Report on

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

Date of submission: 18/08/2020

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"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 fulfillment of the requirements of the degree of Bachelor of Arts in English.

Course Code: ENG 334
Course Title: Project Paper
Semester: Summer 2020

Intern

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ID: 171-10-440
Program: B.A. in English
Department of English
Daffodil International University

Supervised by

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Associate Professor, Department of English
Faculty of Humanities and Social Sciences
Daffodil International University

Date of submission: 18/08/2020

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Declaration by the Intern

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 done by me under the guidance of Ms. Tahsina Yasmin, Associate Professor, Department of English, DIU, and this project work is submitted as part of the partial fulfillment of the requirements for the award of the degree of B.A. (Hons') in English for the course Project Paper (ENG 334). The results embodied in this project have not been submitted to any other university or institute for the award of any degree or diploma.
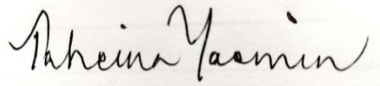
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Signature of the Intern

Date: 18/08/2020

Certification of the Supervisor

I hereby certify that the intern Meer Wakil ur Rahim bearing the ID no 171-10-440 has undertaken the course Project Paper (ENG 334) with me. In the course he observed and conducted classes online at Daffodil International University, had regular communication with me, observed two of his peers' classes, and taught one class. During this whole process he was in touch with me by taking guidelines from me on a regular basis, showed me his work and gave me updates about the project work. Therefore, he fulfilled the conditions and completed all the procedures of the course, and the intern is qualified to submit this report.

Signature of the Supervisor

Date: 18/08/2020

Acknowledgements

I want to thank all the people who helped me and supported me to complete my project work properly.

I am thankful to my supervisor, Ms. Tahsina Yasmin, Associate Professor, Department of English who guided me properly about the whole process of Project Paper. I could not go forward bravely through this project work without her support.

I am also grateful to my family members and friends who supported me mentally.

The honorable Dean and the teachers of the university were also very helpful and I appreciate them. The students of the university were co-operative and polite. It helped me to reach them effectively.

Abstract

This report aims to show the present scenario of English language teaching at Daffodil International University through the online platform Google Meet during the outbreak of COVID-19. Here, I have shown my experience of observing two classes and taking one class. I conducted my class for a tertiary level at Daffodil International University, Uttara campus in Dhaka city. During this internship process, I have worked through my skills, knowledge, challenge, teaching and learning style, observation, assessment, feedback, evaluation etc. This record shows the techniques and methods followed by the teacher of that university while teaching their respective courses. I have filled up the checklist during class observation to also find out the strength and weakness of my peers. I also focused on teaching English language through literature.

Table of Contents

Chapter – I

Introduction:

I have undertaken the course **ENG 334: Project Paper** under the guidance of Ms. Tahsina Yasmin, Associate Professor, Department of English, Daffodil International University. Since this was my last semester of B.A. (Hon's) in English Program, I had to take an internship course Project Paper (ENG 334). We were supposed to conduct and observe classes at a Bangladeshi school. Unfortunately, due to the outbreak of COVID-19 all educational institutions were closed by the Government order. For that reason my project work was switched to the online platform where my university was conducting classes. The purpose of this project paper titled **"Report on Online class Observation and Conduction in English during the Outbreak of COVID-19"** is to observe the current teaching-learning situation of our university. We did our classes on Google Meet. We discussed our problems in online group. It was a bit challenging task. We got the permission from the concerned authority to conduct out project work online. My supervisor helped me to go through the process of internship. Two of my peers had done their internship online like me. My peers observed my class and I also observed their classes. In this way I experienced how to take university class by using Google Meet. I had to take the internship project for my academic purpose, and it created a great opportunity for me to take class at the tertiary level. So, this internship project was focused on this prevailing situation and to point out the problems and make a report about it to achieve the output of the entire learning system.

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Chapter – II

Objectives:

The primary objectives of the proposed internship are to identify the teaching resources and the present scenario of language teaching and learning online during the outbreak of COVID-19.

Objectives of this report:

❖ To show the present scenario of online class observation and conduction in English during the outbreak of COVID-19 in Bangladesh.
❖ To know about the methods which are applied in the classroom for teaching.
❖ To understand students' weakness in learning English language by following those methods.
❖ To understand the deficiency and strength of the present teaching process.
❖ To get involved in teaching like a real teacher and to gain practical experience.
❖ To see how much my peers were effective to teach others properly.
❖ To see the online class situations and the interactions between the teachers and the students.
❖ To find out the necessities (tools, teaching materials, equipment, logistic supports) to make this learning process more effective.
❖ To observe the impression of the learners to learn the second language (SL), the motivation given to them to learn the language from the teachers.

Chapter – III

Methodology:

Selecting an Institution:

Usually we have to visit schools and grab the opportunity to conduct and observe classes for the internship. Unfortunately, the present situation of COVID-19 hampered all works and our Government also declared to lockdown the country. I was unable to visit any school and complete my project. The authority of our university (DIU) decided to give us the opportunity for taking class in online platform. My supervisor permitted me to take the class and observe classes through online platform. Therefore, I completed my internship from my own university. The name of my institution is Daffodil International University and campus 2 is situated in Sector 06 Uttara, House Building, Dhaka-1230.

Selecting Classes:

The authority of DIU allowed us to conduct and observe classes from our own courses. My supervisor, Ms. Tahsina Yasmin, was teaching four courses in Summer 2020. She helped me to select classes and I got the opportunity to conduct a class in one of her courses which was Romantic Poetry (ENG 224). I studied this course when I was in the 5th semester. My supervisor selected a writer's poems for me. I observed my course teacher during the online classes to note how she managed us and took classes, and adopted some techniques to conduct my class.

Selecting a Facilitator:

The facilitator was my course teacher and supervisor Ms. Tahsina Yasmin. She is the Associate Head of English Department, Uttara Campus. She helped me and guided me throughout the process of teaching and observing online classes. I followed her previous class instructions.

