

Project Report

on

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



August 19, 2020

Daffodil International University

**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 Science 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: 171-10-436

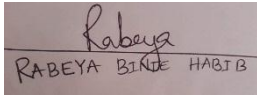
Supervised by

Ms. Rabeya Binte Habib,

Assistant professor, Department of English

Letter of Approval

I, hereby certify that the intern: Sabrina Nizam Supty bearing the ID no 171-10-436 has undertaken the course Project paper (ENG 334) with me. In this course, she conducted and observed online classes at Daffodil International University. During this entire process, she kept in touch with me taking guidelines from me on a regular basis and gave me updates about the work. After experiencing the contribution and standards of her work, I therefore certify that she has met all the procedures of the course, and the intern is now qualified to submit this report.



Rabeya
RABEYA BINDE HABIB

Signature of the supervisor

Acknowledgment

First of all, I want to give a bunch of thanks to the Almighty Allah who has given me the opportunity, strength and appropriate guidance to complete my project work on “Online Class Observation and Conduction in English during the Outbreak of Covid-19”. Then I am thankful to my supervisor: Ms. Rabeya Binte Habib, Assistant Professor, Department of English, Daffodil International University, whose valuable suggestions and effective directions made my project a successful one. I am also thankful to my parents and family members for their support and inspiration. Further, 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.

Declaration

I, hereby, declare that the project work entitled “**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 Ms. Rabeya Binte Habib, Assistant Professor, and Department of English. The project work is submitted in the partial accomplishment of 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.



Signature of the Intern

Abstract

This report was an attempt to know about the present scenario of “Online Class Observation and Conduction in English during the Outbreak of Covid-19”. To complete the task, I prepared myself in several ways depending on the elements: class observation, class conduction, teaching material and assessment. The purpose of this report is to know how teachers classify instructions, which materials are utilized in language teaching by the teachers and how they interact with the students. This paper wraps up with some recommendations based on the lesson plan, findings and the checklists from the observation that investigate the weakness and strengths of the observed teacher that can be helpful for aspiring or practicing teachers.

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Chapter I

Introduction

English is the solitary medium of communication in the international area at the present era of globalization. Though it is introduced at the primary level of schools and remains until tertiary level of education, most of the people cannot speak or write in English properly, even after receiving higher education. Students usually memorize to learn the language in order to pass their examination. This is one of the main reasons why students cannot make use of English as a target language in a real life situation. This project focuses to establish an interacting situation to engage them in the classroom, enabling them to perceive the content value through online classes by using Google meet. This internship enriched me with the knowledge and made me aware of the limitations of the language teaching scenario of Bangladesh. Being a student of English Department at Daffodil International University, I was engaged in practice-oriented tasks through STS, small-scale surveys and research activities for evaluations and assignments. Specifically, the course Project Paper (ENG 334) is an opportunity to experience the scenario of English language teaching at an academic level. This course is the basement of this entire study that adds another dimension on the improvement and effectiveness of language teaching process of English in Bangladesh.

When my course supervisor Ms. Rabeya Binte Habib asked me to choose a topic from these four skill: speaking, reading, writing and listening for observing and taking classes. I studied on the skill to identify the topic first. I chose the listening skill course for conduction online class and she suggested me the online classes of writing skill and Introduction to linguistics course for observation. I observed two and took one class through Google meet during the Global epidemic COVID-19.

Chapter II

Objectives

This report resolves to depict the present scenario of “**Online Class Observation and Conduction in English during the Outbreak of Covid-19**”.The specific objectives of this study are:

- To identify the techniques and methodologies used for teaching;
- To observe the outcomes of these methods and techniques;
- To investigate the materials used for teaching;
- To understand the level of strengths of the teachers
- To implement effective methods and techniques in the classroom
- To assess institution’s focus on English language proficiency
- To locate effective approach and due skills for English language teaching.

Chapter III

3.1 Methodology

It is a report of a brief research which focuses on demonstrating the present scenario of “Online Class Observation and Conduction in English during the Outbreak of Covid-19”. To collect the data required for this study, the volume of the survey includes creating lesson plan, class observations, investigating the method used for teaching, conducting an online class, analyzing the outcomes of appropriate methods, student's performance, checklists and interviews of teachers and also the advantages and disadvantages of online classes. All data had been analyzed from a neutral point of view.

3.2 Selecting the Host Institution

As the global pandemic COVID-19 is still running so it was not possible for us to take physical classes by going into different institutions, so the supervisor decided that we will complete the project work in our own institution that is having online classes since March 20. And told me to take and observe online classes by using Google meet app. Then I took a class of DIU’s students (batch 3.1, 3, 2). They were the students of English Department.

3.3 Having a Facilitator

I have got my supervisor: Ms. Rabeya Binte Habib, as a facilitator also. As she helped me a lot in every steps of this journey. She introduced me with the online classes and gave so many ideas about how to take and observe an online class properly without facing any problem. She helped me and suggested the course which is suitable for me and also set up the class time for me. Whenever I felt difficulties while taking the online class she cooperated with me to overcome the difficulties. She responded very enthusiastically to facilitate me and helped me with her greatest effort to observe and take online classes. So it is my good luck that I have got her as my facilitator.

