



**Report on**

**“Online Class Observation and Conduction in English During the  
Outbreak of Covid-19”**

**An internship report submitted to the Faculty of Humanities and Social  
Science in partial requirement of the fulfilment of the Bachelor of Arts in  
English degree.**

**Course Title: Project Paper**

**Course Code: ENG 334**

**Summer-2021**

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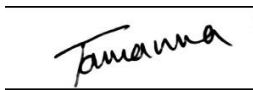
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## Declaration by the Intern

I, Tamanna Akter, hereby declare that this internship project titled “**Online Class Observation and Conduction in English During the outbreak of Covid-19**” has been prepared by me under the supervision of Al Mahmud Rumman, Senior Lecturer, Department of English. I also declare that this following project paper has not been used previously to any other institution for a degree. This report is only submitted in the partial fulfilment of the requirement for the award of the B.A degree in English for the course, Project Paper, ENG 334.



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## Certificate of Approval

I am pleased to certify that Tamanna Akter, bearing ID: 181-10-290, is a student of the English Department, Daffodil International University, Ashulia Campus, accomplished her Internship Report entitled **“Online Class Observation and Conduction in English During the outbreak of Covid-19”** under my supervision in the semester of Summer 2021. This report has been approved for the defence and presentation under my direct supervision.

I recommend the report completed by Tamanna Akter for further academic recommendations. All the information written in this project paper are authentic. I wish her good luck in her future endeavors.



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Al Mahmud Rumman  
Senior Lecturer  
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## **Acknowledgement**

In the first place, I am grateful to the Almighty for keeping me healthy and safe in this critical situation of Covid-19. I would also want to elicit my thankfulness to my supervisor, Mr. Al Mahmud Rumman, Senior Lecturer of Daffodil International University, for his continual encouragement, support and guidance. I am grateful that I have got the opportunity to complete my internship under the institution of Daffodil International University. Hopefully, this internship will help me to open up new dimension in my career. I would also like to thank Mahmud Hassan and Tamanna Islam, for providing the amenities of observing their classes. I am delighted by the enthusiastic participation of the students of the class I conducted. Therefore, my heartiest gramercy to them as well.

## Abstract

During the outbreak of Covid-19 situation, the teachers and the students are continuing their journey through online platforms as an alternative of the previous system. Due to the change in education system both teachers and students has to undergo with some major challenges. The aim of this project is to investigate how the teachers conduct online classes in English and the perceptions of the students towards observing the classes, while considering the present situation of both teachers and students. After observing two classes and conducting one class in online, I found that the condition of conducting and observing online classes especially in English is a bit complicated. As the online platforms have become popular after the outbreak of the pandemic situation, many students are still in short of necessary devices and knowledge. The teachers conducted their classes through video apps and provided all the lesson materials in other online platforms. Postsecondary students are in lack of standard digital devices and trainings hence both the students and the teachers have to face problems during the class. However, the teachers tried to provide the students communicative learning so that the students could cope up with the lessons according to the objective. The teachers helped the students with their technical difficulties and lesson materials and extra learning. This report will provide a general view of online learning and teaching in English of Bangladesh. Some recommendations are given on the basis of class observation along with few overall findings about the observation and class conduction. Few strengths and weaknesses have also been found during the class observation time which will provide an understanding of improvements.

**Keywords:** Online platform, Challenges, Standard digital devices, Recommendations, Covid-19.

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## **Chapter: I**

## Introduction

Educational institutions were closed in many sections of the world in order to defend the lives during the outbreak of covid-19. According to the data, the expansion of coronavirus pandemic causes class suspensions that results in the demand of online learning (Moorhouse, 2020). To keep up the growth of students learning, in mid-April few schools and universities commonly private universities started online teaching. On 7<sup>th</sup> May, the UGC or the University Grants Commission of Bangladesh and the Ministry of Education approved the private universities to conduct online classes and examination officially (Abdullah, 2020). After many debates and criticism, the public universities came to a decision to start online teaching on 25 June, 2020 (Kamol, 2020). This sudden change in education system revealed the systematic inequities and structural gaps in teacher's preparation and training.

In online classes students rely on digital devices through which they get instructions from their teachers, indicates that students and teachers from any corner of the world can join together in a same platform to attend classes. The teacher provides instructions using internet, web-based technologies, pdf or other communicative apps. The implementation of this flexible learning environment helps the students in broadening their thinking capability and outward visions. However, a large portion of students are excluded from the use of technology. Aparicio, Bacao, and Oliveira, T (2016), separated online education into two segments, learning and technology. Learning is basically a cognitive process and technology is the tool to support that process for gaining knowledge. Depending on the uses of technology, inequality occurs within the students in online learning process. Teachers provide all the necessary materials using online tools. Thus, it creates a rare access for some students who lives in the countryside or remote areas.

In case of learning and conducting class in English, during this pandemic, it was quite difficult at the beginning of the wake of the pandemic. However, with the collaboration of teachers and students, gradually online teaching is creating a new dimension in educational program. An investigation of, Fedynich, Bradley, and Bradley (2015), reveals that student-teacher interaction plays a vital role in generating satisfaction among the students in a learning environment. Teacher is the role model while implementing any change in the educational system (Hyland & Wong, 2013). The success of conducting a class with the satisfaction of students depends on the interaction between teachers and students.