Classroom Observation:

I observed two classes of the course Romantic Poetry (ENG 224). First observation class was held on 17th June (Wednesday) 2020 and second observation class was held on 21st June (Sunday) 2020. Observing the classes helped me a lot to learn from others' teaching style and strategies. The intern students began their class on time and during class I used checklist for observing the class which was given by my supervisor.

Interviewing the Course Teacher:

I interviewed my course teacher Tahsina Yasmin, Associate Professor, Department of English DIU regarding our class and student-management system. How she helped the students concentrate. She responded gradually and shared her teaching method with me.

Testing Students & Self-Assessment:

I assessed the students asking them questions regarding the topic and taking feedback from them. I tried to understand students' psychology to prepare myself to teach them properly and effectively. I formed a dear conception of their needs. It helped me to decide how to teach them. Accordingly, I chose my teaching methodology. Everyone was very enthusiastic and responded properly. I tried my level best to do excellent. Moreover, I attempted to create a friendly environment in my class.

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Chapter – IV

Institution Details:

Daffodil International University is a private education institution based on the system of higher education and provides an excellent environment for education in Bangladesh. This institute was established on 24th January, 2002 under the Private University Act of 1992. It has three locations – the main campus is situated at Dhanmondi, Dhaka. The permanent campus is located at Ashulia, Savar which is also in Dhaka district. Another branch of this university is in Uttara. The permanent campus of the university is known as the green campus also. The institution has qualified teachers, holds regular classes and cultural activities, uses technology and has a monitoring team and also a strong administrative system. Md. Sabur Khan is the chairman of this institute and Md. Abdul Hamid, the President of Bangladesh is the Chancellor of the university. "The Landmark to Create the Future" is the motto of this university.

Name: Daffodil International University

Location: Dhaka, Bangladesh

Administrative building: Three campuses

Number of teachers: 859

Number of students: 21,752

Teacher's qualification: BA/ BBA/ BSC, MA/ MSC/MPhil and PhD

Economic issues: private funded university

<u>**Logo of the University:**</u>

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Chapter – V

Class Observation Reports:

I observed two classes of my classmates in the course Romantic poetry (ENG 224). The classes were conducted by Farzana Sharmin Swarna bearing ID 171-10-431 and Kazi Rima bearing ID 171-10-441 respectively. Both of them are also final semester students of our university.

Class Observation Report 1:

My first observed class was on "Tintern Abbey" by William Wordsworth for 1.3, 2.1, 2.2 level students which was conducted by Farzana Sharmin Swarna. Her schedule was on 17th June 2020 from 11:30 am to 12:30 pm. The lesson was on the first section of the poem "Tintern Abbey" with analysis and description. 23 students out of 30 attended the class.

The teacher/peer entered the online classroom and took note of the available students. Then she asked the students to open their notes and asked some questions regarding the poem as warm up. She said that she was going to give a lecture on "Tintern Abbey" poem. Then she started to read out the poem, and showed some pictures regarding important lines. She tried to make the students understand the meaning of the poem. The students tried to understand the lecture properly in that traditional way through online platform. Then she asked questions related to the poem. Some students could answer the questions properly and some couldn't. Finally, she gave an online quiz through Google Form. It seemed a very interesting class to me. The students became hooked on that lecture because it was a new way of giving a lecture. Students attended the class eagerly and co-operated with the teacher.

She gave question feedback also she encouraged students to ask her if they had any confusion or query. Students provided her class feedback through her feedback link in Google Form.

From the beginning till the end of the class she maintained her class properly and she had a clear voice. The teacher was quite loving and friendly with students. She was able to hold the attention of the students from the beginning to the end of the class and ensured the learning environment of the class.

Class Observation Report 2:

My second observed class was on "Tintern Abbey" by William Wordsworth for the 14th batch of students of Ashulia/Permanent Campus which was conducted by Kazi Rima. Her schedule was on 21st June 2020 from 2.30 to 3.30 pm. The lesson was on a part of "Tintern Abbey" poem, describing the meaning of the poem, giving information about the poet and the romantic era. She focused on analytical skills regarding section 1 of the poem.

Rima began her class at the scheduled time. It was an online class held on Google Meet. 28 students attended the class out of 30 registered students. She used little bit of Bangla language for communicating with the students. At first, she welcomed the students, and provided suffix and prefix word choice game so that students concentrated on her lecture. It was amazing to attract the students. Then she summarized the whole poem briefly and provided some pictures regarding the poem. She gave overall idea about her topic. After that, she described the first section and asked questions to the students to check what they understood. Frequently she asked questions based on her topic. Students clearly understood her lecture properly. After finishing her lecture she gave the students an online quiz through Google Form. But while online both the teacher and students must be concerned about their devices. Because in online platform many students cannot concentrate properly because of poor net connection, breaking of voice and echo etc. But she focused all matters properly.

Overall, she did well in her teaching but her pronunciation was not perfect, sometimes sound quality was poor. She organized her speech well. Her lecture delivery was quite impressive. She finished her lesson by asking questions to the students. She replied to all the questions the students had. At the end of her class she provided students class feedback form through Google Form. She held the attention of the students from the beginning to the end of the class and ensured the learning environment of the class.

Chapter – VI

Teaching Experience:

On 11th June 2020 Thursday I conducted one class of Romantic poetry (ENG 224) and the level of students are of 1.3, 2.1, 2.2 semester, under the supervision of Ms. Tahsina Yasmin. Before starting the class my supervisor introduced me to the students. They all welcomed me curiously in their online class. I introduced myself to them. I started the class at 3.22 pm and finished at 4.10 pm and 9 out of 29 students were present that day. It was an online class on Google Meet.

Before going to take the class, I downloaded a nice short video clip and some pictures regarding my lesson topic. In the beginning I asked a question - "In our day to day life which one is a common and crucial part?" and I provided a video link for students to watch. Because the question and the video were related to my lesson topic as well as my subject matter. After these things, I focused on the major theme of connecting ideas with pictures. I encouraged all the students to make a creative idea about the pictures and what they will learn from my lesson. After all the things were provided the students could understand what they would learn that day. My supervisor assigned me with two poems titled "Nurse's Song" by William Blake from Romantic Poetry course. The poems are very interesting and one is from the volume *Songs of Innocence* and another from *Songs of Experience*.

