

**ENG: 334-Project Paper**

**Report on “Online Class Observation and Conduction in English During the  
Outbreak of Covid-19”**



Daffodil International University

August, 2020

**Report on “Online Class Observation and Conduction in English During the  
Outbreak of Covid-19”**

A report submitted to the Faculty of Humanities and Social Sciences in partial accomplishment of the requirements of the degree of Bachelor of Arts in English

**Course Code: ENG-334**

**Course Title: Project Paper**

**Summer 2020**

Submitted by

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ID: 171-10-430

Supervised by

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Daffodil International University

August, 2020

## **Declaration**

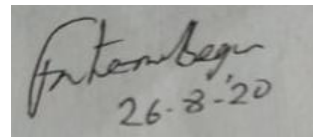
I hereby declare that the project work entitled “Report on Online Class Observation and Conduction in English During the Outbreak of Covid-19” submitted to the Department of English, Daffodil International University is a record of an original work accomplished by me under the guidance and supervision of Mrs. Fatema Begum Laboni, Assistant Professor, Department of English. The project work is submitted in the partial accomplishment for the requirements for the award of the degree of B.A. (Hons) in English for the course “Project Paper (ENG-334)”. I also ensure that the results embodied in this project have not been submitted to any other institution other than Daffodil International University.

TASNIM

Signature of the Intern

## **Certification**

I hereby accredit that the intern Tasnim Hadiya bearing the ID no 171-10-430 has undertaken the course Project Paper (ENG 334) with me. Concerning the course requirement, she selected two different online English Language courses of Daffodil International University, maintained a regular communication with me as the facilitator of the courses, observed one class of each course and conducted one online class according to her choice between the two selected courses as well. Around this entire process, she kept in touch with me through taking guidelines from me on a regular basis, showed me her work and updated me with her day to day actions on accounts of the course. After experiencing the contribution and standards of her work, I therefore certify that she has met all the requirements and completed all the due procedures of the course, and the intern is qualified to submit this report.

A rectangular box containing a handwritten signature in black ink. The signature appears to be 'Fatemeh' and is dated '26-8-20' below it.

Signature of the Supervisor

## **Acknowledgements**

At first, I intend to express my gratitude towards Almighty Allah who has given this opportunity, strength and appropriate guidance to complete my project work titled “Report on Online Class Observation and Conduction in English During the Outbreak of Covid-19”. Then I am thankful to my supervisor Mrs. Fatema Begum Laboni, Assistant Professor, Department of English, Daffodil International University, whose advice, valuable suggestions and effective guidance has made my project a successful one. I am also thankful to my parents and family for their support and inspiration. Further I am grateful to the course teachers and students of the Daffodil International University online classes. Last but not the least, I want to say that I am very blessed to have some friends around me who helped me in my work with their valuable suggestions and ideas.

## **Abstract**

This paper determines to depict the present scenario of Online Class Observation and Conduction in English at Daffodil International University during the Covid-19 pandemic. The research has been designed based on the online internship to complete the requirements of the course titled as “Project Paper (ENG-334)” offered by the Department of English, Daffodil International University. The intern has fulfilled all due procedures to meet the requirements of the project based on the experience gained from the course work called STS (Students Teaching Students) under the course ELT (English Language Teaching) and voluntary teaching in Hornby Trust Project by BELTA (2019-2020). The key purposes of the project are to analyze the language teaching method, medium of instructions of English Language Teaching, teacher’s integrity and efficacy on English language teaching, student’s involvement in a class, the English language proficiency of students along with organizational concern on English language teaching online. The intern applied various methods and followed several steps such as- class observation, filling up checklist provided by the supervisor during the observation, class conduction and evaluation online to reach out the objectives. The paper provides suggestions for the facilitators and the online English language teaching authority based largely on the overall findings that scrutinize the strengths and weaknesses of the observed teacher as well as online classes.

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## Chapter 01

### Introduction

In this modern and technologically advanced world, English has become one of the prime languages in each and every sector including education. Due to the epidemic of Covid-19, English Language Learning online has become a must because the whole world has shifted towards online mode. Bangladesh and its educational sector did not fall behind when it came to switch to online mode. English Language Learning has always been a top most priority in Bangladesh and it is still being the same during the pandemic. Being a student of English department at Daffodil International University, I had the opportunity to experience online education and specifically the course Project Paper (ENG-334) gave me the golden chance to understand and evaluate the online English language learning and teaching process of my own institution in tertiary level. In normal situation, the entire internship used to be done in other schools and colleges offline but this time our university hosted the internship online, blessing us with a golden fortune of an advanced experience.

The study journey began, when I was asked by my Coordinator, Mrs. Tahsina Yasmin through an official email to contact my supervisor along with some guidelines. After I contacted my supervisor Mrs. Fatema Begum Laboni, she instructed me to observe two classes and conduct one online on google meet. My supervisor gave me the chance to observe her class and evaluate her as the teacher without any hesitations as she believes that “Everyone has some limitations and no one should be deprived of the opportunity to overcome their limitations”. I completed my internship following her instructions carefully and from my experience of online class observations and conduction, I found out several limitations and supremacy of online English language teaching which would be the guidelines in the long run if I intend to pursue my career as a teacher in future.