This report reflects the condition of teachers while conducting online classes as well as the boundaries and difficulties of the students attending and observing online classes both in



English. Drawing on data from observing two classes of pre-intermediate level students and one online class conduction experience, this report will carry out the results of online teaching in English during this Covid-19 situation. It will contribute to the study of how online learning is affecting the students and their responses towards observing classes in English through online platforms.

## **Chapter: II**

## Objectives

This project paper has taken by keeping the following objectives in view:

- The primary objective of this internship is to explore the teaching resources and observing the present situation of online classes in English during this outbreak of pandemic, Covid-19.
- To understand the most effective way of learning English language online.
- To encourage students about online learning.
- To see the improvement of participants using technology.
- Observing teaching methods and techniques.
- Discovering the pleasant and unpleasant both sides of online learning.
- Inspiring students to get out of the box and communicate in English.

## **Chapter: III**

## Methodology

This report accepted different method designs and the information is collected and generalised from teachers and students who are continuing their educational journey through online platforms in English during this Covid-19 situation.

**Selecting an institute:** As all the educational institutions are off during this outbreak of Covid-19, Daffodil International University allocate us the opportunity of observing and conducting the classes.

**Selecting a facilitator:** The institution selected a facilitator to instruct me throughout the journey.

**Class observation:** I observed more than five classes that are conducted by different teachers. The style and design of materials were different in every class. Some classes were on grammatical items others are on language skills. After considering and observing every class twice, I selected two classes to write my report. I enjoyed every class and the versatile style of the teachers encouraged and help me in my class conduction.

**Checklist:** A checklist on class observation was arranged to amplify the data.

**Conducting online class:** I conducted one class with the student of pre-intermediate level. Before the class conductor, our supervisor gave us a brief idea about the rules of an impactful class conduction. He also shared some of his experience which inspired me while creating my own lesson plan for the class. I prepared a lesson plan with proper time management before the class. I made a warm up session before entering into the main topic and also used CLT approach to attract their attention. All the students were quite co-operative during the class time. I made the classroom more student centre so that I could facilitate them a proper learning environment.

**Analysis:** I noted down several points while observing and conducting classes. After making analysis over those points the qualitative data were gathered and coded thematically in the paper.

## **Chapter: IV**

## Institution Details

Official Name: Daffodil International University (DIU)

Founding Year: 2002 with the endorsement of Ministry of Education, Bangladesh (MOB) and UGC

Grounds structures and areas:

102 Shukrabad, Mirpur Road, Dhanmondi, Dhaka-1207

Main Campus and administrative Office.

The University has another branch in Ashulia, Savar

Address:

Datta Para, Chou Baria, Ashulia Model Town, Savar.

Faculties:

- Faculty of Science and Information Technology
- Faculty of Business and Entrepreneurship
- Faculties of Humanities and Social Science
- Faculty of Applied Health Science
- Faculty of Engineering

Number of Student: the university has more than 24 thousand students.

## **Chapter: IV**



## Report on Observation-1

**General Information:**

**Institution:** Daffodil International University

**Tutor:** Mahmudul Hasan

**Level:** University

**Department:** Software Engineering & Civil Engineering

**Name of Course:** English-I

**Course code:** Eng-101

**Number of students:** 35

**Date:** 16-06-2021

**Time:** 12.00pm to 1.30pm (1.30 Hours)

**Place of Observation:** Google Meet

**Observer:** Tamanna Akter

**Classroom Management:** The teacher's presence in the class was totally approachable. He welcomed the whole class and the demonstration and objective of the lesson was explicit from the beginning. He was able to change his tone according to the subject. There was an effective balance of STT and TTT. The class maintenance was perfect. The lesson plan and the material were meaningful and as per the lesson objective.

**Student's Information:** The age of the students was approximately around 19 to 21. They tried to communicate in target language or in English effectively. Some were using their mother tongue during the class time.

**Lesson Objectives:** The lesson objective was to practice role playing as a part of their speaking test.

**Lesson Material:** Topic materials and exercises in ppt file.

**The Experience:**

At the beginning, the teacher greeted the class warmly and discussed about some problems related to the course. Then he talked about other tasks and mid exam and also took everyone's opinion regarding the task. After that, in a very interesting way, the teacher told the class that they are going to study role playing as a part of their speaking class. Before entering into the lesson, the teacher took the attendance. He told the students the importance of attending classes and took information of others who were absent. Then he started the lesson by opening a ppt slide. As it was an online speaking class the teacher was only showing the slides. The teacher read out the highlighted points from the slides and gave an elaborate explanation for every points. He also showed three videos from BLC regarding role playing such as phone conversation, shopkeeper-customer and so on. The teacher prepared some tasks for the students earlier. He encouraged every student to participate in the task. Two students, named Taifur and Abrar voluntarily responded to participate. However, the teacher told them to perform at the very end of the class. Almost 5 to 6 dialogues of different roles had been playing by students in the class. Many students such as Abdur Rafi, Anon, Malhar Uddin, Sameul Arefin, Sumaiya performs in pairs. After each task the whole class and the teacher appreciated their performance. Thus, they seemed motivated and were willing to perform. The teacher gave a very interesting task at the end. He gave two choices, the first one is a conversation between two cats regarding a dog in their household and another is two mice's conversation about a cat. Taifur and Abrar were assigned to perform this task and they performed really well that the whole class enjoyed their performance and clapped after they finished. Though the environment became a little chaotic at that time, the teacher managed to control the class.