3.4 Selecting Classes

My facilitator selected the classes for me to take and observe and she has selected the classes of 3.1, 3.2 batch. Students of that class were much It was their Phonetics and Phonology course and

I took the listening skill class with them. I also learned so many things by taking this class and when they started responding with me I was so happy and took the class with a strong confidence.

3.5 Classroom Observation and Self-Reflection

Ms. Rabeya Binte Habib (my facilitator and supervisor) made a schedule for me. I was supposed to take one class and observe two classes. There was an official date fixed for me to complete my internship. On June 22th at 12pm I joined the online class of English Language Proficiency course and I observed a class on writing modules of IELTS for my first observation. There were students of DIU (batches 3.3, 4.1, 4.2) and the class was taken by Shraboni Kar. After observing the class I completed the observation checklist. Then I took a break and conducted a class. It was Phonetics and Phonology course where I conducted a class on listening skill with the students of batches 3.1 and 3.2 at 4:30 pm on the same day. On 24th June, 2020 I observed the second class. It was the class of Phonetics and Phonology course where the teacher conducted a class on Intonation with the students of batch 3.1 and 3.2 at 10 am. The volume of my study highlights the findings of two class observations and one class conduction.

3.6 Interviewing the Teachers

I interviewed Shraboni Kar and Jakia Hossain after observing their classes. I asked about their educational background and how they grab attention of the students and the way to communicate with them in a friendly and loving way. They responded cordially and shared their methods and strategies to me.

3.7 Assessment

I designed student's assessment in different segments. At first I played a warm up video related to the listening skill and then asked them to guess the topic. Then I took some answers from them about listening skills and how to be an active listener to evaluate their knowledge about this topic. Then I explained all the parts of the lesson to them by myself and gave them three tasks one by one which includes finding antonyms of given words from a song, taking notes from a video, and then the 3rd task was about filling up the Google form with correct answers by hearing an audio. Students did all the tasks successfully.

Chapter IV

Institutional Details

Name: Daffodil International University

Other Name: DIU

Motto: “A Landmark to create the Future”

Type: Private

Established: 2002

Chairman: Md. Sabur Khan

Chancellor: Abdul Hamid, President of Bangladesh

Vice-Chancellor: Prof. M. Luftar Rahman, PhD

Academic staff: 859

Administrative staff: 780

Students: 21,752

Undergraduates: 20,521

Postgraduates: 1,231

Location: Dhaka, Bangladesh

Campus: Urban 150+ Acres

Colors: Blue, Gray and Green

Affiliations: UGC, AUAP, IAUP, IAU, UNAI, IIE, IEEE, ALA, IEB

Website: www.daffodilvarsity.edu.bd

Chapter V

5.1 Class Observation Report

The two online classes which I observed were held on 22nd and 24th of June, 2020. First one was held at 12pm and the second one was held at 10 am. For the first one, I observed the online English Language Proficiency class of batch 3.3, 4.1 and 4.2. The class started at 12 pm. The teacher started the class on time. As I was familiar with the teacher, my facilitator welcomed me in the classroom and introduced me with the students. I joined the Google meet class and kept all the necessary materials put in front all the necessary materials (checklists, notebook, pen, paper, etc.) in front of me. I also prepared myself properly to observe an online class conducted by one of my peers. For the second one, I observed the introduction to Linguistics class. The class started at 10 am. The teacher started and finished the class on time. This time I did the same strategy for observing the class as I had followed for the first observation.

5.2 Class Observation 1

The online class which I've observed on 22 June 2020 in Google meet was the English Language Proficiency course where I observed a class on writing modules of IELTS. There were 23 students of Daffodil International University (batch 4.1, 4.2). The class was taken by Shraboni Kar Juthe. The class started at 12 pm with a good warm up. There were two learning objectives of the lesson.

The teacher started the class with a good command and tried to develop a knowledge seeking behavior among the students. The teacher gave all the instructions and took the class in Bangla language, maybe she was comfortable with native language. She organized the subject matter properly. In the warm up session the teacher showed a picture and asked the students to write two sentences about the picture.

Then she introduced the lesson and its main points. After that she tried to play a video about IELTS writing task 2, but there were some problems while playing the video so that time the critical event took place and the communication broke down for a moment. Then the teacher gave the link of the YouTube video in the comment section and told the students to see the video carefully. After seeing the video the teacher gave some parts of an essay and told her students to re-arranging the parts of the essay correctly. It was the first activity/task and most of the students did it correctly.

Then the teacher moved to task 2. She gave some fill in the blanks and asked her students to fill up the blanks with correct linking words. It was the last task of the lesson. Then she gave a HW about writing an essay. The class was finished at 12:40pm.

Though the teacher established a classroom environment conducive to learning, she didn't use English and also didn't maintain any kind of eye contact. She did not explain the lesson properly by her own rather used YouTube videos. There were no tasks based on writing an essay for the students. As the class finished 20 minutes earlier so the teacher could use this 20 minutes by giving her students a short writing essay task. There was no use of real life examples in this class.