## Chapter 02

### Objectives

This report aims to illustrate the current scenario of “Online Class Observation and Conduction in English During the Outbreak of Covid-19”. The specific objectives of this study are:

- To analyze the online interaction between teachers and students
- To find out the methods and techniques of online teaching in English
- To monitor the result of these methods and techniques
- To examine the online teaching material
- To understand teachers’ potential level complying with online-teaching
- To imply useful and practical teaching methods
- To determine students online learning development

## **Chapter 03**

### **Methodology**

The report is a short research that centers on illustrating the current situation of Online Class Observation and Conduction in English during the Outbreak of Covid-19. To gather the information required for this study, the volume of the review incorporates class observation, exploring the techniques utilized for educating, class conducting, analyzing the outcomes of appropriate method, student's performance, class observation checklists and interview of the teacher. Each and every information had been investigated from an unbiased perspective to keep up the due legitimacy of the study.

#### **3.1 Selecting the Host Institution**

I did not have to select any institution for my internship as the authority of Daffodil International University hosted this online internship due to the epidemic of Covid-19 and added a new dimension in this internship as well as in my upcoming technologically advanced career. I am really fortunate to complete my internship in my own university.

#### **3.2 Having a Facilitator**

My supervisor Mrs. Fatema Begum Laboni allowed me to have her as my facilitator. She has been one of the English language and literature teachers in Daffodil International University. She enthusiastically facilitated me throughout the journey of conducting and observing classes. She provided me all required information for the study, introduced me to the students online, and gave me enough time to interview her over the phone. Finally, she fixed two different classes for the class observations and one specific date for class conduction.

#### **3.3 Selecting Classes**

When my facilitator asked me to select one specific language course between the courses (ENG-235) English Language Usage and (ENG-123) Writing and Comprehension offered by Daffodil International University in different campuses to observe two classes and conduct one. I asked her if I could select both for observation as one language course was offered to the students of the Computer Science Engineering department and another was offered to the

students of English department. The reason behind this proposal was the learning outcome difference of the respective courses and the competency difference between the two learners group. Writing and Comprehension is an ESP (English for Specific Purpose) course whereas English Language Usage is an EAP (English for Academic Purpose) course. She allowed me to do so and gave me the opportunity to select the course for class conduction as well. This time I chose Writing and Comprehension course because the students of this course were younger and I thought it would be easier for me to locate the problems of these young learners.

### **3.4 Class Observation and Self-Reflection**

My facilitator designed a schedule for me to observe two classes first and then conduct one. On June 17<sup>th</sup> I observed my first class of Writing and Comprehension course and completed my checklist. Exactly after five days I observed another class of English Language Usage course on June 23<sup>rd</sup> completing the checklist. Later, in the following week my facilitator informed me through Facebook messenger that she had scheduled my Writing and Comprehension course class conduction on June 28<sup>th</sup>. Therefore, my study volume features the discoveries of two class observation and one class conduction.

### **3.5 Interviewing the Teacher**

My facilitator Mrs. Fatema Begum Laboni had an interview over the phone arranged by me. She shared her teaching experiences and educational background. She has completed her B.A and M.A from Jahangirnagar University and is a PhD researcher at Bangladesh University of Professionals. Throughout the years of her teaching profession she attended several workshops and training on teaching of English at the tertiary level. But she expressed some disappointments about online teaching. She revealed that a teacher needs to work really hard to make the online classes communicative and the content of the class entertaining. Despite such hard work it is very tough to maintain the class as there are many unwanted occurrences such as: technical issues, internet disruption, lack of proper attention and participation of students etc. After facing and handling all the unwanted situations when the classes start to go smoothly, there is a small group of students who just get distracted and request the teacher to continue the segment in the next class.

### **3.6 Assessment**

I structured evaluation of students in two distinct segments. Formative evaluation: in this area I took a pretest to assess the student's pre-level knowledge before beginning the class, after that I explained the topic bit by bit and gave individual activity online on google form with the goal that they can gain proficiency with the exercise adequately. After the class conduction had been done, I took a post-test on the same question of pretest to find out what they have learned after the class and to evaluate their general improvement by contrasting the outcome with the pretest outcome for Summative evaluation.

## Chapter 04

### **Institutional Details**

**Name:** Daffodil International University

**Location:** Ashulia Permanent Campus, Dhanmondi Main Campus and Uttara Campus

**Number of Faculties:** 5

**Number of Departments:** 25

**Academic Staff:** 859

**Administrative Staff:** 780

**Number of Students:** 21,752

### **Summary:**

Daffodil International University (DIU) is recognized as one of top graded universities in Bangladesh. The university has been established by Daffodil Group with the approval of the Ministry of Education under the Private University Act of 1992 and its amendment in 1998. Daffodil International University came into being on 24th January 2002 with its motto, “Landmark to Create the Future”. Md. Sabur Khan is the chairman of this university, Chancellor is Abdul Hamid, President of Bangladesh and Vice chancellor is Professor Dr. M. Lutfar Rahman. The university is known for its excellence in academic results, numerous clubs and communities and modern educational tools and technology. Recently, researchers at Daffodil International University of Bangladesh have developed an Artificial Intelligence technology that can diagnose COVID-19 by using x-ray results. The university is also known for its approx. 150 acre “Green Campus” at Savar, Dhaka.

