



Daffodil
International
University

Project Paper with Internship on

"The Dynamics of Instructing English in a Bangladeshi high school context: A Study on Methods and Motivation"

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In this report is submitted to the Department of English, DIU in partial fulfillment of the requirements for the Degree of B.A. (Hon's) in English.

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Statement

I Joy Mondal , having ID: 221-10-1109, hereby declare that the project work titled “**The Dynamics of Instructing English in a Bangladeshi high school** ”has been completed by me independently. This project was conducted subordinate to Dr. Md. Mostafa Rashel, Associate Professor of Linguistics in the Department of English at Daffodil International University.”I affirm that this report is set forth as partial fulfillment of the requirements for the completion of Bachelor of Arts (Hon’s.) in English degree at Daffodil International University.

I further declare that this work is original, and all sources and references used have been duly acknowledged. No part of this report has been plagiarized or copied from any other work.

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Certification of the Supervisor

to certify Joy Mondal (ID: 221-10-1109) has successfully completed the Project Paper with Internship under my supervision. As part of this course, he observed and conducted several classes at *Matta High School*

Throughout the internship, he maintained regular communication with me, followed my guidance, and provided timely updates on his progress. He demonstrated dedication, professionalism, and a strong commitment to his responsibilities.

His efforts and successful completion of the internship tasks reflect his academic competence and dedication to learning. I am pleased with his performance and endorse him for the viva-voce and academic recognition.

I extend my best wishes for his future success.



.....
Dr. Md. Mostafa Rashel
Associate Professor of Linguistics
Department of English
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Acknowledgment

First I would like to express my deepest gratitude to everyone who supported me throughout the completion of this thesis. First and foremost, I extend my heartfelt thanks to my supervisor, whose guidance, encouragement, and thoughtful feedback shaped this work from beginning to end. His patience and insight helped me navigate every step of the research process.

I am sincerely grateful to the headmaster and assistant headmaster and students of Matta High School for welcoming me into their classrooms and allowing me to observe, participate, and learn from their everyday practices. Their cooperation made this report possible, and their dedication to teaching and learning deeply inspired me. I would also like to acknowledge my family and friends, who offered constant support, encouragement, and understanding throughout my internship and research journey. Their belief in me kept me motivated during the most demanding moments.

Finally, I am grateful to my university and all the faculty members who shaped my academic foundation. Their teachings and guidance have strengthened both my knowledge and my commitment to contributing positively to the field of education.

This thesis is a reflection of the collective support, kindness, and guidance I received from many individuals, to whom I remain sincerely thankful.

Abstract

This report is grounded on my practical internship experience and aims to provide an in-depth analysis of *The Dynamics of Instructing English in a Bangladeshi high school*. Conducted as part of my Bachelor of Arts in English program, the study examines how English is taught at the secondary level by observing teaching methods, classroom interactions, lesson planning, and the overall productiveness of instructional practices.

In spite of English being a mandatory subject across Bangladesh, many students continue to struggle with fluency and writing proficiency, even when they can understand the language to some extent, they have a hard time translating Bangla to English. This research explores the various elements influencing English language learning, including pedagogical techniques, curriculum design, teacher qualifications, classroom management, and levels of student engagement. The findings highlight both the strengths and shortcomings of current practices within the school setting.

Extracting from direct classroom observation and active involvement in teaching activities, the study identifies several challenges: limited training in modern teaching methods, limited instructional resources, and a lack of opportunities for students to use English in practical or communicative scenarios. At the same time, the research highlights the potential for development through student-centric and communicative approaches, along with stronger professional support for teachers.

In general, this study offers valuable understanding into the current condition of English language teaching in our country's institutions and proposes practical recommendations aimed

at enhancing teaching quality and increasing student motivation for more effective language learning.

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Chapter One

1.1 Initiation

As part of the **Bachelor of Arts in English** program, I completed an internship at Matta High School to find the **dynamics of Instructing English in a Bangladeshi high school**. The main goal of this study is to investigate the effectiveness of existing teaching methodologies, the nature and extent of student participation, and the pedagogical challenges teachers face in the field of English Language Teaching (ELT).

