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Internship Report on
“Exploring Classroom Teaching and Learning Environment: On the Basis of Learner-Instructor Relationship”

Submitted to:

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This Report is Submitted in Partial Fulfillment of the Requirements for the Degree of B.A (Honors) in English

**DEPARTMENT OF ENGLISH
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Declaration

I can officially say that the internship report is titled “Exploring Classroom Teaching and Learning Environment: On the Basis of Learner-Instructor Relationship”, has been produced as part of the course requirement ENG 431: Project Paper with Internship. This report relies on my personal observations, experiences, data collection, and analysis that were performed during the period of my internship. This report has been prepared under the guidance of Rubaiaat -E- Tarik Prithwee, Lecturer, Department of English, and I am very thankful for her guidance, feedback, and support throughout the process.

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Letter of Acceptance

This is to certify that Mst. Rokeya, bearing ID: 221-10-964, has completed her internship and the project “Exploring Classroom Teaching and Learning Environment: On the Basis of Learner-Instructor Relationship” in fulfillment of the requirement of the course “Project Paper with Internship” (Course Code: 431) under the B.A. (Honors) in English program, from the Department of English, Daffodil International University. She has truly done her internship and prepared this report under my supervision. Her performance during the internship period was satisfactory. I recommend Mst. Rokeya’s project report.

I hope that she will succeed in her further activity.



.....
Rubaiaat -E- Tarik Prithwee
Lecturer
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Acknowledgement

To begin with, I would like to thank the Almighty Allah because he provided me with the strength, patience, and opportunity to finish my internship and write this report.

I am also thankful to my supervisor, Rubaiaat -E- Tarik Prithwee, Lecturer, Department of English, Daffodil International University, for her constant mentorship, useful tips, and helpful benefits throughout the internship and report preparation.

I would also like to thank the Department of English at Daffodil International University for organizing this internship program through the course ENG 431: Project Paper with Internship.

I would like to give a special thanks to Mirat High School, where I got the opportunity to observe. I like to school authorities, the instructor, and the learners who accepted me, work with me, and allow me to feel the atmosphere of the real classroom teaching and learning experience.

Last but not least, I would like to thank my family and friends for their support during my internship period.

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Abstract

Classroom learning largely depends on the relationship between learners and instructors, and this report is a study of how instructors, and this report is a study of how interactions between the learners and instructors determine teaching and learning experiences. This internship report discusses the teaching and learning process in the classroom setting in terms of the interaction that exists between learners and the teacher. The observation is done within classes 7, 8, and 9 of the Mirat High School. Some of the aspects that were paid more attention to during the observation included the anxiety of learners, their language preferences, the body gestures of the instructor, and the classroom atmosphere. The chance of holding classes myself on the same grade levels also arose after the period of observation. This experience further enables me to have a better vision of how teaching style, communication, and interaction can affect the confidence and willingness of learners. During my teaching experience, I realized that positive cues, positive tone, and proper communication contributed to a decrease in anxiety and made the learners more engaged. The experiences of both observation and teaching indicate that a positive relationship between learners and instructors is significant in providing a comfortable and effective learning environment. The less anxious and more attached to the instructor, the learners will be willing to participate in the lesson, communicate more, and show more interest. Conversely, stress and little interaction minimize interest and augment indecisiveness.

Overall, this report brings out the fact that emotional comfort, communication requirements, and instructor behavior impact of learners are critical factors to develop a successful classroom learning environment.

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Chapter-1: Introduction

“Teaching is the greatest act of optimism”- Colleen Willcox.

One of the most effective instruments for bringing positive change both personally and in society is education. Classroom is not only a location of delivering lessons but also a place of mind shaping and creating ideals. In such a process, the relationship between learners and instructors is significant in the establishment of an efficient learning process. An amicable, respectful, and sympathetic perception between the learners and the instructors assists in the building of confidence and the capacity to learn. My teaching internship started with me being at the threshold of a career that would have the ability to motivate, teach, and change. The present report is a reflective work on my teaching internship project. The internship project enabled me to relate my theoretical learning in university programs with the practical experiences, and in this way, my passion towards education became my reality.

As a teaching intern in a high school, I could interact with different types of classroom environments. This experience allows me to explore how different factors, such as classroom management, the learners-instructor relationship, teaching aids, and learners' participation in class, can create a supportive or challenging atmosphere. This experience taught me that the success of a learning process within a classroom environment is mostly based on the manner in which the instructors converse with the learners, as well as their interaction with the learners. For instance, in certain classes, I observed that the learners are more active and engaged when the instructor values their efforts, friendliness, and helps them express their views. On the other hand, in cases where the instructor was seen to be stern, the learners were not as confident and would be shy to contribute or argue. This experience helped me to realize that it is not only lesson delivery, but also empathy, patience, and a pleasant attitude. This report will seek to discuss the role that the learner-instructor relationship plays in determining the classroom teaching and learning environment. All of that includes my own experience, observations, thoughts, the challenges I had to go through, and the lessons that I learned as a future educator during the internship period.

Chapter-2: Objectives

The internship was structured to meet the following three important objectives:

- I. To understand the impact of the relationship between the learners and instructors on the learning process, their participation, and the overall in-class experience.
- II. To test the level of anxiety, learners' communication preferences, and their comfort with English or their Native language.
- III. To observe the classroom setup and instructional style, paying attention to whether this instructional setup is student-centered or teacher-centered.

Chapter-3: Methodology

With the permission of my supervisor, I observed six lessons conducted by a respected teacher at Mirat High School and taught English 1st and 2nd paper lessons. The classroom was completely arranged with a board, a warm atmosphere, and others.