## Chapter 05

### Class Observation Report

The first class I observed was on 17<sup>th</sup> of June and the second one was on 23<sup>rd</sup> of June. I observed the Writing and Comprehension class of the CSE department first. The class started at 10 am. The teacher started the class on time. The teacher was familiar as she is my supervisor as well as my batch advisor. She welcomed me in the online classroom and introduced me to the students through google meet. I took my checklist and prepared myself for the observation. The second class observation was on the English Language Usage course of the English department. The class started at 2.30 pm and I followed the same strategy to observe the class as I did for the first one.

#### 5.1 Class Observation 01

The teacher greeted the students first in a welcoming way. Then before going to the main lesson she warmed up the students by asking two questions. The first question was how the parents feel about the student's technology usage during this pandemic and the following question was where the students would like to see themselves in the next ten years. The teacher communicated with students in the target language but when they were stuck or unable to understand the meaning properly she took help of the translation method.

After the warm up session, the teacher started showing the PPT file of pre-reading materials on google meet by presenting her screen. She took a good amount of time on this section as students needed to understand the passage very well for two of the class activities and she took help of the GTM in this section as well. Some students were very engaged and spontaneous in the class but the majority did not respond. As a result, the teacher had to push the students many times by calling them individually. After discussing and reading the full passage, the teacher prepared the students for the activity of the first class. In the first activity the teacher gave some information from the passage and the student had to find out those information from the text. In the next activity, the teacher provided them a set of sentences for True/False activity. After completing this activity, the teacher proceeded towards the final class activity

“Fill in the blanks” with linking words. Only 8 students completed all the activities on the chat box and the teacher gave feedback instantly.

The teacher was very organized from the very beginning of the class. She met all of her class objectives and declared each objective clearly to the students. She also shared the objectives behind every class activity including the pre-reading session. The way the teacher explained and gave real life examples, it transparently represents her knowledge and skill of class content. There was a moment when the communication was disrupted by a background music of a student, while the students were answering questions and solving the class activity. But the teacher, being very smart and friendly, tackled the situation with a clever move. She pretended that she was tired and listening to the music, she had become energized to conduct a very effective class and she would love to listen to another music at the end of the class. The teacher concluded the class at 11.14 a.m. with linking words homework given on the Blended Learning Centre platform. The class could have been a perfect one if the students talking time was more than the teacher’s talking time.

## **5.2 Class Observation 02**

The class started with a friendly greeting by the teacher and the students. After the greeting and welcoming session the teacher gave an online game code and link on the chat box of google meet. The teacher wanted to warm up the students with this online game called Kahoot.it. The teacher set a questionnaire on the online game platform previously based on the class objective “Commonly Confused Words”. The teacher delivered all the required info in the target language and also translated it into Bengali when she found out the students were not getting it properly. Unfortunately the game did not run due to some technical difficulties. The students and teacher tried several times to fix it out but nothing could sort the problem. But the teacher kept trying again and again which took a very long 35 minutes of the class.

After wasting nearly half of the class time, the teacher moved on and started the actual session of teaching. The teacher presented her screen on google meet where she was showing a list of commonly confused words in a doc file. Then she started questioning students from the previous class on the same topic. After a very short question answer segment, she proceeded

to the next segment of oral class activity where she was asking the students to differentiate between the meanings of confusing words. The teacher previously uploaded the list in the Blended Learning Center so that the students can avail them whenever they need. The teacher used a bit Bengali in the class but most of the time she followed the CLT method. The students also responded in a way as if they were thirsty for the knowledge.

The teacher had very good control on class and enriched knowledge of the class content as well as proper skill of conducting classes using different teaching methods. The teacher's persistent behavior and students' spontaneous participation turned the class out to be a moderate communicative class despite all the problems and technical issues in the beginning. The teacher did an excellent job on controlling the class, as there was a high chance of distraction due to the problem occurring in the warm up session. But the teacher maintained it professionally yet in a friendly manner though there was a lack of testing the students' improvement after the class with a proper activity. At around 3.40 p.m. the teacher concluded the class with assigning them with homework on keeping notes of 25 commonly confused words of their choice.



## Chapter 06

### Teaching Experience

I prepared myself and planned my lesson with the assistance of my supervisor for conducting class. When my supervisor was happy with my plan, I selected the drills and methods of the class. Finally I conducted the class on time and I succeeded in a sense that I provided maximum help, knowledge and tips regarding the students' learning of selected topics and the class went exactly the way I designed.

### 6.1 Self-Reflection Report

I conducted my class on 28<sup>th</sup> June 2020 at 2.30 pm. First, the course facilitator introduced me again and gave me the floor to conduct the class. I warmly greeted the students and started the class. The students seemed quite skeptical at the beginning so I started to break the ice with a warm up session. I warmed them up with an entertaining visual riddle game which reveals the topic of the class- "Matching Heading". I kept real-life examples and pictures of two women wearing matching outfits so that the students can achieve the goal easily without being distracted. Students solved the riddle with their existing vocabulary and my help.