Despite English occupying a central position in Bangladesh's academic and professional circle a large number of students continue to experience difficulties in developing sufficient listening, speaking and writing ability. These problems often arise from limited opportunities for practical language use, and dependence on traditional, teacher-centric instructional practices, and the scarcity of fun- engaging classroom activities. Classroom observations further showcases that many teachers struggle to address diverse learner needs, largely due to insufficient training in contemporary, student-focused pedagogical techniques

During the internship period, I cultivated essential insight into lesson planning, instructional delivery, assessment practices, and overall student performance.

This report combines these observations to highlight existing gaps, structural limitations, and areas of potential improvement. Ultimately, this study seeks to contribute to the ongoing discourse on enhancing the quality of English language education in Bangladesh by advising for more engaging, student-centric and pedagogically sound approaches.

1.2 Aims of the Project Paper

The goal of this project paper, which was turned in as essential part for the Program in English degree, is to give an in-depth look at the strategies, methods, and teaching methods used in Bangladeshi secondary schools to teach English. The study's main goal is to look at existing teaching methods critically in order to find ways to betterment of the quality of second language guidance in similar institutional settings.

1.2.1 Purpose of the Internship

As someone with no prior teaching experience, this internship gave me practical exposure to classroom instruction. The primary objectives of this internship are:

- To observe and understand real-world classroom dynamics in an English language learning environment at the secondary level.
- To examine the instructional materials, textbooks, and supplementary resources used in teaching English.
- My aim is to acquire practical experience in planning, preparing, and delivering English lessons to different groups of learners.
- To discover the common difficulties that students face in English comprehension, grammar, writing, and speaking.

Chapter Two

2.1 Methodology

Matta High School, a local institution that offers education from grades six to ten, was chosen as the site for my internship and practical research for this study. To officially start the process, I asked for a meeting with the Headmaster Md Lal Mia and requested official permission to carry out my internship activities. In the meeting, I made it clear that the internship is important both academically and necessary part of my fulfillment of English program.

In agreement with the project paper requirements, I informed him that I was expected to conduct English classes for a minimum duration of 90 days, preferably engaging learners from grades Six to Ten. I was given full authority by the Headmaster to take on all academic duties necessary for the internship to be successful. His approval and cooperation helped to maintain a supportive environment throughout the process.

To prepare for the classes, I undertook several key steps:

- **Advice from the Teachers:** Teachers showed me what lessons they have completed and what remains incomplete. Besides showing me the syllabus, they also taught me how to conduct roll calls, classroom management techniques, instructional strategies, and common challenges in teaching English at the secondary level.
- **Lesson Planning:** My lesson plans were designed to achieve the students' final exam curriculum goals, and I focused on improving listening and speaking skills, using interactive strategies to encourage active participation.
- **Instructional content:** I followed standard NCTB-approved English books.

During my internship, I was active in classroom instruction by teaching lessons on my own, conducting group activities, and engaging students in discussions. The class teachers were always giving me constructive feedback that helped me enhance my teaching techniques and increase my confidence.

Chapter Three

3.1 Institution Details

Institution Details

Institution Name	: Matta High school
Time	: 9 to 5 pm
Location	: 59 Dr. Amartya Sen Road,Manikganj, Dhaka
Established Year	: 1971
Land	: 150 decimal
Teachers	: 15

Administrative Officers: 2

Students	: 70
Academic Level	: class six to ten
Section	: 0 sections
Teachers' Qualification	: B.A and M.A.
Financial condition	: Self-Financed

Chapter Four

Key takeaways

4.1 Class Observation 1

Date	8 th october, 2025
Time	10:00 AM - 10:50 AM
Class	Eight
Topic	Grammar: Narration

Class Observation Report

Parimal Biswas was teaching a class on my first day. The session lasted for fifty minutes, starting at 10:00 AM and ending at 10:50 AM. He was teaching Grade Eight students. As I came the classroom, the students greeted me. Parimal sir then introduced me to the class, informing them that I am here for my internship and I will be taking their class from the next day. After the introduction I sat at the back of the classroom after the introduction to observe without causing any interference. The lesson was focused on '**Narration**', and it seemed that the students had some prior understanding of the subject.

