

**An Internship Report**  
**On**  
**“Online Class Observation and Conduction in English during the Outbreak of Covid-19”**

**Submitted By**

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This Internship Report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the Degree of Bachelor of Arts in English.

## **Declaration**

I, hereby declare that this Internship Project has been done under the supervision of Md.Rafiz Uddin, A Lecturer of English Department, Daffodil International University. I also declare neither this paper nor any part of this paper has been submitted elsewhere for award of any research, degree or diploma.

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## Certificate

This is to certify that, Jonaki Akter, bearing ID:171-10-166, is a student from English Department, Daffodil International University, permanent campus. I am glad to state that she has completed her Internship Project under my supervision and worked hard in preparing this project.

The information and findings presented in this paper seem to be authentic. Jonaki Akter, occupy a very good moral character and a pleasing personality. I wish her every success in her future career.

.....

Md.Rafiz Uddin

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## **Acknowledgement**

This success and the final outcome of this project required a lot of guidance and assistance from many people and I am extremely privileged to have got this all along the completion of my project. I would like to express my heartiest gratitude to Md. Rafiz Uddin sir, for his supervision and valuable suggestion. His endless patient, guidance, constant and energetic supervision, constructive criticism and valuable advice at all stages have made it possible to complete this project.

I am thankful and fortunate enough to get constant encouragement, support and guidance from him, which help me to complete my project.

## **Abstract**

*This project paper aims at knowing the Online Class Observation and Conduction in English during the Outbreak of Covid-19 as well as to observe teacher and students role and how they are responding for learning it as a second language. The main and most pointing purpose of this paper to ascertain and to overview the use of English during the outbreak of Covid-19 at University level education in Bangladesh because of this outbreak of Covid-19 all the schools and Colleges are closed. Basically the main motto is to figure out that, which teaching methods and materials are being used in the online class and also there is a specific reason to figure out that, which problems and lacking students facing in the online class. The most noticing problem is network problem and students are not skilled to use this new platform because they are very used to do physical classroom. For all this, the outcomes of the online classes are getting hampered. This project paper aims to discover the challenges of taking online class in English during the outbreak. Data were collected using interviews, class observation and questionnaire. This paper shows some strength and weaknesses of the online class activities that may be helpful to develop the online class system in Bangladesh.*

*[Keywords: Outbreak, Overview, Methods, Platform, Challenges, Questionnaire]*

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# **Chapter-I**

## **Introduction**

## **Introduction:**

In our country, near about two lakh educational institutions and almost four core students so that the Ministry of Education decided to remain closed all the educational institutions from March 17 to 31, to impede the spread of Coronavirus. According to the instructions educational institutions remain closed in Bangladesh just like other countries (The Business Standard, tbsnews). However, the teachers were concerned about the study of students and they were instructed to conduct the class online. It will help the teachers to cover their syllabus. Besides, It will help to engage students with their study during the outbreak of Covid-19. If the students engage with their study, they will not be able to think about the current situations. Online class conduction is not easy in the context of Bangladesh because many of our elder teachers are not so fast and do not have enough knowledge to cope with an advance technology but they still worked so hard to retain progress with the world as students are habituated with a physical classroom.

Nowadays, the English language is treated as a universal language all the world and it is very common to native speakers and other people around the world. Today, English is considered as language which can provide access to communicate with everyone in other country (Maxom 2009:9). It is the language of opportunity and success also. On the other hand "*English is therefore often the only available tool for twentieth-century learning*" (Broughton, et. Al., 2003: 3). Moreover, English language teaching as a second language should commence from now to provide learners access for their learning in higher level because many books are written in English in this advanced level. Therefore, the steps should be started from the educational institutions to develop students' skills. If the teacher will conduct the class in English then they will commence to habituated with this language.

This project paper aims to observe the online class and also conduct the class in English during the outbreak and how the teacher will follow English Language Teaching (ELT) methods in the classroom. The English Language Teaching is completely focused on the ability of learning the four skills like listening, speaking, reading and writing (Depdiknas, 2003:6). This four skills will help the students to built their ability to communicate. All the student should have the ability to develop their skills. Conduct the class in English will be effective if the students will understand what the teacher was talking, and if the students provide feedback based on the class additionally



it will help the teacher to know about their point of view. This project paper gives an overview of teaching strategies, lesson plans, lesson delivery, use of target language, class management, engagement with the students, study materials, feedback system, and also conduct the class in English, have been observed there.

# **Chapter-II**

## **Objectives**

## **Objectives of the Internship:**

Objectives are a fundamental element that will highlight all the planning and strategies. It will also guide to reach its goal.

