

**A Project Paper**  
**On**  
**"Online Class Observation and Conduction in English during the Outbreak**  
**Of Covid-19".**

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This Project Paper is submitted to the Department of English, Daffodil International University,  
as per the requirement of completing the degree Bachelor of Arts in English.

## **Declaration**

I, hereby, declare that I have completed this project paper under the supervision of Mr. Mohammad Zahidul Islam, Senior Lecturer, Department of English, Daffodil International University. I am also assuring that the following project paper or any of its parts has not previously been used in others institutions for any kind of research or degree.

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## Certificate

This is to certify that Sohag Kobir, bearing ID number 181-10-250, is a regular student of the Department of English at Daffodil International University. He has successfully completed his project paper entitled "**Online Class Observation and Conduction in English during the Outbreak of Covid-19**" under my guidance and supervision.

Mr. Mohammad Zahidul Islam  
Senior Lecturer, Department of English  
Daffodil International University.

## **Acknowledgment**

I would like to express my special thanks to my supervisor Mr. Mohammad Zahidul Islam for his guidance, support, and encouragement. I would also want to thank the students of Daffodil International University Level-4, Term-1 for their cooperation in the class conduction.

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## **Abstract**

English has become the language of communication throughout the whole world. The demand for skilled people in the English language is also increasing in our country. Especially, both in public and private jobs English language proficiency is very much needed. Besides learning the English language for the students is very essential, because English language proficiency skill is required for higher study, job sector, accessing technology, etc. In Bangladeshi perspective, in all the level of educational institutions, English is taught as a compulsory subject. However, due to the global pandemic situation, all the institutions are closed and no physical class is possible, the only way to keep education on track is to shift to online education. It is totally a new experience for both the students and teachers. This project paper intends to observe the ongoing online education in the English language due to the covid-19 circumstances. The researcher tries to find out the limitation and the challenges of online classes in the English language. Besides while observing the classes the researcher also tries to find out the advantages, disadvantages, problems, and possibilities of online classes in the Bangladeshi context.

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## **Chapter- I: Introduction**

In this age of globalization English has become the language of communication throughout the whole world. Day by day its acceptability graph is gradually increasing in all the sectors in our country. In Bangladesh, English language teaching is introduced from the beginning to the tertiary level of education. But it is a matter of sorrow that the performance of classroom activities in English is not satisfactory. Due to this global pandemic situation, the education system has changed. This sudden outbreak has just stopped the normal activities of the whole world. This situation has challenged the education system and forced it to shift to an online education system. Several online platforms and technology are being used to keep the learning process on track. Teachers can conduct the class from home at a convenient time. Students also can participate from home through an online learning platform. But there are several problems that are associated with online education. For example, slow internet connection. Besides, it's not possible for the teacher to assess the students individually. However online education is totally a new experience and opportunity to keep the educational activities on track in the outbreak of Covid-19.

## **Chapter II: Objectives:**

- To find out the advantages and disadvantages of online education.
- To find out the real scenario of online learning in the Bangladeshi context.
- To find out the limitation and the challenges of online classes in the English language.
- To propose some possible suggestions for better online learning.

### **Chapter-III: Methodology**

**Making a Framework:** According to the guidelines of the project paper, the researcher made a framework of working policy.

**Selecting Classes:** For observation, two different classes were selected from different levels and a class was chosen for conduction.

**Observing Class:** As per the planning, the researcher observed two different classes of two different instructors. The researcher followed some checklists and criteria to observe the classes.

**Conducting a Class:** A class was taken by the researcher to get a proper idea about the real online classroom scenario.

### **Chapter-IV: Institution Details**

Daffodil International University is one of the prominent and leading private university in Bangladesh. It is a reputed institution for its various achievement, especially in the IT sector. It was founded in the year of 2002. Daffodil International University has one of the most beautiful campus in Bangladesh with an area of 150 acres and full of evergreen beauty with nature. It has over 20000 students and along with the best-experienced faculty members. It has all the modern facilities of classroom and life for its students. With all the equipment and elements for higher study, it has its reputed 5 faculty and many departments. It has both undergraduate and master's programs along with some other specialized programs for the students.



