

# **Anika Tahsin's Project Paper**

**Submitted by**

Anika Tahsin

Id:173-10-450

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



**Date of Submission**

**07/12/2020**



**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 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: Fall 2020**

**Intern**

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**ID: 173-10-450**

**Program: B.A. in English**

**Department of English**

**Daffodil International University**

**Supervised by**

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**Associate Professor, Department of English**

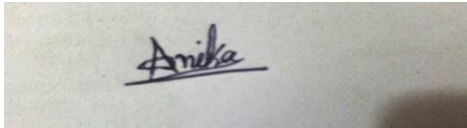
**Faculty of Humanities and Social Sciences**

**Daffodil International University**

**Date: 07/12/2020**

## Declaration by the Intern

I 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 (Ashulia Campus), Daffodil International University is done and also recorded under the guidance of Ms. Tahsina Yasmin, Associate Professor, Department of English, DIU. 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 Program 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.

A photograph of a handwritten signature in blue ink on a light-colored surface. The signature is written in a cursive style and appears to be the name 'Anika'.

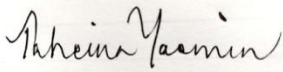
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Signature of the Intern

Date: 07/12/2020

## Certification of the Supervisor

I hereby certify that the intern **Anika Tahsin** bearing the ID no **173-10-450** has undertaken the course Project Paper (ENG 334) with me. In the course she taught a class and observed two classes at Daffodil International University, had regular communication with me, and wrote a report. During this whole process she was in touch with me by taking guidelines from me on a regular basis, showed me her work and gave me updates about the project work. Therefore, she fulfilled the conditions and completed all the procedures of the course, and the intern is qualified to submit this report.



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Signature of the Supervisor

Date: 07/12/ 2020

## **Acknowledgements**

I like to thank all the people who supported me to complete my Project Paper properly.

I am thankful to my supervisor, Ms. Tahsina Yasmin, Associate Professor, Department of English. Her proper guidance helped me to do my Project Paper very smoothly. Her support really helped me to do this perfectly.

I like to thank my friends and those students who supported me to do my Project Paper.

I want to thank the respected teachers of the university; they are always helpful. Students in the online classes were co-operative and polite; for them my project work could be done in an organized manner.

## **Abstract**

This report on online class observation and conduction in English is created during the pandemic of COVID-19. I had to take class in online platform on Google Meet at my university. I also had to observe two online classes. I conducted my class for a tertiary level class at Daffodil International University, Permanent Campus in Ashulia, Dhaka city. During this internship process, I worked through my knowledge, skills, teaching-learning style, challenges, observation, assessment, feedback and evaluation etc. This was all recorded by our teachers when I was taking the course teacher's respective class and observing my peers' classes. Moreover, I filled up the class observation checklists during my class observation to find out the strengths and weaknesses of my peers. I focused on teaching English language through literature.

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## **Chapter I**

### **Introduction**

I had to undertake the course Project Paper (ENG 334) under the guidance of Ms. Tahsina Yasmin, Associate Professor, Department of English, Daffodil International University. This was my 2<sup>nd</sup> last semester of B.A. (Honors) in English Program, and I was to undertake an internship course Project Paper (ENG 334). Generally, we were supposed to conduct classes and observe classes in a Bangladeshi school; but unfortunately, during the outbreak of COVID-19 we could not go to take class in any school as the Government declared until the pandemic situation came under control all educational institutions would be close. Therefore, we could not go to any school for our project work. By this time the Government declared that all private and public universities can continue teaching in online platform. That's why I had to switch to online classes. For this reason our Project Paper was titled "Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19". This is the current situation of education, educational institutions all over the country implemented online education and we had to go through the same situation. We had to take our class in online platform Google Meet. We had to discuss our problems in online group, take preparation for online classes, contact with students online and overall, this was a little tough for us. We got permission from the concerned authority to conduct our 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 on Google Meet. Thus, we got new experiences to take class online. This is really a great opportunity for me to take class for the university level students where I am a university student.

## Chapter II

### Objectives

The primary objectives of the proposed internship are to identify the teaching resources and the present situation of language teaching and learning which occurs online platform 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:**

Generally, we have to visit schools and grab the opportunity to conduct and observe classes for the internship. But unfortunately, today's situation is different for the outbreak of COVID-19. It hampered all works; moreover, our government declared lock down in the whole country. For this reason, I was unable to visit any school. For this reason, our university authority declared to take class in online platform in our university, Daffodil International University, which created a great opportunity for me.

