

Project Paper Report on

“Online Class Observation and Conduction in English during the outbreak of Covid -19”

Prepared by:

Md. Fozlul Hoque

ID: 181-10-284

Department of English Faculty of Humanities and Social Science

Under the supervision of

Al Mahmud Rumman

Senior Lecturer, Department of English

Faculty of Humanities and Social Science



Daffodil International University

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This Internship report is submitted to the department of English, Daffodil International University, for the partial fulfilment of Bachelor of Arts in English Degree.

Declaration

I Md. Fozlul Hoque, declare that I have completed this internship project under the supervision of respected Mr. Al Mahmud Rumman, Senior Lecturer of English Department, Daffodil International University. I also declare that the following report has not been used for a degree in any other institution before.



Md. Fozlul Hoque

Id: 181-10-284

Department of English,

Daffodil International University.

Certificate of Approval

This is to certify that, Md. Fozlul Hoque, ID: 181-10-284 is a student of English Department of Daffodil International University, Ashulia Campus. He has completed his internship report under my supervision entitled “Online class Observation and Conduction in English during the Outbreak of Covid-19” and worked earnestly to prepare in his report.

All the information written in the project is original. I wish him success in the future life.



Supervised by

Al Mahmud Rumman

Senior Lecturer, Department of English,

Daffodil International University.

Acknowledgement

First of all, I would like to thank Almighty for giving me the ability to successfully complete my project paper. I would like to express my sincere gratitude to my supervisor Al Mahmud Rumman, Senior Lecturer, Department of English, for his unwavering support in finishing my project paper. His endless patience, valuable advice, drafting and revising them at all stages have made it possible to complete the paper of this project.

Md. Fozlul Hoque

Id: 181-10-284

Department of English,

Daffodil International University.

Abstract

The Covid-19 pandemic has shattered the ongoing education system and in this pandemic situation online education has become the only means to continue education activities and in this emergency situation Bangladesh has also started online education activities. Basically, in this project paper we have observed and taken online classes in English and observed how the online classes are being conducted. The purpose of the project paper is to find out what kind of teaching methods are used in English class and what the role of teachers in a classroom is. Both teachers and students are well connected in the online class. Some weaknesses were found during the observation of the English language class. Thus, two observations and some recommendations have been made in the overall results section according to the experience management from the class.

[Keywords: Online Class, Project paper, Method, English Language, Observation, Recommendation.]

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Chapter – I

Introduction

As a result of Covid-19 has, academic institutions all over the world have been shut down. The pandemic of Covid-19 of has severely disrupted educational activities. The purpose of the project paper is to find out what kind of teaching methods are used in the classroom in English. Since educational institutions are temporarily closed due to the COVID-19 pandemic, technology is playing an important role in the education system; thus, teachers need to focus on adopting and integrating technology to impart knowledge and skills to students (Yanti et al., 2020). Online classes are a great way to keep learning during the Covid-19 pandemic. Online classes are new for both teachers and students so various new teaching methods and errors can be identified. In the online learning system, teachers should focus on the design of student-centred learning, which will give students the most advantage in their learning process (Rapanta et al., 2020).

Two online classes were observed and one class was taken. The strengths and weaknesses of the teacher are found in the English language learning classroom by observing the class and the idea of whether the students are active in the English language learning classroom by taking the class. Some problems were found after class observation and taking classes. Learning English in the online classroom will be much more effective if these problems are overcome.

Chapter – II

Objective

The goals of the project paper:

- i) To know the effectiveness of online teaching and learning during this Covid-19 pandemic.
- ii) To learn the proper use of teaching methods, techniques and lesson plans when taking online class.
- iii) To know the management skills of teachers and online classroom environment.
- iv) To know the effectiveness of online learning process.
- v) To know the strengths and weaknesses of education while taking online classes.

Chapter – III

Methodology

Observing of Online Class:

Two classes were asked to be observed and two classes of this university were observed. Both classes were conducted in English. The main purpose of the observed class was how the teachers take the class, how the teacher interacts with the students in the class.

Selection of Topic:

I took a class on grammar. I talked about the basic ideas and rules on the right form of verbs. I first showed some pictures to give the students an idea about the subject in class, so that they can understand what to talk about in class.

Using Checklist:

Checklists were used for class observing and data collection.