**Strengths of the Teacher:**

- I. The teacher was specific to the lesson objective.
- II. The teacher was punctual and enthusiastic.
- III. The teacher act as a facilitator in the class that the engagement of the students was praiseworthy.

## Report on Observation-2

### General Information

**Institution:** Daffodil International University

**Tutor:** Tamanna Islam

**Level:** Pre-intermediate

**Department:** English

**Number of students:** 18

**Date:** 18-07-2021

**Time:** 5.15pm to 5.30pm (15 Minutes)

**Place of Observation:** Google Meet

**Observer:** Tamanna Akter

**Classroom Management:** The time management of the class was appropriate. There was a perfect balance of STT and TTT. The atmosphere of the class was friendly towards the learners.

**Student's Information:** The age of the students was approximately around 21 to 24. All of the students were in their final semester. The students communicate in mother tongue with the teacher.

**Lesson Objectives:** The lesson objective was to comprehend the usage of present tense.

**Lesson Material:** Topic materials and exercises in ppt file.

### The Experience:

At first, the teacher welcomed the whole class warmly. Then she introduced herself to the class and made them aware about their lesson objective. Student's response was energetic and positive towards the teacher. After then, the teacher told the class that she is going to allocate them with the usage of present tense. Then, the teacher opened a ppt file and started the lesson with the basics of 'Tense'. Teacher wanted to check the prior knowledge of the students about the topic, thus she asked everyone to say something about 'Tense'. One student named Shimul

gave his ideas regarding the topic. The teacher appreciated his answer and then explained his answer from a different perspective according to the slide. Then, she described the three types of tense 'present, past and future'. In her opinion, founding basics is essential for having a better understand of the topic. After explaining the basics of tense, she entered into the main topic of the lesson which was 'present tense'. The teacher explained all four types of present tense with their rules and examples efficiently. After the explanation of every type, she prepared some questions for the students. Many students as Uttoma, Tamanna, Salman and Shimul responded actively. While elaborating the examples of present perfect continuous tense, a student, Shimul rectify one of the mistakes of the teacher from the slide. The teacher took his initiative positively and thanked him. After explaining the four types of present tense, the teacher asked everyone about their understanding and if they have any question regarding the lesson. Then, the teacher shared some viral funny memes to refresh everyone's mind. She also tried to convey a message through these memes to boost the confidence of the students. Then, she gave some Bangla sentences to the students to translate them in English into correct tenses. She read out the examples one by one and asked the students to translate and identify the correct tense. Many students responded and the teacher appreciated each of their response. Though, some students remained silent throughout the class, a big part of them actively participated in the class. Lastly, the teacher ended up the class by thanking everyone for their participation and support.

#### Strengths of the Teacher:

01. The teacher's tone and range of the voice matches perfectly with the lesson
02. Time management is commendable.
03. Lesson plan is designed precisely.

#### Weakness of the Teacher:

01. The teacher fails to encourage the students to speak in English.
02. The teacher has conducted the class in Bangla and avoids using target language.
03. All the explanations are more from the slides than the teachers own experience.

**Chapter: VI**

## Teaching Experience

### Self-reflection: 1

On 18<sup>th</sup> of July, 2021, I conducted an online class through Google meet. I chose a grammatical topic that is 'Preposition'. The class was consisted of 20 students. The students were from 10<sup>th</sup> batch of English department at DIU. The objective of my class was to teach them the usage of basic prepositions by showing an interesting story through power-point slides for better understanding and their enjoyment. The class was about 15 minutes long from 5.00 pm to 5.15 pm.

At the beginning, I greeted the whole class warmly. I gave them a brief introduction about myself as it was my very first class with them. The students seemed quite positive about the class. They had been in a class just before my class, so I asked them if they are tired and bored or not. They sound a little tired, hence I started the class with a simple warm up session. As the class was on preposition, I arranged some tricky yet simple disguised preposition for them to identify. I gave them some sentences in a slide and asked them to say any words that they think is preposition from the sentences. Some sentences included prepositions like 'o', 'vs' and 'via'. They enjoyed the warm session as they were unaware about those prepositions before. Then, I explained a little about the disguised prepositions that we used in English.

After the warm-up session, I started the lesson with a cute picture of an egg. Then, I asked them to guess the topic of today's class. Some of them tried to guess, however they couldn't give the exact answer. Then, I told them that we are going to learn prepositions through 'egg theory'. I started the lesson with some explanation on preposition that what is preposition and why we use it in sentences. After basics explanation on preposition, I jumped into our story. I started the story with an egg and dinosaur and tried to keep them active by asking the next step of the story while developing it. I organized the story with prepositions so that students could memorize the usage more easily. For example, I asked them "if the crow is sitting just right in the surface of the egg, then how can they explain the position of the crow". They beautifully gave the correct answer that "the crow is on the egg". Afterwards, I was developing the story with prepositions such as 'in', 'over', 'above', 'under', 'below' and so on. The students were quite energetic and active. Many of them tried to answer willingly and co-operate really well.

After the lesson, I gave them two pictures in a slide and asked them to describe the pictures with appropriate prepositions. One of them gave the correct answer. Later, I arranged another same kind of exercises and asked individual students to answer. All of them tried well and were confident while answering. I illustrated every example after they had given the answers. Though some of them find it a little hard, everyone appreciated one another.

For the next section, I prepared a mini quiz test on preposition for them in a google form and shared the link in the chat box. There were five questions in the form so I gave them two minutes to submit their answers. They were really quick and performed amazing in the quiz. After completing the task, everyone shared their scores and most of them gained 4/5 in the test. Their performance reflected their understanding over the lesson which was praiseworthy. The class ended with warm good-bye greetings.