Next, I took a pre-test on "Matching Heading" to evaluate their existing knowledge of the topic. I used google form to take the test, IELTS online materials on "Greenhouse Effect" and provided the form link on the chat box of google meet where we met virtually for class. I gave them 10 minutes to complete the task. I chose Greenhouse Effect because the course itself is a very dry one according to me so I thought providing a tough or unknown topic could be a huge turn off for the students.

After collecting the pre-test responses, I showed the structure of matching heading on a PowerPoint slide and when the students got some ideas of the topic, we proceeded for the class activity on matching heading. Unfortunately, I got disconnected in the middle of the structure describing phase due to poor internet connection. But I handled the situation and returned to the class quickly.

Later on, I shared IELTS materials with students and the students practiced and completed the whole IELTS academic section of matching heading activity on “Business Fundamentals” where they read about the suggestions concerning business activity and advantages and disadvantages of a certain business approach. I maintained the CLT method throughout the class so that students can learn the most by themselves. I also used a little bit of translation method when I found some students struggling in adopting and understanding the second passage. The students were unable to locate the paraphrased key words as they did not know the meaning of those key words. The students were able to perform the activity using the techniques I wanted them to use for example: vocabulary and paraphrasing. Luckily my students tried to use each and every technique and followed my tips for accomplishing the task too. For the class activity I opted for an advanced material because I wanted my students to get the real phenomena of IELTS.

Moving forward, I took a post-test on the same material of pre-test in another google form after finishing the class activity to evaluate their improvement after the class. This time I included a class rating option in the form and asked the students to rate my class by selecting an emoji in the form given as options. I gave 8 minutes to finish the test this time and after finishing this test I quickly finished my class with a homework of paraphrasing any English quote on a separate google form along with a warm goodbye.

## **Chapter 07**

### **Overall Findings**

#### **7.1 Class Observation Findings**

I found out several important features of online English teaching throughout my class observation period. Those are:

##### **7.1.1 Lesson Preparation**

I was well aware of the fact that a teacher needs to make a lesson plan before conducting class due to my previous experience of voluntary teaching and ELT course. After interviewing the course teacher, I got to know that a teacher needs to put a lot more effort in online lesson preparation compared to physical one. In the first class observation, I found the lesson plan well organized but the scenario was completely opposite in the second class observation though the teacher was the same person for both of the courses.

##### **7.1.2 Lesson Delivery**

I knew that every teacher has their different way and style of delivering lessons. But in my internship, I found out that the same teacher for different courses can have different styles and approach of lesson delivery. Though the teacher was using Communicative Language Teaching method mostly for both the classes, in the first class she was following the behavioral approach and emphasized memorizing drill in the second class.

##### **7.1.3 Lesson Materials**

There was a significant difference in presenting the lesson materials between the classes. In the first class the teacher took online materials and presented them in a PowerPoint slide along with pictures and activity to make the class an attractive lesson. On the other, in the second class the teacher presented a simple word file of a huge word list which was also taken from online. But the second was not as lucrative as the first one.

### **7.1.4 Class Time Management**

The teacher was very well organized and was pretty good at time management which allowed her to complete all phases of her class on the first class observation day. On the other hand, the same teacher could not meet all her goals due to the lack of proper time management and technical issues in the warm up session.

### **7.1.5 Students' Involvement**

The respective students of both courses were very enthusiastic, participating and very much engaged in the classes. The CSE students of first class observation were using a bit more native language compared to the English students of the second observed class. But the spirit to be engaged of both groups is worth praising.

## **7.2 Self-Reflection Findings**

For conducting classes, I tried to apply the most effective methods and approach. However, I cannot guarantee that the methods I followed were the best but I can certainly assure these will definitely help the students in regard to online English learning.

### **7.2.1 Lesson Plan**

I sincerely prepared myself to conduct the class. I designed and organized my class with the guidance and instructions of my supervisor. I even took her approval for the lesson materials I used. I made a lesson plan to be focused on the class objectives and tried heart and soul to conduct an effective online class.

### **7.2.2 Lesson Delivery**

I mostly followed the Communicative Language Teaching method and played the role of a facilitator in the classroom. I helped the students but only when they were stuck. I also followed the GTM method for the phase of presenting the structure of the content and translated some sentences for the ease of the students.

### **7.2.3 Lesson and Time Management**

After observing two classes, I was very concerned about my lesson and time management. As a result, I divided my lesson into several stages such as; greeting, warm up, examples, pre-test, explanation, activity, post-test, feedback and homework to avoid problems related to wasting time. Apart from that, I also maintained a friendly environment throughout the class.

### **7.2.4 Students' Involvement**

The students of my observed classes were very engaged. That is why I was quite confident about my students. But unfortunately, I had to push a lot to make the students participate, speak and engage in the class. The google form responses were not that satisfactory as well compared to the number of attendees.

### **7.3 Advantages of Online Class**

Students can attend classes staying at home without taking any risk and maintaining social distance. They do not have to stop the study due to the COVID-19. They can even attend classes when they are sick. Another significant advantage of online class is the motto of sustainable earth "Go Paperless" has been followed without any obstacles.