When I started my topic discussion part students were more interested to listen to my lecture. During my lecture students took notes, I used the e-text, PowerPoint, video, internet etc. I gave them a brief summary and analysis of the poem. I read line by line from the text and focused on pronunciation, new vocabulary, meaning of the poem, compare and contrast, analytical skill and listening skill etc. After completing my discussion part I provided some tasks, such as asking questions, making a comparison, connecting the pictures, theme of the poem; even I gave a small online quiz in Google Form so that I could understand their knowledge about the poem. In conclusion, I checked all answers and I provided feedback. I asked all the students to talk about their confusion if they had any. I gave some suggestions about how to improve more analytically giving detailed answer which would help them to increase more knowledge. I provided questions through a Google Form link. The questions which I gave were:

How many nurses did you get in "Nurse's Song" poems?

How many lines does each stanza consist of?

When do the nurses want the children to leave?

What is the theme of the "Nurse's Song"?

Which stanza gives you the setting and narrator?

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Why did children's want to play more?

Which stanza indicates the second Nurse?

What is the comparison and contrast between these two poems?

What was the first Nurse's role?

My two observers Rokeya Khanam Nishat (151-10-332) and Mst. Afra Anam (151-10-334), are also Project Paper students under the supervision of Ms. Tahsina Yasmin. They are from my campus and senior to me. They observed my class and provided some comments. First they said, I appeared very confident to take my live class and they appreciated me as I used English in the whole class. I started and finished my class timely. Students were enthusiastic and wanted to learn something different. I made my lesson plan, prepared myself, and finished the class in an organized way. But they also suggested me to present my content in a more attractive way; they commented I needed to be more fluent and have a clear voice etc.

However, I really enjoyed my class conduction and I complete the whole process timely as well. I never thought of getting this opportunity to teach university students. The main reason behind taking university online class is the prevailing situation of COVID-19. Though it was quite difficult to take class through an online platform, it was a new experience for me as a student. Another important thing to comment on is the internet connection. Because it's online class conduction and every student depends on an internet source including me, I was a bit scared, although I had data backup. Finally by the support of Allah and my supervisor I executed my lesson plan successfully.

Chapter – VII

Overall Findings:

Observation Findings:

Daffodil International University is a renowned private university in Bangladesh. It is strong in terms of using modern technology and methods. The institution took appropriate measures before shifting to online classes. DIU students are genius as they could adapt to the new tools. Students – teachers understanding is very good and the Dean of our faculty is very friendly with students. The students are very respectful and obedient to their teachers. They have strict rules and regulations for attending class, submitting assignment, presentation even exam also. I got the clues to teach accordingly and properly from my class observations. I tried my best to make my class educative, enjoyable and resourceful.

Lesson Preparation:

A lesson plan is an important and the main key of teaching for a teacher. My peers had fixed their lesson plan. They accomplished classes with their proper lesson plan. They appeared skilled enough, came to the class and taught students with common examples.

Lesson Delivery:

Teachers delivered their lectures according to the lesson topic by means of Bangla language. At the beginning of the lectures my peers gave the students some basic ideas of the topic. Sometimes they used Bangla language for making the students clear about the lesson.

Lesson Management:

I did not find balanced lesson plans. Question and answer to the students were effective as the students appeared attentive and careful while answering the questions. Sometimes all the teachers spoke in Bangla in online classes.

Classroom Management:

As it was online class conduction, the students and teachers were connected via mobile and/or desktop or laptop using notebook, video camera, audio sound and screen share during the live class. Teacher and students had good understanding. Teachers helped the student in live online class very much.

Students' Involvement:

Students were seen involved in the learning process as they were active and responsive all the time.

Advantages of Online Class:

The facilitators could ask questions to all the students. Students could easily solve their confusions. Students had done every online task within the allotted time. The most significant advantage of online class was the attendance. A sick student could also attend the class.

Disadvantage of Online Class:

Students and teachers also suffered from the poor connection of the internet. Sometimes, the line was disconnected. Students failed to stay in the class, even there was sound problem. Sometimes live video presentation was not much clear.

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Self-reflection Findings:

Lesson Preparation:

I took proper preparation for every step regarding my lesson plan. I gave my full attention to make the lesson plans and online worksheets before taking classes. I collected the e-text from my teacher and studied the lesson topic. I practiced at home before making plans for the classes. I made a quiz, feedback questions, PowerPoint and chose a video regarding my topic.

Lesson Delivery:

I delivered a clear lecture and applied the plans for conducting the lesson. It was a bit challenging for me to make every student understand my lesson because they were not accustomed with our teaching methods. I rendered my best service to make them clearer about my lecture. They asked me questions and I gave them feedback.

Time Management:

I was punctual to begin and end the class on time. I delivered my lectures and all the activity was done during the class time properly. I tried to follow the steps according to my lesson plans.

Students' Involvement:

It is my feeling that during my class time my students were attentive and calm. They participated in the activities enthusiastically. The tasks I gave during the lesson were completed by every student.

Students' Feedback:

According to my class conduction at the end I provided a Google Form link to provide feedback which was really helpful for me to improve my lacking in future. Students filled up the questions to give me feedback on their class role, their understanding, topic related confusion etc. I think every teacher should always get class feedback for encouragement and improvement.

Chapter –VIII

Recommendations:

➢ : The University needs more teachers and training facilities to improve the teaching process.
➢ : They need to develop English language club to improve students' speaking skill.
➢ : They should be more concerned about the students' weakness and counsel them accordingly.
➢ : They should use stronger modern technology to make learning process more effective.
➢ : Teachers must have a daily lesson plan. It must be in written form.
➢ : Giving real life example should be introduced to them through their study and class lectures.
➢ : Online classes will only be successful when both the teacher and the students can ensure internet connectivity and a certain degree of motivation.
➢ : Warming up is essential. I think warming up can be done for 10 minutes if it can be connected to the lesson.

