



An Internship Report on

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

**Prepared By**

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## **Declaration**

I, hereby, declare that this internship project has been finished under the supervision of Dipty Rahman, Lecturer, Department of English, Daffodil International University. I likewise proclaim that neither this project paper nor a part of this project paper has been submitted somewhere else for grant or some other degree.

Ishrat Mehzabin Khan Rodela

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## **Certificate**

This is to certify that, Ishrat Mehzabin Khan Rodela, ID: 173-10-225 is a student of English Department of Daffodil International University, Ashulia Campus. She has completed her internship project under my supervision and worked hard to prepare his report. I wish her success in her future life.

## **Acknowledgement**

I might want to communicate my extraordinary thanks of appreciation to my supervisor. Dipty Rahman, Lecturer, Department of English, for her interminable help and direction to complete my project paper. Her unending persistence, legitimate direction, meeting, consolation, important advices, illumination, perusing inadequate drafts and rectifying them in all stages have made conceivable to finish this undertaking paper.

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## **Abstract**

The motivation behind this project paper is to advance the circumstance of Online Classes in English and the techniques of educating during the Outbreak of Covid-19 pandemic. Online classes added another measurement to innovation. In spite of the fact that our typical life has been halted because of this Corona emergency however online stage assisted us with continuing the training cycle. Fundamentally, in this paper we attempted to discover the qualities and shortcomings of online classes in English and we audit the essential circumstance of understudies likewise that how they are learning in this basic circumstance. We picked two classes to notice the encouraging strategies and procedures of instructors and a class for conduction so we could get an away from of the English language showing learning circumstance on the web. This task plans to know the techniques educators are utilizing in this Corona pandemic circumstance for online classes of English language and their result. How far the targets are being finished is additionally a

significant piece of the investigation. This paper is written to call attention to all the shortcomings of English language learning procedures so we can reorder them further with all the qualities and potential strategies. Additionally, a few proposals are surrendered to the part of "generally discoveries" as per the two perceptions and from the class conducts insight.

## Chapter 1

### INTRODUCTION

#### **Introduction**

In 2020 Covid-19 has brought about closed down of scholastic establishments all over the world. Around the world over 1.2 billion understudies are out of the homeroom. On March 18, 2020

Bangladesh training service proclaimed all instructive establishments to stay shut due to Covid episode simply like different nations. Yet, as the educators were stressed over the investigation of understudies so they began to take online classes everywhere on the world. This pandemic circumstance caused sudden changes in instruction framework with an unmistakable ascent on advanced online stage. Beginning on the web classes were difficult in Bangladesh the same number of our old instructors are one moment and known with advance innovation yet they endeavored to stay up with the world. Things are currently not the same as past actual classes. We noticed and made a report dependent on the circumstance of online classes in English during this Covid-19 flare-up.

English language is a global mode of correspondence and generally spoken everywhere on the world. English has likewise gotten the mechanism of guidance in Education in many colleges and advanced education organizations of the world. In Bangladesh English is unknown dialect and learning English is obligatory for all level understudies and pretty much every understudy began taking in this from the principal day of their school life. Because of our nation's poor instructive framework, the greater part of the understudies are not familiar at talking and don't have adequate information on English.

Because of numerous explanations behind model absence of productive educators, legitimate materials, appropriate foundation, strategies and a lot more we are confronting the troubles in the learning area of English. Instructing and learning of English in the schools, universities and colleges are not being done in the manner that it should be finished. In the greater part of the cases, the language structure learning has been given accentuation; the course reading substance are instructed and learnt without comprehension. So, the public authority has just found a way to investigate the issues and discover the arrangements. This venture paper attempts to unfurl the issues experienced by the understudies, audit an image of educator understudy cooperation and conduct, and assess the degree of execution of understudies in the class at the tertiary level.



## Chapter 2

### OBJECTIVES OF THE STUDY

#### **Objectives of the Study**

I. To know the viability and advantages of internet instructing and getting the hang of during this Covid- 19-episode circumstance.

II. To know the best possible employments of showing techniques, systems and exercise plan during taking online classes.

III. To notice the administration aptitudes of educators and climate of classes.

IV. To notice the understudies' reaction and support while educating.

V. To discover the shortcomings of instructing and learning on online classes in English and discussing the potential methods of getting out from this problem.

## Chapter 3

### METHODOLOGY

# Methodology

I have followed blended technique approach for leading this examination. I have followed an agenda what's more, I was allowed to notice two classes and to lead a class. I have followed the steps given in beneath for lead the class.