Conducting Online Classes:

I took a class. The class was a grammar class and I talked about the basic concepts and rules of right form of verbs. I got 15 minutes to take the class. I started the class by greeting the students. I showed some pictures about the topic for the students to understand and did some exercises after teaching the rules. I finally finished the class with feedback.

Chapter – IV

Institution Details

Classes at Daffodil International University (DIU) were observed and taken. It is a very reputed university in Bangladesh. The campus of DIU is located at Daffodil Smart City, Ashulia, Savar. It was founded in 2002 and now has more than 20,000 students studying there. According to QS University Rankings: Asia 2021, DIU is one of the leading private universities in Bangladesh. In the Times Higher Education Impact Ranking 2021, DIU has been ranked first among the universities from Bangladesh.

Chapter – V

Classroom Observation Report 01

Institute: Daffodil International University
Instructor Name: Mahmudul Hasan
Department: Software Engineering + Civil Engineering
Course Title & Code: English- I (ENG 101)
Observer: Md. Fozlul Hoque
Date of Observation: 12 July (10:00AM - 11:30AM) 2021.
Classroom Management: The class was taken online on COVID 19. The class started on time with Google Meet.
Student's Information: A total of 34 students were present in the class. Students are at the university level and their age is around 19-21. They are first year students. Many spoke mother tongue as well as English during class.
Lesson Objectives: The lesson objectives of the class were to practice role-playing (spoken practice).
Teaching Materials: PowerPoint slides, Docx file for Exercise and Video.

Class Observation:

At first the teacher greeted everyone and started his class. The teacher then informs them that today's topic is role-playing and spoken practice. The teacher said that I have made some conversations for you so that you can all perform on it. At this stage the teacher takes the attendance of the students. The teacher then shares his screen and gives them some homework on role-play for them in Lesson 7 and asks everyone to complete the task in free time. The teacher

sometimes discusses with the students about mid-term exams and number distribution. Now the teacher starts discussing the main topic of his class. The teacher opens the PowerPoint slide and discusses some of the role-playing rules and technics. The Teacher discusses the use of Pauses and the Tempos. The teacher shows them two videos of everyday life conversations. When the video is shown, the teacher chooses two students for the practice session. Mazhar as customer and Samiul as shopkeeper they practice a conversation. However, they could not do it properly. The teacher then asks the rest of the students what they did wrong. Abrar then says that they just read, it would be nice if they could give an expression. Then Nabil and Dhononjoy perform the same conversation again. The teacher told everyone to clap because it was much better. The teacher then similarly completes a few more practice sessions and participates in the maximum student practice session. Finally, the teacher gives a feedback on what he has taught and ends the class by saying goodbye to everyone by talking a little about the topic of mid-term exam.

Strength of the Teacher:

- i. The teacher maintained the class schedule.
- ii. The teacher maintained control of the class.
- iii. The teacher was able to answer questions and engage students.
- iv. The teacher was friendly with the students.

Classroom Observation Report 02

Institute: Daffodil International University
Instructor Name: Tamanna Islam
Department: English
Observer: Md. Fozlul Hoque
Date of Observation: 18 July (06:00PM - 06:15PM) 2021.
Classroom Management: The class was taken online via Google Meet for COVID 19. The class started at 06.15PM.
Student's Information: A total of 18 students were present in the class. Students are at Pre-intermediate level and their age is around 20-21. Some students spoke English as well as their mother tongue during class.
Lesson Objectives: The purpose of the class was to learn about the Present Tense.
Teaching Materials: PowerPoint slides.

Class Observation:

At first the teacher started his class by greeting everyone and asking how everyone is. The teacher then informs them that today's learning is about the present tense and its use. The teacher opened her PowerPoint slide and asked a question, what is Tense? Then Shimul answered the question. Then the teacher gave basic idea about tense. The teacher discusses the types of the present tense. The teacher then gives an idea about the definition and structure of Simple Present tense. The teacher gives two examples of the simple present tense. The teacher discusses the present continuous tense and gives an example. The teacher then asks the students if they

understand, to say the answer to the second example, then Uttoma says the answer to the second example. The teacher then discusses the present perfect tense and gives an example and asks the students to answer the second example. The teacher then gives an idea about the present perfect continuous tense. The teacher says a funny thing at the end of the present tense discussion which makes everyone very happy. At the end the teacher shows some exercises and asks everyone to give the answers. When the exercise is over, the teacher asks the students if they have any questions. But since the students had no questions, the teacher said goodbye and finished the class.