The objective of the proposed internship is:

- i. To know about the online class conduction in English during the outbreak of Covid-19.
- ii. To ascertain how ELT methods are applied in the class.
- iii. To figure out the effects of different application towards the students.
- iv. To discover the effects of online a class in English upon the learners.
- v. To investigate students to ascertain their lacking.

Therefore, as to execute the objectives, the intern has:

- i. To observe a class and see the behaviors and manners in which educators apply teaching strategies.
- ii. To observe the relation between teacher and students.
- iii. To conduct one class and apply methods and systems.
- iii. To stay connected with the supervisor to get important information and guidance and help in the event of the facilitator's accessibility.

# **Chapter-III**

## **Methodology**

## **Methodology :**

The intern has followed a combined method and approach for conducting this research. The intern observed the class following a checklist and also interviewed the facilitator. The following steps that the intern has taken to conduct the research.

### **3.1: Selecting Institutions:**

A reputed University was selected which is named Daffodil International University because all the schools and colleges remained closed because of Covid-19. The Lecturer of this University gave permission to observe the online class and also permitted to conduct an online class.

### **3.2: Selecting a Facilitator:**

An English Lecturer named Md. Mahedi Azim was selected as a facilitator. He helped her a lot to finish the project. He introduced the intern to the students of the class which was supposed to observe and also conduct the class.

### **3.3: Selecting a class:**

The facilitator helped her to choose a class for observation and conduction. The supervisor also helped the intern to choose another class to observe. After selecting these classes, the intern observed the teaching system and method. The intern felt very uncomfortable because it was her first ever experience.

### **3.4: Online class observation:**

The two classes were observed upon the level of semester 1 and 2. The lecturer selected the time and date. Then the first class was observed at 11:30 am on Saturday, 1<sup>st</sup> June 2020 in 2<sup>nd</sup> semester. The second class was observed at 2:30 am on Sunday 19<sup>th</sup> July 2020 in 1<sup>st</sup> semester. For class observation, a checklist was utilized. The teachers commence their class on time. First, the teacher began the class of previous class discussions. The teacher uses Blended Learning Centre (BLC) to define and analyze his topics and used real-life examples to connect with this topic. Then they started to learn about "Voice Change" by using PowerPoint slides and videos. They did some exercise. Before finishing the class the teacher asked them some questions and

they answer them. After this, the teacher gave them homework and finished the class. The facilitator was cordial with the intern.

### **3.5: Interviewing the particular course teacher**

There are many teachers at that university. Some of the teachers have taught here for a long time. As the intern observed online classes, therefore she does not get the opportunity to interview a particular teacher. Md. Mahedi Azim was selected for the interview after the class observation and gather some ideas about the class like how the teacher makes the lesson plan and how the teacher manages the students in the classroom. The intern also observe that the teacher has a good relationship with his students and connects his students very easily with his method and approach.

### **3.6: Testing students & Self Assessment with the help of the facilitator:**

The teacher demanded to identify how much the students understood the topic. Most of the students understood the topic very easily. When the teacher asked them some question which was related to the topics, their response was quite impressive. However, the teachers had a positive communication skill. There was some limitation to this study. The intern got enough time to observe the class. After observing the two classes the checklist for class observation had been finished.

Besides, this paper displays only an individual university of their online class in English, other universities can be different from it.

# **Chapter-IV**

## **Institution details**

**History:**

Daffodil International University is one of the most renowned private universities in Bangladesh. It was established in 2002. It has three campuses which are named as the permanent campus, main campus, and Uttara campus. The intern has observed two classes of the permanent campus students in online.

**Present structure:**

After completing the HSC exam, the students have the opportunity to get admitted for their undergraduate degree. The university works in two shifts ( morning and evening). But nowadays, the whole university system is under surveillance because of this pandemic. There are many departments and each department has many sections. In every section, there are (35-45) students. The admission session was divided by three-semester(spring, summer, fall) and also divided by two semesters (spring and fall). It depended on the department.

**Students Number:**

In this university, near about 25 thousand students are studying here.

**Teachers Qualification:**

There are 730 faculty members(full time),148 faculty members( part-time) and 189(on study leave) who work in this university, and the majority of the teachers are accomplished from various renowned universities and some of them are the PhD holder.

**Extracurricular Activities:**

There are many clubs where every student can join and improve their skill. There is an English Literary Club where the students can improve their speaking, writing skills. Another club which is named as Voluntary Club where the students can develop their voluntary skill. There is a lot of clubs where the students may join and get the opportunity.

**Financial Issues:**



The financial foundation of the university is very accomplished. There is a fund and give the help of a waiver for all the students according to their results. Every student at least gets a 30% waiver for their education.