Recommendation for Myself:

➢ : I have to be more fluent in speaking.
➢ : I have to improve my vocal quality.
➢ : I have to be more aware of students' comprehension.
➢ : I have to be more efficient about using technology.

Chapter – IX

Conclusion:

"True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own." (Nikos Kazantzakis) It is my first experience of teaching in a university. The overall experience was quite satisfactory. I felt confident in teaching in the online classroom. The students addressed me as their 'sir'. I really felt respected. They were very humble. I have completed this work as part of my final semester project work. I was given the task of being a teacher and to observe other teachers (my peers) and note their styles. This internship has been an excellent experience for me as I was very excited and honored to play the role of a teacher. By this internship, my point of view is affirmed that becoming a teacher is actually a rewarding job. While I was teaching, I made constant interaction with the students, noting their queries as well as maintaining a professional approach which is hard work both psychically and mentally. My report presents positive and negative reflections of my teaching experience and class observation. Now I know what my teachers go through and how patient they are. This is one of the experiences that will shape my skills towards a bright future and help me to be a better person to acquire my goals. I would like to thank all the teachers of my university, the Head of our Department (Mohammed Shamsul Hoque), Dean of the Faculty of Humanities and Social Science (Professor A.M.M. Hamidur Rahaman). It was a new journey in my academic life. My supervisor Ms. Tahsina Yasmin supported, guided, helped, encouraged me and inspired all the students to make changes to improve their teaching style. When I went through this process, I realized how capable I am.

Appendices

Appendix: 1 - Lesson Plan

Appendix: 2 - Class Observation Checklist

Appendix: 3 - Photographs

Appendix: 4 - Online Quiz and Feedback Form

Appendix: 5 - Recorded Class Links

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Appendix – 1

Lesson plan:

Course	**Romantic Poetry (ENG-224)**
Teacher / Facilitator	Wakil ur Rahim
Enrolled Batches	1.3, 2.1, 2.2 level students Total students: 29 Present students: 9
Lesson Topic	Nurse's Song: (*Songs of Innocence* and *Songs of Experience*) by William Blake
Objectives	To get some information about the poet To perceive meaning of the poem To perceive the information about romantic era To develop listening skill To grasp the characteristics of romantic literature To develop analytical skill To analyze the poem with features.
Learning Resources	E-texts, internet, topic related video, online quiz link and feedback link
Teaching Tools	Laptop (showing PowerPoint and video), e-text and online activity
Duration of the Class	1 hour
Date and time	11th June 2020 (Thursday) 3.22 to 4.10 pm
Teaching Method	CLT

Lesson Overview:

Purpose	Teacher's activity	Students' activity	Time
Introduction and Warm up	Teacher will greet students, ask a question and show a short video.	Students will watch the video and relate to the question.	5 minutes
Topic Discussion	Teacher will give detailed knowledge about two poems and summarize.	Students will take notes, ask questions and analyze the poems.	30 minutes
Activity	Teacher will encourage students to compare and contrast the poems. Teacher will also ask if they have any confusion.	Students will answer by switching their microphones on or commenting in the comment box.	5 minutes
Quiz	Teacher will take a small quiz based on the topic through Google Form.	Students will attend the quiz.	5 minutes
Feedback	Students will be given a Google Form to give their feedback on the class.	Students will share their opinions about the teacher and class through their feedback link.	12 minutes
Conclusion	Teacher will finish the class by thanking all and give suggestions.	Students will take their leave.	3 minutes

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Appendix-2

Class Observation Check List:
Daffodil International University
Department of English
Internship on "Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19"
Checklist for Class Observation-1

Institute: Daffodil International University

Teacher's Name: Meer Wakil-Ur- Rahim   Class: Batch (1.3, 2.1, 2.2)   Section: UC- A

No. of Students Present: 9 out of 29   Course Title & Code: Romantic Poetry (ENG 224)

Room No: Google Meet   Peer/Observer: Mst. Afra Anam

Date and Time: 11/06/2020, 3:22 PM- 4:10 PM

Objectives of the lesson (as perceived):

   I.   To get some information about the poet
  II.   To perceive meaning of the poem
 III.   To perceive the information about romantic era
 IV.   To develop listening skill
  V.   To grasp the characteristics of romantic literature
 VI.   To develop analytical skill
VII.   To analyze the poem with features

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

The objectives were achieved. He has completed all objectives in his class.

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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 facilitator had good knowledge on subject matter. He demonstrated breadth and depth of mastery.
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)	Subject matter was organized. Stated clear objectives and emphasized and summarized main points. Began class on time where lesson started and finished as expected. Class began with attractive warm up and finished with a conclusive remark.
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 facilitator was respectful, fair and impartial to the students while conducting the class. However, he failed to ensure efficient participation of students to some extent.
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 text was in slide which he showed through 'presenting' option on Google Meet. His use of technology was impressive.
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)	Presented lecture with a clear voice. He maintained proper vocal level with standard English.

MANAGEMENT

Was the time spent properly?	
Yes, he spent his time well.	
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)	
He gave a short video and asked question based on the video.	5 minutes
He gave a brief discussion about the topics.	30 minutes
He asked questions and tried to solve their problems.	5 minutes
Students gave a quiz.	5 minutes
He tried to listen to the students' problem.	12 minutes
He finished the class by thanking all and provided feedback.	3 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?

No such event occurred. Throughout the class the facilitator was very fluent and conducted the class smoothly.

Strengths observed:
Clear voice and good command was the strength of the facilitator.

Suggestions for improvement:
He could have presented class in more attractive ways.

Overall impression of teaching effectiveness:
He did an excellent job.