### **Critical analysis & self-reflection findings:**

#### ➤ **Lesson Management:**

Covering the whole usage of preposition in just 15 minutes is quite challenging. Thus, I prepared a complete lesson plan before the class where I managed the time and topics that I must in need to follow during the class. I also wanted to adorn the class for more response and attention of the students so I illustrated the lesson through a fascinating story. I added some beautiful pictures in the slides to attract the student concentration more.

#### ➤ **Lesson Delivery:**

I followed CLT approach during the class. I encouraged the students to participate in the lesson. I also tried to make them feel comfortable and enthusiastic during the class. For their better understanding, I divided the class into different sections according to the objective of the class.

#### ➤ **Class Participation:**

I found the students very interactive during the class. They participated willingly in every task. They were co-operative with each other and to me as well. They showed their consent and interest while I asked them any question. While participating in the tasks they helped each other and recommended their friends to engage into the task. I appreciated their responses and support.

#### ➤ **Using Technology and Materials:**

As it was an online class, I prepared the lesson through a power-point presentation for them. I also prepared a quiz test in a google form. I provided the link in the chat box of google meet where I was conducting the class.

#### ➤ **Use of Language:**

I conducted the class in the easiest English words and sentences so that everyone could understand without hesitating and confusion. I also provided the task and examples in simple English words.

#### ➤ **Maintaining the Class:**

I made a healthy communication with students before entering into the main topic. The environment was co-operative, energetic and positive between the students and me. Everyone behaved friendly and showed active participation.

#### ➤ **Task Accomplishment:**



The performance was impressive and satisfactory. The process of the tasks had gone really well. However, in some of the parts it could have done in a more promising way.

## **Chapter: VII**

## Overall findings

I have observed two classes, both are through an online platform, Google Meet. The students were of pre-intermediate level.

**Personality and behaviour of teacher:** The interaction between teacher and students was commendable in the class in every observation. The teachers were friendly and enthusiastic, hence he managed to attract student's attention. The teachers were well prepared before the class and had a clear understanding about his students. Though the students were young in both of the classes, the teachers sometimes need to get domination over their students.

**Methods and approaches:** Among the two observation the teacher of the first observation used CLT and the second teacher used GT method as her class was on grammatical item. I found that the students of first class were more energetic than the second class. CLT helps to build a communicative atmosphere in the class and more effective than the GT method. In the second observation, the teacher tried to blend GT method with CLT by question-answer session. However, the first teacher made a nice impact by organizing some pair works.

**Using L1 and L2 in class:** As the first class was based on improving speaking skill, the teacher used L2 during most of his class time. All the academic purposes were served through English in the class. By considering the level of the students the L2 was effective to improve their language skill. In the second class, the teacher used GT method to deliver her grammar lesson. The language of the teacher was mostly L1. However, she encouraged students to use L2 or English.

**Involvement of students:** the students of first observation were quite enthusiastic. They enjoyed completing every task given by the teacher. They immediately responded over each question and task. The students of second class were co-operative as well. However, the teacher sometimes failed to stand out and attract the attention of students. The class was teacher centred and less involvement were found during the task completion. Still, student responses and performances were good during the class.

**Using technology:** As in the situation of this pandemic the teacher was unable to guide the student physically, they used a video app, Google Meet, to conduct their classes. In online classes, technology carries a huge importance. Both the teachers were efficient in using

required apps. The teacher first provided the class link through 'Messenger' app and the student followed the code to enter into the classroom. They shared their screen and presented lesson through ppt slides. The first teacher showed videos from YouTube and BLC.

- **Advantage:** Because of using apps for conducting classes, student attended classes even if they got late or sick. Lesson materials were provided through apps which is easily accessible to every student.
- **Disadvantage:** the student of remote areas faced network issues. The students faced lack of concentration as their had an immense chance of getting disconnected.

**Treatment of error:** Student of both classes accepted their mistakes and took the feedback of the teacher without hesitation. In every class, there was some error and the teacher beautifully treat their error which was praiseworthy.

**Chapter: VIII**

## **Recommendation/ Scopes for further improvements**

The effort and co-operation between teacher and student in online classes were really impressive. Moreover, I am grateful to my supervisor and other observers for their enormous support. There are few suggestions below for my fellow observers:

**Proper lesson plan:** in online classes, a teacher should follow a proper lesson plan for not losing his focus. A perfect lesson plan can help a teacher to prepare for challenges in advance. Otherwise, the teacher may get distracted and confused during the class.

**Interesting warm-up session:** Students of online classes may feel boring as they are unable to join classes physically. Thus, an attractive warm-up session can build students interest over the class. Any lesson related topic or something creative can be the best choice for warming up.

**Ensuring connectivity:** students may confront network issues, load shedding or any kind of internet problem. The teacher should consider their problems rather than making a fuss over it. Online classes are technology based so teacher need to make wise consideration while dealing with these staffs.

**Technological improvement:** the institution should provide laptops to new students. Small training session about using modern tools can be helpful for both teacher and student. The teacher needs to stay cautious about the sound quality while conducting the classes.

