

An Internship Report

On

**Online Class Observation and Conduction in English during the Outbreak
of "Covid-19"**

Prepared by:

Jayanta Basak

ID: 171-10-185

Department of English

Faculty of Humanities and Social Science

Under the Supervision of

Md. Rafiz Uddin

Lecturer, Department of English

Faculty of Humanities and Social Science



Daffodil International University

Date of submission: August 2020

The Internship Report is handed over to the Department of English, Daffodil International University, for the Partial Fulfilment of the Requirement of the degree of (B.A) Honors in English.

Declaration

I hereby declare that the submitted Internship Report to the Department of English, Daffodil International University is a unique work for the completion of my course Project Paper. The internship report on "Online Class Observation and Conduction in English during the Outbreak of Covid-19" is written under the supervision of **Md. Rafiz Uddin**, Lecturer in Department of English, DIU. I also declare that this project paper nor any part of this report has not been submitted to any other organization for any other degree or award. And I would like to affirm that this report is my original work based on practical experience.

.....

Jayanta Basak

ID: 171-10-185

Department of English

Daffodil International University

Certificate

It is my great delight to certify that the Internship Report submitted to the Department of English, Daffodil International University, Permanent Campus by **Jayanta Basak, ID: 171-10-185**, for the completion of the course Project Paper in the program of B.A. (Honors) in English, is an original piece of work done under my supervision. This Internship Report is recommended for submission to the Department of English, Daffodil International University.

Jayanta Basak holds a loyal portrayal and pleasing personality. I pray for him every success in future life.

.....

Supervised by,

Md. Rafiz Uddin

Lecturer, Department of English

Daffodil International University

Acknowledgement

©Daffodil International University

I would like to express my tribute and thanks to my supervisor Md. Rafiz Uddin, Lecturer, Department of English, Daffodil International University, for his sincere instructions. He assisted me in every sector that may be a simple thank you is not enough. I would also like to thank teaches who allowed me to observe and conduct their classes to complete this study on "Online Class Observation and Conduction in English during the Outbreak of Covid-19".

In the end, I would like to declare that I was inspired by my supervisor's patience, dedication, and knowledge depth.

I pray to God for their eternal peace.

Abstract

English is considered a foreign language in Bangladesh; however, it is being used as a second language in academic and official purposes. However, English proficiency is low in Bangladesh; a study illustrates that the vast number of people had short spoken English competency due to the lack of practicing the language (M. Obaidul Hamid and Richard B. Baldauf, 2014). Because of the Covid-19 outbreak, students are continuing classes in online. It is quite impossible to have the exact environment in online classes. The research shows an investigation of the English language's current scenario in the time of COVID-19 in Bangladesh. As it is also new for the teachers, the method that they are following to teach is also not stable yet. Every day new strategies are getting created, and everyone wants the best version from lack of a device to low internet speed teacher. Students are both learning, which will also assist the next generation of online learners. Out of 695, 29% of Around 203 participants have responded that they do not own a personal computer, which creates a boundary to submit papers or other assignments (Ikbal, 2020). The best part is that people have already adapted. The intern tried to point out those parts where it is still necessary to improve from both perspectives because some of the teachers and students are still not comfortable yet with the virtual world.

[Keywords: Covid-19, Online class, Methods, Device, Internet, Generation, Bangladesh, Language]

Table of Contents

Contents	Page No.
Declaration by the Student	ii
Certificate	iii
Acknowledgements	iv
Abstract	v
Table of Contents	vi
Chapter – I: Introduction	1
Chapter – II: Objectives	2
Chapter – III: Methodology	3 to 4
Chapter – IV: Institution Details	5
Chapter – V: Class Observation Report	6 to 7
Chapter – VI: Teaching Experience	8 to 9
Chapter – VII: Overall Findings	10 to 11
Chapter – VIII: Recommendations	12
Chapter – IX: Conclusion	13
References	14
Appendices	
Appendix 1: Class Observation Check List	15 to 23
Appendix 2: Photographs	24 to 26

Chapter-I

Introduction

English is an international language, and because of the increasing amount of using social media and educational development, people of Bangladesh are slowly accepting English as their second language. Because of the global pandemic outbreak, people are getting more and closer to electronic media and devices. They all run correctly in an international language. Good communication is one of the most popular terms to move a nation forward, and that is why companies are more interested in people who can speak and write standard English. Teachers are trying their fullest to provide the students with an English friendly environment through Skype, Zoom, Google Meet. To help online learners process information, providing only text is far from enough to make learning effective, efficient, and engaging (Bart, 2012). Teachers are improving their skills to make online classes more effective.