#### **Selecting Classes:**

The authority allowed us to conduct and observe classes from our own courses. My supervisor, Ms. Tahsina Yasmin helped me to choose from one of her courses. I chose Romantic Poetry (ENG 224) which she was teaching in Fall 2020, because I studied this course when I was in the 5th semester. My supervisor selected a writer's poem 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 supervisor Ms. Tahsina Yasmin. She is the Associate Professor of English Department. She helped and guided me throughout the process of teaching and observing online classes. I followed her previous class instructions.

#### **Classroom Observation:**

I had to observe two classes of the course of Romantic Poetry (ENG 224). My first observation was held on 18<sup>th</sup> October 2020 (Sunday) and second observation class on 14<sup>th</sup> November 2020 (Saturday). Observing classes really helped me a lot to learn about teaching styles, strategies. The intern students began their class on time and during their classes I used the 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 by asking them questions regarding the topic and I also took feedback from them. I tried to understand students' psychology to prepare myself to teach them properly and effectively. It helped me to decide how to teach them. I tried to create a clear concept of the lesson that I taught 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.

## Chapter – IV

**Institution Details** I am a student of Daffodil International University. This 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 two campuses - the main campus of this University is situated in Dhanmondi, Dhaka and the other one is the permanent campus located at Ashulia, Savar which is also in Dhaka district. The permanent campus is known as the Green Campus. The institution has qualified teachers, holds regular classes and cultural activities, uses technology and has a monitoring team and also a strong administrative system. The chairman of this university is Dr. Md. Sabur Khan 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:** Two 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

### Logo of the University



## Chapter – V

### Class Observation Report

I am so lucky to have the opportunity to observe two classes - one of my peer Moyury Chowdhury (ID: 173-10-453) and another one is of my senior Umma Habiba Nafsi (ID:172-10-445)

#### **Class Observation Report 1:**

My first observation class was about “Tintern Abbeys” by William Wordsworth for Level 1 Term 3 PC-D section students. The class was taken by Moyury Chowdhury. Her schedule was on 18th October 2020 from 11:30 to 12:30pm. The lesson was on the 5<sup>th</sup> section of the poem “Tintern Abbey” covering its analysis, description, and meanings. 17 out of 30 students present in the class. The teacher entered the class room, introduced herself to students. She took note of available students. Then the teacher gave a link so that she can warm up students through the music video which is related to her topic, asked students to open their notebook and take notes during the class. After that she started to read out the poem, analyze, give description so that students can perceive the meaning of each line. She tried to make the students understand. The students were supportive to her and tried to understand it in the traditional way. She asked questions related to the poem and students answered her properly. Most of the students answered but some of them kept quiet. After the discussion she gave an online quiz through Google Form; students attended the quiz by the link shared by the facilitator. She gave feedback also she encouraged students to ask her if they had any query. Students attended the class eagerly and cooperated with the teacher. Finally, she gave another Google Form link to get feedback from the students. From the beginning till the end she maintained her class in a very organized way, and she had a clear voice, though there were some issues. She lost her network for some time but she rejoined the class. Moyury 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:**

I also observed another class which was taken by Umma Habiba Nafsi (ID:172-10-445). She is also a project paper student and my senior. She conducted a class on “The Rime of Ancient Mariner” by Samuel Taylor Coleridge for 1.3 semester students of permanent campus. Her schedule was on Saturday 14<sup>th</sup> November 2020 from 2:30 pm to 3:30 pm. She enlightened her students with a brief description of the romantic era, writer’s bio and first 45 lines of this poem.

She began her class on time. For the pandemic situation the class was held on Google Meet. 16 students out of 36 were present. At the beginning of the class, she welcomed the students. She used both Bangla and English languages for communicating with the students. She began the class by a little word game which attracted the students. This was quite impressive. She described about the romantic era briefly, the bio of S. T. Coleridge, and summarized the poem’s first 45 lines with meaning of each line. She added some reliable pictures for better understanding of the students and checked if students understood properly. Frequently she asked questions to her students. Luckily her network connection was good.

After finishing her lecture, she gave students an online quiz and also took class feedback from students by using Google Form. Though this was an online class, overall, the class was effective. She did very well being a facilitator for the first time.