# **Chapter-V**

# **Class Observation Report**

## **Observation report:**

The intern observed two online classes of the 1<sup>st</sup> June and 19<sup>th</sup> July in Google Meet. The classes were conducted by respective teachers. Due to the confidentiality of the research, the name of the teacher is not mentioned here. The class duration was One and a half hours. Before starting their class, the intern talked with the teachers and took a notebook and a pen for the observation. A checklist for class observation was used in this regard. There was a friendly environment in the online class. The teacher used PowerPoint slides and some videos from Blended Learning Centre (BLC). It was found that each teacher had their style of teaching. Before commencing their class, they prepared their lesson plan.

## **Class observation no-1:**

### **General Information:**

Medium: Google Meet

Semester:2<sup>nd</sup>

Number of students:35

Date:1<sup>st</sup> July 2020

Time:11:30-1:00

Observer: Jonaki Akter

It was a class of Computer Science & Engineering (CSE) department students and the course was named “Writing & Comprehension” where the teacher was teaching how to develop their reading skills. The teacher commenced the class on Google Meet according to the lesson plan. The duration of the class was one and a half hours. The class commenced on time and the teacher commences the class by exchanging greetings. Then the students shared their previous experience. After that, the teacher showed a pdf from BLC. The teacher opens the pdf and asked some questions from the previous class. Their response was positive enough but most of the students try to speak in Bengali. Very few students were trying to speak in English but their

accent was very much regional. The teacher was also cooperated with them to create a friendly environment in the online class because it was so hard to make a friendly environment in online. The teacher was trying to understand where they should use true, false, or not even. They were familiar with true, false but not even was unknown to them. Then the teacher commenced to read some passages and asked them to answer the following questions. They were very responsive and answer each question. However, all the question-answer was not right but they gave their best and the teacher was trying to assist them also. One thing which should be mentioned that the pronunciation of the teacher was amazing. His interaction with the students was also very positive. After that, the teacher gave them some tasks. At the end of the class, the teacher takes attendance and asked to give feedback about the class.

Moreover, The students gave their feedback about the class and they also share their problems with the teacher. The whole class was good enough.

## **Class observation no:2**

### **General Information:**

Medium: Google Meet

Semester:1<sup>st</sup>

Number of students:36

Date:19<sup>th</sup> July 2020

Time:2:30-4:00 pm

Observer: Jonaki Akter

It was a grammar class. The teacher was teaching about voice change and it's classifications and also structure. Though the class will commence at 2.30 pm it started at 2:45 pm because of network issues. The teacher commenced the class on Google Meet according to the lesson plan. The teacher asked some questions to the students who were taught in the previous class. Some of the students in the class responded to the teacher in English and shared their problems with that topic. After that, the teacher shows students PowerPoint slides from Blended Learning Centre (BLC) which was based on the topic. There were some pictures with a few sentences which

show how to change the voice from active to passive. At the same time, the students enjoyed the topics and they also asked questions about the topics. It also grasps the attention of the students. His interaction with the students was very positive and both were trying to communicate in English. Sometimes they feel shy because they are very new in this department. After that, a friendly environment was created among them. A few times later, one of the students asked a very irrelevant question. After asking this question, the teacher feels very awkward at that moment and try to cope up. The teacher was trying his best to give some easy examples so that they can be related and understand the topic. After that, the teacher gave them some sentences to change them from active to passive and passive to active. The students were answered the question in the chatbox and some of them were trying to answer in English. He was successful enough to hold on the interest of the students by engaging them with brainstorming, question answer session, and also good communication. He provided much opportunities to students in order to interact in the class where students were participative. However, the response was quite positive. At the end of the class, the teacher gave them some tasks to do in the home and told them to prepare for the next class.

### **Comparison of two observation:**

The intern observed two classes on two different days and the students from the 1<sup>st</sup> and 2<sup>nd</sup> semester. The learners' background was the same because they were very knew of this course. The warm-up session was also different from one and another. One was commenced with a question and another was commenced with greetings. The intern would like to compare these two observation focusing on the following these features:

### **Personality and Behaviour of the teacher:**

The relationship between the teacher and students was quite positive in every observation. The teacher has a positive understanding of the students and also very friendly because the students also share their problems with the teacher. There is a problem that as it was an online class the teacher cannot contact every student because of out of time. Sometimes it was quite painful for the teacher to take the online class.

### **Methods and Approaches:**

This paper aims at how the teacher applied the English Language Teaching (ELT) method in an online class. After observing the classes, it was found that the teacher used Communicative Language Teaching (CLT) methods in the online class. It was helped the teacher to reach its goal. Sometimes, the teacher used the Grammar Translation Method (GTM) to make a connection between these two methods which were quite positive for the students to learn from the class.