### **7.4 Disadvantages of Online Class**

First and the foremost is the network issue. My facilitator and I both met internet disruption in the middle of the class and students getting connected and disconnected is a common problem throughout the class. Even some students living in remote areas find it very difficult because of low network coverage. Secondly, the over-priced internet packages of mobile data users. Last but not the least, critical events that occur due to the students' distraction such as; playing music in the background, ringing phones etc. heavily hampers the class.

## Chapter 08

### Recommendation

I have acquired an immeasurable amount of knowledge and experience of online teaching in English throughout my internship in Daffodil International University. Based on these experiences I would like to make some recommendations for the betterment of online teaching in English-

- The teacher should always think of attractive and entertaining warm up ideas as a warm up session is the ice breaking phase of a class. On top of that online class seems to be more of an isolated one so the teacher should make sure of a lucrative warm up to grab students' full attention from the very beginning of the class.
- The teacher should double check any online games to avoid technical problems during the class. Because games are widely and happily acceptable by all students but technical difficulties in those games can come out as a huge turn off for the students.
- Students' talking time should be increased to the level of 70-75% of the class and teacher talking time should be decreased at a level of 25-30% of the class to ensure the most effective and engaging class which also creates an environment for the students to learn mostly by their peers and themselves.
- Google meet links of the classes should be provided right after finishing the class in the Blended Learning platform so that if a student is absent, sick, facing any network issue or even if he gets disconnected in the middle and missed some parts of a class does not lag behind.

## **Chapter 09**

### **Conclusion**

Online education and classes are the new normal of the COVID-19 pandemic. I am really grateful because I did not have to stop and I was able to complete my paper and study because of this normal. I have learned many intriguing and significant things with respect to the adequacy of Online English Language Teaching from my internship. By observing and conducting online classes at Daffodil International University, I have had the option to distinguish the advantages and disadvantages of Online Teaching procedure. I have found out about the things that ought to be kept away from and the things should be embraced for the improvement of Online English Teaching. However, these discoveries can be distinguished as a constructive guideline for me, as I plan to be an educator in future. Nonetheless, I am so thankful to my supervisor and others identified with this venture who helped me altogether to finish this project effectively.

## **Appendices**

**Appendix 1 – Lesson Plan**

**Appendix 2 – Photographs**

**Appendix 3 – Class Observation Checklist**

**Appendix 4 – Google Meet Links**



## Lesson Plan

Daffodil International University

### Lesson Overview

Course	ENG-123 Writing and Comprehension
Teacher/Facilitator	Tasnim Hadiya
Enrolled Student Number	35 Students
Section	PC-B
Lesson Topic	Matching Heading
Lesson Objectives	Students will be able to <ol style="list-style-type: none"> <li>1. Learn new vocabulary</li> <li>2. Use techniques of matching heading.</li> <li>3. Apply paraphrasing in other tasks as well.</li> </ol>
Class Description	First semester CSE students.
Teaching Method	<ol style="list-style-type: none"> <li>1. CLT</li> <li>2. GTM (partially, whenever students need)</li> </ol>
Resources	<ol style="list-style-type: none"> <li>1. Online pictures for vocabulary warmup.</li> <li>2. Power Point for theoretical description of the lesson.</li> <li>3. IELTS online reading materials for classroom practice.</li> <li>4. Google form worksheets for practice and homework.</li> </ol>
Date	June 28, 2020
Estimated Duration	50-60 minutes

Phases	Teacher's Activity	Student's Activity	Time
1	The teacher will warm up students with an entertaining visual vocabulary riddle and help students to find out the correct answer of the riddle.	Students will resolve the riddle based on their existing vocabulary and will find out the topic name as the answer of the riddle.	5-6 minutes

2	The teacher will arrange a pretest on Matching Heading with a Greenhouse effect reading material using google form to evaluate the existing knowledge of the students.	Students will attempt the pretest and perform the best they can depending on their existing knowledge on time.	10 minutes
3	The teacher will ask students about the topic and then introduce them to the topic, Structure of the topic through a PowerPoint slide.	Students will express their knowledge about the topic and listen to the teacher's brief lecture for better understanding.	10-12 minutes
4	The teacher will share IELTS reading materials on business fundamentals- suggestions concerning to business activities, business approaches, advantages and disadvantages of a certain approach to practice matching heading using techniques such as: highlighting keywords, paraphrasing.	Students will do the activity applying the techniques with the assistance of their teacher.	10-15 minutes
5	The teacher will conduct a post-test using the same reading material on Greenhouse effect on another google form to evaluate students' improvement and learning after the class.	Students will attempt the post-test and finish it within a limited time using the techniques taught and practiced in the previous segment.	10 minutes
6	The teacher will assign homework on another google	Students will share their opinions about the teacher,	5-7 minutes

	<p>form to paraphrase any English quote of student's choice and also declare that students will get their quiz feedback in their respective email addresses.</p>	<p>the class and their achievements after the class on the lesson topic and techniques.</p>	
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**Assessment:**

The pretest, post-test, homework, students participation and students activity in class are the lead to make the assessment a precise one.