When everything was getting conducted physically, some students were shy and nervous about speaking in English publicly. Now everyone is behind the screens, and they are using English more fluently and because they are getting habituated.

Chapter-II

Objectives

This project aims to exhibit the new condition of English teaching, how do teachers and students overcome the boundaries, the procedure that is being used to teach, and taking feedback from the students about online classes in this global pandemic. The objectives are:

1. To monitor the teaching technique and procedure in online classes.
2. To point out the difference between physical class and online class.
3. To understand the pros and cons of virtual classes.
4. To see classes from both perspectives of the teacher and students.
5. To observe student activities during the virtual classes.
6. To understand the teacher-student relation during classes.
7. To find out how a teacher and student interact in online classes.
8. To suggest for the betterment of virtual classes.

Chapter- III

Methodology

Selecting institution: Daffodil International University is one of the most renowned universities around chosen for the internship. The management of the university directed the intern to monitor and conduct online classes, which through he was introduced to targeted teachers to continue the rest of the processes.

Selecting classes: With the assistance of the supervisor, the intern went through some discussion with teachers to schedule and plan about lessons. Teachers allowed conducting a class of 1st-semester students and observe two classes of the students from the 2nd semester and 9th semester. Observable both classes were on English language learning.

Selecting a facilitator: Two teachers were assigned as the facilitator. Along with the supervisor, they assisted the intern in completing his project. They were much responsive whenever needed.

Online Class Observation: The assigned teacher finalized the date and time. Two classes were monitored via Google meet. Observed first class on 29th June, Monday at 4:00 pm and the second one on 1st July, Wednesday at 10:00 am. In those classes, teachers started with an ice-breaking session by asking students about their activities during this pandemic situation individually to make students aware and take attention. They checked if the students can remember the previous class lectures before starting a new topic. The teacher successfully did the interaction. The students were interactive and enthusiastic about the class; however, the students were not interactive. The teacher used her experience to handle the situation smoothly and continued her lecture. The teacher was much straightforward, and trying her best to engage everyone. Both of them were contentiously taking feedbacks from the students. Those classes were taken up to 1 hour and 30 minutes. One of the teachers had 31 students in his class, and another teacher had 23 students. Since classes were taken virtually, teachers followed audio-visual methods to teach. While they were teaching, they both were clear, loud, and energetic.

Interviewing particular course teachers: Some teachers were interviewed during this project paper. They were questioned about the lesson plan, what is future of online class,

do they still want to have physical classes or can virtual classes be the alternative of physical class in any situation, and what can make online classes more fluent (from their perspective).

Chapter- IV

Institution Details

Daffodil International University organized the internship, a renowned private university established on 24th January 2002 under the private university act 1992. It is holding three separate campuses in Ahsulia, Shukrabad, and Uttara. Dr. Md. Sabur Khan, The Chairman, Abdul Hamid, The Chancellor, and Professor Dr. M. Lutfar Rahman, The Vice-Chancellor of the university. The motto is "A landmark to create the future."

The university offers Bachelor's, Masters and doctoral degrees through its 23 departments, organized into five faculties. Applicants from distant areas can apply for online admission. There are also many clubs and communities in university. The university provides a 20% to 100% waiver to the students based on their results. They also offer scholarships to different universities in many countries. The 'IT' and the nature-friendly environment is one of the most well-known systems in Bangladesh. The university made a perfect balance between nature and technology in the Ashulia campus. Daffodil has one of the greenest campuses in the most organized way in the country. One hundred twenty-five acres of permanent campus area is surrounded by Wi-Fi and monitored by CCTV cameras. Daffodil has the fastest developing online academic system maintaining platform called Blended Learning Center (BLC). Daffodil also focuses on extracurricular activities, and that is why it has 46 clubs in different categories. Daffodil also runs a project called 'One student one laptop' under which provides every student with a laptop.

Chapter- V

Class Observation Report

The intern monitored two online classes individually by following the provided checklist. Both teachers took their classes virtually where a positive number of students were present.