Daffodil International University
Department of English
Internship on "Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19"
<u>Checklist for Class Observation-2</u>

Institutions: Daffodil International University

Teacher's Name: Meer Wakil ur Rahim   Class: Batch-1.3, 2.1, 2.2   Section: UC-A

No. of Students Present: 09 out of 29   Title & Code: Romantic Poetry (ENG-224)

Room No: Online   Peer/Observer: Rokeya Khanam Nishat

Date and Time: 11th June 2020 (Thursday) 3.22pm to 4.10pm

Objectives of the lesson (as perceived):

    I.   To get some information about the poet
  II.   To perceive meaning of the poem
 III.   To perceive the information about romantic era
 IV.   To develop listening skill
  V.   To grasp the characteristics of romantic literature
 VI.   To develop analytical skill
VII.   To analyze the poem with features

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

Yes, the objectives were achieved very nicely in his class.

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)	He showed good knowledge about subject matter, he asked questions to know from students if they understood or not.
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)	He started class on time. Read out the poem and tried to explain everything about the poem. He used English in the class time. Class organization was well.
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)	His attitude and manners were good. He gave some tasks and encouraged students to do the task properly.
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)	He used the CLT method for teaching. He used PowerPoint and subject related video. He took an online quiz based on the topics that he taught.
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)	His voice was clear. Sometimes he used Bangla but most of the time he used English.

MANAGEMENT

Was the time spent properly? Yes, he utilized 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).	**Time**
He gave a short video and asked question based on the video.	5 min
He gave a brief discussion about the topics.	30 min
He asked questions and tried to solve their problems.	5 min
Students gave a quiz.	5 min
He tried to listen to the student's problem.	12 min
He finished the class by thanking all.	3 min

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?

The students' performance was not so good. They were not so active to respond to their teacher. May be they felt nervous with a new teacher.

Strengths observed:

His voice was little bit low but he conducted his lesson very well.

Suggestions for improvement:

He should speak with a clear voice. He was little bit nervous in class time.

Overall impression of teaching effectiveness:

Overall his teaching effectiveness was really good. Everybody enjoyed his class.

Daffodil International University
Department of English
Internship on "Report on Online class Observation and Conduction in English during the Outbreak of COVID-19"
<u>Checklist for Class Observation-1</u>

Institutions: Daffodil International University

Teacher's Name: Farzana Sharmin Swarna   Batch: 1.3,2.1,2.2   Class: Online Section: UC-A

No. of Students Present: 23   Course Title & Code: Romantic Poetry (ENG 224)

Peer/Observer: Wakil ur Rahim   Date and Time: 17/06/2020 – 11:30 to 12:30 PM

Objectives of the lesson (as perceived):

i: To introduce the students to the poet William Wordsworth

ii. To analyze William Wordsworth's poem

iii. To get all the information regarding the poem "Tintern Abbey"

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

Yes, the objectives were achieved. She provided a discussion question, and every student was able to analyze the question, write the answer and give supportive opinion.

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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)	She was not much confident but she had a good knowledge of the subject matter. She behaved well with students and she had a good command.
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)	She started the class timely. She summarized the main points. Her warm up session was good and her lesson was organized well. She had a very good structured class but she could have spent a little more time on the brain storming for the students.
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)	Her feedback providing was great. But she showed normal enthusiasm and didn't interact with students. She encouraged students to participate.
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)	She used technology well. Students were active to respond to her questions. She provided topic related pictures with example. She didn't have much variety regarding the topic. Students' interest was alright and teaching method was simple but clear.
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)	Her voice was not clear but everyone was clear about the presentation. She did not use any standard English. Her online class presentation was good.

MANAGEMENT

Was the time spent properly?	
Yes, she spent her time well.	

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)

Introduction and warm up	7 min
Topic Discussion	30 min
Activity	10 min
Feedback	10 min
Conclusion	3 min

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?

No. She handled the class smartly**.**

Strengths observed:

She did a good presentation with proper time management.

Suggestions for improvement:

She needs to be more fluent in speaking, have a clear voice and needs to remove her nervousness.

Overall impression of teaching effectiveness:

Overall she did well to complete her teaching, fulfill her objectives, ensure learning, and students were positive.

Daffodil International University
Department of English
Internship on "Report on Online class Observation and Conduction in English during the outbreak of COVID-19"
Checklist for Class Observation-2

Institutions: Daffodil International University

Teacher's Name: Kazi Rima   Batch: 14th batch   Class: Online   Section: PC-A

No. of Students Present: 28 out of 30   Course Title & Code: Romantic Poetry (ENG 224)

Peer/Observer: Wakil ur Rahim   Date and Time: 21/06/2020 – 2.30 to 3.30 pm

Objectives of the lesson (as perceived):

i: To learn new vocabulary with development of listening and analytical skill

ii. To perceive meaning of the poem

iii. To grasp the characteristics of romantic literature

iv. To get some information about the poet

v. To perceive information about romantic era

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

In my point of view, yes, the objectives were achieved. Because she focused on the lecture and content.

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)	She showed good command and had good knowledge on the subject matter. She tried to interact with the students.
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)	Started the class at scheduled time and finished as well. Her warm up was attractive. She had a very good structured class but she could have spent a little more time on the brain storming for the students.
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)	Her feedback providing was great, she encouraged students to participate. She showed good manner, etiquette and attitude with students, showed normal enthusiasm, needs to improve pronunciation.
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)	Use of technology was good. Students were active to respond to her questions. She provided topic related pictures with example. She had variety of information regarding topic and used real life examples with pictures. Some of her information was not clear. Students' interest was alright and her teaching method was simple but clear.
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)	Voice was not clear but everyone was clear about the presentation. Need to have a more clear voice.

MANAGEMENT

Was the time spent properly?	
Yes. She spent the class time well.	

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	7 minutes
Introduction	8 minutes
Topic discussion	25 minutes
Activity	5 minutes
Quiz	8 minutes
Feedback	5 minutes
Conclusion	2 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?

No. She handled the class patiently.

Strengths observed:

She did a good presentation with proper time management.

Suggestions for improvement:

Need to develop pronunciation, need to be more fluent in speaking, need to encourage students more with clear voice.