The teacher used some real-life examples and some task to engage the learners. Many rural Bangladeshi classrooms still follow a traditional teacher-centric teaching style that is still common

4.2 Class Observation 2

Date	9 th October , 2025
Time	11:00AM - 11:50 AM
Class	Nine
Topic	Passage Reading

Class Observation: Day Two

On October 9th , 2025, I observed my second class, which was conducted by Sarowar sir for Grade Nine. The class, focusing on passage reading from the English First Paper, began at 11:00 PM and closed at 11:56 PM. A total of 15 students were present. The passage selected for the lesson was titled **"people who stand out"**

After calling a roll call, the instructor began the lesson. When class began , the students were focused as the teacher started reading the passage, and he then discussed the upcoming final exam. In order to help the students understand, Sarowar Sir then read a few lines from the passage and translated it into Bangla. One student was then ordered to read the text out loud by the instructor. The teacher asked another student to read because the first student was having trouble pronouncing some words, but the second student struggled as well. Sarowar Sir then underlined those challenging terms and provided translations on the Blackboard. The students paid close attention and understood what those English words meant. As Sarowar sir emphasized pronouncing the same word over and over.

As the class continued, the teacher highlighted the importance of this passage regarding the final exam. He then gave students to solve answers related to the passage from Model tests to check their understanding of the passage but very few students engaged in that most of them were girls majority of the boys didn't participated. Those students who participated some answered all

the questions correctly. Eventually , Sarowar sir showed them the correct answers from the solution.

The bell rang and the teacher gave homework, advising students to practice reading English regularly. Sir then left another section of the passage for the next day.

Chapter V

Teaching Experience

5.1 Teaching Experience: First Class

Subject	Tense
	Seven
Teaching ways	GTM/
Subject	English 2 nd paper
	15 October 2025
	45 min

On October 15, 2025, I conducted my first teaching session for Grade seven at **Matta High School**. This was an English Second Paper class, held from 11:00 PM to 11:50 PM, with the topic focused on Tense. During my class observation period , I had witnessed that many of the students struggled significantly with their understanding of English, particularly pronunciation and they need Bangla translation to understand English words.

Instructional Approach & Student Involvement

I started the class by writing my name on the board, then I told them the purpose of my three months journey with them I used both English and Bangla for my introduction.

few students had some knowledge of tenses. So I decided to begin from the most basic level, I explained to them three components that exist in the sentence after which followed the concept of tense in simple terms. For effective communication I used both English and Bangla.

In order to make the lesson fun and engaging, I introduced the present tense with sentences like “Doraemon helps Nobita,” showing actions that happens regularly, and “Shinchan is dancing,” meaning something happening right now.

Subsequently, I collected their documents, and corrected their mistakes. I noticed that the learners were considerably more keen to study when I included mainstream culture as example.

Challenges & Basic understanding

One of the primary hardships during this class was the students unwillingness to speak in English. Although few students wanted to speak but hesitation and judgement from their peers gets better of them. Many of them struggle to pronounce lengthy English words, primarily because of Bangla translation. but I encouraged them to speak as I highlighted them the importance of Listening and speaking for Efficiency in English. Few students did take initiative.

The following situation made me realize the crucial role of mainstream culture in teaching. This approach removes students' hesitation as they feel connected to the subject. Initially, it makes the way for a fun and student-centered approach easier. I plan to apply more engaging methods to capture the students' attention and create a fun and engaging classroom atmosphere where students do not have to be anxious or worried to express themselves and understand the language they're studying not only on pen and paper.

5.2 Day 2, Class 2

Subject	World Heritage (Passage)
	Nine
Teaching way	Communication strategies
Subject	first text
	19 October, 2025
	45 min

On **October 19, 2025** I conducted my second class for Nine in English First Paper.. The class started from 11:00 PM to 11:50 PM and the topic was **“World Heritage”**.

To make the lesson engaging, I began by asking thought-provoking questions like **“What is a World Heritage Site?”** and **“Why are World Heritage Sites important?”** The students eagerly responded, some showed enthusiasm while others didn’t knew it After this warm-up, I gave a brief introduction before moving on to the passage.