I had a lesson plan and prepared materials to conduct a successful presentation after attending the classes. I then stuck my plan with the method, such as GTM (Grammar Translation Method) and CLT (Communicative Language Teaching). I observed that most learners were aware of grammar rules and had difficulties in their application due to the fact that many instructors adhere to the conventional approaches. Primarily changing to CLT, I attempt to engage learners in extra-class activities: small group discussion, pair work, and role-play. I paid more attention to fluency than to grammar accuracy because, as a language learner, I know that the primary objective of language learning is communication.

I applied various teaching resources in the course of the internship: textbooks, worksheets, supplementary reading materials, and handouts for the activities. These educational resources helped to make the lesson more interesting and engaging for the learners.

3.1 Data Collection Method:

Tool

Furthermore, I applied a survey approach that is quantitative in nature and administered a Likert-scale questionnaire to get the feedback of the learners regarding the classroom atmosphere and the relationship between learners and instructor. The questionnaire was also conducted twice, the first time following the classroom observation and the second time following the lessons conducted by me; this way the responses would be compared under two different conditions of operation (during classroom observation and during my teaching).

Sampling

This numbered 135 learners: 52 in class 7, 45 in class 8, and 38 in class 9. Based on the formula of Slovin $n = N / (1 + N \times e^2)$ with a 5% margin of error, the estimated sample population was 46 learners in class 7, 40 in class 8, and 35 in class 9. However, due to time constraints and availability, responses were obtained from 85 learners representing about 63% of the total population. This is a sampling procedure that portrays the non-probability convenience sampling that was suitable and feasible during the internship duration and the school environment.

The primary concern of the study was the relationship between the learners and the instructor, which involved the observation of the anxiety level of learners, communication preferences, body gestures of the instructor, and the classroom arrangement. The answer to the questionnaires helped to identify the attitude of learners and their communication with the instructor, and the obtained information was analyzed to learn more about how the teaching process and the behavior of the instructor can affect the classroom atmosphere and the interest of learners.

Chapter- 4: Literature Review

The relationship between learners and the instructor in a classroom is a major component of a good classroom environment. Many researchers have indicated that a positive and supportive relationship not only improves academic performance but also provides a boost in emotional comfort, participation, and confidence.

In their article, Pianta, Hamre, and Allen (2012) suggest the concept of building trust, care, and competent communication as the ways to develop these positive relationships in the classroom setting, as the conceptual framework in their article is titled “Teacher-Student Relationship and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interaction”. When the instructors demonstrate empathy, learners are encouraged and valued to take part in the educational activities in the classroom. Equally, University of the People (2024) points out that as instructors, they are not only knowledge providers but can also take on various roles as educators, mentors, and guides, where they influence the personal development of learners, attitude, and values. An instructor who is friendly and approachable will help the learners feel comfortable in sharing their ideas as well as grow academically and emotionally. Through these studies, it is evident that a good relationship between learners and the instructors is crucial in the creation of a favorable learning atmosphere.

Anxiety is another important factor that impacts the classroom experience of the learners. The research article in question, namely “Foreign Language Classroom Anxiety” (1986), brought about the foreign language classroom anxiety, whereby they described that most learners fear speaking or committing mistakes in front of others. Their study established that even learners who are familiar with the grammar rules often forget them when examining the activities in the classroom orally because of nervousness.

This is a common problem in Bangladesh. In a recent study, “Exploring Rural Secondary Students’ English Language Anxiety” (2023), the researchers were able to establish that the major cause of anxiety in learners speaking English is a lack of confidence, poor communication skills, and exposure. The research has further reported that anxiety is frequently increased in a typical teacher-centered classroom when learners take on a passive role. The authors suggest pair work, group discussion, language club, and class activities, such as debates and presentations to establish a classroom atmosphere that is friendly to learners. The methods assist timid learners in being less scared, more involved, and feeling confident.

Rural Bangladeshi classrooms also have communication barriers because the learners are mostly dependent on their first language. In a study titled “Navigate Socio-Cultural Barriers: Challenges and Opportunities in English Language Learning among Bangladeshi Rural Students” (2024), the researchers point out that the majority of learners choose to use Bangla since they do not have a chance to practice English in the community. Bangla is also used by the instructors to simplify lessons for learners. Interestingly, parental views are contained in the study, which means that parental fear can drive children away from their ethical identity. The researchers suggest that a good mix of Bangla and English should be used in the classroom to increase confidence without losing the cultural balance. Another study, “Grammar Translation Method (GTM) Versus Communicative Language Teaching (CLT): A Review of Literature” (2014), found that CLT allows interaction to be more open to learners, but over-reliance on the relationship (GTM) might restrict interaction and fluency.

The atmosphere of the classroom and the style of instruction are also important factors that affect the learning process. The article “The Impact of the Teacher’s Non-Verbal Communication on the Educational Process” (2017) revealed that the instructors’ use of body gestures, eye contact, and movement makes the lessons more exciting and interactive. Positive body language makes learners feel more connected and engaged. Similarly, the article by “The Effect of the Teacher-Centered and Learner-Centered Approach on Students’ Participation in the English Classroom” (2022) provides a comparative study of two teaching styles and finds that the learner-centered classes are associated with higher levels of participation and motivation, and dependency in the learner in teacher-centered classes. All these results prove that a healthy classroom environment is provided by effective communication, positive relationships, and a learner-centered approach in which learners can learn and feel comfortable.