### **Using L1 and L2 in class:**

Though the online class were in English but here the intern figure out two different observation. From the first-class observation, it was found that the teacher was loved to use L1 and the second class observation, the teacher loved to use L2. According to the first-class observation, the teacher thinks L1 will help him to achieve his goal and understand the topics because it was their mother tongue. According to the second class observation, the teacher thinks that L2 will help them to fluent in speaking. It can be harmful to develop their language skill if L2 did not practice in the online class.

### **Involvement of the students:**

Students were answering all the questions in the chatbox and sometimes they were trying to speak in English. The intern found some involvement of the students during the online class. The students were enjoyed their task and they were very dedicated. The response of the students creates a highlight of involvement. The teacher was successful to involve all the students in the class.

### **Treatment of error:**

The treatment of error was excellent among all the students. They were accepting their error and also receiving the feedback from the teacher but the students did a few. The teacher encouraged the students so that they never do the same.

### **Things the intern should follow:**

In these observations, the intern found some important facts which need to be followed and would like to follow some of those like-

### **Using presentation-**

The teacher used PowerPoint slides with a colourful picture which was to create attention towards the students and understand the topic easily.

### **Using Videos-**

The teacher also used some cartoon videos which was based on the topics and it was quite helpful to keep attentive.

### **Learnings from the class:**

It was found that students feel bored when the teacher continuously talking in class. Sometimes they left class also. When the teacher asked them questions, they want to answer the question quickly. For this interaction, the teacher should use CLT methods in the online class and try to motivate them to communicate in English. Finally, the teacher praised the students which was encouraged them very much.

# **Chapter-VI**

## **Teaching Experience**



## **Teaching Experience:**

It was the first-ever experience to take an online class. Before commencing the class, the intern feel very nervous and uncomfortable. The intern has taken the class in Google Meet and the teacher sends the link to join in the online class. Then the teacher introduced the intern to the students and commenced recording the class. The teacher was also present in the class and observed that how will the intern planned the lesson plan to take the class and how will she conduct the class.

The intern planned on how to conduct the class:

### **General Information:**

Materials: PowerPoint presentation.

Topic: Subject-Verb Agreement

Semester: 2<sup>nd</sup>

Date: 26<sup>th</sup> July 2020

Time: 12:00-12:30

Lesson plan: Attached with the( Appendix-1)

There were 15 students present in the class. The intern commenced the class with questions so that it can grasp their attention and it actually worked and they were also excited about the topic. She used some colourful pictures in the presentation so that they can enjoy their class. The intern applied the Communicative Language Teaching (CLT) method in the class so that students feel comfortable in the target language and then try to make a friendly environment where they can easily ask any questions related to the topic. However, the teaching topic was "Subject-Verb Agreement" and its variation and when the subject and verb will agree. The intern gave some example which was based on the topic and asked questions every two or three minutes later because it shows whether they were active or not. After that, she gave them some tasks to do in the class and their response was quite positive. Finally, the intern asked some feedback from the students and it also shows whether they understand or not. After listening to their feedback, the intern understand that the students had no doubts about the topic. They understand the topic easily. The interaction between them was good enough. The intern also give feedback about the class. Overall, conducting the online class was quite impressive.

# **Chapter-VII**

## **Overall Findings**

## **Overall findings:**

The intern observed two classes and take one class as a part of the project paper and overall findings are given below:

- i. Teachers are well trained but students also need to be well trained because the online class is very new to the students and the platform which was used to take the class also needs to be updated.
- ii. The teacher used PowerPoint presentations from BLC and give them tasks also in the BLC app. However, sometimes they do not get the option where they will upload and also did not use it properly.
- iii. When the students cannot join the class because of having some problems, they will listen to the recorded version of this class so that they do not miss the lesson.
- iv. The environment of the online class was very friendly.
- v. The teacher delivered the lesson according to the lesson plan.
- vi. The use of the target language was not applied very much because the students may feel uncomfortable and do not understand the topic also.
- vii. The teacher may be unsatisfied with the class duration just because of having a network problem and electricity problem because they are taking their class online.
- viii. The lesson plan and the class conduction was also positive enough.
- ix: As it was an online class, the teacher did not get time to talk with the students.

# **Chapter-VII**

# **Recommendations**

## **Recommendations:**

After observing the classes the intern found some problems which should be developed. Based on the observation, these recommendations are given below:

- i. The students should be trained through online or make a video so that they can understand the things easily.
- ii. The duration of the class should be reduced because some experts say, looking at the screen for long periods of time can be harmful and that doesn't seem to be a healthy way of learning(The Financial Express).Nevertheless, students can not concentrate continuously.
- iii. Teachers should try to communicate with the students in English and encourage them to talk in English.
- iv. Teachers should focus on L2 because it will help to develop their speaking skills.
- v.The teacher should motivate them to practice in English at home also and it will helps them to be fluent.
- vi. According to the survey, 55% of the students are not able to do online class because they are suffering by poor internet connections at this moment(The Business Standard, tbsnews).Most of the students of our country lived in the village area. If they want to continue their study at this time, they need an easy platform where they can use it in the slow network also.BLC is the platform where students need heavy internet speed . They do not get the speed to use this platform in the village so that they need some easy platform where the high-speed network is not mandatory.