## Chapter-V: Class Observation Report

Name of Institution: DIU	
Observer: The researcher.	
Date of Observation: Class 01: 27 June 2021, Class 02: 02 July 2021.	
Classroom Information: Due to the pandemic situation instructor had taken the class in google meet.	
Students Details:	
<ol style="list-style-type: none"> <li>1. <b>Academic level:</b> Undergraduate students.</li> <li>2. <b>Language level:</b> intermediate level of language.</li> </ol>	<ol style="list-style-type: none"> <li>3. <b>Number of Students:</b> Class 01: 30 Class 02: 10</li> <li>4. <b>Duration:</b> <b>Class 01:</b> 20 minutes. <b>Class 02:</b> 20 minutes.</li> <li>5. <b>Average Age of Students:</b> 20-22 years old.</li> </ol>
<b>Learning Objectives:</b> <p style="margin-left: 40px;"><b>Class 01:</b></p> <ul style="list-style-type: none"> <li>➤ Students will learn deep learning of the literature field.</li> <li>➤ An internal view of literature along with today's perspective.</li> <li>➤ Sharing new ideas and knowledge.</li> </ul> <p style="margin-left: 40px;"><b>Class 02:</b></p> <ul style="list-style-type: none"> <li>➤ Students will get a clear concept of Literary Terms.</li> <li>➤ It will especially be focused on some specific point.</li> <li>➤ Students will be able to find any literary terms on a sentence level.</li> </ul>	
<b>Teaching Materials:</b> <p style="margin-left: 40px;"><b>Class 01:</b></p> <ul style="list-style-type: none"> <li>✓ MS PowerPoint Slide.</li> <li>✓ YouTube Video.</li> </ul> <p style="margin-left: 40px;"><b>Class 02:</b></p> <ul style="list-style-type: none"> <li>✓ MS PowerPoint Slide.</li> </ul>	

## **Class Observation-01**

At the very first of the class, the Instructor made a warm welcome to the students. He introduced himself to the students and then made a mini introductory speech about the lecture. And then he started his lecture with clear and sharp voices. He delivered an informative speech for the students. He took quick feedback about this specific session and then take a break for an icebreaking session. During this period he played a video on YouTube for refreshment. After that segment, he again started his lecture with another topic. Next, he took a quick response like a quick quiz in the message box of google meet. Finally, he again calls for the question-answer session with their learning feedback and finished the class.

### **Strength:**

- ✓ Very clear and loud voice.
- ✓ Good communication skills with the students.
- ✓ Successful in creating a friendly environment for learning.
- ✓ Connected with the students and got good feedback.
- ✓ Have a good command of that particular subject.

### **Weakness/Recommendation for improvement:**

- The study materials could be more informative.
- Needed more examples for better understanding.

## **Class Observation-02**

The class had started with greetings and a warm welcome from the instructor. Next, he showed his lesson plan for the lecture. It was the class on “literary terms” for the beginner level students. He started his lecture with Simile and Metaphor. He uses a PowerPoint slide for brief discussion along with some examples. He took the response from the students for better understanding. He also asked some short questions and got the answer. Next, he moves to the next lecture on other literary terms. After that, he made a question- answer session for getting the proper feedback. And finally, ended up in the class.

### **Strength:**

- ✓ Have good time management skills.
- ✓ Informative study materials.

### **Weakness/Recommendation for improvement:**

- Failed to make a good starting to the class.
- Voice was not very clear and loud.
- Lack of good communication skills.
- No icebreaking session or refreshment spaces.
- The Feedback process needs to be more updated.