Chapter- 5: Description of the Institute

Name of the Institute	Mirat High School
Location	Mirat, Raninagar, Naogaon
Time to Establishment	01-01-1990
Real Estate	Considering Multiple Buildings
Formal Attire	Yellow, Grey, and white
Number of Teachers	14
Number of Students	229
Number of office blocks	2
Transport	No
Teacher Qualification	Each teacher has a degree from respected institutions and has excelled academically.
Additional Activities	They have many groups for extracurricular activities, like as debate, scouting, book reading contests, essay contests, and more.
Economic Posts	It is a high school connected to an MPO (Monthly Pay Order)
Play Ground	Yes
Library	Yes
CCTV	No
Teacher Room	Yes
Staffs Room	Yes
Prayer Room	Yes
Computer Lab	No
Tiffin	Yes
Shift	Day
Security	Yes

Chapter- 6: Class Observation Report

6.1 First-Class Observation

School: Mirat High School

Class: Seven

Name of the instructor: Abdul Matin

Number of Students: 52

Subject: English 2nd Paper

The Topic of the class: Parts of Speech

Date: 07-09-2025

Time duration: 45 minutes (11:00 AM to 11:45 AM)

Objectives of the lesson:

- . To expose the learners to Parts of Speech
- . Identifying Parts of Speech
- . To practice for the exam

During my internship at Mirat High School, I completed my first classroom observation in class seven under the instruction of Abdul Matin, who was a guest teacher at the school. I entered the classroom where I had permission, and the learners looked curious and surprised to see me. A friendly and hospitable atmosphere was created when Abdul Matin was presented to me in the classroom and told me in a few words about the purpose of my visit. Once I had introduced myself to the learners, I took a seat at the back of the classroom and watched the lecture without disrupting the course of the lesson.

N/S	Focus Area	Description
01	Lesson Content	The instructor did introduce the subject of Parts of Speech in a very simple manner. He claimed that the knowledge of parts of speech is significant in the creation of a grammatically correct sentence. This introduction provided the learners with a sense of direction and made them realize the relevance of the topic.
O2	Organization	The instructor described the parts of speech one after the other. To each of these categories, he gave a definition and followed it through with a clear example from a textbook and a grammar book. The instructor often used the native language for better understanding
03	Learners Engagement	The level of engagement by learners in the classroom was different. Some of the learners answered the questions posed by the instructor and shared their ideas. Some learners, however, were completely silent, primarily due to anxiety or the inability to comprehend. The instructor did not pay much attention to these silent learners and did not make any additional efforts to engage them or inquire whether they had comprehended the subject. Consequently, such learners remained silent and failed to attend the lesson.

O4	Assessment	Assessment informally, the instructor assessed during the lesson by use of oral assessment. He asked short questions to check learners' understanding, and the instructor provided immediate feedback.
05.	Methodology	The instructor mainly followed the Grammar Translation Method (GTM). He explained the topic with the help of definitions, translations, and examples contained in the textbook and grammar book. Important points and sentence structures were also highlighted using the blackboard.
O6	Classroom Arrangement	The classroom arrangement was largely teacher-centered. The learners were sitting in standard rows with the board and the instructor in one position throughout the lesson. He was not able to move around the class and thus restricted his interaction with many learners. The class arrangement was not student-friendly as the instructor could not engage all learners and provide them with the chance to participate actively.

Observation:

During the class, I noticed that many learners had difficulty understanding the topic, which made it challenging for them to fully engage in the activities. The lesson was mostly teacher-centered, with the teacher doing most of the talking and giving instructions, so learners had a limited chance to participate or ask questions. Because of this, the relationship between the learners and the instructor was not very strong.

6.2 Second-Class Observation

School: Mirat High School

Class: Eight

Name of the instructor: Md. Ali Azad

Number of students: 45

Subject: English 1st Paper

The topic of the class: News! News! News!

Date: 09-09-2025

Time duration: 45 minutes (10:15 AM to 11:00 AM)

Objectives of the lesson:

- . To introduce learners to the concept of news
- . To understand the importance of news in everyday life
- . To practice for the exam

In the second class observation of my internship, I was present at class eight, held by Md. Ali Azad on the chapter “News! News! News!”. The goal of the lesson was to make the learners realize different kinds of news and the importance of news in everyday life. As we arrived in the classroom, the learners were somewhat shocked and, at the same time, glad to see a new face. The instructor made a short introduction and said that I had come to see their lesson. I sat at a rare time when I could sit and watch the entire lecture without inconveniencing anybody. The classroom atmosphere was both active and welcoming, and learners were ready to begin the lesson

S/N	Focus Area	Description
01	Lesson Content	The lesson began with the introduction of the topic by the instructor, titled News! News! News! In a simple way. He also gave out the elementary components of a news report. This description made learners realize the role of reading news.
02	Organization	The general organization of the lesson was moderately good. The instructor covered the topic and what news is, what fake news is, what the history of the first newspaper is, and what is the significance of news in our daily life. He depended on the teaching resource, the textbook, with the examples and explanations directly taken from it.
03	Learners Engagement	Learners showed a mixed level of engagement during the class. When the instructor asked questions and attempted to express their ideas regarding the news, some learners responded. Nonetheless, some of the learners kept quiet, which is likely because of their inability to grasp the lesson. The instructor did not provide a transition between points, and some learners could not follow the instructor.

O4	Assessment	No formal assessment or test was done throughout the lesson. During the lesson, he mentioned what kind of questions may be found in the exam.
05	Methodology	The instructor mostly used the Grammar Translation Method (GTM). He supported concepts with definitions, resorted to translations as a way of clarifying the meaning, and used the examples provided in the textbook. The important vocabulary items were written on the blackboard.
06	Classroom Arrangement	The classroom was set in a teacher-centered manner. Learners were arranged in rows facing the blackboard, with the instructor at the front, which restricts interaction. He was not walking around the class. As a result, all learners did not receive equal attention.

Observation:

Throughout the lesson, I realized that several learners were finding the lesson hard to follow, and thus it was difficult to remain fully engaged. The instructor is talking very most, and he is working with the textbook alone, no supplementary materials. A number of learners did not follow the lesson due to the absence of real-life examples, interactive activities, and the natural progression from one point to another.