The strengths I observed were the teacher's confidence, clear voice and good interaction with the students. My suggestions for improvement are- She should try to give all the instructions and take the class in standard English, instead of Bangla. She should explain the lesson to her students clearly by her own first and also should try to add more activities for the students. Overall, the impression of teaching effectiveness was good and it can be much better in future.

5.3 Class Observation 02

The second online class which I observed on 24th June, 2020 in Google meet was the Introduction to Linguistics course. There were 22 students of Daffodil International University. The class was taken by Jakia Hossain. The class started at 10 am with an attractive warm up session. The teacher had proper knowledge about the lesson. She started and finished the class on time. She encouraged the students with a good command. After the warm up session she gave the introduction about the lesson. Then the teacher played some games about intonation. She encouraged her students to participate on these games. She also tried to grab their attention by maintaining good interaction with them. While taking this class the teacher used different teaching materials like PPT and some pictures. She took the class by using a friendly voice but she didn't maintain proper eye contact as her camera wasn't on.

The strengths that I observed about the teacher were her friendly voice and good interaction with the students. My suggestion for improvement is the teacher should improve her confidence level. Overall the impression of teaching effectiveness was good. The class was enjoyed by the students as the activities were interesting.

Chapter VI

6.1 Teaching Experience

I prepared myself for the class conduction following so many steps, techniques and drills of teaching. At first, I made a lesson plan and took an idea from my supervisor. Then, I created different activities for my students. They completed all the tasks properly and worked actively.

6.2 Self-Reflection

I conducted the class on 22nd June. The class started with an attractive warm up video. There were some difficulties to make the microphone on. For this reason, I had to start the class a bit later. However then the problem was solved and the class started properly. After the warm up session I introduced my students with the lesson and asked them questions about listening skill and how they can be an active listener. I also gave them feedback showing a good command. Then I summarized the main points and discussed the whole lesson.

Then we went for task-1. I showed them a word list from PPT sharing my screen. I gave them instructions saying that they will listen to an English song to find out the antonyms of given words from the song. Some of my students were successful in finding out the antonyms. Then I started another topic, which is “Note taking”. I gave them ideas about what is note taking and also discussed different note taking methods. After that we moved onto the 2nd task. I played a video about interesting facts of Russia and told them to take notes from the video by following the outline method. My students completed the task interestingly. They took their notes by collecting information from the video and then they shared their notes with me. For the last task, I played an audio and provided them a link to a Google form with MCQ in the comments section. After listening to the audio, the students chose the correct answers. This time they all got good marks. The highest mark was 12 out of 15 which was really amazing as they did this type of task for the very first time. When they shared their scores with me, I was so happy because it seemed that I was successful in holding students' interests to the topic. Students were also very co-operative. While teaching them I used some simple and clear real life examples, which were useful for them. I also encouraged them and their responses again and again.

I think the time of my class was not spent properly at all because for the sound issues I started the lesson a bit later. I believe I demonstrated strong and clear voice using English with smile, confidence, good eye contact, excellent interaction with students, and an interesting lesson plan which was really effective for the students.

Nevertheless, I should be very careful with the sound system. I should try to avoid using Bangla language frequently while teaching. My impression of teaching effectiveness was much better.

Chapter VII

Overall Findings

7.1 Class observation Findings

While doing my internship I observed two classes and with this experience, I discovered different aspects of teaching English. Those were:

7.2 Lesson Preparation

As I have interviewed two teachers during my internship, the teachers informed me that they make their lesson plan at the beginning of the semester and then they submit it to the administration. Sometimes they modify this before starting the classes. They do this by thinking about the learning ability or capacity of the students and also to fulfill their demand. The format of this lesson plan is given by the education board which is fixed and the teachers are bound to follow this.

7.3 Lesson delivery

Different teachers delivered their lessons differently following their own style. There is no fixed lesson delivery method for the teacher, so they make use of their own way of delivering the lesson while conducting the classes. Throughout this internship, during the class observation I noticed that the teacher took the whole class using Bangla language which is her mother tongue though she was taking an English class. She delivered the whole lesson and communicated with the students in native language.

7.4 Lesson Materials

Teachers used different lesson materials while conducting the class. For the first class which I observed, the lesson materials were some pictures, a YouTube video and PowerPoint slides. On the other hand, for the second class that I observed the lesson materials were PPT, worksheets, Google form, some audios and videos. On the basis of the contents, the first class was less organized in comparison to the second one

7.5 Class Time management

During my first class observation, I noticed that the teacher failed to manage the class time properly. She finished the class within 40 minutes however the duration of the class was for 60 minutes. She could manage the time properly by giving more practices to the students.

7.6 Using Technology

Because of the COVID-19 pandemic, all the classes are happening online. They are also giving students tasks to practice using the technology. The class that I observed also took place online through Google meet.