## Chapter – VI

### Teaching Experience

On 12<sup>th</sup> October 2020 (Monday) I conducted one class of Romantic Poetry (ENG 224) with level one term three students under the supervisor of Ms. Tahsina Yasmin. Before starting the class my supervisor introduced me to the students. They all welcomed me curiously in their Google Meet online class. I introduced myself to them. I started the class at 2:30 pm and finished at 3:50 pm. In the class 25 students were present out of 34. When I started to take the class, I asked students if all of them liked to study in this pandemic situation. I provided a video link of a Maroon 5 song ‘Memories’ for students to watch. Because the video was related to my lesson topic and questions. After that I introduced to students about the literary devices of ‘Tintern Abbey’. Then I asked some questions about the first section of ‘Tintern Abbey’ which they already knew. Then I moved to my part - section 2 and 3 of William Wordsworth’s poem ‘Tintern Abbey’. During this time 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, analysis of the poem etc. After completing my discussion part, I provided some tasks, such as asking questions, theme of the poem, even I gave a small online quiz in Google Form so that I could understand their knowledge about the poem. The questions which I gave they were:

1. Which of the following is a notable adjective used to describe the river?
2. What year was the poem composed?
3. Which pair of words is the example of assonance?
4. ‘Tintern Abbey’ is ..... kind of 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 answers which would help them to increase more knowledge.



I had one observer Moyury Chowdhury (173-10-453) in my class who is also a project paper student under the supervisor of Ms. Tahsina Yasmin. She is from my campus and from the same batch. She observed my class and provided me with comment which was much needed for me. She said to me that I had enough confidence. The class was very nice and my voice was clear. Time management was good enough.

I used a feedback form to get feedback from the students. Students were interested in the class and wanted to learn something different. I made my lesson plan, prepared myself for the class 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, needed improvement. Though this was my first, students also said I had enough potential to take class as a teacher. I could do better etc.

I feel very happy to take the class. The whole process was complete in time and I enjoyed a lot. Also, I am glad to have the opportunity to teach university students. The main reason behind taking university online class in the pandemic 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 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 one of the best private universities in Bangladesh. It is strong in terms of using modern technology and methods. Before shifting to online class, the university took all necessary steps for the execution. DIU students are genius as they could adapt to the new tools. Students – teachers understanding is very good and our faculty is very friendly with their students. The students are very obedient to their teachers. They have strict rules and regulations for attending classes, submitting assignments, presentations even exam. I got the guidelines 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 key for teaching. My peers had fixed their lesson plan. They accomplished classes with their proper lesson plan. They appeared skilled enough, came to the class prepared and taught students with common examples.

**Lesson Delivery:** Facilitators delivered their lectures according to the lesson topic by means of Bangla language. At the beginning of the lectures my peers tried to give students some basic ideas about the topic. Sometimes they used Bangla language for making the students clear about the lesson.

**Lesson Management:** I found balanced lesson plans. Question and answer to the students were effective as the students appeared attentive and careful while answering to the questions. I think our lesson management was good enough.

**Classroom Management:** As it was online class conduction, the students and teachers were connected via mobile, desktop, laptop or using notebook. The whole class was conducted with video camera, audio sound and screen share as this was live class. All teachers and students had good understanding. Teachers were very helpful to the students during the online class.

**Students' Involvement:** Students were involved in the learning process as they were active and responded to their teacher all the time.

**Advantages of Online Class:** The facilitators could question all the students. Students could easily solve their confusions. Students had done every online task within the time. The most significant advantage of online class was the attendance. A sick student could also attend the class.

**Disadvantage of Online Class:**

Both students and teachers suffered from 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.

**Self-reflection Findings:****Lesson Preparation:**

I took proper preparation before taking class step by step. I gave my full attention to make my lesson plan and work sheet before taking class. I collected e-text from the internet, studied my lesson topic before the class, made a quiz and a feedback form for students, a PowerPoint slide for conducting the class and chose a video related to my topic.

**Lesson Delivery:**

I delivered a clear lecture and applied the plans for conducting the lesson plan. It was a little bit challenging for me to make every student understand my lesson. I tried to give my best service to make them grasp my lecture. They asked me questions and I gave them feedback.