Overall impression of teaching effectiveness:

Overall she did well to provide her teaching, fulfill objectives, ensure learning and students were positive**.**

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Appendix-3

Online Class Conduction Pictures

Picture: 01
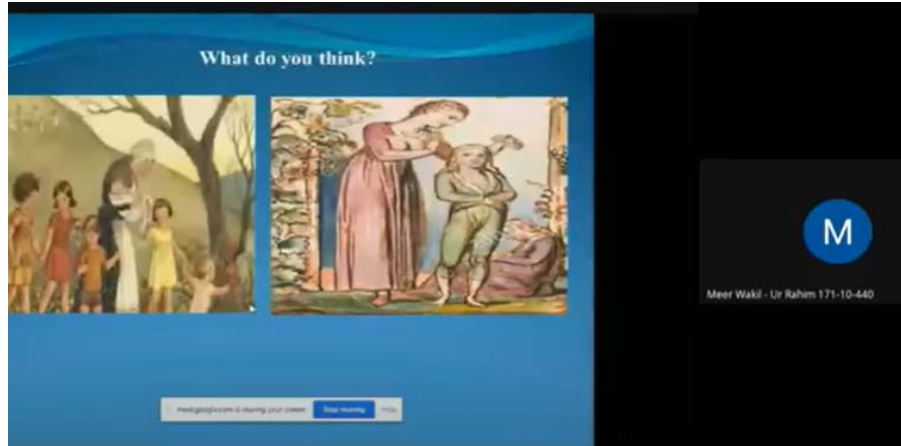
Showing poem-related pictures with PowerPoint slide

Picture: 02
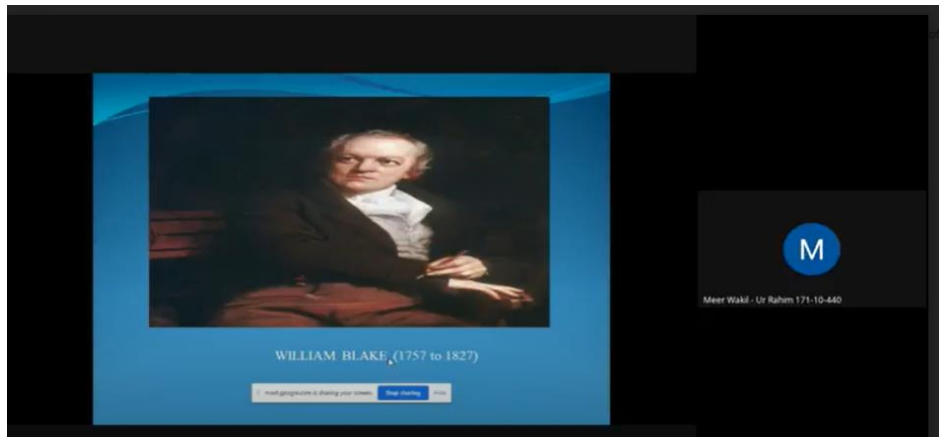
I am introducing the writer.

Picture: 03
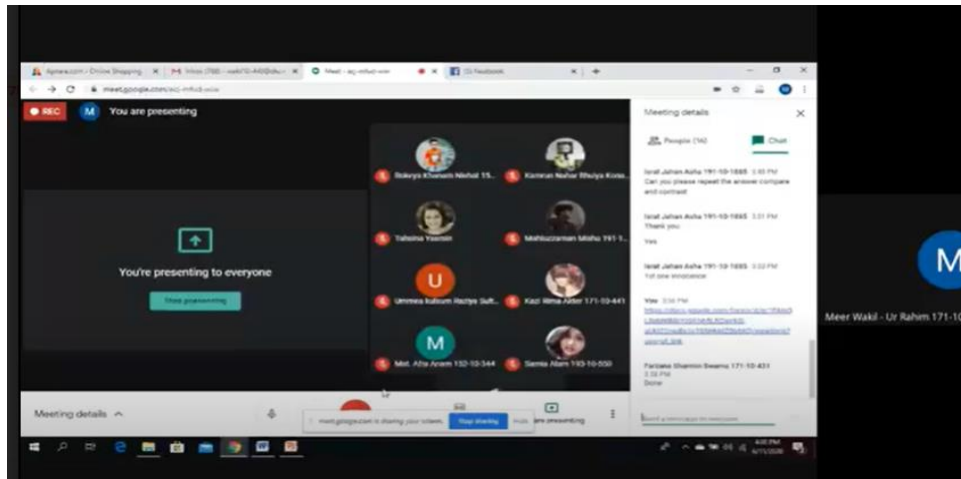
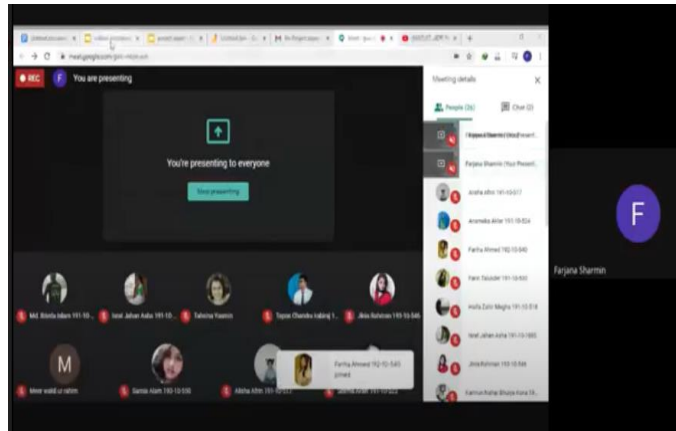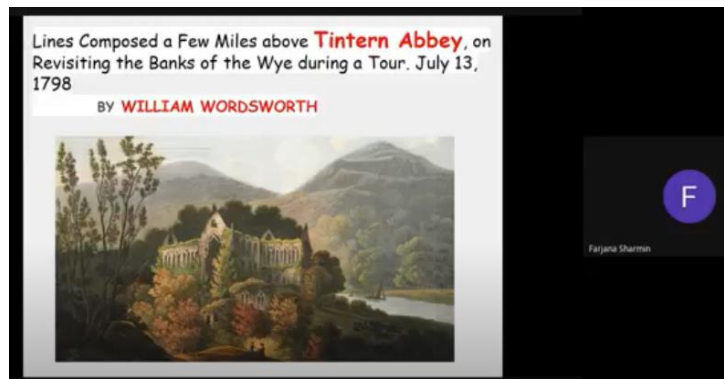**I am providing class quiz link.**