To assist them in comprehending, I had one student read the passage aloud while I explained each part in Bengali. The other students followed along in their books, identifying unfamiliar words. I then encouraged them to take turns reading the passage and provided Bengali explanations to ensure clarity. To make it easier, I used examples from textbook and historical facts about them I tried to explain the significance of heritage for a nation. I used real life example like the Stonehenge in England pyramids of Giza and so on.

After reading, I read out some short questions from the textbook and asked them to answer. This allowed me to assess their comprehension. Some of the students answered it while others failed to answer it. I strongly advised them to emphasize on their listening and speaking skill.

At the conclusion of the lesson, I gave them positive assurance on their performance and asked for their thoughts on the class. They expressed gratitude, making it a fulfilling experience.

5.3 Day 3, Class 3

Subject	Voice change
	Eight
Teaching way	CLT
Subject	English 2 nd Paper
	27 October 2025
45min	

On **October 27, 2025**, I conducted my third class for Eight in English Second Paper. The class began at 10:10 AM and ended at 10:55 AM.

I began the class by taking attendance and noting the number of students present and absent on the board. Then, I followed my lesson plan and announced that today we would learn about voice change. I started by explaining the fundamentals and components of voice change in the simplest way possible. To make it relatable, I asked the students, “Do you play cricket?” and explained that this is an active sentence. I then showed the passive form: “Is cricket played by you?”

To keep students engaged, I separated the class into teams and gave them five questions. Only a few female students answered correctly, while most gave incorrect answers. I then wrote the correct answers on the board and provided feedback on their participation. Using simple examples, I explained voice change clearly:

Active Voice: The subject does the action. It is direct and clear.

Example: “The cat chased the mouse.”

Passive Voice: The subject receives the action. The doer may be hidden.

Example: “The mouse was chased by the cat.”

At the end of the class the lesson was completed and students knew much more than what they used to know regarding voice change and their practical use in real-life scenario

Chapter Six

End result, Dividing line, and Suggestions

6.1 Summary of Key Results and Suggestions

General Observations

Based on my observations, Matta High School has the potential for significant improvement in the future. But it has to overcome some challenges like diminishing student admission and the minimal or no use of technology. I did not find the school interesting but after taking three classes, my viewpoint changed. When I saw bright students there despite having minimal access to technology, they put in a superb attempt to overcome their problems.

School Environment

The school is not that big and it's located in the countryside which hampers the school's popularity. The classrooms and corridors are small compared to their public school counterpart and visibly unclean, with garbage everywhere.

Classroom Health

Each classroom is medium in size and has insufficient seating arrangements, and maintenance of the institution is not efficient. The walls have faded paint, and the classrooms reflecting a dull and unwelcoming aspect. In every class windows and doors remain open which hampers students' attention and focus on class as they focus more on the outside of the class rather than focusing in the classroom. The school uses minimal modern technology, making the classroom hostile towards technology-based teaching.

Lesson Planning

Although the teachers took their lessons seriously and regularly arranged according to their school schedule they only cared about clearing syllabus for exam. I didn't see any quiz nor a mock test taking place. When I asked them for a lesson plan, so that I can contribute, the teachers there showed me the syllabus and only told me to teach the highlighted portion of the syllabus.

Lesson Delivery

Teachers gave lessons in the traditional way, and little use of English was done both by the instructors and the disciples. All lessons were delivered in Bangla and students also gave their answers in Bangla. This approach hampers student's practical use of English. Empowering students to use English during class would be beneficial for the school as their students can develop English skills.

Lesson Management

Every teachers there showcased their professionalism regarding their subjects, however they used Guidebooks and i saw some of them taking notes from the guide. Teachers there use limited examples daily affairs and use guidebooks.

Fun and engaging activities which captures students attention and empowers them were totally missing.

Utilization of gadgets

They were tormented by the lack of modern gadgets in the classroom, because of the institutions insufficient funding. The school lacks internet access, computers and projector. while some of the room has antique blackboard. Limited use of modern technology hampers students connection with Modern teaching methods and limits the accessibility of the audio- visual materials crucial for learning effectively.