**Chapter: IX**

## Conclusion

The sudden encounter of Covid-19 pandemic, changed the education system completely as it turned in online from offline. It was a tough journey at the beginning, however everyone's active participation led the education system toward success. This paper is going to depict the situation of online teaching platform in English of pre-intermediate students. The class observations and own experience of teaching are also included in the paper to display the online learning conditions of Bangladesh. It is an excellent experience to be able of observing and taking classes in this pandemic. This paper may help to understand the challenges of taking classes in this pandemic both of teachers and students. It may also help in improving the condition of online English language instruction in Bangladesh.

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## Appendix- 1

### Classroom Observation Checklist

#### Classroom Observation Record Sheet

Instructor evaluated: Daffodil International University

Course: Software Engineering + Civil Engineering

Number of students present: 35

Date: 16-06-2021

Evaluator(s): Mahmudul Hasan

Topic: Role Playing (Spoken English)  
1.30 PM

Time: 1.30 Hours started:12.00 PM ended:

<b>Lesson Plan and Execution</b>					
	<b>Comp letely</b>	<b>Mostl y</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. Was the format appropriate		✓			
b. Were objectives shared with learners		✓			
c. Did the instructor get the attention of learners early		✓			
d. Did the instructor stated purpose in interesting way		✓			
e. Did the instructor posed a dilemma					✓
f. Did the instructor asked a stimulating question	✓				
g. If not, how could it have been done more effectively					✓
h. Was there a handout	✓				
i. If yes, was it organized according to the presentation	✓				
j. How much did the instructor highlight important points		✓			
k. How much information was presented for given time period		✓			
l. Did instructor link content with application		✓			
m. Were stated objectives met		✓			
n. Did instructor encourage student responsibility for further learning		✓			

<b>Teaching Techniques</b>					
	<b>Comp letely</b>	<b>Mostl y</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. Did the instructor maintain control of class			✓		
b. Did the instructor ask the audience to answer questions	✓				
c. Did the speaker use brainstorming	✓				
d. Were many responses generated by the students	✓				
e. Were any audio-visuals used	✓				
f. Were they of good quality	✓				
g. Was the instructor conversational	✓				
h. Did the instructor use eye contact	✓				

i. Did the instructor use natural hand and body gestures	-	-	-	-	-
j. Did the instructor vary the pace of the presentation		✓			
k. Did the instructor avoid standing in a stiff manner or hiding behind a podium	✓				
l. Was voice quality/volume adequate	✓				
m. Did the instructor show interest in the subject	✓				
n. Did the instructor show interest in teaching	✓				
o. Did the instructor appear to have prepared for the presentation	✓				
p. Overall, did the instructor try to help the learners learn the subject	✓				
q. Were learners asked to evaluate the presentation	✓				
r. Did the instructor maintain control of class			✓		
s. Did the instructor ask the audience to answer questions	✓				
<b>Class Management</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. Teacher's presence in the class was appropriately approachable <u>not stifling</u>	✓				
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. Use of ample example or reference		✓			
g. Use of activities to engage the students (Group work, pair work, peer evaluation)	✓				
h. Enough opportunities for students to respond or question the teacher	✓				
i. Effective balance of STT and TTT		✓			
j. Transition from one point to another		✓			
k. Time maintenance		✓			
l. Linking lesson to previous or next lesson materials	✓				
<b>Learning Environment</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. The class atmosphere was warm, open and accepting	✓				
b. Learners were clear about the topic being taught		✓			
c. Student participation was appropriate not disturbing				✓	
d. Classroom facility was adequate and furnished with necessary equipment (Speaker, Multimedia etc)	✓				
e. Interaction of Teacher and Learner during lesson		✓			
f. Learner's response was appropriate and inquisitive			✓		
g. Display of misconduct or hostility towards Teacher from the learners				✓	

h. Display of misconduct or hostility from one Learner to other learners				✓	
i. Peer feedback and feedback from Teacher was supportive and constructive	✓				
<b>Use of Language</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
a. The teacher speaks in the target language in the classroom appropriately and effectively		✓			
b. Use of English language is appropriate to student needs		✓			
c. The teacher offers opportunities for native language use		✓			
d. The teacher uses familiar words related to what s/he is teaching in class		✓			
e. The instructor presents information about some very familiar topics using native language		✓			
f. If learners find the lesson difficult teacher tries to say it in simple way.	✓				
g. Teacher uses formal language in the classroom.		✓			
h. The teacher check for comprehension frequently asking and observing individual students	✓				
i. Teacher engages students in speaking activities to develop an understanding for sounds in the utterance	✓				
j. Teacher explains cultural differences in different accents of English language					✓
k. Teacher finds discomfort while students express ideas in English only.					✓
<b>Teaching methods / techniques</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
a. Teacher uses a specific teaching method in class		✓			
b. Teaching techniques are related to the objective of the lesson		✓			
c. Teacher takes initiative to promote communication among students and teachers.	✓				
d. Use of techniques which has implication outside the classroom	✓				
Comments:					
<b>Presentation skills of the teacher</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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. Teacher can change the pitch of his tone to support the meaning & for emphasis.		✓			
e. The teacher gives adequate pauses while giving lecture.	✓				

f. The teacher is able to make eye contact with all the students.	✓				
g. The gesture of the teacher compliments what he is saying	✓				
Comments:					
<b>Personal qualities of the teacher</b>					
	Compl etely	Mostly	some what	Little bit	Not at all
a. The teacher is friendly with the students while teaching.	✓				
b. The teacher welcomes opinion & comments from the students.	✓				
c. Teacher uses relevant personal examples to create rapport with students.	✓				
d. The teacher shows enthusiasm & passion regarding the subject matter.	✓				