## Chapter-VI: Lesson Plan

<b>Class and students information</b>	Undergraduate level 25 students
<b>Class Duration</b>	20 minutes
<b>Medium and communication</b>	English and Bengali.
<b>Teaching area</b>	English literature (Macbeth).Text-based Critical analysis and theoretical discussion.
<b>Teaching materials</b>	MS PowerPoint slides. Word file or PDF
<b>Learning objectives</b>	An easy and simple understanding of literature. Ensure students a theoretical study with the selected topic. Critical analysis of the topic with real-life examples.
<b>Anticipated Challenges</b>	<ol style="list-style-type: none"> <li>1. Time management.</li> <li>2. Getting feedback properly.</li> <li>3. Long duration of classes may make the students board.</li> <li>4. Poor speed of internet and technical errors.</li> <li>5. Get full concentration of student is another challenge</li> </ol>
<b>Teaching Methodology</b>	<p>Grammar Translation method (GT) will be used in that learning process. Because the GT method is called the foundation method for the students in the learning process.</p> <p>As it allows mother tongue in the class, So While conducting the class it will help the students to understand the topic very easily. GT method targeted the Literature and Grammar, so especially in literature field, it is very much effective and successful.</p>
<b>Motivational factor</b>	<ol style="list-style-type: none"> <li>1. Inspire students for asking questions.</li> <li>2. Give some break for refreshment.</li> <li>3. Group discussion with friends.</li> <li>4. Sharing stories or motivational experiences.</li> <li>5. Give students a floor for individual speech.</li> </ol>
<b>Backup Plan</b>	<ol style="list-style-type: none"> <li>1. Make sure the class is recording and provide it later for better studies.</li> <li>2. Provide some easy video reference links and lecture sheets for better understanding.</li> <li>3. Backup internet connection and device for an emergency.</li> </ol>

<b>Feedback Process</b>	<ol style="list-style-type: none"> <li>1. Ensure feedback from each and everyone's classroom participation.</li> <li>2. Question answer session instantly.</li> <li>3. Instant text message feedback.</li> </ol>
<b>Learning Outcomes</b>	Students will learn a deep critical analysis of the literature (Macbeth) with a different perspective. It will end up with some social and psychological theories relating to the concept of internal analysis.

<b>Session</b>	<b>Teacher activities</b>	<b>Student activities</b>	<b>Materials or Techniques</b>	<b>Duration</b>
<b>Warm-up session</b>	Make a warm welcome and introduction. Start with an interesting story for the attention.	Students will feel easy and comfortable to make the communication.	For attention, start with an interesting story.	3 minutes
<b>General discussion.</b>	Make a discussion about the topic.	Students will get a clear idea about the task.	PowerPoint slide.	2 minutes
<b>Make a brief discussion.</b>	This segment will be more detailed and informative with real-life examples.	Students will engage in this session with their learning feedback.	PDF Text or informative slide.	8 minutes
<b>Refreshment and sharing ideas.</b>	The teacher will make sessions with music or motivation. And then encourage them to share new thoughts ideas.	Students will share their own thoughts and question session with teacher in this part.	Video file or storytelling. Besides audio and message response.	5 minutes

<b>Conclusion</b>	Final call for the question answer session. Appreciate them for their participation and ended the class.	Students will respond with their asking criteria. And ending up with an energetic and happy class.		2 minutes
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### Chapter-VII: Class Conduction Report

Name of Institution: DIU	
Batch: 11 and 13 <sup>th</sup> Batch.	
<b>Number of Students:</b> 25	
Date of Conduction: 27 June 2021.	
<b>Classroom Information:</b> Due to the global pandemic situation the class had been taken in google meet.	
<b>Students Details:</b>	
<ol style="list-style-type: none"> <li>1. <b>Academic level:</b> Undergraduate students.</li> <li>2. <b>Language level:</b> intermediate level of language.</li> <li>3. <b>Average Age of Students:</b> 20-22 years old.</li> </ol>	<ol style="list-style-type: none"> <li>4. <b>Duration:</b> 20 minutes.</li> <li>5. <b>Medium of communication:</b> Bengali and English.</li> </ol>
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>✓ An easy and simple understanding of literature.</li> <li>✓ Ensure students a theoretical study with the selected topic.</li> <li>✓ Critical analysis of the topic with real life examples.</li> </ul>	
<b>Teaching Materials:</b> <ul style="list-style-type: none"> <li>➤ MS PowerPoint slide.</li> </ul>	