Picture: 04
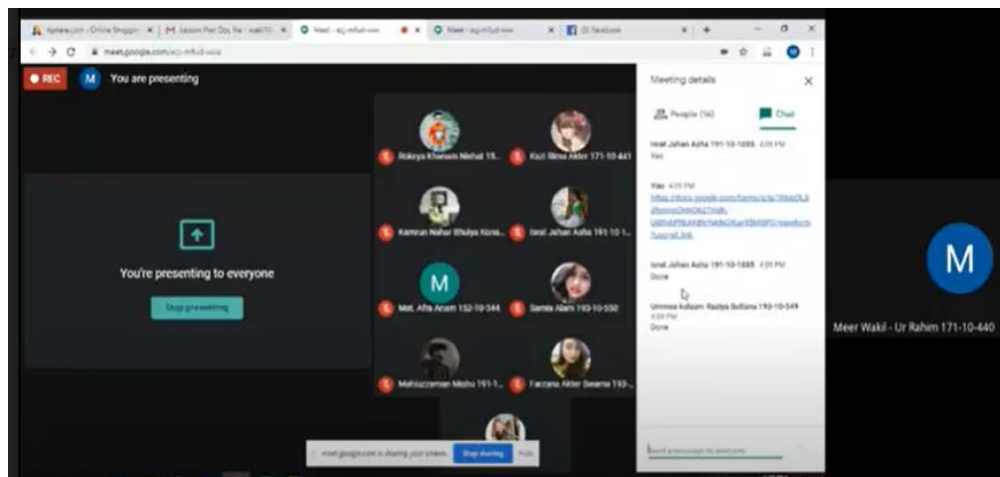
I am providing class feedback link.
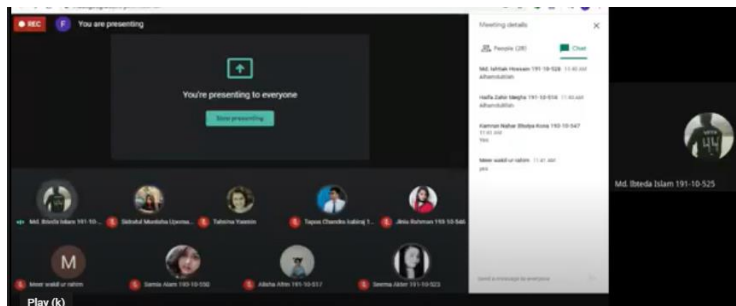
Online Class Observation Pictures

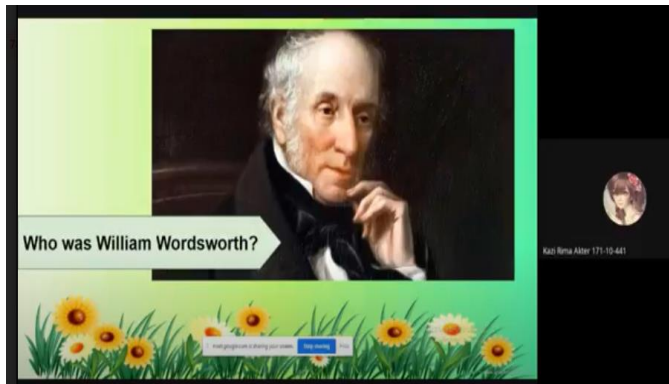## 1ˢᵗ class observation:

She is talking to the students.
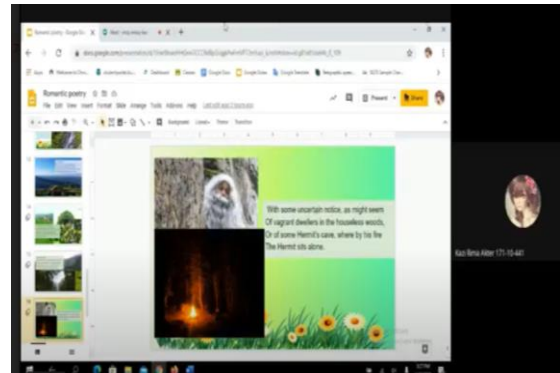

She is discussing the topic.
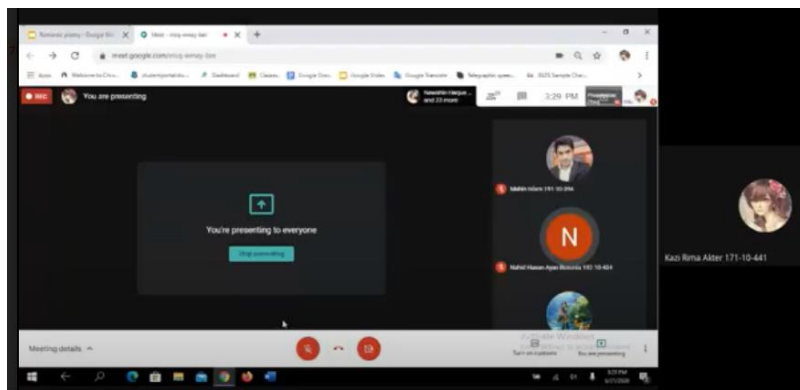

Students giving answers

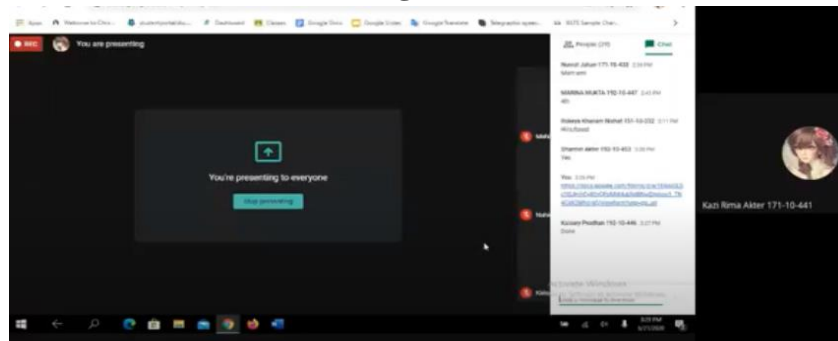# 2nd class observation:

She talked about the poet.