**Time Management:**

I had to be careful about time as I had 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:**

I think during the 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:**

At the end of my class I provided a Google Form link to receive feedback from students which was really helpful for me to improve my lacking in future. Students filled up the questionnaire to give me feedback on their class, 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 the learning process more effective.
- Teachers must have a daily lesson plan. It must be in written form.
- Giving real life examples 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 is 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**

It was my first experience to be a teacher in a university. This is entirely a different experience for me. I am a student of university and I am continuing my bachelor degree but by this time being a teacher of a university is unimaginable. I felt little bit restless when my juniors addressed me as “ma’am” but I also felt I am so respected. All students were very humble to me. I have completed this work as part of my second last 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. Experience of the internship will really help me in future when I will apply for a job; this experience helps me to be more confident than the past. My report presents positive and negative reflections of my teaching experience and class observation. I could understand how a teacher needs to maintain all kinds of hard work both psychically and mentally. 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 (Ms. Liza Sahrmin), and Dean of the Faculty of Humanities and Social Sciences (Professor A.M.M. Hamidur Rahman). 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.

## **Appendixes**

**Appendix: 1** - Lesson Plan

**Appendix: 2** - Class Observation Checklist

**Appendix: 3** - Photographs

**Appendix: 4** - Online Quiz and Feedback Form

**Appendix: 5** - Recorded Class Links

## Appendix-1

### Lesson plan

<b>Course</b>	<b>Romantic Poetry (ENG 224)</b>
Facilitator	Anika Tahsin
Enrolled Batches	PC 16 <sup>th</sup> C batch (Level 1 Term 3)
Lesson Topic	Tintern Abbey (sections 2 and 3)
Objectives	To perceive the meaning of the poem 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 power point by screen sharing, online activity
Duration of the Class	One hour
Date and time	12 <sup>th</sup> October 2020 (Monday) 2.30 to 3.30
Teaching Method	CLT



**Lesson overview**

<b>Purpose</b>	<b>Teacher's activity</b>	<b>Students' activity</b>	<b>Times</b>
Introduction	Teacher will introduce herself to the students.	Students will greet the facilitator.	3 minutes
Warm-up	Teacher will give a poem related video for warming up students.	Students will watch the video and relate it to the poem.	6 minutes
Topic Discussion	Teacher will give detailed knowledge and summarize the poem. (sections 2 and 3)	Students will listen to the facilitator carefully. Ask questions.	30 minutes
Activity	Teacher will encourage students to analyze the poem. Facilitator will also ask if they have any confusion.	Students will answer, through switching their microphones on or commenting in the comment box.	5 minutes
Quiz	Teacher will take a small quiz which is based on the topic, through Google Form.	Student will attend the quiz through the given link.	7 minutes
Feedback	Teacher will get feedback from students through Google Form.	Students will share their opinions about the teacher and class through the feedback link.	5 minutes
Conclusion	Teacher will finish the class thanking all and also give suggestions if necessary.	Students will take their leave.	4 minutes

## Appendix -2

### Class Observation Checklist

#### Daffodil International University Department of English

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

#### **Checklist for Class Observation**

Institution: Daffodil International University

Teacher’s Name: Anika Tahsin      Section: PC (C)      No. of Students Present: 25 out of 34

Course Title & Code: Romantic Poetry (ENG 224)      Room No: Google

MeetPeer/Observer: Moyury Chowdhury      Date and Time: 12-10-2020, 2.30 pm to 3.50pm

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

- i. To perceive the meaning of the 2 sections of the poem ‘Tintern Abbey’
- ii. To develop analytical skill
- iii. To analyze the poem with features

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

The objectives were achieved but there were some technical issues.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
<b>1</b>	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and	The facilitator had good knowledge on her topic. She

	depth of mastery; tries to develop a knowledge seeking behavior among students)	completely explained the sections of the poem.
<b>2</b>	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	Subject matter was overall clear, she tried to explain all the related parts of this topic, summarized main points, met class at the right time; but because of some technical problems, it created confusing situation. The class began silently and it finished also silently.
<b>3</b>	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The facilitator was trying her best. She encouraged students to give feedback, properly interacted with students and gave answers to all the queries of the students.
<b>4</b>	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and	Her teaching method was fine. She tried to focus on the main points and students' queries asking students about the topic. She used proper technology for teaching the class.

	appropriate; stays focused on and meets stated objectives)	
<b>5</b>	<b>PRESENTATION</b>  (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	She presented her lecture with clear audio by using PowerPoint slides, there were some technical issues, but her overall presentation was reliable.