7.7 Self-reflection findings

Throughout my experience of conducting online class at Google Meet, I had to make use of many techniques of teaching listening skill. I tried a lot to take this class effectively. After conducting the class I can assure that it can improve the listening level of the students and also can help them to be an active listener.

7.8 Lesson preparation

For preparing the lesson I planned my lesson sincerely and then organized it by following the format given by my supervisor. While preparing this I gave my best effort and after completing the lesson plan.

7.9 Lesson Delivery

I delivered the whole lesson following the order of my lesson plan step by step. As I was well prepared for the lesson, I gave them proper instruction to make them understand the topic along with the activities after the warm-up session. Though I used easy language while delivering the lesson, some students were unable to get my point, so I repeated the instructions for them in the native language. I also made the environment of the classroom very friendly for my students.

7.10 Lesson Management

As I divided the whole lesson into different parts and added different activities so it was challenging for the students. They had to listen to the instructions very carefully, as it was the listening skill class. However, they seemed to have enjoyed it a lot and participated willingly as I ensured a student-centric classroom.

7.11: Opinion of my peer observer

The class which I conducted on 22nd June, was observed by Shraboni Kar. After observing my class she suggested me that I need to improve proper management. Then she said that my tone was clear and I had good confidence while conducting the class. She also said that my class was enjoyed by the students and they were able to improve their listening skill.

Chapter VIII

Recommendations

During the whole period of my internship in Daffodil International University, I observed and conducted online classes by which I have gained a vast amount of new experiences. I would like to make some recommendations for the improvement of English language teaching. Firstly, the teacher should make their lesson plan which will help the classes be more effective, otherwise students will feel bored while doing the class. Then the teacher should use an attractive warm-up for the students so that they can grab the attention of the students. They should improve their English language skills to communicate with the students in English properly instead of Bangla. They should use some real life examples and also need to talk outside of the books so that they can encourage students. As the class that I observed was an online class so I think the teacher could add more interesting tasks for the students with the proper use of technology. They should not pressurize the students for learning. If they give pressure, students will forget their lesson even after understanding it. So they should make fun with the students and create a friendly and student-centric environment in the class.

Chapter IX

9.1 Advantages of Online Class:

During this global epidemic COVID-19 the online classes create hope for continuing our study smoothly. Now I am going to mention the advantages of online classes. Those are:

- We can get easier attendance in online class.
- Location doesn't matter.
- We can get comfort of our house.
- There is no fixed dress code.
- We can get class recording links.

9.2 Disadvantages of online class

- Online class can cause of social isolation.
- It creates lack of communication skill.
- Poor internet connection is the most common problem of online class.
- Prevention of cheating during online assessment is complicated.
- Most of the online instructors tend to focus on theory rather than practice.
- It lacks face to face communication.
- Student feedback is limited in online class.

Chapter X

Conclusion

It is the study which reflects my teaching experience throughout my internship. I have learned so many interesting and important things regarding the effectiveness of English language teaching after observing and conducting the online classes. I have also gathered knowledge about the strengths and limitations of the language teaching process. I came to know about how to use the technology effectively. At last I want to give thanks to my supervisor and the other people related to this project who helped me thoroughly to complete this study successfully. With the help of them, I learned how to make the students feel interested about learning in class and also learned the ways of becoming a very good and successful teacher in future.

Appendices

Appendix 1 - Lesson plan

Appendix 2 – Photographs and class recording link

Appendix 3 – Class observation checklist

Lesson plan

Course Name: Introduction to Phonetics and Phonology

Teacher's Name: Sabrina Nizam Supty

Date: 22nd June

Number of Students: 30

Level: Tertiary (B.A. Hons.)

Lesson Duration: 60 minutes

Learning objectives:

By the end of the lesson,

1. Students will be able to improve their listening skill.
2. Students will be able to learn strategies of taking notes.
3. Students will be able to identify words or phrases related to the topic.
4. Students will be able to analyze and synthesize information from different sources.

Teaching Materials: PowerPoint slides, Worksheet, Google form, Audio-Video materials.

Time Allocation	Teaching Steps	Purpose
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5 Minutes	1. Teacher will play an interesting video to her students and will ask her students to guess the topic.	Warm up: ice breaking and getting students' attention in the beginning of the lesson.
5 Minutes	2. Teacher will introduce the topic of the class with her students.	Let students know about the topic of today's class.
10 Minutes	3. Teacher will give a list of words to the students and play a song. Students have to find out the antonyms of the given words from that song.	Let students listen carefully and to learn antonyms of different words.
2 Minutes	4. Teacher will lecture on how to take notes.	Let students know about note taking.
13 Minutes	5. Teacher will play a video with subtitles, then the student will take notes from that.	Students will learn how to take note through practicing.
10 Minutes	6. Teacher will give a Google form of MCQ to the student and then play an audio. Students will have to choose the correct answer by listening to the audio.	Let students listen carefully by paying their full attention.
10 Minutes	7. Teacher will give feedback about the whole class and take attendance.	Any kind of confusion of the students will be clear and they will get attendance.