She is showing PowerPoint slide.

She is talking to the students.

She is providing quiz link.

Appendix-4

Online Quiz

Online Class Feedback Form
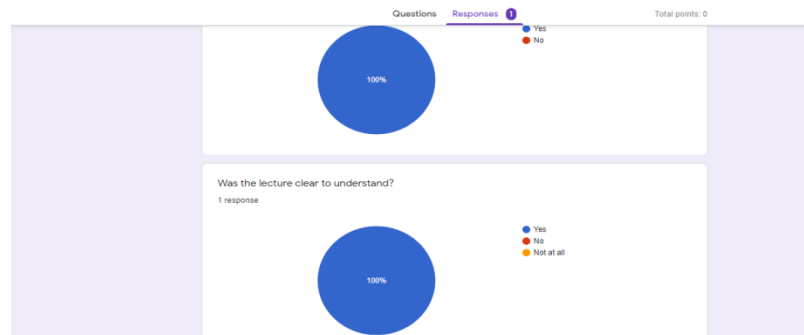
Appendix- 5

Recorded Class Links:

https://drive.google.com/file/d/1u9En_mPktphP5RSdGg27z9zQFvLlldPi/view?usp=sharing
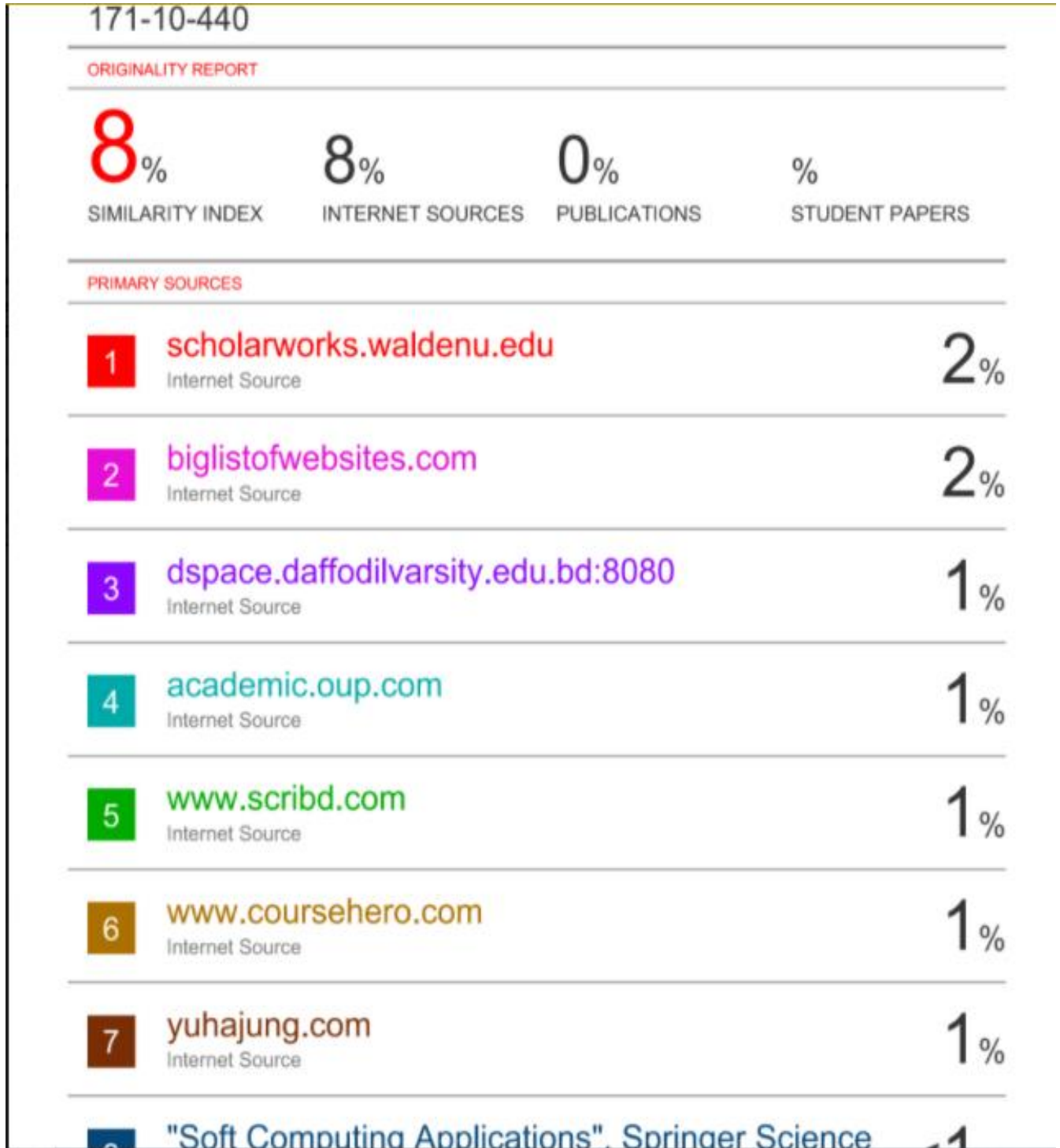**Wakil ur Rahim: 11th June**

https://drive.google.com/file/d/1gT4FLHZNDP5X6JGLNoO9pBdYCpS9ubD/view?usp=sharing
Farzana Swarmin Swarna: 17th June

https://drive.google.com/file/d/1empEn0ucDSmq3wZA6H0_rvbVoeqp9NL8/view?usp=sharing
Reema Kazi Mitu: 21st June

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