# Photographs

## Class Observation- 1:

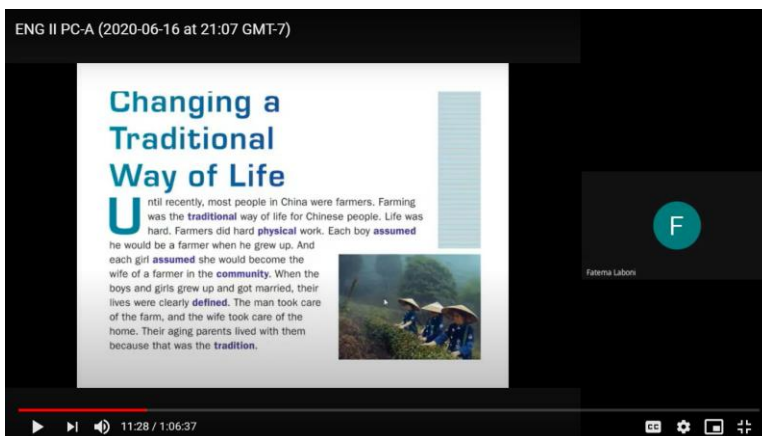


Figure 01: The teacher presenting pre-reading materials on PowerPoint

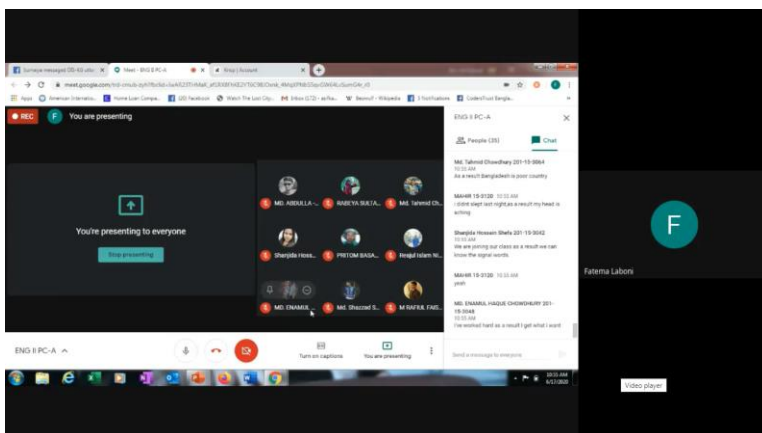
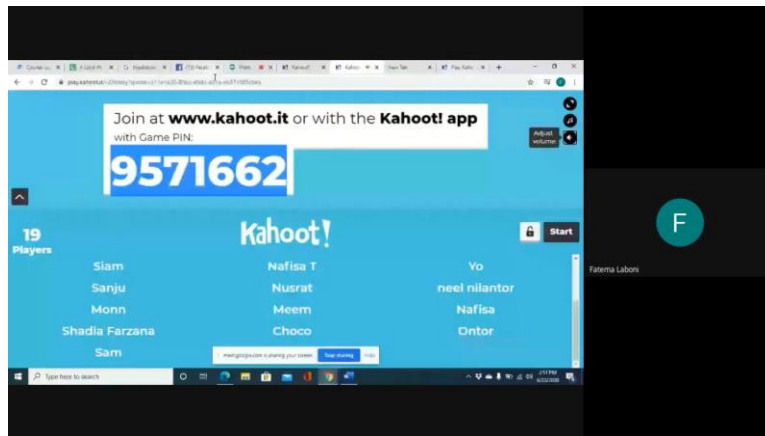
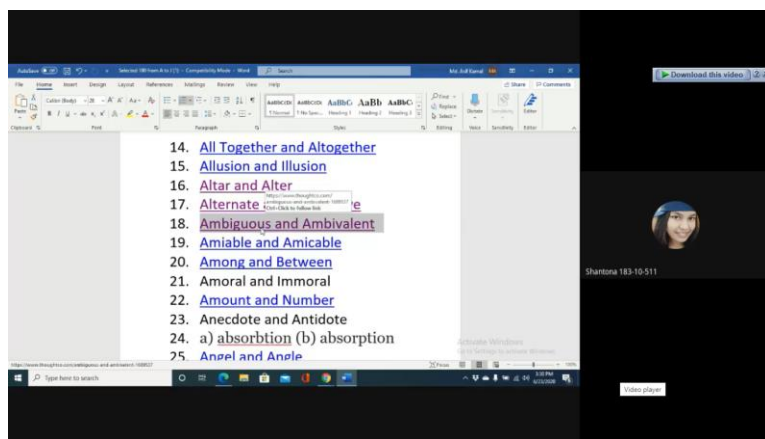