Class observation: 1

The first-class was observed on 29th June, Monday, 2020. The name of the course was 'English for Academic Purposes.' The class began at 4:00 pm and finished at 5:30 pm. The number of students was 23. The lesson plan was prepared earlier. Google Meet was used to take the class. The class started on time with the teacher's smiley face. The topic of the class was "Different methods of learning a language." After the Ice Breaking session, the teacher used PowerPoint to illustrate the case to the students. The Audio Lingual method was the communication was so fluent between the students and teacher because both sides were interactive. The teacher showed a cartoon boy with some context, and then he connected the lesson topic with the illustration. With the slides, he was able to summaries to topic to the students so that they could understand and study it more in-depth later. The teacher was continuously taking feed back from the students to keep his students' attention. The teacher was conscious of the student's mood. He does not want his student to feel dull after listening to a long lecture. That is why the teacher was taking a simple pause by asking random students from the current list about their current condition during this pandemic situation, how their days are going. The class was well balanced and successfully ended by everyone's contribution. They ended it by recalling everything that they have understood today. There was to network issues while conducting the class.

Class observation: 2

The second class was observed on 1st July, Wednesday, 2020. The course was called "Introduction to ELT." The class started with 31 students at 10:00 am and ended at 11:30 am. Google Meet was used to take the class. The topic was "Different method of learning a language," and the Lesson Plan was prepared much earlier. She started her class with an ice-breaking session, which worked as a warm-up for the students because some just woke up and joined the class. The teacher dragged everyone's focus by showing illustrated cartoon characters on a video and on her slide material, which she brought to teach today, but the

response of the students was. They were new to this topic. That is why she tried to make the topic more comfortable, but there was still a communication gap. Since the teacher was experienced, she tried every way possible to engage students in the topic, but something did not assist overcome the situation. English was used to communicate with each other. Students did not ask a single question through the class. The class became one-sided. The lecturer kept talking and finished the lesson. It might work if she could give some real-life examples of that topic, but there was still a gap. Although she was loud and clear and tried her best with her skills, the students were not feeling energetic and were less severe about the class.

Chapter-VI

Teaching Experience

One class was handed over to the intern by the respected teacher. The name of the course was 'Listening, Speaking and Pronunciation.' Students were from the 1st semester. Everything is documented as follows:

Class:1

The class was conducted on 27th July, Monday, 2020, on Google Meet. The class started at 11:30 am. At first, the teacher introduced the intern to the class and directly handed over the class to the intern. The intern started at 11:35 am. Twenty-eight students were present in the class. The topic was "Importance of Public Speaking in the Twenty-first Century." The teacher recorded the whole class and handed over the microphone to the intern. The intern prepared the lesson plan earlier, and that is what he was aware of what he was about to do. Since the class was about speaking skills, the intern gave the student a hypothetical situation and gave them a little task to write about their interest.

Then the intern connected the given topic with the importance of speaking by telling them a story that gathered the full attention of the class. After showing them some real-life examples and telling them some histories of how public speaking has the power to make revolutionary changes, the intern decided to play a game with the students with which through students will be able to practice the lesson while having fun. Every student participated in the game, and, in a while, it became fun. The intern started to select a student from the list by rhyming kinder garden poems. A student with the last word of the rhyme had to speak six lines about anything around him/her. It is the first step to practice public speaking and will assist them in overcoming nervousness. The whole class became entertaining, and even the teacher started to enjoy along with the students. Students who were not used to speaking English also gave their best show their interest through the game. After having full attention from the students, the intern again gave some more real-life examples and tips to improve their speaking ability. After that, students started asking questions, and the intern answered them all. After that intern found out that he has completed everything that he has planned earlier in the lesson plane, he was out of new things. Then the intern smoothly handed over the class to the course

teacher. The teacher asked what they have learned today. One student explained and gave an instant review of the class. One student performed a song to end the class beautifully. After that, with everyone's permission, the intern fished the class. No internet connection issues were found while taking the class. The lecture was loud and clear. The students were much enthusiastic and fun-loving.