**1. Choosing an Institution and Class:** A prestigious university was picked for the class perception. The two classes I had picked was from English department. I had taken authorization from the facilitator and my supervisor for the perception and class conduction.

**2. Noticing Classes:** Two classes were seen at a similar university. Both were language classes. It was diagramed from the noticed classes, how was the collaboration in online classes among educator and understudies, how the time was overseen, how the instructor spoke with the understudies while taking classes on the web and a lot more things. As online classes added another turn in our ordinary schooling frameworks, each side of online classes were noticed while perception.

**3. Class Conduction:** I needed to take a class in department of English to a respective university. Noticing the other two classes assisted a ton with experiencing this class conduction. The span of the class was 25 minutes. The class was taken through the "Google Meet" application.

**4. Utilizing Checklist:** An agenda was utilized to noticed classes and gather data about the in general thing of classes and the agenda is connected as index toward the finish of the paper.

**5. Time Management:** Time the board in the study hall was intently observed.

## Chapter 4

### INSTITUTION DETAILS

## **Institution Details**

The foundation where the classes were noticed and taken is a presumed University of Bangladesh. It was set up in the time of 2002 and now they are a major group of more than 20000 individuals. This prestigious private University offers bachelor's, graduate degrees through its 23 Departments, coordinated into 5 Faculties.

Numerous open doors are given to the understudies, for example, grant, waiver dependent on their outcome, different club and learning opportunity as indicated by their premium, utilizing lab for viable test and some more. The entirety of the educators are capable and huge numbers of them have done their PhD from rumored University of Bangladesh and abroad. Instructors know about advance instructing and learning technique. The point of the University is giving legitimate schooling to the understudies and make them proficient and dexterous for future.

## **Chapter 5**

### **CLASSROOM OBSERVATION REPORT**

## Classroom Observation No. 1

The researcher, observed the English class of the students of English Department, 13 PC-A, in a renowned private university of Bangladesh. There were 30 students in total but 14-15 students were present. To maintain the researcher respondent confidentiality, the name of the teacher isn't mentioned here. She started the class by asking about how they are doing and why mostly was absent that day along with her sweet and friendly behavior and talking. Students replied very comfortably that other students went to receive their laptops from main campus and that's why they couldn't attend the class. After the ice breaking session that respective teacher asked them about the subjective lesson of that day about "Death of a Salesman".

After that the teacher introduced one of my classmates, who's going to taking a mini class to that particular section and told him to present the objectives of the lesson through by PowerPoint slides or doc files to make the lessons more effective and interesting. He requested to get some time to share the PowerPoint slide on screen and he took almost 10 minutes to share screen. Then he had taken the class in target language but didn't explained so much with examples. He didn't take too much time for the class duration. He taught the students about 'Voice'.

The class wasn't too much interactive and participative. He was attentive but wasn't caring about the students. According to me, the class duration was too short. He just took 10-15 minutes for taking the class. He didn't ask anything or any example to any student. Soon he finished and stopped sharing his slide to the screen but didn't give any chance to anyone for asking any question to him. Besides, the respective teacher let them go early because all of the students of that section wasn't present in the class. The teacher told them that she should teach elaborately to the next class but didn't give any homework and started giving attendance of that class. So,

these are the weaknesses that I found during the observation. Overall, the interaction and communication between the respective teacher and the students were really good.

## **Classroom Observation No. 2**

The second class the researcher observed was a class of 12th batch of English Department in the same university. The total number of the students were 43 in total and 28-29 students were present in the class. The respective teacher started the class with asking the question about how they are doing. The students replied very comfortably. After the ice breaking session, the respective teacher introduced one of my classmate who's going to taking a mini class to the particular batch and told her to present her lesson objectives through by PowerPoint slides or any pdf files to share on screen.

She requested for some time to share her PowerPoint slides. Then she took just two minutes to share screen. Her teaching lesson was about "Present Tense". After that she asked students about Tense. Then she asked students about Present Tense. She read her slides and explained in the native language with examples mostly. Students also answered her questions very co-operatively. She took the class between 10-15 minutes. But students responded too much which is also mandatory for any class. So, this class was really interesting more than the previous class according to my observation No-1.

This classroom was very interactive and participative. Teacher was very attentive and caring about students. Still there are some drawbacks to the class. According to me, she didn't give students any exercise to practice at the end of the mini class. Sometimes, she used informal language which isn't acceptable to any profession. Besides, she used just 20% target language and 80% native language during the class which reflects the negative side of an English classes. at least 50-50 percentage should be preferable for any English course. So, these are the weakness I found during the observation. But overall, this class was really better than the previous class they I observe before.