## MANAGEMENT

<p><b>Was the time spent properly?</b></p> <p>Yes, during online class she spent her time properly.</p>
<p><b>What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? ( Optional: Draw a diagram to show main stages of the lesson and time spent on each)</b></p> <p>Introduction – 3 minutes <math>\implies</math> Warm-up with a song by Maroon 5 – 6 minutes <math>\implies</math> Topic discussion (sections 2 &amp; 3 of the poem ‘Tintern Abbey’) where students read the text and answered questions – 35 minutes      Instant quiz for checking students’ understanding of the topic – 7 minutes      Feedback about the class – 5 minutes      Ending the class – 4 minutes</p> <p style="text-align: center;"> <math>\implies</math> <span style="margin-left: 150px;"><math>\implies</math></span> <span style="margin-left: 150px;"><math>\implies</math></span> </p>

## 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?**

While she was taking her class because of losing internet connection, there was a confusing situation. It created problems for understanding the lecture. She had proper technical knowledge that's why after the temporary break in the lecture she attended again and handled the situation.

**Strengths observed:**

Clear voice and good presentation quality

**Suggestions for improvement:**

She could use alternative network connection so that she could continue the class properly.

**Overall impression of teaching effectiveness:**

She tried her best, as a novice she took online class for the first time. As a beginner she did well.

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

Institution: Daffodil International University

Teacher’s Name: Moyury Chowdhury    Class: Online Google    Section: 16th D - PC

Students Present: 17    Total Students: 30    Course Title & Code: Romantic Poetry (ENG 224)

Peer/Observer: Anika Tahsin    Date and Time: 18/08/2020 – 11:30 to 12:30 PM

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

- I.      To study ‘Tintern Abbey’ section 5
- II.     To develop analytical skills
- III.    To analyze the poem with features

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

Of course, the objectives were achieved very organize. She provided a discussion question, and every student was able to analyze the question, write the answer and give their positive and supportive opinion.

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	I think she had enough confidence to be a teacher. She had good knowledge of the subject matter. She behaved well with students.

	mastery; tries to develop a knowledge seeking behavior among students)	
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end how the objectives of the lesson met/ what they have learned today)	She started her class timely. She summarized the main points. She shared a song link to warm up student. She finished her class in the allotted time.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude.	Yes, she could hold the students' interest, her performance was good but it could be better. Interactions between students and teacher were well-mannered and respectful.
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated	For this pandemic situation she had to use online platform and technology. She provided topic related E-text on the screen for the students. Her teaching method was clear and voice loud.

	objectives)	
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 presentation was good. She continued having interaction with the students till the end of class. She used a few real-life examples. If she could use some standard word or phrase it could be a better presentation.

### 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)**

Introduction	2 minutes
Warm-up	4 munities
Topic discussion	40 minutes
Activity	5 minutes
Quiz	5 minutes
Feedback	2 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 effectively.

**Strengths observed:**

Her presentation was good. She had proper time management skill and she had good interaction with her students.

**Suggestions for improvement:**

She needs to develop pronunciation, needs to be more fluent in speaking.

**Overall impression of teaching effectiveness:**

Overall, she did well to deliver the lesson, fulfil lesson objectives, ensure learning and students were positive.

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

Institutions: Daffodil International University

Teacher’s Name: Umma Habiba Nafsi semester: 1.3 Class: Online Section (PC-A)

No. of Students Present: 16 out of 36 Course Title & Code: Romantic Poetry (ENG 224)

Peer/Observer: Anika Tahsin Date:14<sup>th</sup> November 2020 (Saturday) Time: 2:30 pm to 3:30 pm

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

- i: To learn new vocabulary for the development of listening and analytical skills
- ii. To perceive the 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 the 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	Yes, she did very well. She had good knowledge on the subject matter.

	students)	
2	<p><b>ORGANIZATION</b>  (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end how the objectives of the lesson met/ what they have learned today)</p>	<p>Her warm up was attractive. She emphasized the summary, subject matter with a clear objective. Time schedule was good; she started her class and finished on time.</p>
3	<p><b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>She tried to interact with students every time; she also held students' interest in the whole class. Her provided feedback was great, she encouraged students to participate. She showed good manner, etiquette and attitude with students.</p>
4	<p><b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>She had enough knowledge to use technology. She provided topic related pictures with examples. She had variety of information regarding the topic and used real life examples with pictures.</p>
5	<p><b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>She had a clear voice. Her presentation was good. Though this is her first class she did well.</p>

## MANAGEMENT

**Was the time spent properly?**

Yes. She spent time properly.