# **Chapter-IX**

# **Conclusions**

## **Conclusions:**

The online class is a very new platform in the context of Bangladesh. By using English in the online class became very tough because they cannot monitor each student and do not have enough time to communicate with them. Moreover, English is not our mother tongue so that students feel shy to communicate in English. But it is an international language, we must learn this. If a teacher motivates them to speak in English during the online class, they will do this.

This project paper was a very small attempt to understand online class observation and conduction during the outbreak of Covid-19. It was a wonderful experience to observe two online classes in Google Meet and teaching experience was amazing. All the teachers and students were very helpful during the whole process especially the supervisor and the facilitator. During the whole process, one thing which was found that the physical classroom was better than online class because the teacher can monitor and maintain eye contact properly. But in an online class, the teacher cannot see what the students will do during the class. Some recommendations and findings are added which should be developed.

To summarize the whole, the intern can state that the online class of Daffodil International University was admirably in terms of using ELT methods and their teaching style but they need to be more developed if the online class will continue in the future.

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## Appendix -I

### Lesson plan

Time	Task	Mood	Teacher and students activity
5 minutes	Warm-up	The whole class	<ul style="list-style-type: none"> <li>*The teacher (intern) introduced with the students and asked a question which is based on the topic.</li> <li>*They also introduced themselves and try to solve the question.</li> <li>*Both are trying to make a friendly environment.</li> </ul>
5 minutes	Explanation of the topic and how the subject-verb will agree.	The whole class	<ul style="list-style-type: none"> <li>* Teachers explain to students what they should do to agree with the subject and verb.</li> <li>*Students follow the teacher and asked questions.</li> </ul>
12 minutes	Reading some rules from the presentation and try to give real-life oriented examples.	The whole class	<ul style="list-style-type: none"> <li>*Teacher asked students to give some examples which follow those rules.</li> <li>*Students will answer to give an example.</li> </ul>
5 minutes	Exercise(Fill in the gaps)	Individual	<ul style="list-style-type: none"> <li>*Teacher asked students to do the exercise.</li> <li>*Students give answers.</li> </ul>
3 minutes	Feedback	Individual	<ul style="list-style-type: none"> <li>*Teacher asked them to give their feedback about the class.</li> <li>*Students give their feedback.</li> </ul>

## Appendix-II

### Checklist for Class Observation-I

University: Daffodil International University

Semester: 2<sup>nd</sup> Section: O No. of Students Present:37

Course Title & Code: Writing & Comprehension,ENG-123 Medium: Google Meet

Peer/Observer: Jonaki Akter

Date and Time: 1<sup>st</sup> July 2020, (11:30-01:00)

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

- i. To increase their ability in reading
- ii. To encourage students both to develop reading skills through comprehension.
- iii. To reinforce other skills like grammar, vocabulary, etc.

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

As per observation and findings, the objectives were achieved and students had a clear idea about the topics after doing the class. I think, they were able to read the comprehension story and figure out the question which was based on comprehension.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of the subject matter; demonstrates	Students and both teachers were in a knowledge-seeking manner because the teacher could give the good command to the students. Teachers try to develop to create attention

	breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students)	for building the class environment.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm-up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	The teacher was one time in the online classroom. The teacher begins the class with the warm-up so that it creates attention and also the class lesson. He was clear about his lesson delivery and then started with the main topics of his lesson. The teacher also summarizes the main points of the topics.
3	<b>RAPPORT</b> (holds the interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on the subject matter but also in manner, etiquette, and attitude)	The teacher was fair with each student. The interaction between them was good and they are trying to create a friendly environment and very curious about the topics. Accordingly to the observation, both are ready for the class not only on the subject matter but also on manner and attitude. Students were able to provide feedback after doing the class and they understood the topic also.
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real-life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teacher uses the old traditional grammar-translation method. Google meet, BLC also use in the class. The teacher is used pdf which helps to read comprehension. The teacher also used real-life examples in the class which was clear and appropriate.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a	The classroom environment was friendly which was to ensure their learning. As it was an online class, so it was not possible to maintain eye contact. It was already mentioned that teacher used the grammar Translation

	clear voice, strong projection, proper enunciation, and standard English)	Method GTM method so that sometimes he should try to speak in English and students also try to communicate in English.
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**MANAGEMENT**

<p><b>Did the time wisely spend?</b></p> <p>Yes, because as per observation and findings it can be said that the time was spent wisely.</p>
<p><b>What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? ( Optional: Draw a diagram to show the main stages of the lesson and time spent on each)</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start; padding: 20px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">1.Basic Introduction</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">2.Comprehension</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">3.Highlight vocabulary</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; padding: 20px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">4.Practice exercise</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">5.feedback</div> </div>

**CRITICAL EVENT (If took place)**

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

No.
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**Strengths observed:**

As per observation, the teacher has positive communication skills with an attractive voice though he conducts the class in Bengali. The engagement of the student was quite positive.