After the mini class, the respective teacher thanked my classmate and the other students who were present in the class. Then the respective teacher asked the students about the lesson of the



day before yesterday. The students replied that they couldn't study because of some pressure of quizzes and presentations of other courses. So, the respective teacher didn't pressurize them and told them she will teach the lesson to their next class. Finally, she started giving attendance and let them go.

## Chapter 6

# TEACHING EXPERIENCE

## Teaching Experience

The class was taken at a very renowned private university of Bangladesh. Students were from English department, 12th batch. 43 students were in total and present were only 35 students of the batch in the class.

At first, the respective teacher started the class with asking about how they are doing with her soft voice. The students replied very comfortably. Then she taught them about 'Marxism' from their course "Contemporary Literary Theory". She taught them around 1 hour. After that she introduced a student of the last semester who's going to take a mini class about "Degree".

The teacher of the mini class started greeting to everyone. Then she requested for some time to share the screen. She took just two minutes to share the lesson objectives on screen through by doc file. At first, she asked the students 'What is degree?'. No one explained its definition. So, she explained about Degree with examples. Secondly, she explained the 'Classification of degree' and asked the students about the classified forms and examples of degree. After that, she explained about the 'Transformation of degree' with rules and examples. Then she asked the students to give some examples based on the rules. The students were very sincere to give examples. And then she gave some exercises to the students. The students tried their level best. Besides, she started for correction their answers with explanation. Finally, she asked every student if they have any confusion or any question. After that, she thanked every student and the respective teacher

for their co-operation. The respective teacher also thanked her. And after that, the respective teacher started giving attendance of that batch and finished the class.

The mini class duration was almost 25 minutes. The class was very interactive and participative. The students were very sincere. During the class time the students were very communicative and participative. There are some drawbacks also. The teacher used 70% target language and 30% native language for the interaction to the betterment of the students to get understand easily even if the class was for an English Course. Otherwise, the time management was effectively and the lesson objectives were completed properly. Overall, the class was really interesting.

## Chapter 7

### OVERALL FINDINGS

#### Overall Findings

Subsequent to noticing two classes and directing one, the analyst went over the accompanying discoveries:

**1. Associations:** The associations of class timetable and destinations of the exercises were expressed successfully. The two educators had followed the understudy focused methodology for instructing so understudies had the option to communicate their considerations easily. The two educators had the option to take the control of classes rapidly. In any case, one educator's voice was tad down and less clear.

**2. Topic Content:** Both instructors had great order in their subject but they had not picked viable exercise plans for the understudies and responded to understudies' question calmly. Due to choosing beneficial learning exercises understudies had the option to respond to all the inquiries toward the end of the class. The instructors utilized local language and English to make the exercise simple and justifiable the understudies. As both of classes were on grammar subject, I figure it will be simpler for all understudies if the educator utilizes local language as opposed to target language to talk while taking classes.

**3. Utilization of Materials and Teaching Techniques:** Due to this crown pandemic circumstance the classes I noticed both were online classes so the lone material they used to instruct, was PowerPoint introduction on the points. Be that as it may, the slides were exceptionally instructive and brimming with related models which assisted the understudies with being more associated.

One educator gave understudies the chance of self-learning, so understudies could fabricate the premium on the point and learn without anyone else. Other educator did not clarify the exercise with reality encounters, models and utilized storyboard to make the exercise simpler to understudies after each subject. The two instructors utilized meeting to generate new ideas. Something else were basic for both, both made the understudies participative.

**4. Understudies Engagement and Environment:** Students were sufficient associated with the instructor during class yet some way or another I felt actual classes are more successful as instructor in any event can check understudies' demeanor to comprehend on the off chance that they are getting the point or not. Eye contacts were moreover missing in online classes which are another approach to reach to the understudies. Online classes are additionally compelling yet I feel the span of online classes should be 1 hour later than 1.30 hours. Since I saw after a restricted time understudies began to lose their interest from the class. Long classes got one reason why understudies lose their consideration from the classes.

**5. Exercise Delivery:** Teachers had the option to convey the goals of the exercise following a legitimate time the board. One thing might have added greater happiness to the class that is humor. Indeed, in the event that educators had utilized genuine models yet something felt missing.