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

Warm up	7 minutes
Introduction to the poet	8 minutes
Poem introduction	5 minutes
Topic discussion	20 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 whole class patiently.

**Strengths observed:**

She did a good presentation with proper time management.

**Suggestions for improvement:**

Needs to develop pronunciation, needs to be more fluent in speaking, needs to encourage students more with clear voice.

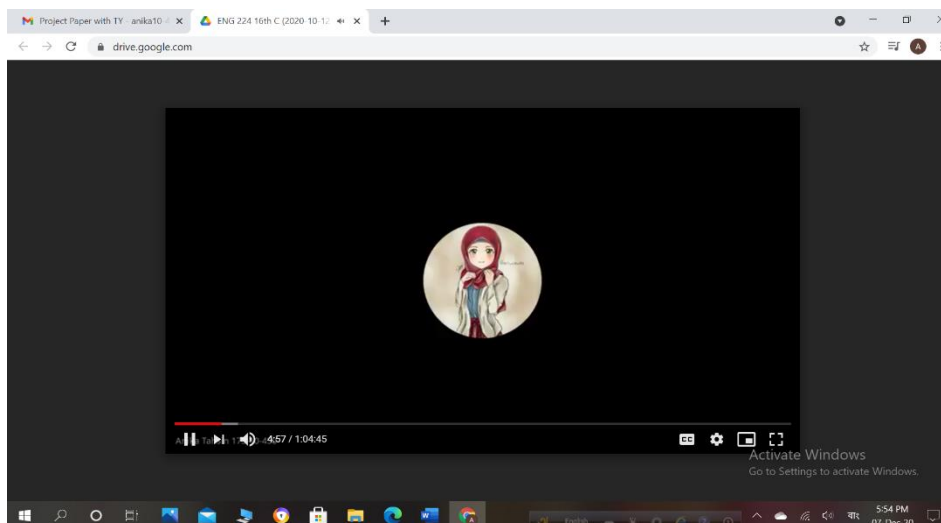
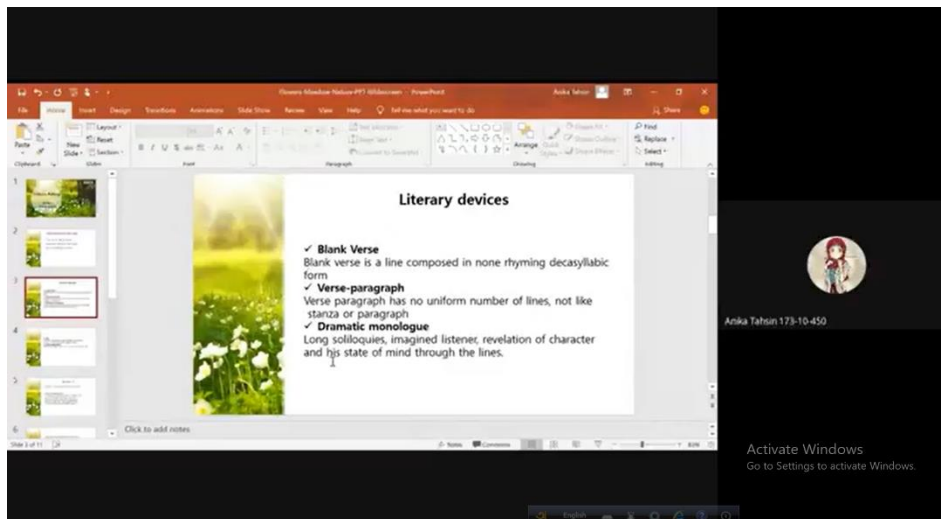
**Overall impression of teaching effectiveness:**

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

## Appendix-3

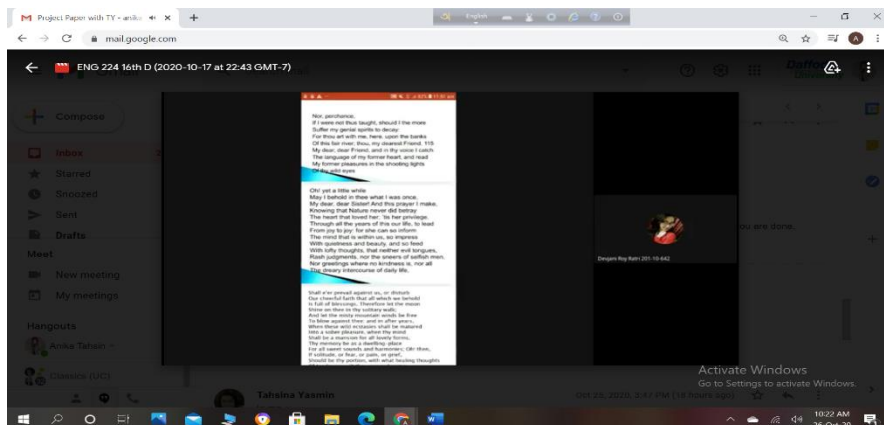
### Photographs

I showed a PowerPoint.