Student Involvement

Group activities was totally missing. i saw little Coordination between teachers and students. Majority of male students there showcased unwillingness to engage in learning activities. Few Female students there showed eagerness but they lack confidence and anxiety. Students there failed to keep classroom discipline which results in punishment from the teachers.

Teacher Availability

The school has limited number English teachers. I saw that there was only One English teachers. However Teachers from different subject take English lessons. I think this hampers students progress and its counterproductive.

Learnings from the apprenticeship

At the of this apprenticeship, I gained practical, experience by both teaching or observing classes at the school. At first, I underestimated the difficulty of keeping students attentive, but over time, I learned effective strategies for managing a classroom. I also faced difficulties encourage introvert students to open up and finally realized importance of making the classroom student friendly and

non-judgmental. Although I saw teaching styles of other teachers and their way of tackling the class but by own initiative I developed my own style to effectively manage discipline in the class.

This event provided me develop new point of view of how i will see teaching, especially in a rural school setting. Some key skills I learned include:

Techniques for capturing students' attention and maintaining their focus.

The value of relatable examples in teaching and student-centered teaching methods to improve learning outcomes.

Effective communication skills with both students and fellow teachers. and i also learned how to effectively manage 50 minutes efficiently. The most important lesson I took away from this internship was the value of non judgmental class room environment and its affect on alienated students there. how to teach in a way that is engaging, practical, and effective.

The helpful nature of the teachers and students there made my experience pleasant and comforting and the expertise I collected during this period will guide me in my future teaching initiatives.

6.2 Shortcomings

Bangladesh, as a densely populated South Asian country, faces numerous challenges in integrating English language education effectively into its academic system. because of rigid structure that haunts every educational institution.

While English plays an important role in the country's economic growth and international communication, the country lacks a well-structured approach to making English education widely accepted, primarily because of its lack of practical use of the language. Students study to pass the exam rather than cultivating conversational skills.

Even though English has a prestigious position in Bangladeshi society, several obstacles—such as lack of both student and teacher's motivation, lack of public awareness and engagement and majority of teachers' insufficient proficiency—hampers productive teaching of English.

English is crucial in administrative affairs, public discourse, and knowledge collection, making it a necessary tool for academic and professional advancement. It is also widely used in global interactions. However, tutoring and cultivating English as a second language at the high school in rural part of our country remains a challenge because of a lack of practical approach.

This study highlights the difficulties encountered in English language instruction at secondary schools, using data gathered from student and teacher surveys, classroom observations, and interviews. The primary objective of my report is to investigate the key obstacles in second language education of Bangladesh's secondary schools. However, this study also showcases how cultural attitudes of the teachers' reluctance to embrace the English language in daily life.

6.3 Self-Reflection

During these three months, I have had the opportunity to teach English first and second paper classes at Matta High School. This experience has allowed me to develop a deeper understanding of classroom teaching and the problems that come with it. As a former student myself I finally grasped what a teacher goes through to maintain order in a class and how to effectively deliver lessons to students. This internship event also made me realize the importance of articulation.

Lesson Preparation

I Mostly followed NCTB books recommended by the school and the schools syllabus for the final exam. However, time management was a Herculean task. as i failed to finish my lessons on task.

Lesson Delivery

I aimed to deliver lessons as efficiently possible, as i discussed theories i also gave students simple and easy examples along with exercises to sharpen their knowledge related to the following subject. however some students found it difficult to follow as my approach was unconventional.

Student Engagement

I tried to make my classes student-centric but students there had difficulty responding to my student centric approach because they're from a rural school which is a teacher centric system. They're use to traditional teaching method.

Use of Teaching Materials

I was recommended NCTB textbooks, but introduced mainstream along with limited use of audio-visuals to explain difficult concepts. After completing each lesson. After each lesson I divided students into groups and initiated a debate on the lesson I discussed.

6.4 Encouraging Classroom Communication

Throughout my lessons, I consistently encouraged students to express their thoughts and opinions. Creating a student friendly environment. My aim was to engage them in discussions, making learning more interactive and dynamic.

Language Usage

I delivered approximately 50% of the lesson in English, as well as 50% Bangla as majority of the students were from Bangla medium, encouraging students to practice speaking in English as well.