## **Finding from Conducted Class**

### **What I needed to accomplish:**

I needed to ensure understudies comprehend what I was instructing to them and guarantee the destinations of the exercise are being conveyed to them appropriately. I was cheerful they perceived the theme and their interest improved the class. I valued them who gave me models toward the finish of each subject, adjusted them who offered wrong responses and urged them to pose inquiries.

### **Scarcely any Drawbacks I Noticed During Conducted Class:**

I believe being sure and having ordering voice are some mandatory characteristics each instructor ought to have. I was effective due to having certainty and intelligible voice however some way or another, I was somewhat anxious as it was my first time accepting a class as an educator. Different things like connections with students, PowerPoint introduction and giving the talk all had been done very successfully.

## Chapter 8

### RECOMMENDATIONS

#### Recommendations

I. In language classes each understudy should attempt to talk in English for training and the educators ought to empower this.

II. Long classes are exhausting so the class season of online classes should be restricted to 60 minutes.

III. At times utilizing local language can help understudy better. So, the most ideal approach to convey address on the web or disconnected is to utilize both Bengali and English.

IV. Instructor should be comfortable with new advances like Zoom, Meet, Module, Google Homeroom and so on Since a ton of changes are occurring in online classes so the educators ought to likewise assist understudies with adjusting new advancements.

V. More spotlight should be put on understudy association as opposed to educator understudy connection for better showing learning experience.

## Chapter 9

### CONCLUSION

#### **Conclusion**

In this Corona pandemic circumstance online classes really turned into a wellspring of constant learning measure for understudies and a method of learning innovations as well. Web based educating doesn't need any voyaging overhead so instructors and understudies can educate or learn right while sitting at their home. Web based educating is the most secure method of learning and instructing in the present circumstance. This undertaking was a little endeavor to notice the circumstance of English language classes on the web and discover the focal points and disservices of web-based learning.

It was an incredible encounter for me to notice two classes of respects level in an eminent university of Bangladesh. The showing procedures and strategies the instructors have utilized for online classes were truly honorable. The educators and understudies helped a ton in this cycle of noticing and instructing. Regardless of whether the procedures and materials of this university were very amazing yet there were not many recommendations that can be applied. Subsequent to noticing and leading a class, the present circumstance of internet educating and learning in English can be seen yet not all the organizations have same circumstance. Glancing through the cycle not many suggestions are included this paper.



# APPENDIX 1

## CHECKLIST 1 & 2

## Checklist-1

Institution: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Batch: 13<sup>th</sup> Course: Basic Grammar And Writing

Number of student present: 15

Date: 5th December, 2020

Evaluator: Ishrat Mehzabin Khan Rodela

Topic: Voice

Time: 10:00 am to 11:30 am

<b>LESSON PLAN AND EXECUTION</b>					
	<b>Com p l e t e l y</b>	<b>Mostl y</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. The instructor got the attention of learners early		√			
b. The instructor stated purpose in interesting way			√		
c. The instructor asked stimulating questions					
d. The instructor highlighted important points	√				
e. The information was presented for given time period	√				
f. The instructor linked content with application	√				
g. The stated objectives were met		√			
h. The instructor encouraged student responsibility for further learning				√	
<b>Comment:</b>					

Teaching Techniques					
	Completely	Mostly	Somewhat	little bit	Not at all
a. The instructor was maintained control of class		√			
b. The instructor asked the students to answer questions		√			
c. The speaker used brainstorming	√				
d. The students generated responses		√			
e. The teacher used audiovisuals					√
f. The instructor was conversational		√			
g. The instructor used eye contact					
h. The instructor varied the pace of the presentation			√		
i. The instructor avoided standing in a stiff manner or hiding behind a podium					√
j. The voice quality/volume of teacher was adequate			√		
k. The instructor showed interest in the subject	√				
l. The instructor appeared to have prepared for the presentation		√			
m. Overall, the instructor tried to help the learners learn the subject	√				
<b>Comment:</b>					

### Class Management

	Co mp l etel y	Mostl y	So me wh at	lit tl e b it	Not at all
a. Teachers presence in the class was appropriately approachable not stifling		√			
b. Teacher established a rapport with the class before starting the lesson				√	
c. Teacher took the time to introduce the lesson to the Class	√				
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)		√			
e. Lesson material was meaningful, motivated, contextualized		√			
f. Used of ample example or reference		√			
g. Use of activities to engage the students (Group work, pair work, peer evaluation)					√
h. Effective balance of STT (students talk time) and TTT (teacher talks time)		√			
i. Time maintenance was effective			√		

Comments:

### LEARNING ENVIRONMENT

	Co mp l etel y	Mostl y	So me wh at	lit tl e b it	Not at all
a. The class atmosphere was warm, open and accepting		√			

b. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc)					
--	--	--	--	--	--

c. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)					
d. The seating arrangement is suitable, not over crowded					
e. Peer feedback and feedback from Teacher was supportive and constructive on students' behavior with teacher		√			

Comments: As the class was happened online so there are few options which I didn't answer. Due to online class managements few things were different from the option.