Strength of the Teacher:

- i. The teacher was friendly.
- ii. The teacher maintained class Time.
- iii. The teacher are able to engage students.

Chapter – VI

Teaching Experience

Descriptions of students:

- Academic level: Pre-intermediate
- Language level: Pre-intermediate
- Average age: 20-21 years
- Number of students present: 18
- Teaching timing: 15 minutes

Descriptions of classroom:

- Sitting arrangement: The class was taken online for Covid-19 and 18 students was present in the class.
- Teaching tools: Google Meet and Laptop.
- Teaching aids: PowerPoint slides, Worksheet and Pictures.

Teaching materials:

- Course book: Pre-intermediate.
- Topic: Right Form of Verbs
- Objectives: Students will be able to use the correct form of the verb according to time and subject.
- Teaching aids: Pictures, PowerPoint slides and Worksheet.

Description of Class:

The class begins with a greeting among the students. Some pictures of the students are shown. After showing the pictures the students are asked what we will learn about today. The topic was shared with them and it was said that classes would be taken today on the Right Form of Verbs. There was a basic discussion with the students about the Right Form of Verbs. The form of the verb was discussed with them. The rules of Right Form of Verbs were discussed with the students. After teaching the students each rule was explained with examples. Students were given exercises while teaching the Right Form of Verbs. Then some questions were asked to the

students and they were able to answer correctly. After discussing the rules of the Right Form of Verbs, they were asked if there were any questions. The class ended with goodbye greetings as the students had no questions.

Critical analysis and reflection of own class:

➤ **Class participations:**

At the beginning the students were kept interactive in the class by showing some pictures. The students were shown some sentences and they were all participating in the class and concentrating. One by one questions were asked to keep the students active and attentive in class. After teaching each of the rules of the Right Form of Verbs, an exercise was kept for the participation of the students. Almost all the students participated in the exercise given in the class except some students.

➤ **Teacher's activities and qualities:**

It seemed very challenging to finish the class well in 15 minutes. The class was on time and well conducted. Greetings were exchanged with the students and they were kept interactive in class. The voice was loud and clear so that the students had no problem understanding what was said in class. Grammar and vocabulary were properly maintained. The lesson materials were very suitable and easy for the students. Some interesting pictures were kept to keep the students focused in the class. The language was very friendly for the convenience of the students. Students were congratulated for participating in the class.

➤ **Task accomplishment:**

The class activities were using the right form of the verbs. Different forms of verbs were discussed at the beginning of the class and explained with examples. Then the basic rules of the Right Form of Verbs were discussed and exercise was solved at the end of each discussion. Thus, after teaching each rule, the exercises were solved through the participation of students in the class.

Overall the performance of the students in the class was satisfactory. Although some students did not participate in the class properly, the activities could have been better if they had participated in the class properly.

Chapter – VII

Findings from Conducted Class

- Two classes were observed and one class was taken, some things were found. They are-
- Both the teachers have good knowledge about the topic. Both teachers were patient while answering students questions.
- The class was taken in the Google Meet. Students were able to maintain order in the classroom and everyone's microphone was muted.
- Both teachers were able to maintain the class schedule.
- Teachers used English during lectures but sometimes Bengali was used only to make the students understand correctly.
- Students were made interested in the topic and their participation was ensured.
- The students were very interactive. They understood the lesson very well and responded positively.
- The teachers were adept at this online class. They have made online classes easier.
- Taking online classes was sometimes a problem for networking and load shedding.
- Teachers have used PowerPoint slides and docs files as the main elements of teaching.

Chapter – VIII

Recommendations

- Long classes are annoying to students so it is better to have 1 hour of online class time.
- Every student in the language class should practice and try to speak English and teachers should encourage it.
- Teachers should give short breaks during class because in most cases students feel annoyed when teachers talk relentlessly in class.
- Sometimes speaking the native language can help students understand a subject better.
- Teachers and students need to be familiar with new technologies like Meet, Google, Zoom, Classroom etc. Since online classes are changing a lot, teachers and students need to adapt to the new technology.

Chapter – IX

Conclusion

In this Covid-19 pandemic, the online education system has become a beacon of new hope among us. Although online curriculum was not very common in our country before the pandemic. In the current situation, online education system has become one of the means to conduct education activities at home. For this project paper I had the opportunity to observe two classes and take one class.