<b>Teaching Materials (Teacher designed / Supplementary)</b>					
	Comp letely	Mostl y	Some what	Little 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. Materials has a face value not only from the outside but also inside of the text		✓			
e. Use of other teaching aids along with the prescribed text. Ex: audio-visual materials.	✓				
f. Use of authentic material			✓		
g. Materials are used effectively and efficiently		✓			
h. All the lessons are covered of the prescribed material.		✓			

<b>Treatment of Feedback</b>					
	Comp letely	Mostl y	Some what	Little bit	Not at all
a. Teacher provides effective feedback to each activity	✓				
b. Teacher provide feedback after the activity is finished	✓				
c. Teacher provides feedback individually	✓				
d. Teacher gives feedback to the whole class	✓				
e. Teacher's feedback is comprehensible	✓				

## Appendix-2

**Lesson Plan:**

### Lesson Plan



**Submitted to:**

**Al Mahmud Rumman**  
Senior Lecturer, Department of English  
Daffodil International University

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**Submitted by:**

**Tamanna Akter**  
ID: 181-10-290  
BA(Hons) in English  
10<sup>th</sup> Batch- AC  
Daffodil International University

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**Date: 18 July, 2021**

## LESSON PLAN for Micro Teaching

<b>Teacher (Student)</b>	Tamanna Akter
<b>Class profile and size</b>	Pre-intermediate level 20 students
<b>Class Duration</b>	15 minutes
<b>Medium of instruction</b>	English
<b>Teaching-learning area/ Broad Topic/Micro topic</b>	Integrated task: The Egg theory, Disguised preposition
<b>Teaching materials</b>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• PowerPoint slides</li> </ul>
<b>Learning Objectives:</b>	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> <li>• Learn the basic of the preposition.</li> <li>• Know the strategies to use preposition according to the situation.</li> <li>• Inference the disguise preposition.</li> </ul>

<b>Anticipated Challenges</b>	<ul style="list-style-type: none"> <li>• Students may not be known to all the materials used in the recipe.</li> <li>• They may not feel motivated in pair or group work.</li> <li>• They may feel bored in class as every one of them are from senior classes.</li> <li>• Allotment of time for each activity may not work according to plan; some activities can take more or less time than the expected time.</li> <li>• Power failure may occur.</li> <li>• Disturbance can occur during the class due to poor network connection.</li> </ul>
<b>Teaching Methodology</b>	<ul style="list-style-type: none"> <li>• Communicative Language Teaching (CLT) approach will be used to conduct the class. During the class, real life contents and instances will be given to the students.</li> </ul>
<b>Motivational factors</b>	<ul style="list-style-type: none"> <li>• Asking questions and appreciating their response will be useful.</li> <li>• Immediate constructive feedback can be really motivating for students.</li> </ul>

<b>Backup Plan</b>	<ul style="list-style-type: none"> <li>• If the meeting cut due to electricity or slow wi-fi connection, backup data will be there.</li> <li>• If there is shortage of time, one or two less important activities may be excluded.</li> </ul>			
<b>Feedback Process</b>	<ul style="list-style-type: none"> <li>• Students' answers will be evaluated by peers for initial reflection on their common mistakes.</li> <li>• Oral feedback will be provided by the teacher.</li> </ul>			
<b>Learning Outcomes</b>	Students will be able to use preposition according to meaning and identify prepositions that are unusual.			
<b>Activity</b>	<b>Student / teacher Interaction</b>	<b>Materials/ Techniques</b>	<b>Learning Outcome</b>	<b>Timing</b>

<b>Greetings:</b> <ul style="list-style-type: none"> <li>• T will warmly welcome the Ss in the language class</li> <li>• T will give some little hints about the lesson through picture or task.</li> </ul>	T → Ss Ss → T	<b>Warm-up exercise</b> <b>Picture</b>	Students will be motivated to be engaged with the class activity and their initial level of understanding will be identified.	3 minutes
<b>Reading activity:</b> <ul style="list-style-type: none"> <li>• Teacher will open a power-point slide.</li> <li>• Teacher will elaborate and illustrate the slides according to subjects.</li> </ul>	T → Ss	<b>Visual Text</b>		7 minutes

<b>Monitoring activity:</b> <ul style="list-style-type: none"> <li>▪ Ss will be given some fill in the gaps after describing the lesson.</li> <li>▪ Questions to solve individually.</li> </ul>	T → Ss Ss → Ts	<b>Worksheet</b>	Using correct preposition at the right place.	1 minute
<b>Inference:</b>				

<ul style="list-style-type: none"> <li>Open ended questions will be answered by the students</li> <li>Ss will give their own opinion.</li> </ul>	<p>T → Ss Ss → Ts</p>		Students will learn to provide their own opinion and understanding.	2 minutes
<p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>T will appreciate Ss for their efforts.</li> <li>T will ask for any queries that Ss might have.</li> <li>T will close the session with a note of thanks.</li> </ul>	<p>T → Ss Ss → T</p>			2 minutes
<p><b>Teacher self-evaluation:</b></p> <ul style="list-style-type: none"> <li>Good points about the lesson</li> <li>How can the lesson be improved?</li> </ul>				

**Material Sources:**

- Text Source: Self-Teaching English Language, Grammar & Composition – Prof. F. M. Abdur Rahman.
  - Worksheets, ppt slides.
- 