**Suggestions for improvement:**

- i. The teacher should try to speak in English.
- ii. The teacher should motivate students to speak in English.

**Overall impression of teaching effectiveness:**

If the teacher conducts the class in English than the class will achieve its goal more effectively but the objectives of the lesson were fulfilled. Moreover, the impression of teaching effectiveness was to reach its goal by using (GTM) in the class.

## Checklist for Class Observation-II

University: Daffodil International University

Semester: 1<sup>st</sup>      Section:      No. of Students Present:36

Course Title & Code: Basic Grammar & Writing, ENG-111      Medium: Google Meet

Peer/Observer: Jonaki Akter

Date and Time: 19<sup>th</sup> July 2020 (02:30-04:00)

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

- i. Students will learn how to change speech from active to passive and passive to active.
- ii. Sustain interest in studying voice change.

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

As per observation a finding, the objective achieved and students had an idea about the topics. They were able to learn how to change speech from active to passive and passive to active with real-life oriented examples which were very known to them.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of the subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students)	Students and both teachers were in a knowledge-seeking manner because the teacher could give the good command to the students. Teachers try to develop to create attention for building class environment towards the students.
2	<b>ORGANIZATION</b> (organizes subject	Though the class was started at 02:30 pm it began at 02:45

	<p>matter; states clear objectives; emphasizes and summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm-up and a conclusive end-how the objectives of the lesson met/ what they have learned today)</p>	<p>pm because of having a network problem. When the teacher started the class, he did not warm up the student so that it cannot create any attention for the topic but the teacher was pretty much clear for his lesson delivery and directly started with the question which was taught in the previous class.</p>
3	<p><b>RAPPORT</b>(holds the interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on the subject matter but also in manner, etiquette, and attitude)</p>	<p>The interaction between the teacher and the students were good. They were quite friendly and very much curious to know about the topics.</p> <p>As per the findings, the teacher was talking with relevant topics that were related to the teaching. As it was an online class, the teacher gives tasks to the student which can engage students more effectively. The student also responded with the teacher. They are ready for the class not only on the subject matter but also in the manner of an attitude.</p>
4	<p><b>TEACHING METHODS</b>(uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real-life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>The teacher used CLT and GTM methods in the class to make a connection to achieve its goal. Google meet and BLC are also used in the class. The teacher has used PowerPoint presentations and shows some videos to grasp their attention. The students respond with interest and the teacher used real-life oriented questions which were very clear and appropriate which was fulfilled the objectives of the lesson.</p>
5	<p><b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The classroom environment was very much influenced which was ensure there learning. As it was an online class, it was not possible to maintain eye contact but the teacher has a clear voice. The teacher was trying to speak in standard English but the student had a very regional accent in their speaking.</p>

## MANAGEMENT

### Did the time wisely spend?

According to the observation, it can be said that the time was spent wisely.

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

1.Introduction of the topics

2.Structure

3.Rules and examples

4.Practice exercise

5.Feedback

### CRITICAL EVENT (If took place)

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

No.

**Strengths observed:**



According to the observation, the teacher had positive communication skills and also have positive presentation skills. The interaction and engagement with the student were positive enough.

**Suggestions for improvement:**

As per findings, these following should be included:

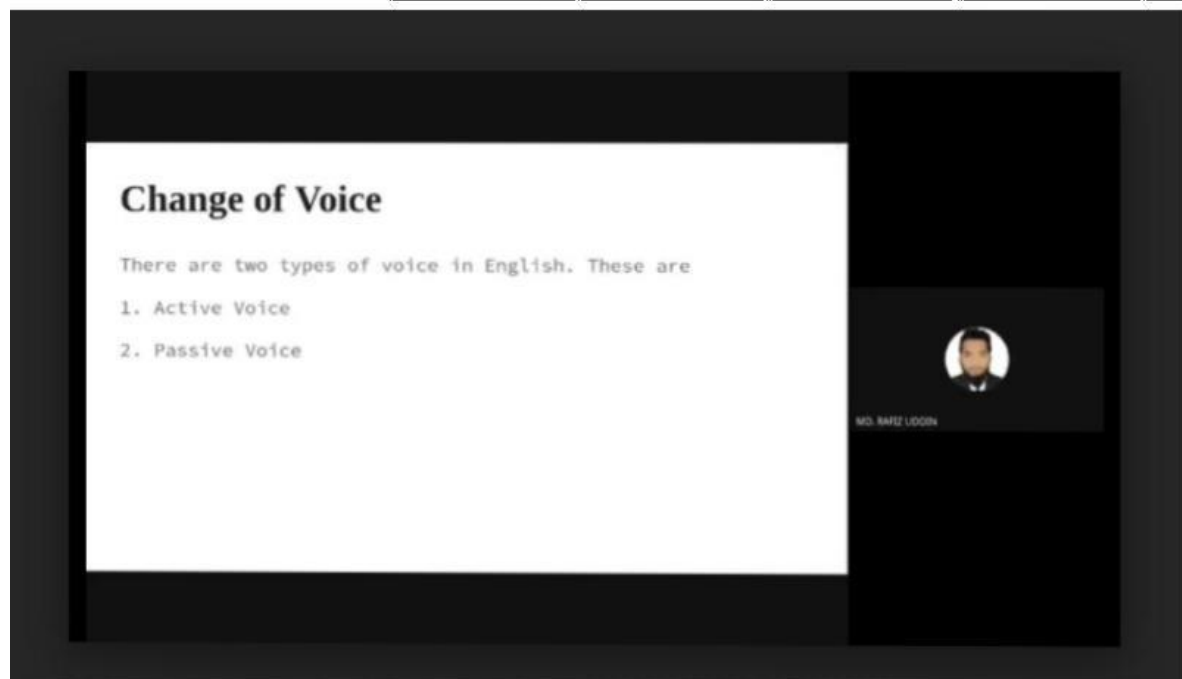
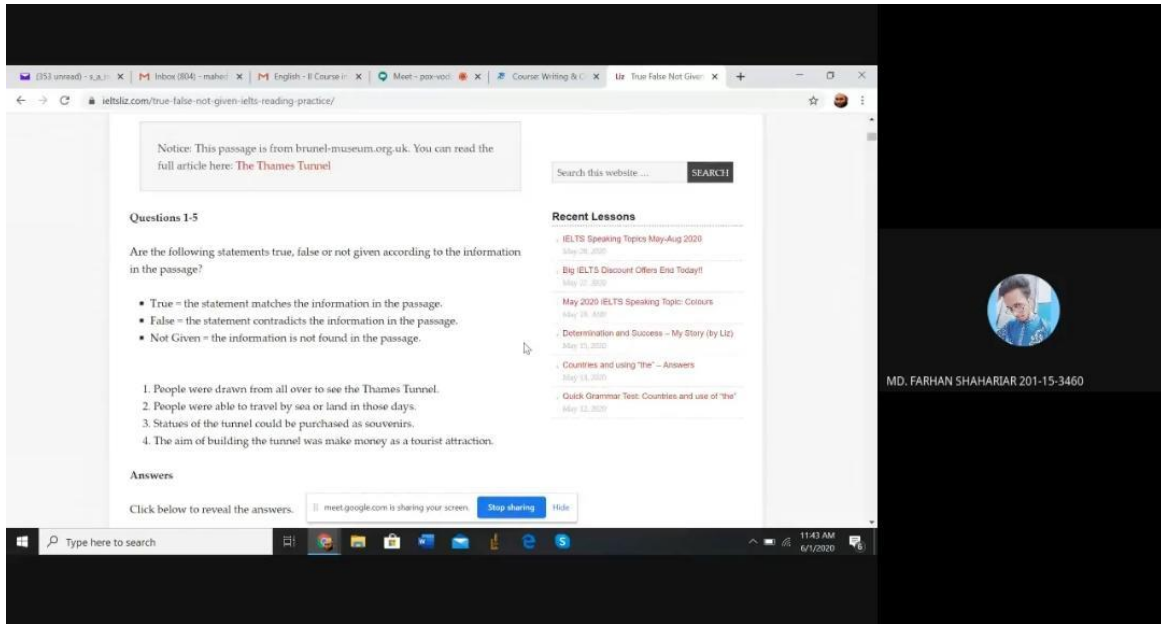
- i. Warm-up session.
- ii. To influence students to speak in standard English because it will help to develop their speaking skills.

