experience 1: The First Interaction

Date: October 20, 2025

Class: Class 4

Topic: Introduction and Ice-breaking

My first day as a teacher was nerve-wracking. I entered Class 4, and 50 pairs of eyes stared at me. I decided to skip the textbook for the first ten minutes. I introduced myself as a student from Daffodil International University and asked them about their hobbies.

At first, they were shy. To break the ice, I wrote my name on the board in a stylized font and asked them to guess my favorite color. This small game worked wonders. Soon, hands were shooting up. We then transitioned to the lesson “Traffic Rules.” Because we had established a friendly connection earlier, they were eager to read aloud for me. I realized that the first impression dictates the flow of the entire semester.

6.2 Experience 2: Teaching Vocabulary through Visuals

Date: October 26, 2025

Class: Class 3

Topic: Names of Fruits and Vegetables

Recalling Mrs. Salma's class, I decided to use visuals. I brought some printed pictures of fruits. I would hold up a picture, and they would shout the name in English.

One student, who was notoriously quiet, struggled to pronounce "Cucumber." Instead of correcting him sternly, I made a funny face and exaggerated the pronunciation "Cu-cum-ber." The class laughed, and he laughed too, eventually getting it right. This moment was significant; it showed that humor is a powerful tool in reducing anxiety in language learning. The interaction shifted from teacher-student to guide-learner.

6.3 Experience 3: The Challenge of Grammar

Date: November 2, 2025

Class: Class 5

Topic: Wh- Questions

Teaching Class 5 was different; they were older and more exam-oriented. I had to teach them how to form questions using Who, What, Where, and When.

I divided the class into groups (Collaborative Learning). I gave each group a simple answer (e.g., "I play football in the afternoon") and asked them to find the question for it. Initial chaos ensued. Some groups argued, others sat silently. I had to move from desk to desk, mediating and guiding. It was exhausting but rewarding. By the end of the class, most groups could form basic questions. This experience taught me patience and the importance of clear instructions when conducting group work.

Chapter 7

Class Discussion and Reflection

One specific class discussion stands out in my memory. It was a rainy day in November, and attendance was thin in Class 4. The topic was “My Daily Routine.”

Instead of a lecture, I sat on the edge of the desk and asked, “What did you do this morning before coming to school?” One boy said, “Sir, I helped my father in the field.” Another girl said she cooked breakfast because her mother was sick.

This discussion moved away from English syntax to real-life struggles. I wrote their sentences on the board: “*I help my father.*” “*I cook breakfast.*” We then converted these into English. The students realized that English wasn’t just a subject in a book; it was a tool to tell their own stories. The level of engagement during this class was the highest I had ever seen. It reinforced the idea that connecting learning content to the students’ personal lives is the gold standard of teaching.

Chapter 8

Skills Acquired

My time at Changao Government Primary School equipped me with several practical skills that are essential for any professional career, specifically in education:

Classroom Management: I learned to manage large groups of energetic children, balancing discipline with friendliness. I learned that silence doesn't always mean learning; sometimes a noisy classroom is a productive one.

Adaptability: Things rarely go according to the lesson plan. I learned to improvise when the electricity went out, or when students simply didn't understand a concept.

Communication: simplifying complex ideas into language that an 8-year-old can understand requires a high level of linguistic precision. My ability to explain things clearly improved significantly.

Time Management: With only 40-50 minutes per class, I learned to allocate time for greeting, teaching, practice, and wrap-up efficiently.

Empathy and Emotional Intelligence: I learned to read faces. I could tell when a student was hungry, tired, or confused, and I learned to adjust my expectations accordingly.

Chapter 9

Overall Findings

Based on my three months of internship, observation, and teaching, I have arrived at several findings regarding student-teacher interaction:

Positive Reinforcement Works Best: Students at this age crave validation. A simple “Good job” or a star on their hand motivates them more than threats of punishment. Classes where I was overly strict saw less participation than classes where I was encouraging.

Fear inhibits Language Learning: In classes where the teacher was authoritarian, students were terrified of making grammar mistakes, leading to silence. In my classes, where I normalized making mistakes, students spoke more English, albeit with errors.

The Language Barrier: Most students are terrified of English because they view it as a foreign, alien subject. Teachers who bridge this gap by using the mother tongue (Bengali) strategically to explain concepts foster better understanding.