**Use of English Language**

	<b>Co mpl etely</b>	<b>Mostl y</b>	<b>So me wh at</b>	<b>Lit tle bit</b>	<b>Not at all</b>
a. The teacher speaks in the target language in the classroom appropriately and effectively			√		
b. The teacher offers opportunities for native language use		√			
c. The teacher uses familiar words related to what s/he is teaching in class	√				
d. The instructor presents information about some very familiar topics using native language	√				

Comment: As it was language class but the topic was grammar related so teacher often used native language for student's betterment.

**Presentation skills of the Teacher**

	Compl etely	Mostly	Som e wha t	Little bit	Not at all
a. Teacher's voice is enough audible for all the students.			√		
b. Teacher's pronunciation is clear enough to understand.		√			
c. Teacher is able to keep pace while giving lecture		√			
d. The teacher gives adequate pauses while giving lecture.				√	
e. The teacher is able to make eye contact with all the students.					

Comments: Eye contact was not necessary as it was an online class but the teachers communication skill was good.

**Teaching Materials (Teacher designed / Supplementary)**

	Com pl etely	Mostl y	So me wh at	Litt le bit	No t at all
a. Materials are designed according to the age level.	√				

b. Material fulfills the objective of the lessons provided.	√				
c. Materials includes lessons which are interesting and can motivate the learner			√		
d. Use of other teaching aids along with the prescribed text. Ex: audiovisual materials.					√
e. Materials are used effectively and efficiently	√				

Comments:

### Treatment of Feedback

	<b>Com pl etely</b>	<b>Mostl y</b>	<b>So me wh at</b>	<b>Lit tle bit</b>	<b>No t at all</b>
a. Teacher provided effective feedback to each activity		√			
b. Teacher provided feedback after the activity is finished		√			
c. Teacher provided feedback individually		√			
d. Teacher gave feedback to the whole class			√		

Comments:

### **Additional Comments:**

What specific suggestions would you make concerning how this particular class could have been improved?

## Checklist-2

Institution: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Batch: \_\_\_\_\_ 12 \_\_\_\_\_ Course: Basic Grammar And Writing

Number of student present: 29

Date: 5th December, 2020

Evaluator: Ishrat Mehzabin Khan Rodela

Topic: Present tense

Time: 01:00 pm to 2:30 pm

<b>LESSON PLAN AND EXECUTION</b>					
	<b>Com pl etely</b>	<b>Mostl y</b>	<b>Som e wha t</b>	<b>lit tle bit</b>	<b>Not at all</b>
a. The instructor got the attention of learners early		√			
b. The instructor stated purpose in interesting way		√			
c. The instructor asked stimulating questions					
d. The instructor highlighted important points	√				
e. The information was presented for given time period	√				
f. The instructor linked content with application	√				
g. The stated objectives were met		√			
h. The instructor encouraged student responsibility for further learning	√				
<b>Comment:</b>					
<b>Teaching Techniques</b>					





	Com pl etely	Mostl y	Som e wha t	lit tle bit	Not at all
a. The instructor was maintained control of class		√			
b. The instructor asked the students to answer questions		√			
c. The speaker used brainstorming	√				
d. The students generated responses		√			
e. The teacher used audiovisuals					√
f. The instructor was conversational	√				
g. The instructor used eye contact					
h. The instructor varied the pace of the presentation			√		
i. The instructor avoided standing in a stiff manner or hiding behind a podium					√
j. The voice quality/volume of teacher was adequate			√		
k. The instructor showed interest in the subject	√				
l. The instructor appeared to have prepared for the presentation	√				
m. Overall, the instructor tried to help the learners learn the subject	√				
<b>Comment:</b>					