6.3 Third-Class Observation

School: Mirat High School

Class: Nine

Name of instructor: Abdul Matin

Number of Students: 38

Subject: English 2nd Paper

The topic of the class: Voice Change

Date: 10-09-2025

Time duration: 45 Minutes (11:00 AM to 11:45 AM)

Objectives of the lesson:

- . The knowledge of Active and Passive Voice
- . Recognition of Active and Passive Voice Sentences
- . To practice for the exam

I completed my third classroom observation in class nine under the instruction of Abdul Matin, who was a guest teacher at the school. I entered the classroom where I had permission, and the learners looked curious and surprised to see me. A friendly and hospitable atmosphere was created when Abdul Matin was presented to me in the classroom and told me in a few words about the purpose of my visit. Once I had introduced myself to the learners, I took a seat at the back of the classroom and watched the lecture without disrupting the course of the lesson.

N/S	Focus Area	Description
01	Lesson Content	The lesson began with the introduction to the topic of voice change. The instructor described active and passive voice, gave simple conversion rules, and emphasized on correct use of the voice in written English.
02	Organization	The general organization of the lesson was average. The instructor covered the topic, described step-by-step instructions on the rules of voice change, and provided examples of the exam. He depended on the teaching resource, the textbook, with the examples and explanations directly taken from it.
03	Learners Engagement	Learners were engaged differently. Some learners actively answered questions and tried to convert sentences from active to passive voice. However, some learners did not speak, and this could be because of fear or less interaction. Interactive activities were not carried out by the instructor, and therefore, the learners had limited chances to practice the topic.
04	Assessment	No formal assessment was done in the lesson. The instructor paid attention to the explanation of rules and assessed to knowledge level by oral practice. There were no written exercises, quizzes, or group activities to determine understanding of voice change.

O5	Methodology	The instructor mostly followed the Grammar Translation Method (GTM). He described the rules in definitions, translated to get the meaning straight, and depended heavily on grammar forms. It was rather explanatory than interactive or learning. The important sentences were written on the blackboard.
06	Classroom Arrangement	The classroom was standardized in the traditional teacher-centered manner. The learners were arranged in straight rows facing the blackboard, with the instructor standing at the board. The interaction with learners was minimal, and hence not all learners were paid the same attention. The classroom atmosphere was not very student-friendly.

Observation:

During this lesson, I noticed that many learners had difficulty understanding the topic, which made it challenging for them to fully engage in the activities. The lesson was mostly teacher-centered, with the teacher doing most of the talking and giving instructions, so learners had a limited chance to participate or ask questions. Because of this, the relationship between the learners and the instructor was not very strong.

Chapter: 7- Teaching Experience

In the process of observing the classes, I observed that a large number of learners were not able to understand the lesson, which led to feelings of discomfort and a lack of confidence. All classes I attended were absolutely teacher-centered as the instructor served as the active participant, and the learners acted as the passive listeners. As a result, learners were given minimal chances to be involved and express their ideas. Besides, there was poor interaction between the learners, and the instructors hesitated to ask questions even when they did not understand. The instructor mainly used the Grammar Translation Method (GTM) as he used only the textbook, grammar book, and did not conduct other activities or interactive tasks. These factors all led the classroom atmosphere not to be student-friendly, and the learners were anxious, silent, and disengaged during the lesson.

I created my own lesson plan after completing the observation of having a student-centered lesson. During my teaching, I made my environment conducive and friendly to ensure that the learners felt free and express themselves and engage in the learning process. I also provided simple interactive activities to facilitate the session and make it more involving. I also encourage them to speak rather than just listen. In the last ten minutes, we had a few activities that relieved the nervousness and allowed for easier participation. These activities increased the level of involvement, raised the confidence level, and created a more positive and supportive classroom atmosphere. In this process, I learned the effectiveness of a student-centered approach in enhancing motivation and general participation.

7.1 First-class Conduction

Description of the Class:

Class: Seven

Number of students: 52

The topic of the Class: Tense

Time duration: 45 Minutes (11:00 AM to 11:45 AM)

Lecture Medium: English & Bangla

Objectives:

- . To introduce the major idea of tense and its types.
- . To allow the learners to identify the correct tense forms in a sentence.
- . To enable the skill of learners to use simple types of sentences in speech and writing.

Lesson Plan:

Step	Activities	Time
Warm-up	Welcome Greetings	5 Minutes
Lesson Introduction	I introduced the topic “Tense” briefly and explained it, and the types so that the learners can be aware of what the lesson is about.	5 Minutes
Main Content	I provided the examples of tense forms and assisted the learners in recognizing the correct tense structure. I gave brief practice tasks where the learners were required to complete the sentence and were involved in a guided activity.	25 Minutes
Application and Conclusion	I engaged in CLT-based activities like pair work and picture-based activities. I concluded the class with a brief review after verifying their answer.	10 Minutes

At the beginning of the class, I used a warm-up, which consisted of welcoming the learners and the class. I asked a few simple questions that were simple and enabled me to generate their previous knowledge on tense, and create a free environment to participate. As the introduction to the lesson, I briefly described the subject matter of the lesson, Tense and its general understanding, and the types of tense to ensure that the learners were aware of the subject matter and the objective of the lesson. During the main content stage, I described various aspects of tenses using examples and also trained the learners on how to recognize correct tense structure in a sentence. I also conducted brief practice tasks. At the application stage, I applied CLT-based activities in a way that motivated the learners to apply the tense in any real communication. I also structured pair work so that the learners could ask and answer questions about their daily routine, what people typically do, and personal experiences related to the use of the target tense. I also had a picture-based speaking activity, where the learners were to describe a situation or activity in the pictures by using the right tense structure. All these activities enabled the learners to use tense in real contexts and not merely memorize the rules. Lastly, I verified their answers and ended the lesson with a summary so that learners would understand the concept of tense and its application in real life

7.2 Second-class Conduction

Description of the Class:

Class: Eight

Number of students: 45

The topic of the Class: Things that Have Changed Our Life

Time duration: 45 Minutes (10:15 AM to 11:00 AM)

Lecture Medium: English & Bangla

Objectives:

- . To state the primary point of the subject, it is necessary to concentrate on the wheel.
- . To allow the learners to find the major information about the wheel and its history within the text.
- . To motivate learners to give ideas on how the wheel has transformed human life.