Photographs



Figure- 1: Daffodil International University

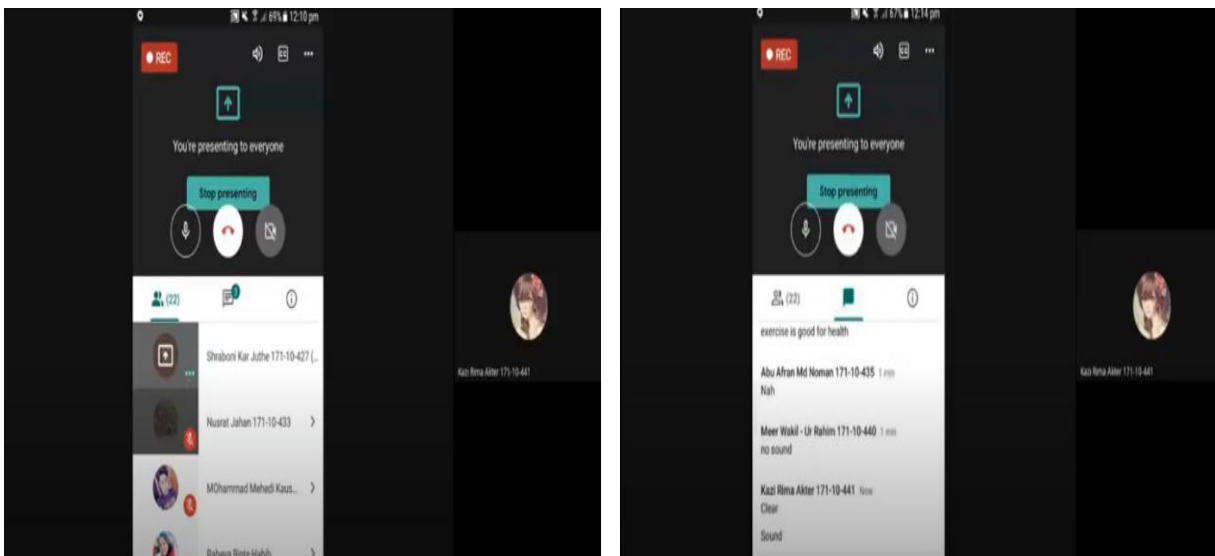


Figure- 2: Class observation-1

Class observation link

<https://drive.google.com/file/d/1cQ3v1OMdYDCSYhpw6y7wqw9Y38764pYe/view?fbclid=IwAR1mAX582g6nB0j4Vv6gUy2uKIWkIcls33DBbsb8mpDBJ9RgFYxM2KMskBE>