Chapter- VII

Overall Findings

The intern has conducted one and observed two classes virtually under Daffodil International University. Through observation, so many things were investigated. They are:

1. Teachers started their classes at the exact time.
2. A few of the students joined the class to get attendance.
3. The teacher waits five minutes for everyone to join.
4. Not responding to the students can change the mood of the class.
5. Everyone uses Google Meet and PowerPoint.
6. Student-Teacher relation was friendly.
7. Students were polite and showed respect to the teacher.
8. Classes were not interrupted by network problems.
9. The most significant boundary of a virtual class is that teachers cannot maintain eye contact with their students.
10. Classes were flawless and fluent.
11. Teachers were experienced, and that is why everything was professionally handled.
12. Teachers were prepared before the class.
13. Some of the students were not comfortable to talk.
14. Few of the students were not good at speaking English publicly, but some tried still.
15. Teachers were encouraging minds towards the students.
16. The materials were entirely used in both classes by the teachers.
17. Both teachers were cheerful and optimistic toward the students.
18. Teachers used both Bangla and English to make students understand more clearly.
19. Some of the students were showing excuses for having internet problems.

Teaching experience findings

Lesson preparation: The course teacher selected the topic and assisted the intern in preparing a lesson plan and collecting the necessary materials. The intern tried to build the class student-friendly to relate the topic with their daily life. The intern took preparation for any question related to the topic for the question-answer session. For further correction, the lesson plan was sent to the course teacher. When she marked it ok, it was sent to the supervisor. The supervisor re-checked it and confirmed it. In this whole process, the intern was motivated by the course teacher and the supervisor.

Lesson delivery: The intern's first target was to make students comfortable about the class to take his students through some study materials. Since the lesson plan was pre-organized, the intern was aware of his actions. Before starting the class, students were introduced to the lessons. The lesson was planned so quickly so that the students can understand things fluently. Tasks for the students were easy. Real-life examples were given to the class so that students could relate the lesson to their daily life.

Use of language: The students were already fluent English speakers from their position. The intern used English as his primary language while taking the class and mixed Bengali intentionally when there was needed. Students were quickly able to understand everything, which assisted the intern in conducting class more fluently.

Chapter- VIII

Recommendation

While observing the classes, the intern found some areas that need to be improved to make virtual classes better. The recommendations are:

1. Teachers need to be aware of not making the classes sound one-sided. If possible, prompt the students to identify who was not paying attention.
2. In virtual classes, most of the time, everyone turns their camera off. That is why it is not possible to say who just joined to get an attendance. It is necessary to identify those by asking questions, and if someone found through this process, the teacher should give a task to that student related to the topic and engage him/her till the class.
3. Teachers should take some breaks while giving long lectures. They can tell jokes or ask students individually about what they were doing or questions related to the topic to know what they think. This diversion for a while might help to build the focus again towards the class.
4. Every student should be motivated to speak English in classes no matter what their knowledge about English is.
5. Trying different activities can change the environment of a class from dull to entertaining rather than communicative classes.
6. The teacher needs to balance the topic he/she is trying to teach and his students.
7. Teachers should avoid providing too much information at a time.
8. Teachers should tell the student to use the chatbox to write about their thoughts, which will help them stay connected with the class.

Chapter- IX

Conclusion

To put it briefly, the online class is not a new term, but still, people of our country are not using it, and that is why it is not stable or a fixed medium yet. Teachers and students both need training and time to master it. Every day people are coming with new methods and ideas to make virtual classes more fluent and easier. Developers are working hard to make their online platforms more and more user-friendly, which is why their use of technology has increased hideously. People are focusing on developing their communication skills, which is an excellent opportunity. People are improving their potentiality while sitting inside their room, but the question comes about the quality. Though it is easy to do virtually, the rate falls a lot because of the boundaries that people face. Too much interaction with electronic devices is a significant threat to public health. People get easily distracted in virtual workplaces. Since it is new to everyone, few people have already found some loopholes to do anything they want. Internet connection problem is a significant issue. It creates an apparent disturbance in the academic sector. From another perspective, students can use it as an excuse to avoid class to get attendance. From another perspective, it can be a double-edged sword. Even teachers can use this as an excuse if they want.

Daffodil International University is trying their best to make students more and more comfortable in virtual classes. They are conducting all educational systems virtually through their platform called Blended Learning Center (BLC). It is still under development, so it needs much improvement, but otherwise, it acceptable.

References

Bart, M. (2012). *Online Student Engagement*.

Ikbal, S. S. (2020). *A feasibility study of online classes in Bangladesh to counteract potential study gaps caused by*.