Lesson Plan:

Step	Activities	Time
Warm-Up	Welcome Greetings	5 Minutes
Lesson Introduction	I presented the lesson on the topic of Things that Have Changed Our Life, and made a brief introduction about the lesson, which would be about the wheel and its significance.	5 Minutes
Main Content	I described the key points of the text, such as the invention of the wheel, its history, and the way in which it evolved through time.	25 Minutes
Application and Conclusion	I applied CLT-based activities, which included pair work or group discussion. I also requested them to explain in their own words. I concluded the class with a brief review after verifying their answer.	10 Minutes

In this lesson, I used a warm-up that welcomed the learners to the lesson. To simulate them, I posed some basic questions regarding inventions they are used to in their everyday life, which contributed to the activation of prior knowledge. I then presented the lesson topic of Things that Have Changed Our Life,” meaning that I was going to be talking about the wheel and its contribution to the advancement of mankind. During the main content stage, I was able to describe the major concepts of the text, such as the invention of the wheel, its initial history, and how it slowly evolved into more advanced. I provided learners with significant information and vocabulary and posed brief comprehension questions, and explained any misunderstandings they had during the reading of the text. In the application phase, I incorporated CLT-based activities to give the lesson a more interactive and significant meaning. I also organized pair discussions where learners discussed the way the wheel transformed the lives of people, and I made them use their own words. I also had them write the various sections of the text in simple sentences. Lastly, I verified their answers, fixed their error, and gave a brief conclusion of the key points.

7.3 Third-class Conduction

Description of the Class:

Class: Nine

Number of students: 38

The topic of the Class: Article

Time duration: 45 Minutes (11:00 AM to 11:45 AM)

Lecture Medium: English & Bangla

Objectives:

- To introduce the easy rules of the article (a, an, the).
- To help the learners identify the proper use of articles in sentences.
- To encourage the learners to use articles correctly in both oral and written activities.

Lesson Plan:

Step	Activities	Time
Warm-Up	Welcome Greetings	5 Minutes
Lesson Introduction	I presented the subject of articles and gave a brief explanation of the use of a, an, and the in English.	5 Minutes
Main Content	I used the session of recognizing the correct and incorrect use of articles in the sentences and gave brief exercises to test their comprehension.	25 Minutes
Application and Conclusion	The CLT-based activities that I applied during the application phase included pair work, where learners explained items surrounding them in the right articles. I also required them to use a, an, and the in meaningful sentences in short speaking and writing. I concluded the lesson with a summary.	10 Minutes

In the lesson, I used a warm-up by welcoming the learners to the lesson and greeting them. I posed a few simple questions in the form of nouns to determine whether the learners, by default, used articles, which served to invoke their previous knowledge and prepared them to take up the lesson. I then presented the subject of Articles and explained briefly the meaning of using a, an, and the in English sentences. During the main content level, I provided the fundamental principles of the article in simple examples and helped the learners in deciding what constitutes correct and incorrect use of the article in sentences. I also gave a brief exercise to help them memorize. The application stage involved CLT-based activities to provide learners with the practical. I organized a role-play game, during which the learners were divided into pairs; one acted as a shopkeeper, another as a customer, and they could construct sentences with an article. Lastly, I checked their answers, pointed out errors, and gave feedback, and ended the lesson by allowing the learners a brief overview of the most important rules of using articles so that learners would have a clear image and make an actual use of articles in real life.

7.4 Learning from My Journey

My internship journey has taught me some significant lessons related to teaching, classroom interaction, and the needs of the learners. Among other aspects, I learnt that good teaching is not about content delivery alone but also about establishing a good relationship with learners. Learners become more active and learn more according to their own level of comfort, respect, and support. The second thing that I gained is the necessity to make the experience of learners less anxiety-inducing with the help of simple directions, inviting the learner to talk, and creating a friendly classroom atmosphere.

Another major learning point was the difference between teacher-centered and student-centered approaches. By observing and teaching the classes myself, I understood that the student-centered method helps learners become more active, communicative, and motivated. I also learned the value of using various teaching help learners become more active, communicative, and motivated. I also learned the value of using various teaching materials instead of relying only on the textbook, because additional materials make lessons more engaging and easier to understand.

7.5 Challenges During the Internship

During my internship, I faced several challenges that affected the overall teaching-learning process. The teacher-centered classroom setting was one of the biggest challenges, as learning did not stand much of a chance to interact, participate, and voice their problems. Most learners were anxious and hesitant, and hindered the learning since communication was hampered. Lack of multimedia material and limited resources also proved to be problematic since I could only rely mainly on the textbook and no further materials. The duration of classes could not be long, which made the achievement of all the planned activities impossible, in particular, the work with the interlocutors. Furthermore, there was a low motivation and lack of participation by learners, and a reluctance to pose questions due to the weak relationship with the instructor.

These difficulties assist me in more clearly seeing the real-life aspects of teaching in the classroom and the necessity of ensuring that the classroom is supportive and student-centered in its atmosphere.

Chapter- 8: Overall Findings

The data was investigated using a structured survey questionnaire on the learner-instructor relationship to identify the impact of various teaching methods on learners and their participation in the classroom.