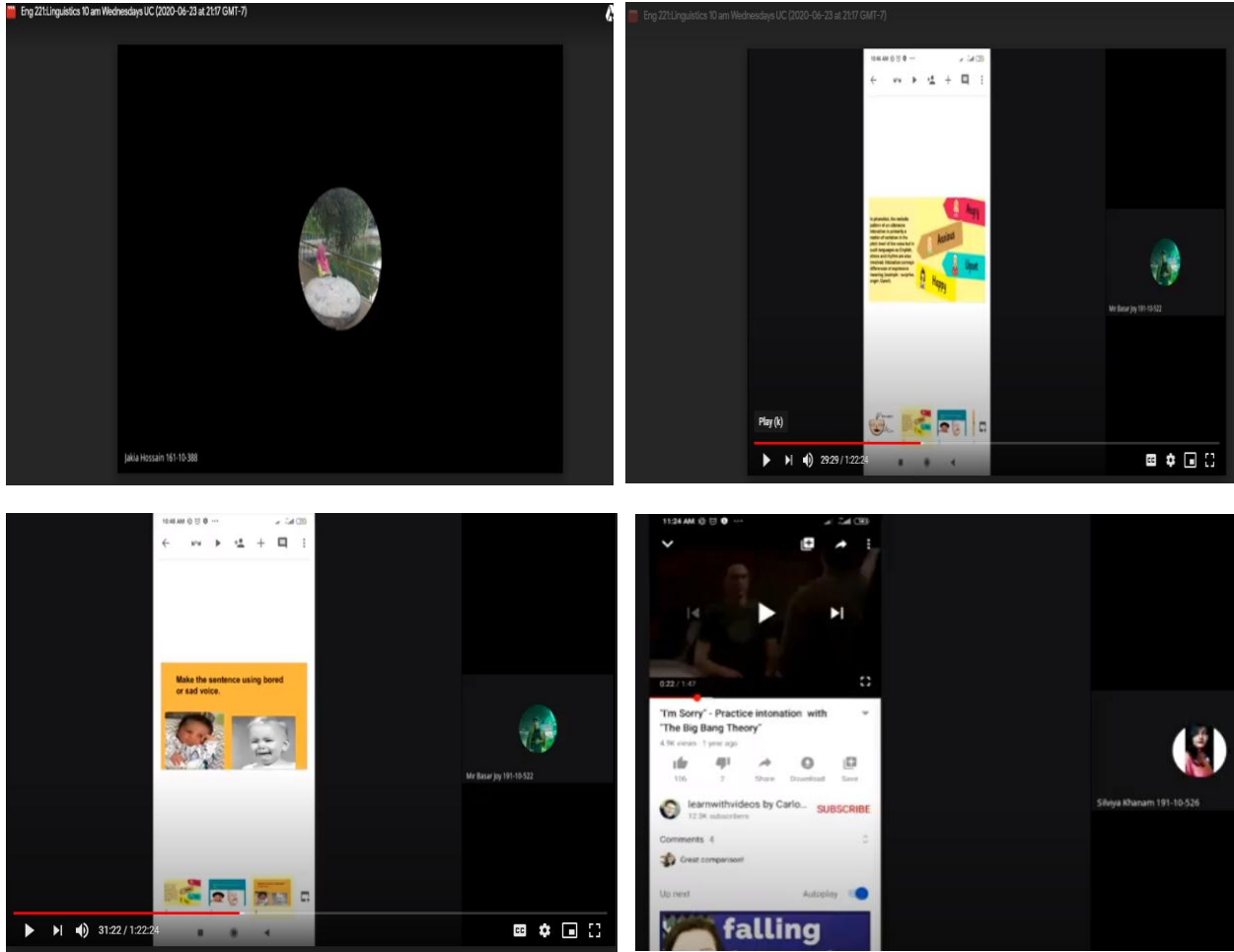


Figure- 3: Class observation- 2

Class observation link

https://drive.google.com/file/d/11a1FH6wrZgp4LfEsYERYUu0YK-fivc8h/view?fbclid=IwAR2z6TJ1c1jUXgP_FI7dpHp6X1yo3sbVdnYRsZuR4U-4RAeZAtex2BrWk5c

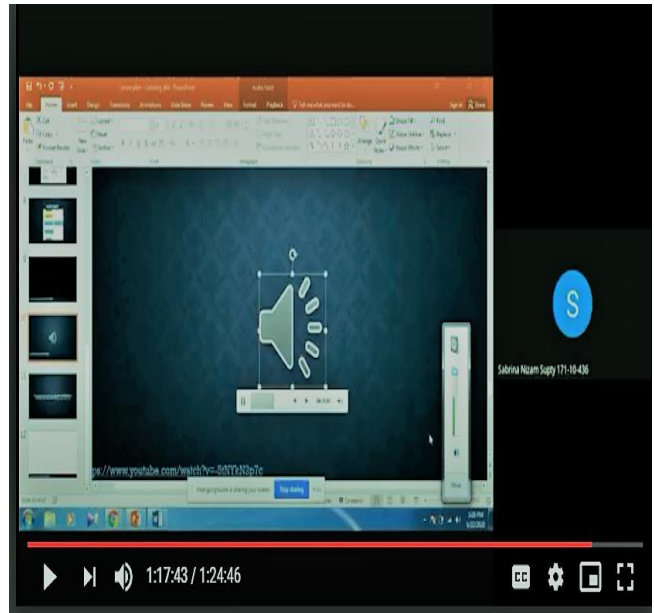
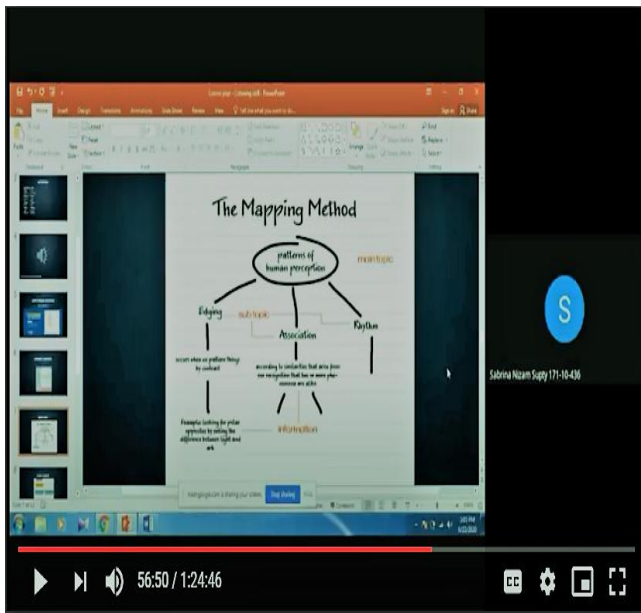
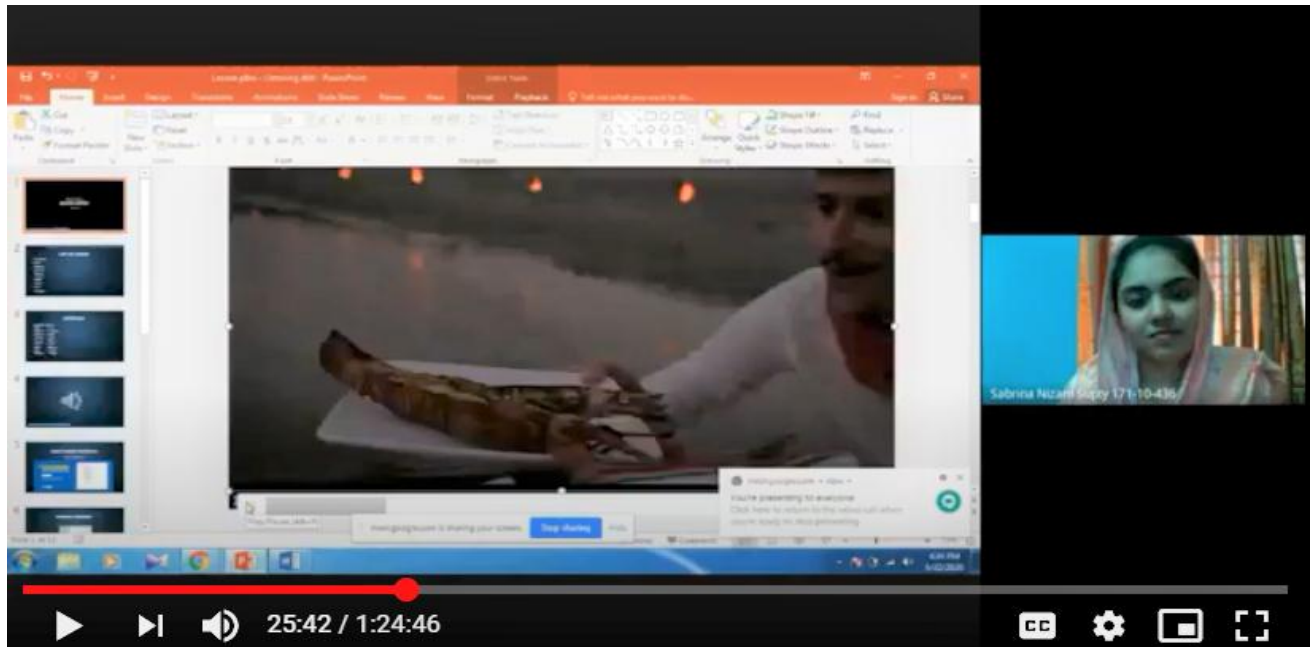