**Overall impression of teaching effectiveness:**

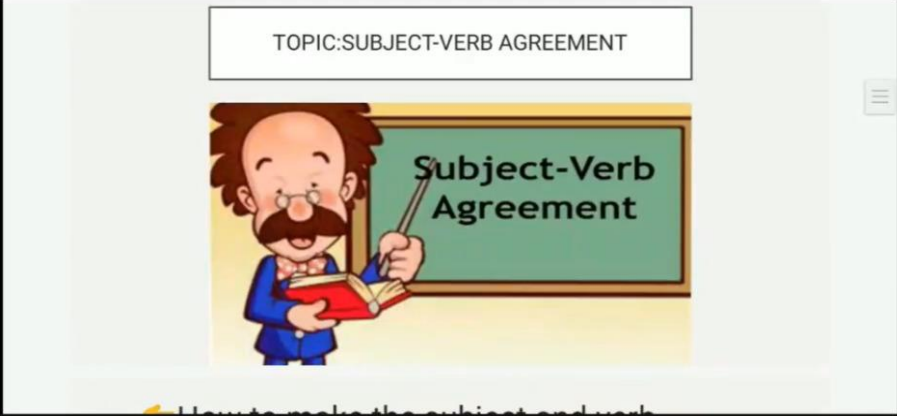
The project paper aims at how ELT methods are applied in the online class during the outbreak of Covid-19. The teacher was reaching his goal with the use of the method. Overall, the impression of teaching effectiveness was successful and the objectives of the lesson were also fulfilled.

# Appendix-III: Photographs

## Class observation-1&2



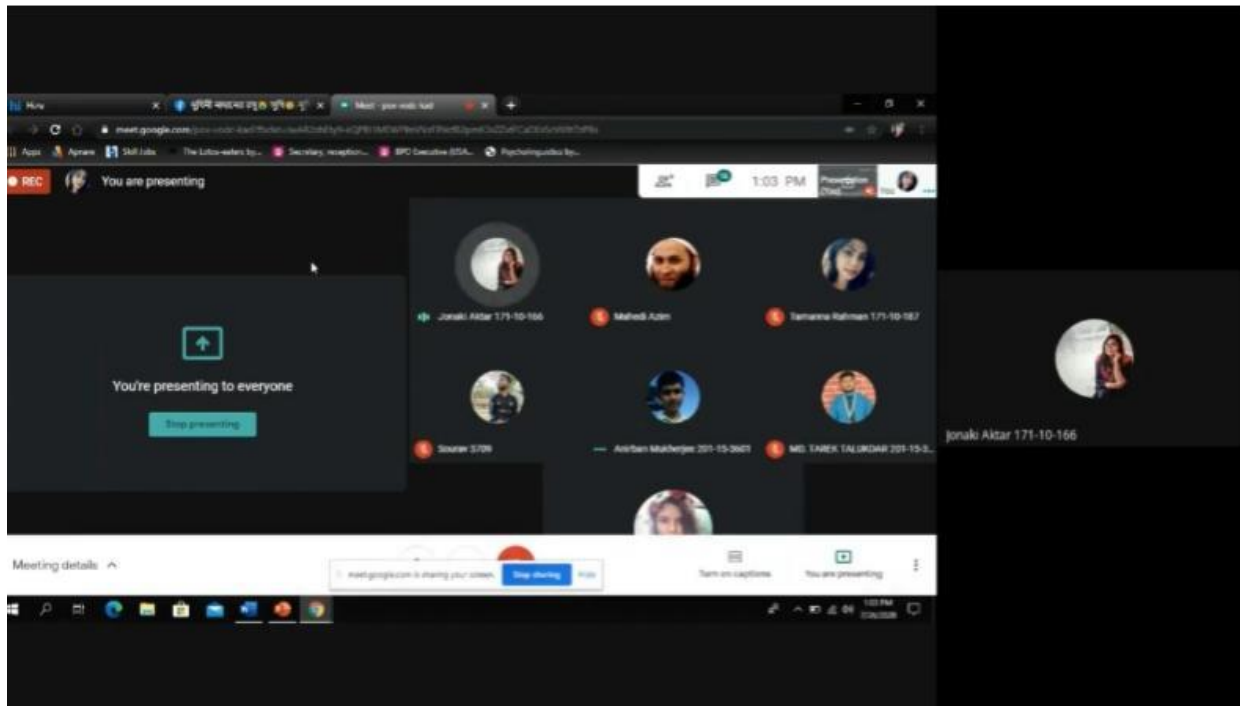
## Class conduction



TOPIC:SUBJECT-VERB AGREEMENT

Subject-Verb Agreement

Abu Tayeb 201-15-3690



REC You are presenting 1:03 PM

You're presenting to everyone

Stop presenting

Jonaki Aktar 171-10-166

Mahedi Aulon

Tamanna Rahman 171-10-162

Sorwar 1709

Aishan Mahengee 201-15-3601

MD. TAREK TALUKDAR 201-15-3...

Jonaki Aktar 171-10-166

Meeting details

meeting.google.com is sharing your screen Stop sharing

Turn on captions You are presenting

1:03 PM

**The End....**