Figure 02: Students completing class activity on google meet chatbox

## Class Observation -2:



*Figure 03: The teacher sharing online kahoot game pincode*



*Figure 04: The teacher sharing a list of commonly confused words*

## Class Conduction:

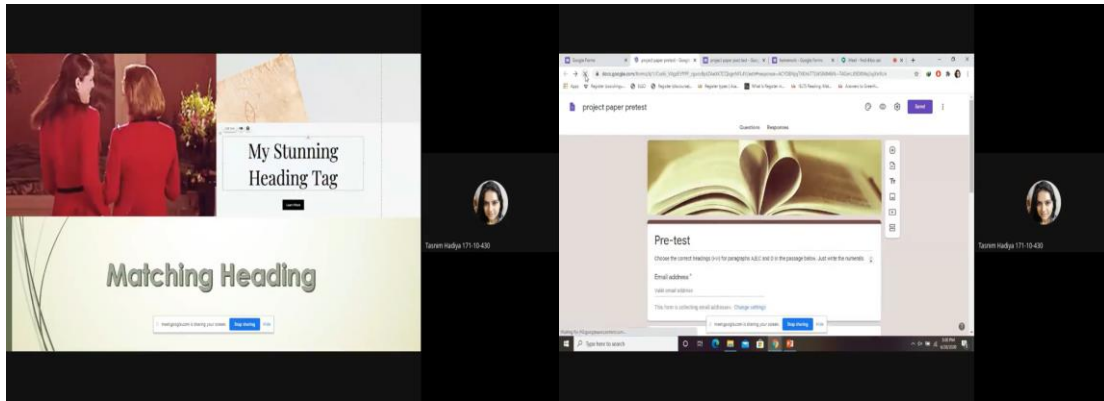


Figure 05: The teacher presenting PowerPoint slide on class topic and conducting pre-test

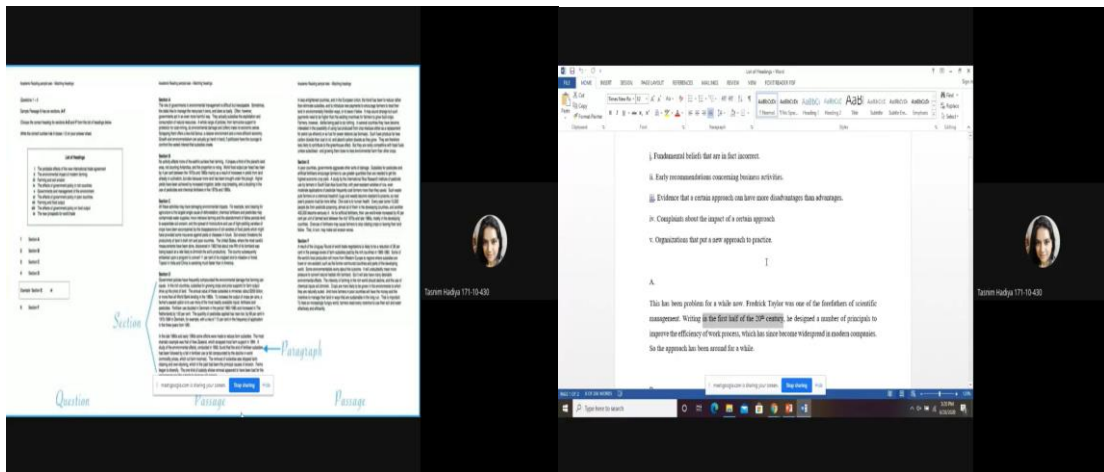


Figure 06: The teacher describing the structure of "Matching Heading" and helping students to complete the class activity

## Observation Checklist

### Checklist: 01

**Daffodil International University**

**Department of English**

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

### Checklist for Class Observation

School / College: Daffodil International University

Teacher’s Name: Fatema Begum Laboni

Class: 1<sup>st</sup> year students\_CSE department

Section: PC-B

No. of Students Present: 31

Course Title & Code: ENG-123, Writing and Comprehension

Room No: Online

Peer/Observer: Tasnim Hadiya

Date and Time: 17.06.2020 at 10pm

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

i. To teach reading skill

ii. To teach vocabulary

iii. To teach linking words (cause and effect)

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

The teacher was very conscious about the objectives from the very beginning. She magnificently achieved all the objectives with proper and clear reveals step by step in the class. Her time management skill was also in favor of achieving the objectives.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<p><b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)</p>	<p>The teacher had a good command and knowledge of the contents. She tried a behavioral approach of clapping on correct answers to develop the knowledge seeking behavior among the students.</p>
2	<p><b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at 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>The teacher conducted the class in a proper balanced way. She had a good time management skill in the whole class. Started with a good warm up session and ended the class in an organizing way by assigning homework along with the very clear objective statement.</p>
3	<p><b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback,</p>	<p>The teacher asked questions from the very beginning and encouraged everyone to reply. She was randomly picking students</p>



	encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	for the pre-reading session and Q/A session to be fair enough. Students were thoroughly attentive. The teacher also maintained a healthy friendly atmosphere.
<b>4</b>	<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 followed a little bit of GTM method whenever the students were stuck. But she showed her mastery in CLT too. The teacher was well-equipped with slides and pre-reading online materials. She stuck to the objectives but had an excellent precision of using real life example.
<b>5</b>	<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)	The teacher always maintained verbal interaction. She had a good control of clear pronunciation and energetic voice. Overall she performed really well.