Figure-4: Class conduction

Class conduction link

https://drive.google.com/file/d/1XxcE1GOCGdLJmeKRBCeCk2U9V4AwVcAH/view?fbclid=IwAR1UMMYAI7eHNFkTb3fiN0AzecvGXuJ4BGIce90j_WtKKx_OI3wZxdinXLg

Observation Checklists

Checklist: 01

Daffodil International University

Department of English

Internship on “Scenario of English Language Teaching in a Bangladeshi School”

Checklist for Class Observation

School / College: Daffodil International University

Teacher’s Name: Shraboni Kar Juthe **Class:** 3.3, 4.1, 4.2 **Section:** UC-A

No. of Students Present: 23 **Course Title & Code:** English language proficiency; ENG-436

Room No: Online **Peer/Observer:** Sabrina Nizam Supty **Date and Time:** 22/06/20 (12:00-1:00 pm)

Objectives of the lesson (as perceived):

- Students will be able to improve their writing skill
- Students will be able to improve their essay writing

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

The objectives were not achieved properly. Because there were only two activities and there were no essay writing task for the students. So they did not practice the essay writing on their own in this class. They only saw the YouTube video about writing task 2, but they didn’t get any detailed description about writing task 2 from their teacher. As the class finished before 20 minutes so the teacher could give more writing tasks for practicing the students. More disappointing fact is that the teacher took the class and gave all the instructions in Bangla.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>SUBJECT MATTER CONTENT (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>Showed good command at the beginning of the class using Bangla with bangla language instead of English. Tried to develop a knowledge seeking behavior among students through questions and also by giving tasks.</p>
2	<p>ORGANIZATION (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>Organized the subject matter properly. The class started on time with a good warm up picture but it finished within 40minutes instead of 60 minutes with an average conclusive end. Students got the idea about IELTS writing task2 by seeing a YouTube video. Then they had idea about the easy writing by re arranging the parts of an essay correctly. They also learn about the linking words.</p>
3	<p>RAPPORT (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>Teacher had held the interest of students. It's fair and impartial. Encouraged participation and interacted with the students. Enthusiasm went downwards. Both teacher and students were ready for the class with a positive mindset and attitude.</p>
4	<p>TEACHING METHODS (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>Teacher used relevant teaching methods and materials. Encouraged Questions from the students and also responds with interest. Did not use any real life example.</p>
5	<p>PRESENTATION (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>She established a classroom environment conducive to learning, Ensured learner's interests but did not maintain eye contact and standard English also.</p>

MANAGEMENT

Was the time spent properly?

Not at all. Though the class duration was 60 minutes but it finished within 40 minutes.

1. Warm up Introduction
2. Describing the lesson with an YouTube video
3. Activities <ul style="list-style-type: none">• Re-arranging the parts of an essay• Fill in the gaps activity with linking words

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).

CRITICAL EVENT (If took place)

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

The communication broke down while playing the video from PPT.