Physical Environment Matters: The crowded classrooms make it difficult for teachers to reach students at the back. These “backbenchers” often feel neglected and disengage from the lesson.

Teacher as a Role Model: Students mimic their teachers. When I was energetic, they were energetic. When I was lethargic, they were bored. The teacher sets the emotional thermostat of the room.

Chapter 10

Recommendations

To improve the quality of education and student-teacher interaction at Changao Government Primary School, I propose the following recommendations:

Interactive Teaching Aids: The school should invest in low-cost teaching aids like flashcards, charts, and posters. Visuals capture attention better than plain text.

Training on Child Psychology: Teachers should undergo regular training not just on subject matter, but on child psychology and modern pedagogy. Understanding *how* a child thinks is as important as knowing *what* to teach.

Reducing Class Size: Where possible, large classes should be split into sections. It is impossible to build individual relationships with 60 students in a 40-minute period.

Encouraging Co-curricular Activities: Organizing debates, spelling bees, and storytelling sessions can help build bonds outside the rigid academic structure.

Positive Discipline: Moving away from corporal punishment or harsh scolding towards positive reinforcement strategies will create a safer environment for students to open up.

Chapter 11

Personal Learning and Reflection

This internship was not just a school requirement; it was also a journey to learn about myself.

I realized that teaching is a tiring job that needs a lot of patience. Some days I went home with a headache, unsure if I was able to help the students. But other days, a student would run to me show a drawing or use a word I had taught them the week before correctly. Those moments made it all worthwhile.

I discovered that I have a natural ability to connect with children. I learned to leave my personal worries at the door when I entered the classroom. For those 45 minutes, I had to be a performer, a leader, and a friend.

I also understood the big responsibility that teachers have. We are not only teaching lessons, but also helping to shape the future citizens of Bangladesh. This realization has instilled in me a deep respect for the profession.

Chapter 12

Conclusion

The internship at Changao Government Primary School was a defining chapter in my academic life at Daffodil International University. It allowed me to validate the theories of student-teacher interaction I had studied in my coursework.

The core insight from this report is that interaction is the heartbeat of education. A curriculum can be perfect, and books can be excellent, but without a compassionate and engaging teacher to deliver them, learning cannot take place effectively. My experience confirmed that when a teacher invests time in building a relationship based on trust and respect, students flourish.

As I move forward in my career, I will carry these lessons with me. The skills of communication, empathy, and leadership I honed at Changao will serve me well, whether I continue in education or transition to another field. I am grateful for the opportunity to have touched the lives of these young learners, however briefly, and to have been touched by their innocence and resilience in return.

CHAPTER 13

Annex

Internship Placement Letter

 **Daffodil**
International
University
A landmark to create the Future

Faculty of Humanities
and Social Science

Ref: Internship Placement//253 September 20, 2025

To

The Headmaster
108 No. Changaon Government Primary School
Ashulia, Savar, Dhaka,

Subject: Request for Internship Placement

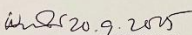
Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering a BA in English for the partial fulfillment of the requirement for the BA in English Degree. Students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention to the fact that **Foysal Hossen, ID Number: 221-10-1084**, has completed 123 credit hours in 41 courses from the Department of English. It would be highly appreciated if you could kindly allow him to be an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With best regards,


.....
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor & Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd



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Internship Certificate



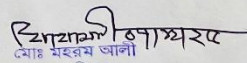
108 No. Changaon Government Primary School
Est. 1991
Changaon, Savar, Dhaka. Mobile: 01710-905781

Assertion Certificate

This is to certify that Name: MD. Faysal Hossen ID: 221-10-1084, has successfully completed his internship as a part of his academic course, ENG: 431-Project Paper with Internship during Fall 2025 from 108 No. Changaon Government Primary School, Changaon, Savar, Dhaka. He is a courageous, consistent, and coherent person. He has contributed to enrich the knowledge of our students. His politeness and well speaking has pleased us. He has also managed to gain positive feedback from the students.

He would go a long way with such courage, skills, and ambitions. I wish him all the best.

Md Mohoram Ali
Headmaster
108 No. Changaon Government Primary School
Changaon, Savar, Dhaka
Mobile: 01710-905781


মোঃ মহরাম আলী
প্রধান শিক্ষক
চাঙ্গাওন সরকারি প্রাথমিক বিদ্যালয়
সভার, ঢাকা।



Internship Joining Letter

Institution of Images



Images of classes





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