Teacher Interview Insights

During my internship, my privilege was to meet Kamal Rajbangshi a Math instructor at the school. Sir shared crucial insights regarding the challenges faced by teachers. One of the primary concerns was low salary, which discourages qualified teachers from staying at the school for longer periods.

Many teachers are local residents who tend to leave whenever they find better-paying jobs. To conclude the teacher shortage often leads to their frequent absence, resulting in existing teachers having to take on extra classes.

6.5 Suggestions

Hire and Train Good Teachers

Bring in experienced and reliable English teachers.

Give them training on modern teaching methods and improving their speaking and pronunciation skills.

2. Improve School Facilities

Set up multimedia classrooms, a library, and a playground.

Keep the school clean and well-maintained for a better learning environment.

3. Plan Lessons and Stay Organized

Encourage teachers to make clear lesson plans and follow them.

This helps lessons run smoothly and saves time.

4. Make Learning Practical

Ask students to speak English in class and outside.

Use real-life examples instead of just memorizing facts.

5. Keep Lessons Interesting

Use creative and different teaching methods to grab students' attention.

Outcome

My report summarizes my knowledge as a teacher, during which I applied my knowledge and skills to improve the learning environment at the school. Throughout the internship, I observed the main challenges students face in learning and evaluated their current abilities. Based on these observations, I have offered several recommendations to enhance teaching practices and support students' academic development. Ultimately, with confidence I declare that I thoroughly liked the experience of due diligence and taking classes at Matta High school. This internship has been an invaluable learning opportunity, enriching my understanding of teaching methodologies, classroom management, and student engagement.

Plagiarism percentage is

Appendices

Lesson Plan – Lecture 1

Class: 1

Date: 15 October 2025

Number of Students: 39

Prepared by: Joy Mondal

Subject: English second paper

Topic: Narration

Overall Aim: To provide students with a clear understanding of narration so that they can find or make sure to correctly transform them in sentences.

Lesson Stages & Activities:

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	7 minutes	Deliver a brief lecture on narration explaining fundamental and basic components	Listen attentively and try to understand the key concepts.	Teacher → Whole Class
Practice & Exercises	32 minutes	Provide students with narration related exercises and guide them through examples.	Work on the given exercises and clarify doubts if needed.	Teacher → Whole Class → Students
Review & Feedback	10 minutes	Assess students' responses, provide corrections, and	Ask questions about mistakes and seek guidance for	Teacher → Whole Class → Individual Students

		give individual feedback.	improvement.	
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Lesson Plan – Lecture 2

Class: 2

19 October, 2025

attendee : 23

Prepared by: Joy Mondal

first textbook

world heritage

Overall Aim: To enhance students' reading skills and comprehension through guided reading practice.

Lesson Stages & Activities

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	7 minutes	Provide a brief overview of the topic and discuss its significance.	Listen attentively and ask relevant questions about the topic.	Teacher → Whole Class
Reading Practice	32 minutes	Give clear instructions on how to read the passage effectively, focusing on pronunciation and understanding.	Follow the instructions and read the passage accordingly.	Teacher → Whole Class → Students
Discussion & Reflection	20 min	Ask pupils about how it would have helped from the lesson and encourage discussion.	Share their understanding and key takeaways from the passage.	Teacher → Whole Class → Individual Students

Lesson Plan – Lecture 3

Class: 3

attendees: 33

Subject: English second paper

Topic: Voice Change

Date: 27 October 2025

created by: Joy Mondal

Goal: To introduce disciples to the fundamental rules of voice change and help them apply these rules through interactive exercises.

Lesson Stages & Activities

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	7 minutes	Briefly introduce the topic of voice change, explaining its importance with simple examples.	Listen attentively and ask questions when they encounter difficulties.	Teacher → Whole Class
Activity & Practice	32 minutes	Provide class tasks related to voice change, guiding students in applying the rules effectively.	Engage in the given exercises and seek clarification as needed.	Teacher → Whole Class → Students
Review & Feedback	10 minutes	Evaluate students' work, provide feedback, and clarify any remaining doubts.	Receive feedback and make necessary corrections based on teacher's guidance.	Teacher → Whole Class → Individual Students