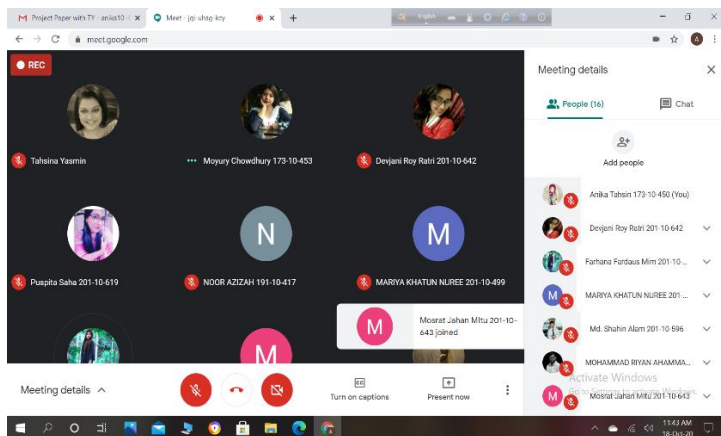
I am talking in the class.

First class observation pictures:

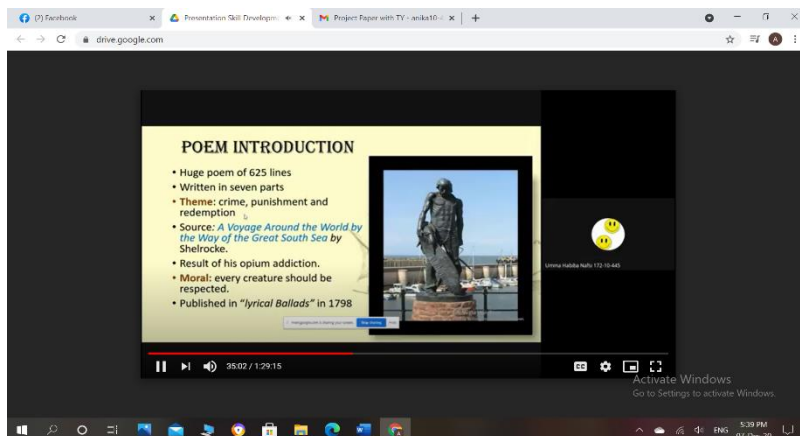


She is showing a PowerPoint.

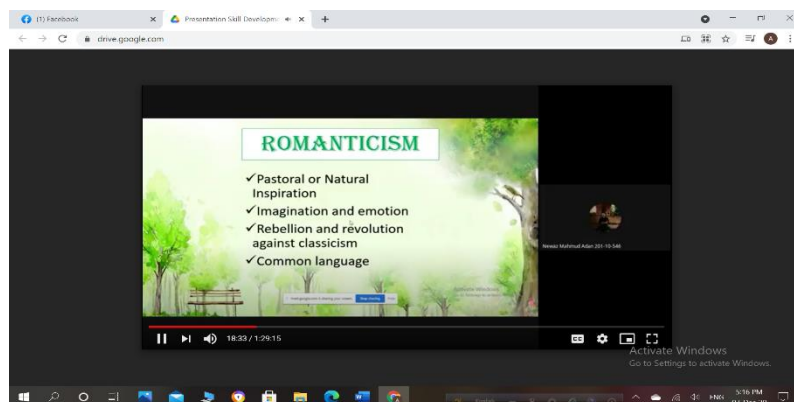
She is talking to her students.



## Second class observation pictures



She is giving lecture on romantic era and the poem.