**Lesson material link:**

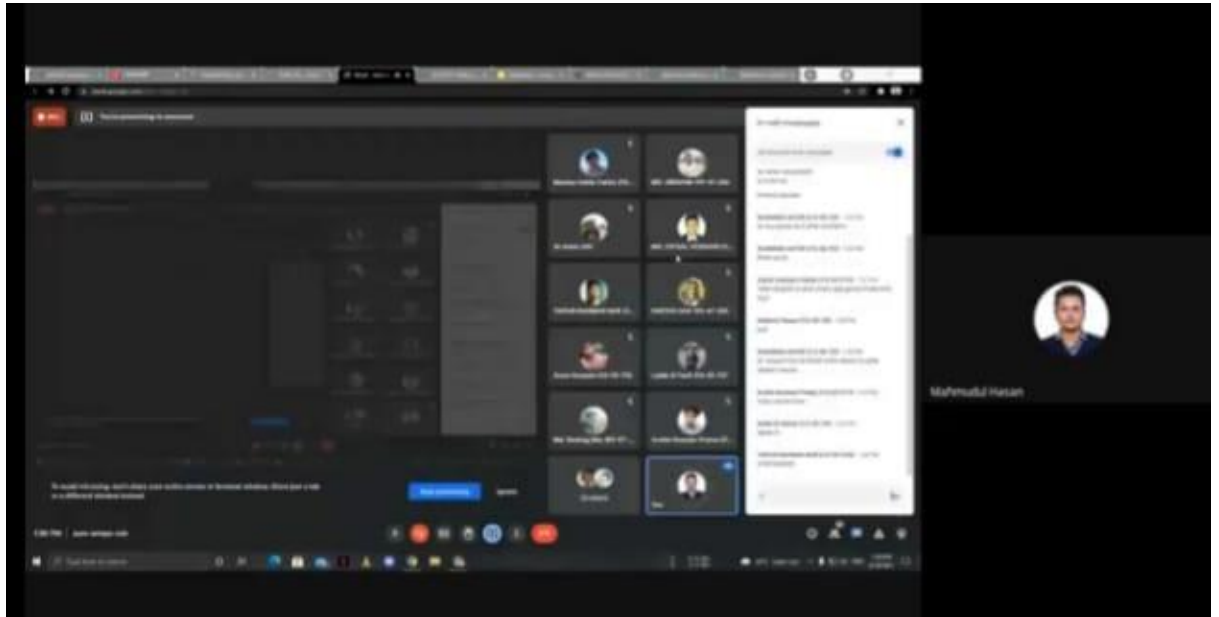
<https://docs.google.com/presentation/d/1JkdRTOunsb1scHaqtQipmGG6tGhfNQHH/edit?usp=sharing&oid=111720285977239989278&rtpof=true&sd=true>



### Appendix- 3

### Photographs

### Class observation-01



## Class observation-02


### Simple Present Tense

It is used to express an action in present time, habitual or usual action or daily event or universal fact.

**Structure :** sub+ present form of verb + object.

**Example:**


1. Two plus five makes seven.
2. I get up everyday at five O' clock. (habitual action)



Tamanna Jahan 181-10-268

### Exercise

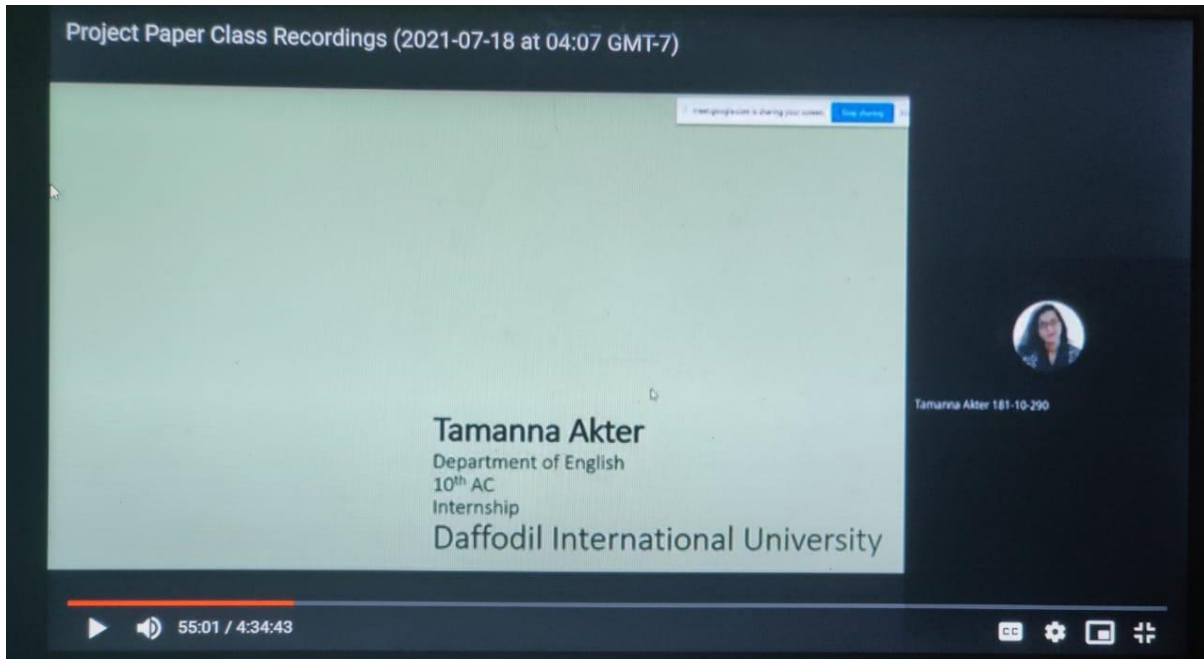
1. তিনিয়া সকল খেত পড়িয়ে - ৭৭৭
2. সে পড়িয়ে খেত খুলে বলে না - ৭৭৭৭৭
3. সে সবার কথা জানে - ৭
4. সে এই খাতা নিয়েছে - ৭
5. তোমার বেয়াদের কর্তব্য পালন করেছে - ৭
6. The 21<sup>st</sup> February is a memorable day in our life - ৭৭৭৭
7. আমি বেয়াদের লস অস্বাভাবিক বলে করছি - ৭৭৭
8. সে কোন আমি তাকে প্রতি শীতে দেখি - ৭৭৭৭