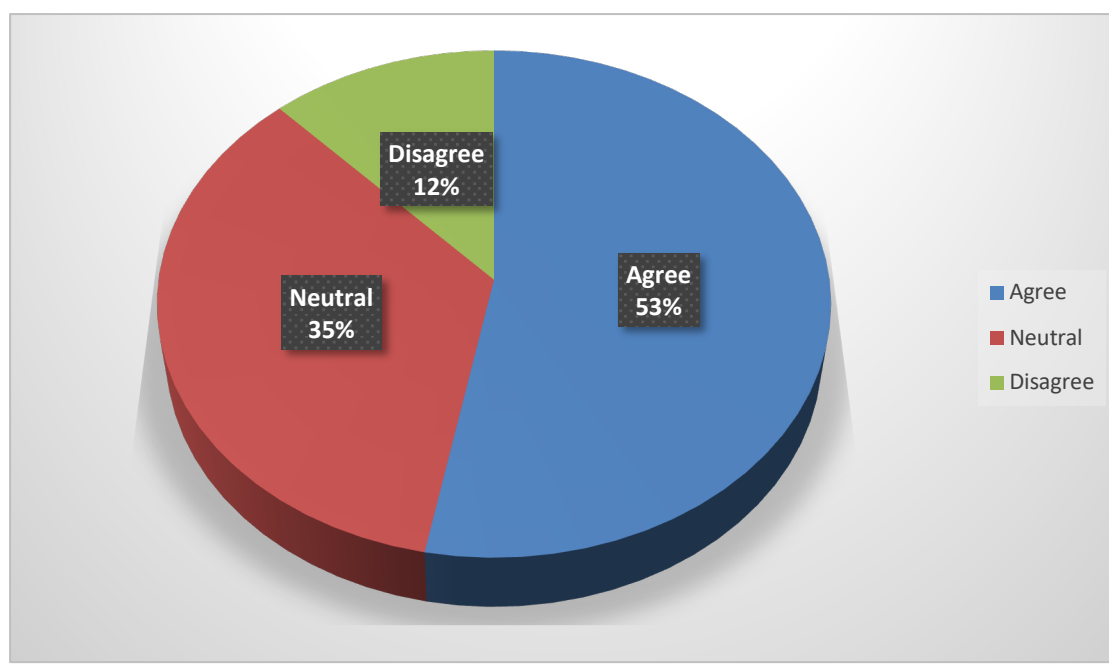


Figure 1: The learners-instructor relationship responses taken during the observation of the lesson.

As part of the classroom observation, the instructor mostly followed the Grammar Translation Method (GTM), which is teacher-centered. A large part of classroom time was filled by a lecture-based teaching method, with little to no interaction or discussion. There were no major class activities, and the learners did not get much time to interact and possibly ask questions or share their challenges. Consequently, the learners were largely passive receivers of knowledge.

Figure 1 gives the response to the question that 53% of the 85 learners said that their relationship with the instructor was positive, and 35% said they were neutral.

The neutral answer may indicate that a good number of learners are not sure or not willing to give their full opinion, maybe because of a lack of engagement, very little interaction, or because of the fear of committing any mistake when they are in a strict classroom setting. And 12% in disagreement, which meant that a minor number had definite issues with communication or support. This can prove that teacher-centered approaches can interfere with the perception of a supportive relationship among learners.

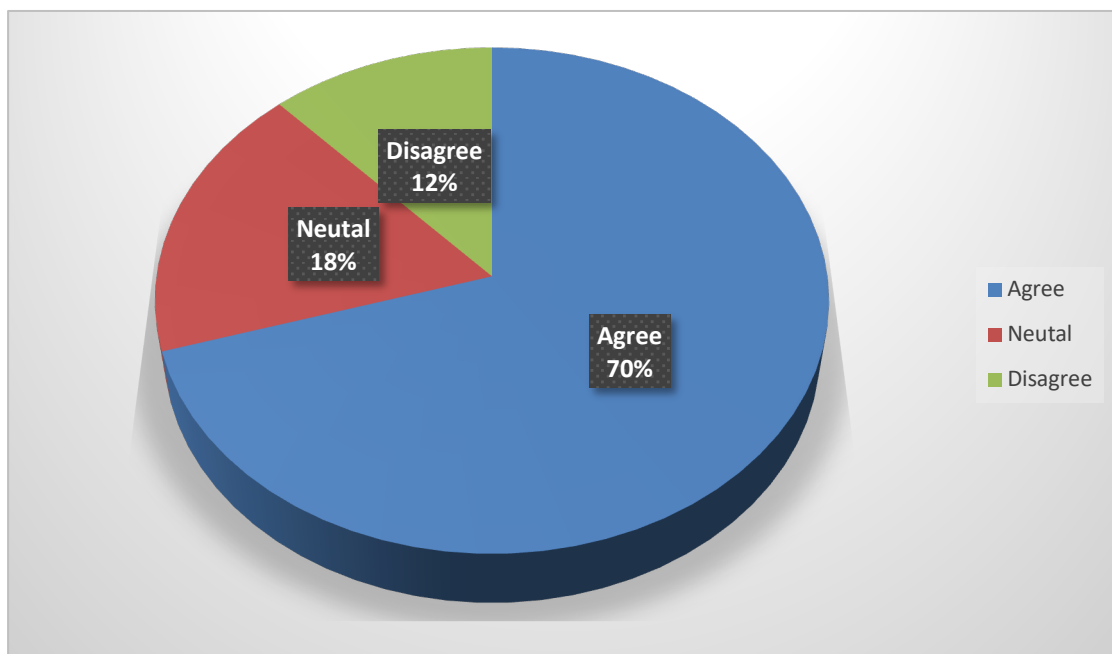


Figure 2: The responses of the learners on how they felt in relation to the instructor during my teaching session.

In my teaching sessions, I used the Communicative Language Teaching (CLT) approach, which focuses on student-centered learning. I used group discussions, interactive exercises, and activities that take place in the classroom to make learners participate actively. Learners had increased chances of communication, cooperation, and sharing their ideas, which made the classroom more interactive.