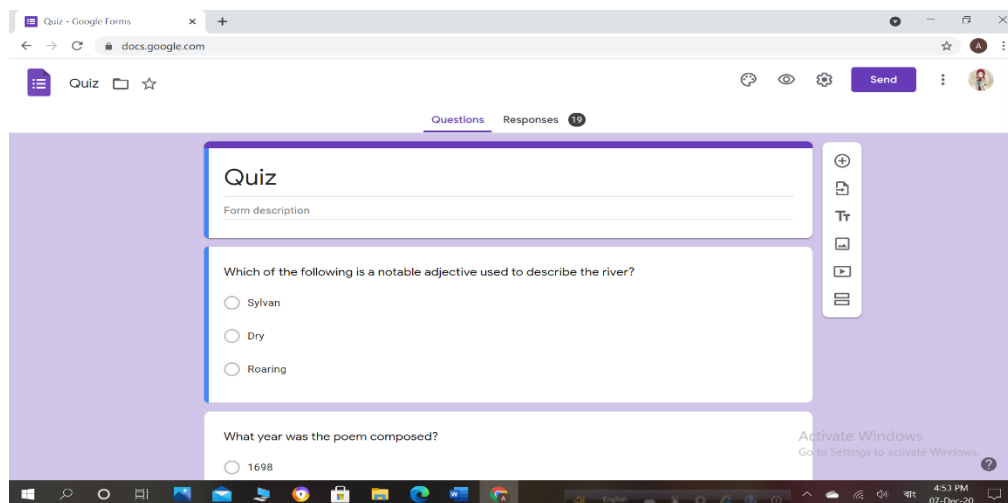




## Appendix-4

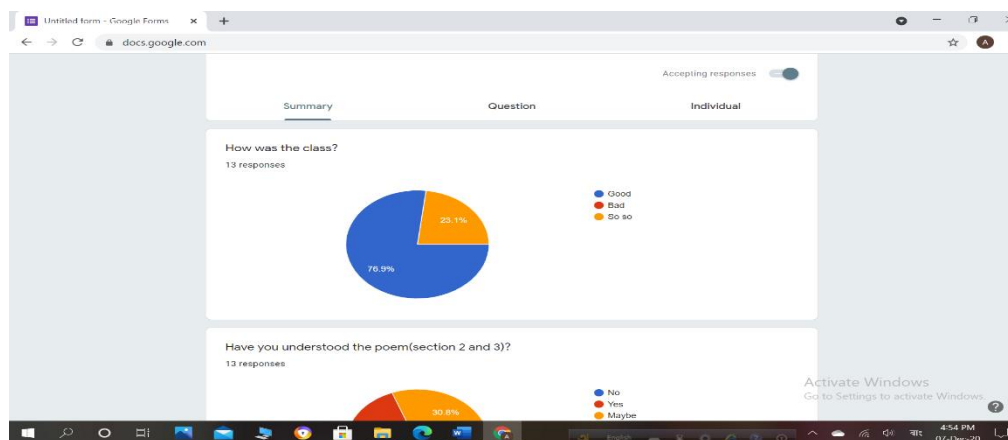
### Online Quiz and Feedback Form

#### Quiz



The screenshot shows a Google Forms quiz titled "Quiz" in a web browser. The form has a purple header and a "Send" button. The main content area contains two questions. The first question is a multiple-choice question: "Which of the following is a notable adjective used to describe the river?" with options:  Sylvan,  Dry, and  Roaring. The second question is a single-choice question: "What year was the poem composed?" with the option  1698. The interface includes a "Questions" tab and a "Responses" tab with a notification icon. A sidebar on the right contains icons for adding questions, deleting, and other actions. The Windows taskbar is visible at the bottom.

#### Feedback Form



## Appendix- 5

### Recorded Class Links

<https://drive.google.com/file/d/1fQwkXoBD7bVsnnALWv4HixljzMr108uq/view?usp=sharing>

Anika Tahsin: 12th October 2020

<https://drive.google.com/file/d/1tfe9actPUBEanX5esAqIDoSPNaQGtGBL/view?usp=sharing>

Moyury Chowdhury: 18th October 2020

<https://drive.google.com/file/d/1aZo7r->

[Y35gy7hiqfGuDmLaQvWqXgCKBF/view?fbclid=IwAR19QknM2EgJdkh9PPwsBC1wwuUqdfhv6P\\_rhxIdQLyJXIwauTd1-K1SJ7o](https://drive.google.com/file/d/1aZo7r-Y35gy7hiqfGuDmLaQvWqXgCKBF/view?fbclid=IwAR19QknM2EgJdkh9PPwsBC1wwuUqdfhv6P_rhxIdQLyJXIwauTd1-K1SJ7o)

Umma Habiba Nafsi: 14th November 2020