**Class Conduction Report:** According to the lesson plan, the researcher started the class with a warm welcome and greetings. Next, he told stories to draw the attention of the students so that they find an easy and entertain environment for learning. Then he made a short description of the topic which clarify that what we will learn in that class. After finishing the description he started discussing the topic with some relevant examples and tried to get feedback from the students by asking oral inquiry. In the meantime, he shared a slide contained the teaching materials and information. Therefore he took a break for refreshment. After a short break and refreshment, he again started the class. This time he made a brief discussion of the topic and asked them for sharing their ideas and thoughts. He also took a short MCQ feedback of that topic in the message box. Besides an oral question and answer session also took place. Students made their own opinion and argument based on that topic. After finishing all the question-answer sessions and feedback process he ended up the class.

### **Challenges:**

- ❖ Proper time management was the major challenge.
- ❖ The concentration of the students.
- ❖ Speaking quality.
- ❖ Technical error.

### **Failure area:**

- As it was a 20 minutes class, it was very tough to maintain the actual time management.
- At the end of the class, it took 4 minutes extra time.
- Although I got a good response from the students it was not from all the students.

## **Chapter-VIII: Overall Findings**

### **Findings from Observation:**

**Use of Language:** Both the instructor used English and Bengali in the classes. But while answering the question a few Students used English

**Lesson Delivery and time management:** Both the instructor is successful in their class time management. But lesson delivery was not so clear and loud.

**Study materials:** Both instructors used the PPT file in those classes.

**Technical errors:** Due to poor internet connection both the instructor and the students faced difficulty.

**Teaching Method:** CLT and GT method was used by the instructors.

### **Findings from Conduction:**

While conducting the class the researcher found that Student's responses were very poor. Just a few students were responding. Another important factor was time management. It was very tough to maintain proper time management in every segment. Due to poor internet connection often the researcher struggles to listen to the students properly.

## **Chapter-IX: Recommendations**

The researcher has given some suggestions to the instructor for applying in the online classrooms and the government for ensuring a better internet connection. Those are given below.

- ✓ The instructor should encourage the students to communicate in English.
- ✓ The instructor should deliver his lecture with a clear and louder voice in the classroom.
- ✓ Make sure active participation of the students.
- ✓ The instructor should involve the students in group or pair work through the creative task.
- ✓ Ensure a breathing space for the students while communicating in the class.
- ✓ A good internet connection for both teachers and students should be ensured by the government.

## **Chapter-X: Conclusion**

The global COVID-19 situation not only made a negative impact on our education system but also created an opportunity for our next-level online education revolution for the upcoming new normal world. After observation of two classes and conduction online, the researcher finds out the real scenario of online education along with some advantages and disadvantages. Online learning keeps the education system on track throughout this global crisis. But the learning process, flexibility, accessibility, and the internet connection remains the main obstacle for online learning in Bangladeshi context.

## Appendix-01

### Class Observation Checklist-01

Instructor: Polash Mahbub

Number of students present: 30

Observer: Sohag Kobir

Topic: Literature

Date: June 27, 2021.