According to Figure 2, 71% of the 85 learners believed that the instructor had a positive and supportive relationship, 15% of them were neutral, which could be explained by the reluctance of some learners to fully assess the new teaching style of being neutral toward change. There was the least displeasure, as only 12% did not agree.

These outcomes emphasize the possibility of reinforcing the perception of a positive learner-instructor relationship by the learners through interactive methods. The results show that the way of teaching and classroom interaction in question directly influence the way learners perceive the learner-instructor relationship. Teacher-based, traditional, and conventional approaches would set limitations on the engagement factor and introduce ambiguity to learners, whereas a student-based and interactive approach can build positive relationships, boost learner confidence as well as increase their participation.

Chapter- 9: Recommendation

According to my experience in the internship, I would suggest that the classroom process needs to be changed to a student-centered system, as opposed to the one in which the teacher dominated. The anxiety can be minimized, and motivation can be enhanced by creating opportunities that enable the learning process to be more active and allow the learners to engage in the activity: pair work, group discussions, role-play, problem solving. Another important task that the instructors should carry out is to establish a positive and share their challenges. Simple vocabulary, Steps, and positive feedback to the learners will enhance the communication in the class in general.

In addition, I would suggest that more teaching materials besides the textbook would be included. Low-cost visual, hand-drawn charts, real-life objectives, or worksheets are some examples of resources that an instructor may use, regardless of the limited resources, to make the lessons more interesting. Where possible, multimedia tools would also help in increasing the learning and interest of learners. School must as well think to growing the time length in class or changing the lesson plan so as to allow enough time for interactive activities. Lastly, feedback on lessons by regular instructors might also be beneficial in identifying the difficulty of the learners at the early stages, as well as enhancing teaching and learning processes in the long term.

Chapter- 10: Conclusion

The internship experience provided me with a more comprehensive insight into how the classroom setting, the interaction between the learners and the instructors, and the teaching strategy overall affected the learning experience of learners. My observation in the classroom and my teaching practice allowed me to understand that various challenges, which include the anxiety of the learners, a lack of interaction, barriers in communication, and the teacher-centered approach, were serious impediments to meaningful learning. These matters tended to make the learners unable to interact in a free manner, share their problems, and build the confidence to use English. Nevertheless, the internship also demonstrated that the slight modifications of teaching approaches and classroom organization could help to make the learning environment more supportive.

This experience allowed me to develop as a teacher since it enhanced my observation, reflection and adaptation skills. It taught me about the importance of student-centered practices, a positive learner-instructor relationship and the significance of using mixed materials to help the lessons be more interesting.

All in all, the internship has not only enhanced my professional skills but it has also helped me define what effective teaching was all about. In my opinion, the lesson acquired during this journey would remain with me in order to design inclusive, inspiring, and student-friendly classroom in future.

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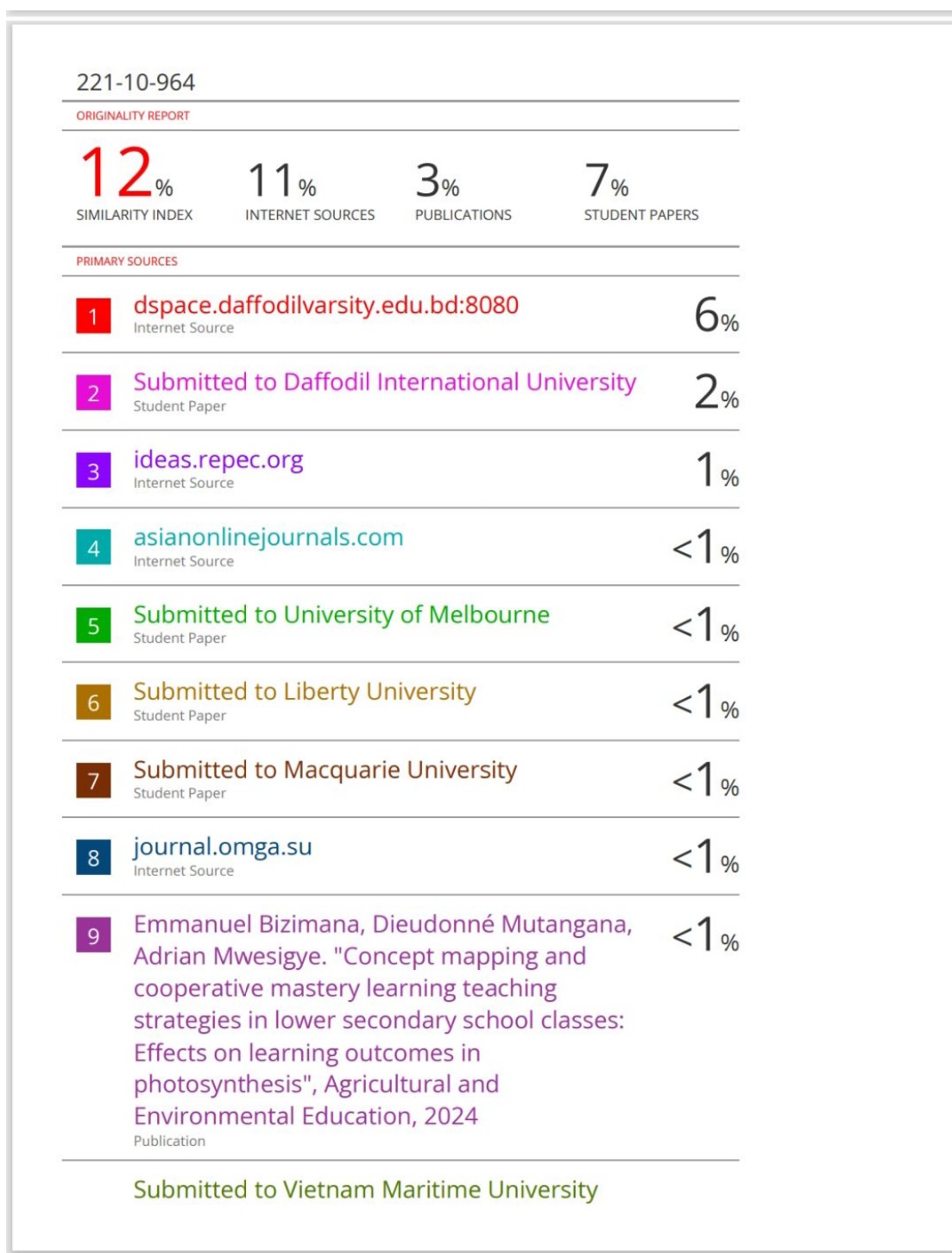
Appendix