M. Obaidul Hamid and Richard B. Baldauf, J. (2014). *Public-private domain distinction as an aspect of LPP frameworks: A case study of Bangladesh*.

Appendix 1

Class observation Checklist

Class observation Checklist- 1

Institution: Daffodil International University

Class: 1st year 2nd semester Section: PC-C No. of Students Present: 23

Course Title: English for Academic Purposes

Peer/Observer: Jayanta Basak

Date and Time: 29.06.2020, 4.00pm-5.30pm

Objectives of the lesson (as perceived):

- i. Help students to gather main ideas or supporting details about summary writing.
- ii. To guide students to write a compelling summary.

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

The topic was theoretical, so the teacher could not make the students do any activities. The teacher successfully achieved the objectives because some of the students gave their feedback, and there was a question-answering session where everyone showed their interest and enthusiasm about the topic, which indicates that they understood the topic well.

S/N	Review Section	In what ways? (Specific examples/clarifications)

1	<p>SUBJECT MATTER CONTENT</p> <p>(✓shows good command and knowledge of the subject matter; ✓demonstrates breadth and depth of mastery; ✓tries to develop a knowledge-seeking behaviour among students)</p>	<ul style="list-style-type: none"> • Was clear and on the point about his lesson • Were frequently exchanging feedbacks • Information was detailed and showed how to write a useful summary.
2	<p>ORGANIZATION</p> <p>(✓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)</p>	<ul style="list-style-type: none"> • The ice-breaking session was outstanding. • Time management was excellent. • The interaction process was impressive. • 'Organized' is the perfect word to describe the class.
3	<p>RAPPORT</p> <p>(✓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>	<ul style="list-style-type: none"> • Students were very much engaged • Students were very interactive • Students showed enthusiasm throughout the whole class. • The teacher was fair to all. • Students were given the necessary feedback. • The relation was balanced.
4	<p>TEACHING METHODS</p> <p>(✓uses relevant teaching methods,</p>	<ul style="list-style-type: none"> • Provided real-life examples.

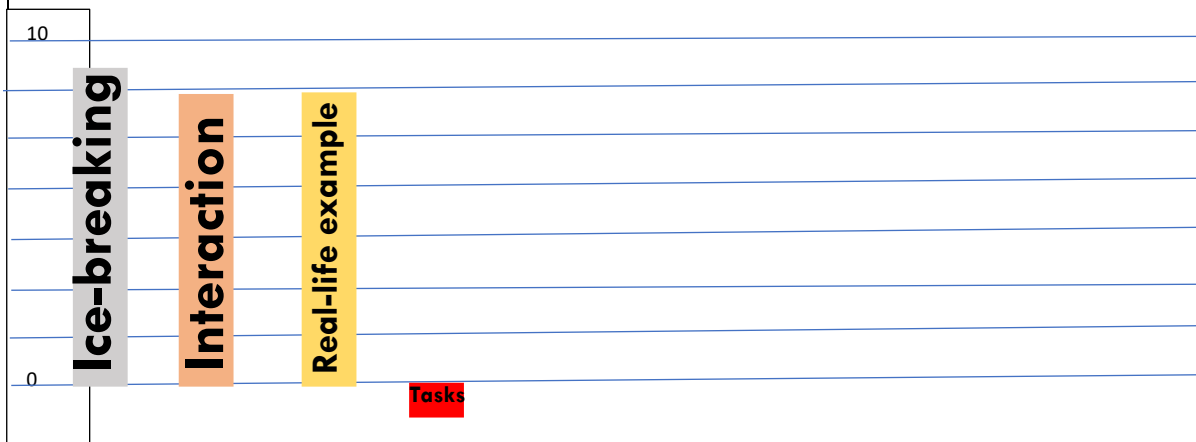
	<p>√aids, materials, √techniques, √and technology; includes variety, balance, imagination, group involvement; √encourages questions from students and responds with interest; √is open to ideas; √uses real-life examples that are simple, √clear, precise, and appropriate; √stays focused on and meet stated objectives)</p>	<ul style="list-style-type: none"> • Illustrations were showed through slides to teach.
5	<p>PRESENTATION (√establishes classroom environment conducive to learning; √ensures learners' interests, √maintains eye contact; uses a clear voice, strong projection, proper pronunciation, √and standard English)</p>	<ul style="list-style-type: none"> • Practical English was used throughout the whole class. • Clear voice with good pronunciation.