<b>Basic checking</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
A. Successful in getting the attention very early.		✓			
B. Made an interesting start.		✓			
C. A friendly warm welcome.		✓			
D. A good Introduction to the topic.			✓		
E. Provide proper information	✓				
F. Successful in linking content with the lecture.		✓			
G. Motivated the students for further learning			✓		
<b>Teaching Techniques</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
A. Asked questions to the students.		✓			
B. Provide enough breathing spaces.		✓			
C. Get enough responses from the students.	✓				
D. Make friendly and polite conversation.			✓		
E. Proper voice tone.			✓		
F. Successful in creating the crucial moments.				✓	
G. Involve students in conversation.		✓			
<b>Class Management</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
A. Proper time management.		✓			
B. Handle the classroom successfully.	✓				
C. Relevant study materials.	✓				



D. Good command and In-depth discussion.			✓		
E. Give students enough time to share ideas.		✓			
<b>Uses of Language</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
A. Very fluent speaking with proper pronunciation.		✓			
B. Given the opportunity to the students for using their mother tongue.				✓	
C. Use proper words and accents for the example.		✓			
D. A very soft tone with politeness.		✓			
<b>Presentation skills</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
A. Successful in getting the concentration from the students.		✓			
B. A Good attractive speaking quality.		✓			
C. Get stuck in many places.					✓
D. Present the topic successfully.		✓			
<b>Teaching Materials</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
A. Effective and informative teaching materials.		✓			
B. Have a crucial and important topic-based discussion.				✓	
C. Briefly discussed within the time.		✓			
<b>Treatment of Feedback</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
A. Got enough feedback from the students.		✓			
B. Successfully answer all the questions of the students.		✓			
C. Individual student dealing.				✓	
D. Make good summaries of the class and got effective replay from the students.				✓	

## Class Observation Checklist-02

Instructor: Raitul Haque Mim

Number of students present: 10

Observer: Sohag Kobir

Topic: Literary Term.

Date: July 02, 2021.

Basic checking					
	Completely	Mostly	Some what	Little bit	Not at all
A. Successful in getting the attention very early.					✓
B. Made an interesting start.					✓
C. A friendly warm welcome.				✓	
D. A good Introduction to the topic.			✓		
E. Provide proper information		✓			
F. Successful in linking content with the lecture.			✓		
G. Motivated the students for further learning				✓	
Teaching Techniques					
	Completely	Mostly	Some what	Little bit	Not at all
A. Asked questions to the students.			✓		
B. Provide enough breathing spaces.		✓			
C. Get enough responses from the students.			✓		
D. Make friendly and polite conversation.			✓		
E. Proper voice tone.				✓	
F. Successful in creating the crucial moments.					✓
G. Involve students in conversation.				✓	
Class Management					
	Completely	Mostly	Some what	Little bit	Not at all
A. Proper time management.				✓	
B. Handle the classroom successfully.			✓		
C. Relevant study materials.		✓			
D. Good command and In-depth discussion.				✓	

E. Give students enough time to share ideas.				✓	
<b>Uses of Language</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
A. Very fluent speaking with proper pronunciation.				✓	
B. Given the opportunity to the students for using their mother tongue.		✓			
C. Use proper words and accents for the example.			✓		
D. A very soft tone with politeness.			✓		
<b>Presentation skills</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
A. Successful in getting the concentration from the students.				✓	
B. A Good attractive speaking quality.				✓	
C. Get stuck in many places.		✓			
D. Present the topic successfully.				✓	
<b>Teaching Materials</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
A. Effective and informative teaching materials.		✓			
B. Have a crucial and important topic-based discussion.			✓		
C. Briefly discussed within the time.			✓		
<b>Treatment of Feedback</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
A. Got enough feedback from the students.			✓		
B. Successfully answer all the questions of the students.				✓	
C. Individual student dealing.				✓	
D. Make a good summary of the class and got an effective replay from the students.				✓	