Appendix 1: Survey Questionnaire

Please read each statement carefully and indicate your level of agreement by choosing one of the following options. This survey follows a quantitative research method and uses a five-point Likert scale to measure learners' perspectives.

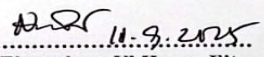
Number	Criteria	1 SA	2 A	3 N	4 D	5 SD
01	I feel nervous when I speak in front of my instructor.					
02	I stay silent even when I do not understand something.					
03	I find it difficult to understand the instructor when they speak in English.					
04	The instructor's way of speaking helps me understand lessons easily.					
05	I worry about making mistakes when I speak in front of my instructor and classmates.					
06	I prefer when the instructor explains lessons in the native language.					
07	My instructor is friendly.					
08	I can share my thoughts or problems with my instructor.					
09	The instructor treats all learners equally.					
10	The instructor looks at learners and uses eye contact while teaching.					
11	The instructor moves around the class while teaching.					
12	The instructor's dress and behavior look neat and respectful.					
13	The instructor does most of the talking while learners mostly listen.					
14	The classroom setup makes it easier for me to take part in learning activities.					
15	The instructor gives opportunities to interact and work together.					

Appendix 2: Plagiarism Checking



10	Student Paper	<1 %
11	Submitted to University of the Free State Student Paper	<1 %
12	www.asianonlinejournals.com Internet Source	<1 %
13	Submitted to Results Consortium Student Paper	<1 %
14	Submitted to Strategic Education Student Paper	<1 %
15	Cayli, Maide Beyza. "An Analysis of EFL Learners' Foreign Language Anxiety and Their Motivation to Learn English.", The University of Mississippi, 2020 Publication	<1 %
16	Myers, Fiona M.. "Exploring University EFL Educators' Perceptions of Student Motivation and Their Strategies to Enhance English Language Learning. A Qualitative Study in Japan.", Concordia University Chicago Publication	<1 %
17	dspace.bracu.ac.bd Internet Source	<1 %
18	www.db-thueringen.de Internet Source	<1 %
19	Al-Yahyaeeiyah, Adhari Hamed Khalfan. "The Effect of Using a Flipped Classroom Strategy on Female Omani Grade Eleven Students' Grammar Learning and Their Motivation Toward Learning English", Sultan Qaboos University (Oman) Publication	<1 %

Appendix 3: Recommendation Letter from Daffodil International University

 A landmark to create the Future	Faculty of Humanities and Social Science
Ref: Internship Placement//253	Date: September 10, 2025
To The Headmaster Mirat High School Mirat, Raninagar, Naogaon.	
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 Mst. Rokeya, ID Number: 221-10-964 , has completed 120 credit hours in 40 courses from the Department of English. It would be highly appreciated if you could kindly allow her to be an Intern at your esteemed organization.	
Please feel free to contact me for further information if required.	
With best regards,	
11.9.2025..... Dr. Ehatasham Ul Hoque Eiten Assistant Professor & Head Department of English Daffodil International University Email: headenglish@daffodilvarsity.edu.bd 	
Daffodil International University: Daffodil Smart City, Birulia, Savar, Dhaka-1216, Bangladesh IP Number: +8809617901212, 09617901233, Tel: +8802224441833-4, 01713493051, 01713493141 01841493050, Fax: +8802224441835, E-mail: info@daffodilvarsity.edu.bd www.daffodilvarsity.edu.bd	

Appendix 4: Internship Certificate

	মিরাট উচ্চ বিদ্যালয়	
স্থাপিত-১৯৯০		
ডাকঘর : মিরাট, উপজেলা : রাণীনগর, জেলা : নওগাঁ		
বিদ্যালয় কোড-২৬৬৫	EIN:123722 এম.পিও কোড-৮৩১০১০১৩০১	
থানা কোড:২৫	E-mail:s123722r@gmail.com	জেলা কোড: ২৫
মোবাইল নং- ০১৭৩৯৯০০৮৩০		
স্মারক নং- মি: ডি: বি: ২৭/২০২৫		তারিখঃ- ২৭/১১/২০২৫

Assertion Certificate

This is to certify that Mst. Rokeya bearing ID: 221-10-969 has successfully finished her internship as a part of academic course ENG 431 project paper with in internship during Fall-2025 from Mirat High School. Upazila: Raninagar, District: Naogaon. During her internship she was sincere, punctual and responsible in performing her duties. She showed good communication skills and enthusiasm for teaching. Her performance reflects dedication and creativity which will surely help her to become complete teacher in future.

She has not engaged in any subversive activities. I wish her every success in her academic and profession life.


27.11.25
Md. Momtaz Uddin Pramanik
Head Teacher
Mirat High School
Raninagar, Naogaon.
Index No-299241
Mobile No-01739-900830
মোঃ মমতাজ উদ্দীন প্রামাণিক
প্রধান শিক্ষক
মিরাট উচ্চ বিদ্যালয়
রাণীনগর, নওগাঁ।

Appendix 5: photograph