<b>Class Management</b>					
	<b>Co mp l etel y</b>	<b>Mostl y</b>	<b>So me wh at</b>	<b>lit tl e b it</b>	<b>Not at all</b>
a. Teachers presence in the class was appropriately approachable not stifling		√			
b. Teacher established a rapport with the class before starting the lesson		√			
c. Teacher took the time to introduce the lesson to the Class	√				
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)	√				
e. Lesson material was meaningful, motivated, contextualized		√			
f. Used of ample example or reference		√			
g. Use of activities to engage the students (Group work, pair work, peer evaluation)					√
h. Effective balance of STT (students talk time) and TTT (teacher talks time)		√			
i. Time maintenance was effective	√				
Comments:					
<b>LEARNING ENVIRONMENT</b>					
	<b>Co mp l etel y</b>	<b>Mostl y</b>	<b>So me wh at</b>	<b>lit tl e b it</b>	<b>Not at all</b>
a. The class atmosphere was warm, open and accepting		√			

b. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc)					
c. Classroom environment was appropriate to facilitate					

learners' learning (Light, fan, AC)					
d. The seating arrangement is suitable, not over crowded					
e. Peer feedback and feedback from Teacher was supportive and constructive on students' behavior with teacher		√			
Comments: As the class was happened online so there are few options which I didn't answer. Due to online class managements few things were different from the option. Classroom was not crowded as the students turned their microphone off while the teacher was presenting.					
<b>Use of English Language</b>					
	<b>Co mpl etely</b>	<b>Mostl y</b>	<b>So me wh at</b>	<b>Lit tle bit</b>	<b>Not at all</b>
a. The teacher speaks in the target language in the classroom appropriately and effectively			√		
b. The teacher offers opportunities for native language use	√				
c. The teacher uses familiar words related to what s/he is teaching in class	√				
d. The instructor presents information about some very familiar topics using native language	√				
Comment: As it was language class but the topic was grammar related so teacher often used native language for student's betterment.					

<b>Presentation skills of the Teacher</b>					
	Compl etely	Mostl y	Som e wha t	Little bit	No t at all
a. Teacher's voice is enough audible for all the students.	√				
b. Teacher's pronunciation is clear enough to understand.	√				
c. Teacher is able to keep pace while giving lecture		√			
d. The teacher gives adequate pauses while giving lecture.		√			
e. The teacher is able to make eye contact with all the students.					
Comments: Eye contact was not necessary as it was an online class but the teacher's communication skill was good.					
<b>Teaching Materials (Teacher designed / Supplementary)</b>					
	Co mpl etely	Most l y	So me wh at	Litt le bit	Not at all
a. Materials are designed according to the age level.	√				
b. Material fulfills the objective of the lessons provided.	√				
c. Materials includes lessons which are interesting and can motivate the learner		√			
d. Use of other teaching aids along with the prescribed text. Ex: audio-visual materials.					√
e. Materials are used effectively and efficiently	√				
Comments:					
<b>Treatment of Feedback</b>					

	Co mpl etely	Most l y	So me wh	Little bit	No t at
			at		all
a. Teacher provided effective feedback to each activity		√			
b. Teacher provided feedback after the activity is finished		√			
c. Teacher provided feedback individually		√			
d. Teacher gave feedback to the whole class		√			
Comments:					

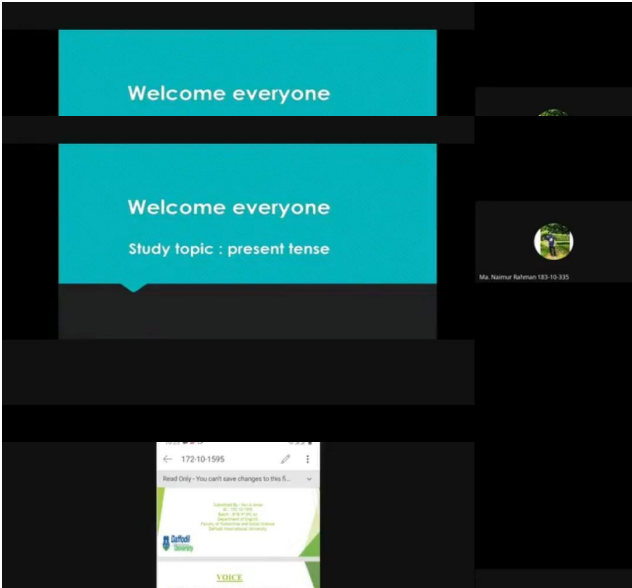
**Additional Comments:**

What specific suggestions would you make concerning how this particular class could have been improved?

# APPENDIX – 2

## Photographs

# Photograph 1 & 2 - CLASS OBSERVATIONS





# Photograph 3 - CLASS CONDUCTION



***THE END***