## MANAGEMENT

<p><b>Was the time spent properly?</b></p> <p><b>Certainly, yes. The class is an example of outstanding performance of the teacher because of the time management.</b></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 main stages of the lesson and time spent on each)**

**Warm up (10 minutes)**



**Pre-reading session (22 minutes)**



**Class activity 1 (11-12 minutes)**



**Class activity 2 (10 minutes)**



**Class activity 3 (10 minutes)**



**Wrap up and assigning Homework (5-7 minutes)**

**CRITICAL EVENT (If took place)**

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

**There was a point when a student was playing music in the background and other students were distracted due to the music. But the teacher professionally handled the situation. She eased the moment saying “We all are bored but the music just recharged us with energy. Now we are ready for our next task.”**

**Strengths observed:**

- Time management
- Effective material choosing ability
- Energetic voice
- Critical situation tackling ability
- Knowledge of different methods

**Suggestions for improvement:**

The teacher should decrease the amount of teacher talking time in class and design the class materials based on the student’s area of expertise so that the students can keep them motivated, talk more frequently in class without any push.

**Overall impression of teaching effectiveness:**

The teacher kept the time management and class organization first in the priority list. She had an energetic voice and her fluency of English language along with the smooth delivery of the contents proved her marvelous knowledge of the contents. Overall, she illustrated her precision of class conduction, handling a critical situation in the middle of the class with friendly yet mature behavior.

**Checklist: 02**

**Daffodil International University**  
**Department of English**  
**Internship on “Online class Observation and Conduction in**  
**English during the Outbreak of Covid-19”**  
**Checklist for Class Observation**

School / College: Daffodil International University

Teacher’s Name: Fatema Begum Laboni      Class: 2<sup>nd</sup> and 3<sup>rd</sup> year students of English dept.

Section: UC-A

No. of Students Present: 30

Course Title & Code: ENG-235, English Language Usage

Room No: Online    Peer/Observer: Tasnim Hadiya    Date and Time: 23.06.2020 at 2:30 pm

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

- i. To teach commonly confused words
  
- ii. To teach usage of commonly confused words

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

There was an unexpected error for which the teacher could not declare the objectives of her class to the students. But all in all, she managed the class to achieve the objectives decently.

S/ N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<p><b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)</p>	<p>The teacher had a very good knowledge on the subject matter. She took some real life sentences to clear out the confusion of the subject matter among students.</p>
2	<p><b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at 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>The subject matter was pretty organized but unfortunately due to the technical issues in the very beginning of the warm up session the teacher was unable to conduct the class in an organized way. And the warm up session could not take place.</p>

<p><b>3</b></p>	<p><b>RAPPORT</b> (holds 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 subject matter but also in manner, etiquette and attitude)</p>	<p>The teacher gave some examples of google translation mistakes in a humorous way to keep a friendly relation with students. Was very fair with the students. She also maintained a good facilitator profile by giving proper content, necessary handouts online and encouraged students to ask questions.</p>
<p><b>4</b></p>	<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>Technically, her whole class was based on the GTM method but she tried to switch to the CLT method whenever the students had clear a vision of the subject matter. She used bilingual terms and examples to make the students have a clear concept and understanding of the subject matter. Used online websites for more availability of the content.</p>
<p><b>5</b></p>	<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 teacher gave an energetic performance throughout the class. Tried to involve each and every student in the lesson with her voice commands. She had an excellent standard of fluency and pronunciation.</p>

## MANAGEMENT

**Was the time spent properly?**

**Apart from the technical issue in the beginning, the teacher spent the time properly.**

**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 main stages of the lesson and time spent on each)**

**Warm up (35 minutes)**



**Presenting Sheet/website (20 minutes)**



**Q/A session (10 minutes)**



**Oral class activity (10 minutes)**



**Wrap up and assigning Homework (5 minutes)**

### **CRITICAL EVENT (If took place)**

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

**In the very beginning of the class, the warm up game could not be played due to the technical issue of the online game.**

### **Strengths observed:**

- Excellent knowledge of content
- Good class control skill
- Choice of quality online materials
- Energetic voice

### **Suggestions for improvement:**

The teacher should check any online game or online activities beforehand to ensure no technical problems during the class and such games should be used more often to make the students more technologically efficient. Then the bilingual translation should be reduced and used only when the students do not understand as the students are of tertiary level.

### **Overall impression of teaching effectiveness:**

The teacher had excellent knowledge and impeccable energy. She also showed her mastery in using different methods of conducting classes. She even used different drills from different methods which reveals her as a researcher of teaching methods and techniques. She had a mind-blowing fluency of the target language. Overall, it was a good class except the time management issue and technical difficulties.



## **Google Meet Links**

### **Observed Class Links:**

<https://drive.google.com/file/d/1N6mhIs-XQ9tT8n0LU7Duf0FvQIG8GMx7/view?fbclid=IwAR1RPbrBiG9oY-PaM4vhmxjFSj7o0CWEWmo-XWDEfsO39RLFXGVwLC4d7-k>

[https://drive.google.com/file/d/15--5PwM3SilmPRQ17x\\_9PQvfKsUenMs4/view?fbclid=IwAR00MbiUlx4-cExaXZLC2c-zwOvqWEI3LK8qtNBLqfL6s7gyB6\\_HbDhnfXg](https://drive.google.com/file/d/15--5PwM3SilmPRQ17x_9PQvfKsUenMs4/view?fbclid=IwAR00MbiUlx4-cExaXZLC2c-zwOvqWEI3LK8qtNBLqfL6s7gyB6_HbDhnfXg)

### **Conducted Class Link:**

<https://drive.google.com/file/d/1ZVXUI7KqP9EcQVmTefovA0662uiGeuD3/view>

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