MANAGEMENT

Did the time wisely spend?

The time was spent very wisely and effectively. The teacher described the topic throughout the whole class time.

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)



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?

There was no critical event in the class.

Strengths observed:

The class was very interactive, and everyone was enthusiastic. Students and teachers both contributed a lot to make the class balanced. The class was impressively organized. The class was very interactive, and everyone was enthusiastic. Students and teachers both contributed a lot to make the class balanced. The class was impressively organized.

Suggestions for improvement:

The class was near perfect. The teacher was successful in engaged everyone through the whole class—nothing special to suggest.

Overall impression of teaching effectiveness:

The overall impression is, it was a well-balanced class and impressively organized. The teacher spent the whole class time wisely. Objectives were successfully achieved.

Class Observation checklist-2

Institution: Daffodil International University

Class: 3rd year 3rd Semester Section: PC-B No. of Students Present: 31

Course Title: Introduction to ELT

Peer/Observer: Jayanta Basak

Date and Time: 01.07.2020, 10:00 am

Objectives of the lesson (as perceived):

- i. To introduce the students about various teaching methods and techniques.
- ii. To teach students how to take effective classes using these methods and techniques.

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

The teacher was unable to achieve the objectives correctly. Her topic was about the various teaching methods used to teach in the class, but a communication gap was visible, and the class started to become dull. At one time, the lecture seemed one-sided. She tried to make interaction, but it was late, and some of the students were not even responding.

S/N	Review Section	In what ways? (Specific examples/ clarifications)

1	<p>SUBJECT MATTER CONTENT (√shows good command and knowledge of the subject matter; √demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behaviour among students)</p>	<ul style="list-style-type: none"> • She was aware of her topic and subject matter. • Various examples were used for the subject, which indicates her knowledge about the topic.
2	<p>ORGANIZATION (√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)</p>	<ul style="list-style-type: none"> • Overall, it was quite organized. • Everything happened on time.
3	<p>RAPPORT (√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>	<ul style="list-style-type: none"> • No ice-breaking session was taken. • The lecture became one-sided • Students had a communication gap with the teacher. • The teacher was not giving a pause for the student to think and process the information. • Few of them showed their interest and were not responding, even calling them by their name.
4	<p>TEACHING METHODS (√uses relevant teaching methods,</p>	<ul style="list-style-type: none"> • PowerPoint slide was used to conduct.

	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)	<ul style="list-style-type: none"> • Effective English was used.
5	PRESENTATION establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; ✓uses a clear voice, strong projection, proper pronunciation, and standard English)	<ul style="list-style-type: none"> • The teacher was fluent in her accent. • No internet problem happened during class.

MANAGEMENT

<p>Did the time wisely spend?</p> <p>The teacher started the class with a smiley face and a positive vibe. Everything was fine unit asking for feedback from a student. The environment of the class slowing started becoming dull. The teacher was forced to call them by their name. Some responded, but few of them did not. The interaction part was not up to the mark of that class. That is why the time was not spent properly.</p>
<p>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)</p> <p>Before class: Ice-breaking session was not noticeable.</p>

During a class: The class topics were translation method, audio-lingual method, communicative language learning. Used various real-life examples to make students understand.

After class: Summarized the activities were done that day and took attendance.

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?

In the middle of the class, students stopped responding. The communication gap increased, and the teacher failed to overcome the situation.

Strengths observed:

Expect the critical situation; the class was very informative. The teacher was well aware of her topic. Since she is a senior lecturer, she tried different ways to make the situation familiar, but nothing worked. She was very much clear about the lesson, and her mastery was visible through her in-depth knowledge about the topic.

Suggestions for improvement:

It would be instrumental if she could be more interactive from the beginning. Since it is her class, she knows how is paying attention and who is not. She can identify them and keep them engaged and busy not to divert themselves somewhere else.

Overall impression of teaching effectiveness:

Overall, it was good; just the teacher could be more interactive.