Strengths observed:

- Confidence was observable.
- Clear and strong voice
- Interaction with students was good.

Suggestions for improvement:

- Please take the class in English instead of Bangla
- Describe the lesson / teach your students clearly on your own.
- Give more writing activities to your students

Overall impression of teaching effectiveness: Overall impression of teaching effectiveness was average.

Observation Checklists

Checklist: 02

Daffodil International University

Department of English

Internship on “Scenario of English Language Teaching in a Bangladeshi School”

Checklist for Class Observation

School / College: Daffodil International University

Teacher’s Name: Jakia Hossain **Class:** batch **Section:** UC-A

No. of Students Present: 22 **Course Title & Code:** Introduction to linguistics; ENG-221

Room No: online class **Peer/Observer:** Sabrina Nizam Supty **Date and Time:** 24/06/2020.

10:00 am

Objectives of the lesson (as perceived):

- i. Students will be able to evaluate intonation.
- ii. Students will be able to identify intonation in conversation.
- iii. Students will be able to add intonation in their conversation..

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

The objectives were achieved properly.
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S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher had proper knowledge about the lesson. She encouraged the students with a good command to practice with games.
2	ORGANIZATION (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)	The teacher started and finished the class on time with an attractive warm up session and conclusion speech.
3	RAPPORT (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)	The teacher encouraged her students for their participation. She also tried to grab their attention with good interaction.
4	TEACHING METHODS (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 used different teaching materials like PPT and some pictures.
5	PRESENTATION (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 took the class using a clear voice. But she didn't maintain proper eye contact as her camera wasn't on.

MANAGEMENT

Was the time spent properly?

Yes, she 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)

- 5 minutes-Warm up
- 10 minutes-Answer with act
- 17 minutes-Introduction
- 13 minutes-Games about intonation
- 10 minutes- Finding intonation by picture
- 5 minutes- Funny videos

CRITICAL EVENT (If took place)

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

The communication broke down when the teacher had a problem presenting her device screen. She managed the problem quickly.

Strengths observed:

1. Clear and friendly voice.
2. Good interaction with the students.

Suggestions for improvement:

The teacher should improve her confidence level

Overall impression of teaching effectiveness: Overall impression of teaching effectiveness was good. The class was enjoyed by the students as the activities were really interesting,

Checklist from my class observer

Appendix 3 – Class observation Checklist :- 02

Daffodil International University

Department of English

Internship on “Scenario of English Language Teaching in a Bangladeshi School”

Checklist for Class Observation

School / College: _____ Daffodil International University

Teacher's Name: ___Sabrina nizam supty_____ Class:
_____ Section: _____

No. of Students Present: ___28___ Course Title & Code: ___Introduction to phonetics
and phonology , ENG-332_____

Room No: _____ Peer/Observer: ___shraboni ka rjuthe _____ Date
and Time: _____ 22-06-2020 . 4.00 am_____

Objectives of the lesson (as perceived):

1. identify keywords and information in recordings and complete the information sheet.
2. extract specific information in the travel guide to complete the information sheet .

3. express their views on local tourist attraction verbally.

4. design an information sheet for a tourist attraction with the help of online travel and audio guides .

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

Yes, the objectives were achieved. Some of the students were really interested to improve their listening skill. The teacher was trying to interesting her lesson .

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher trying to encouraged the students to improve their listening skill .she use some audio player .

2	<p>ORGANIZATION</p> <p>(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 was too much slow. When she started the class she face some problem but she made the lesson clear . She also gave a conclusion speech.</p>
3	<p>RAPPORT</p> <p>(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 played several games with all students by giving them feedback and students are also participant .</p>
4	<p>TEACHING METHODS</p> <p>(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>As it was an online based class, the teacher used PowerPoint slides and audio .but not uses real life examples .</p>
5	<p>PRESENTATION</p> <p>(establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper</p>	<p>The teacher had loud and clear voice .she was confident and focused about the lesson and friendly .</p>

	enunciation, and standard English)	
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MANAGEMENT

<p>Was the time spent properly?</p> <p>Yes</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 main stages of the lesson and time spent on each)</p> <table border="1"> <tr> <td>Warm up – 5 min</td> </tr> <tr> <td>Introduction – 15 min</td> </tr> <tr> <td>Activity – 15 min</td> </tr> <tr> <td>Activity – 15 min</td> </tr> <tr> <td>Feedback -5</td> </tr> </table>	Warm up – 5 min	Introduction – 15 min	Activity – 15 min	Activity – 15 min	Feedback -5
Warm up – 5 min					
Introduction – 15 min					
Activity – 15 min					
Activity – 15 min					
Feedback -5					

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?

When she started the class then she didn't turn on her microphone that's why she waste so many time after that she will manage properly .overall it was good class .

Strengths observed:

Clear tone, confidence.

Suggestions for improvement:

Need to improve proper management .

Need to improve confidence .

Overall impression of teaching effectiveness:

Overall she was very good. Students was enjoy the class and able to improve their listening skill .

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