Md. Rayhanur Rahman Shams 181-10-260

## Class conduction- 01

Project Paper Class Recordings (2021-07-18 at 04:07 GMT-7)

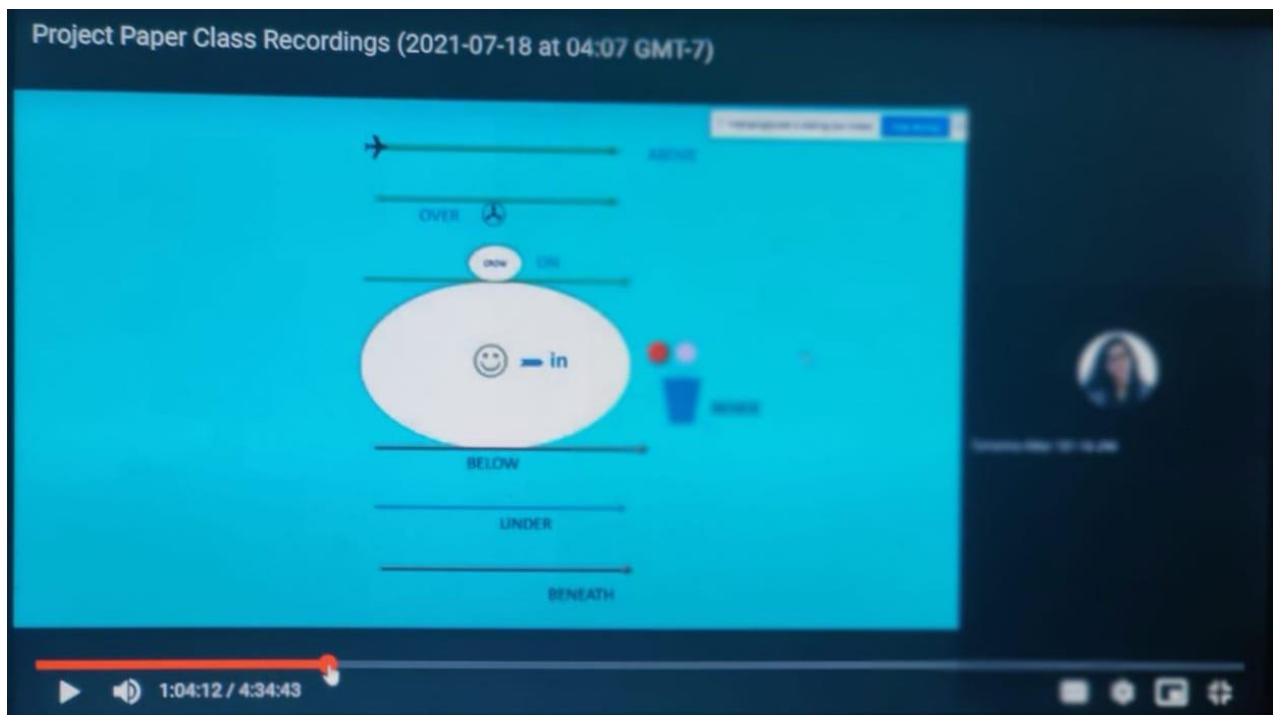


The screenshot shows a Zoom meeting interface. The main content is a presentation slide with a light green background. The slide text reads: "Tamanna Akter", "Department of English", "10<sup>th</sup> AC", "Internship", and "Daffodil International University". On the right side of the meeting, there is a circular profile picture of Tamanna Akter and her name "Tamanna Akter 181-10-290". At the bottom of the screen, there is a video player control bar showing a play button, a volume icon, and the time "55:01 / 4:34:43".

Tamanna Akter  
Department of English  
10<sup>th</sup> AC  
Internship  
Daffodil International University

55:01 / 4:34:43

Project Paper Class Recordings (2021-07-18 at 04:07 GMT-7)



The screenshot shows a Zoom meeting interface. The main content is a presentation slide with a light blue background. The slide features a central white oval containing a smiley face and the text "in". Surrounding this oval are several horizontal lines with arrows pointing to the right, each labeled with a preposition: "ABOVE", "OVER", "ON", "BELOW", "UNDER", and "BENEATH". To the right of the oval, there is a small illustration of a trash can. On the right side of the meeting, there is a circular profile picture of Tamanna Akter and her name "Tamanna Akter 181-10-290". At the bottom of the screen, there is a video player control bar showing a play button, a volume icon, and the time "1:04:12 / 4:34:43".

ABOVE

OVER

ON

BELOW

UNDER

BENEATH

in

1:04:12 / 4:34:43