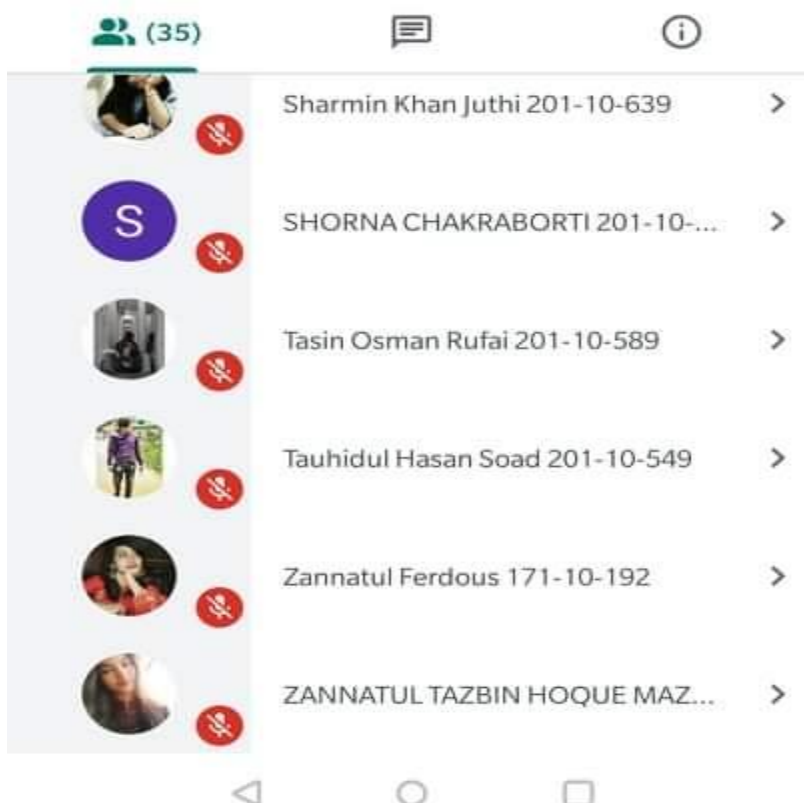
Appendix 2

Photographs

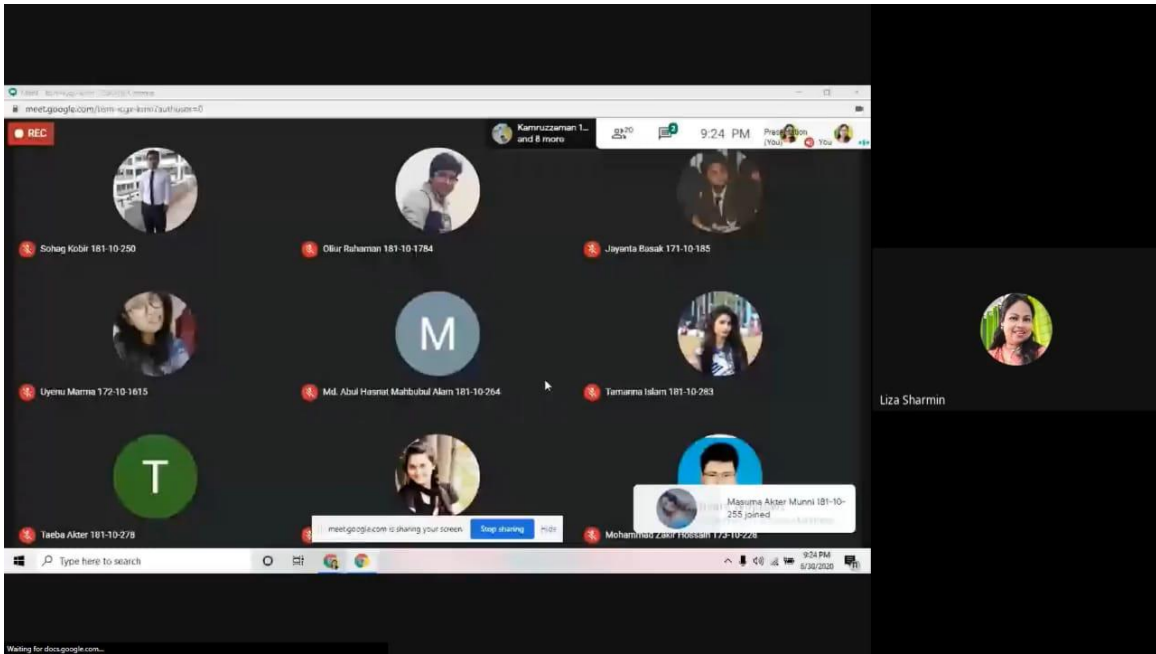
Class observation-1



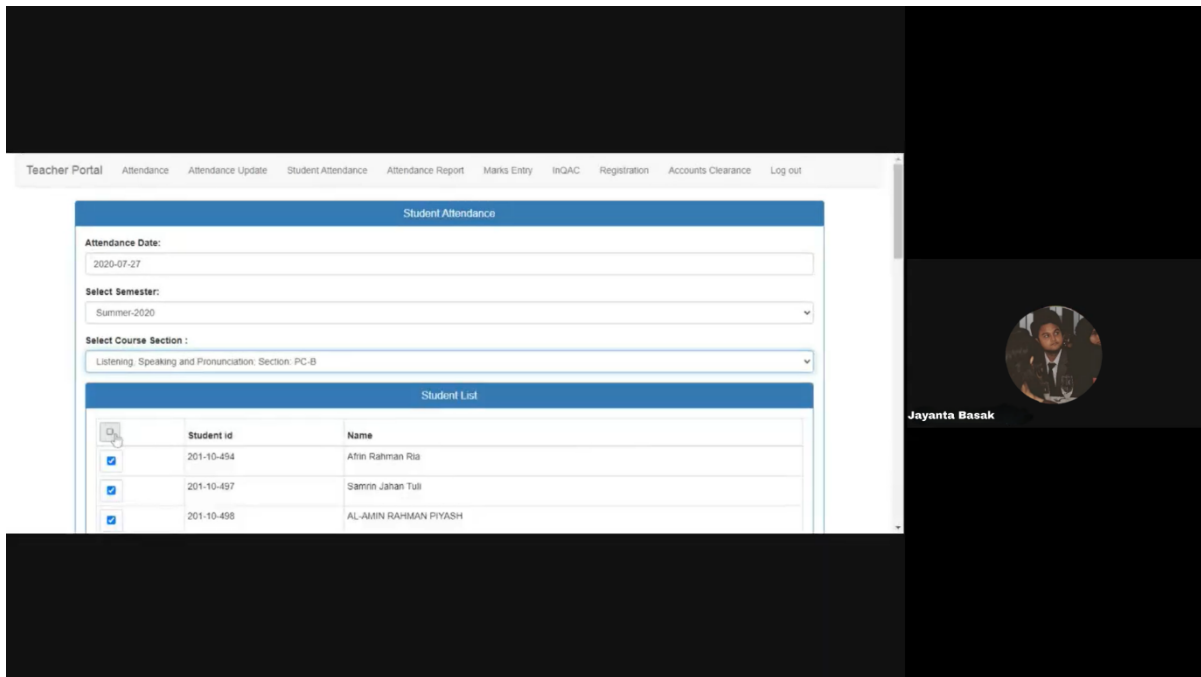
- Maintain good **paragraph structure**: topic sentence, supporting sentences and concluding sentence.
- **Topic sentence**: It should identify itself as summary. Include the type of work, the title or the author or the speaker of the original material. Usually, it is written in the present tense.
Example: In the feature article "Four Kinds of Reading," the author, Donald Hall, explains his opinion about different types of reading.
- **Supporting sentences**: They should follow the same order that the information is presented in the original material (when possible).



Class observation- 2



Class conduction:



The screenshot displays a web application interface for a teacher's portal. The navigation menu at the top includes: Teacher Portal, Attendance, Attendance Update, Student Attendance, Attendance Report, Marks Entry, In/QAC, Registration, Accounts Clearance, and Log out.

The main content area is titled "Student Attendance" and contains the following elements:

- Attendance Date:** A text input field containing "2020-07-27".
- Select Semester:** A dropdown menu showing "Summer-2020".
- Select Course Section:** A dropdown menu showing "Listening, Speaking and Pronunciation, Section: PC-B".
- Student List:** A table with columns for "Student id" and "Name". Each row has a checkbox in the first column.

	Student id	Name
<input checked="" type="checkbox"/>	201-10-454	Afin Rahman Ria
<input checked="" type="checkbox"/>	201-10-497	Sammn Jahan Tuli
<input checked="" type="checkbox"/>	201-10-498	AL-AMIN RAHMAN PIYASH

On the right side of the interface, there is a circular profile picture of a man and the name "Jayanta Basak" below it.