## Appendix-02

### Photographs:



Figure 01: Teaching Class

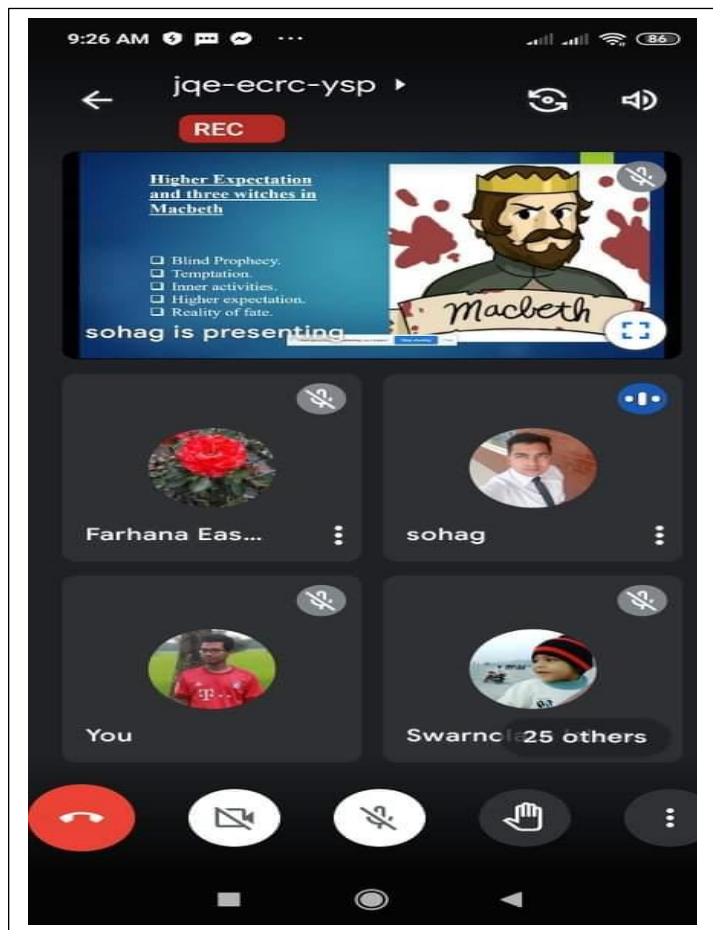


Figure 02: Class Obserbation-01

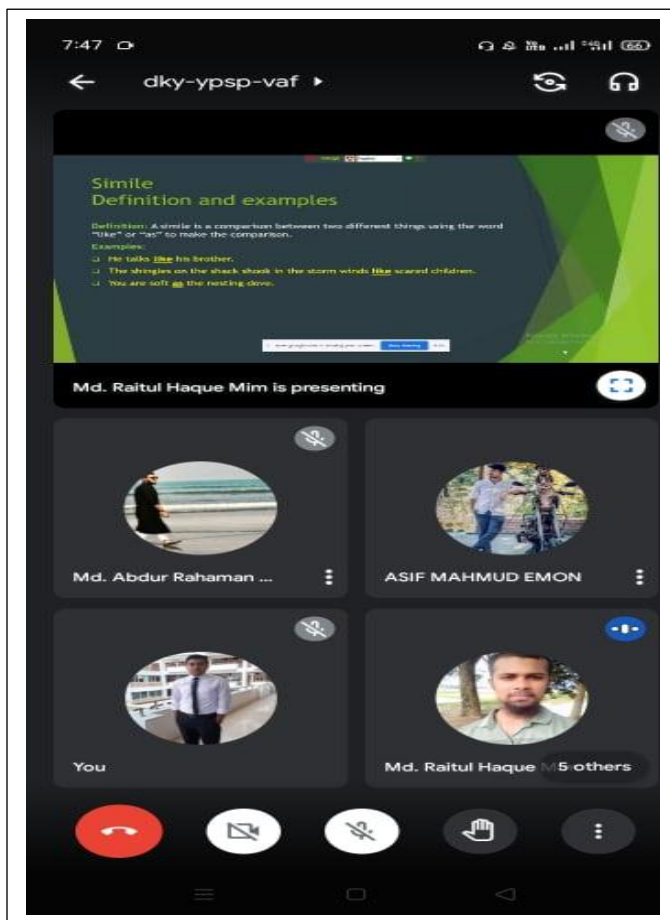


Figure 03: Class Obserbation-02