Taking classes online and observing two classes was a whole new experience for me. For online education, both teachers and students are getting ideas about online education and technology. The way teachers conducted online classes and the way they connected with students is really admirable. I got 15 minutes to take a class and I was very happy to take the class online and it was a new experience for me.

However, the online education system has not yet reached all parts of Bangladesh, but if the online education system is used properly, it will add a new dimension to the education system in Bangladesh in the future.

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Appendix 1

Checklist for Class Observation No: 01

Instructor evaluated: Mahmudul Hasan

Course: English- I

Number of Students present: 25

Date: 12 July 2021

Evaluator(s): Md. Fozlul Hoque

Topic: Role Playing (Spoken Practice)

Time: started 10-00AM ended 11-30AM

Lesson Plan And Execution					
	Completely	Mostly	Some what	little bit	Not at all
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	✓				
Comment:					
Teaching Techniques					
	Completely	Mostly	Some what	little bit	Not at all
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 audiovisuals 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		✓			
Comment:					
Class Management					
	Completely	Mostly	Some what	little bit	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. 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			✓		
Comments:					
Learning Environment					
	Completely	Mostly	Some what	little bit	Not at all
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 (Board, Marker, Speaker, Multimedia etc)					
e. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)					
f. The seating arrangement is suitable, not over crowded					
g. Interaction of Teacher and Learner during lesson		✓			
h. Learner's response was appropriate and inquisitive	✓				
i. Display of misconduct or hostility towards Teacher from the learners					
j. Display of misconduct or hostility from one Learner to other learners					✓
k. Peer feedback and feedback from Teacher was supportive and constructive	✓				
Comments:					
Use of Language					
	Completely	Mostly	Some what	Little bit	Not at all
a. The teacher <u>speak</u> 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 <u>observing individual</u> 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.					✓
Comments:					
Teaching methods / techniques					
	Completely	Mostly	Some what	Little bit	Not at all
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:					
Presentation skills of the teacher					
	Compl etely	Mostly	Some what	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. 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:					
Personal qualities of the teacher					
	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.		✓			
Comments:					
Teaching Materials (Teacher designed / Supplementary)					
	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			✓		

a. Materials are used effectively and efficiently		✓			
b. All the lessons are covered of the prescribed material.		✓			
Comments:					
Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher provides effective feedback to each activities	✓				
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			✓		
Comments:					

Additional Comments:

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

Checklist for Class Observation No: 02

Instructor evaluated: Tamanna Islam

Number of Students present: 18

Date: 18 July 2021

Evaluator(s): Md. Fozlul Hoque

Topic: Present Tense

Time: started 06-00PM_ended 06-15PM



Lesson Plan And Execution					
	Completely	Mostly	Some what	little bit	Not at all
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		✓			
Comment:					
Teaching Techniques					
	Completely	Mostly	Some what	little bit	Not at all
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 audiovisuals 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	✓				
Comment:					
Class Management					
	Completely	Mostly	Some what	little bit	Not at all
a. <u>Teachers</u> 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. 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					✓
Comments:					
Learning Environment					
	Completely	Mostly	Some what	little bit	Not at all
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 (Board, Marker, Speaker, Multimedia etc)					

e. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)					
f. The seating arrangement is suitable, not over crowded					
g. Interaction of Teacher and Learner during lesson		✓			
h. Learner's response was appropriate and inquisitive		✓			
i. Display of misconduct or hostility towards Teacher from the learners					
j. Display of misconduct or hostility from one Learner to other learners					✓
k. Peer feedback and feedback from Teacher was supportive and constructive		✓			
Comments:					
Use of Language					
	Completely	Mostly	Some what	Little bit	Not at all
a. The teacher <u>speak</u> in the target language in the classroom appropriately and effectively		✓			
b. Use of <u>English language</u> 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 <u>formal language</u> in the classroom.			✓		
h. The teacher check for comprehension frequently asking and <u>observing individual</u> students				✓	
i. Teacher engages students in speaking activities to develop an <u>understanding</u> for sounds in the utterance					✓
j. Teacher explains cultural differences in different accents of <u>English language</u>					✓
k. Teacher finds discomfort while students express ideas in <u>English only</u> .				✓	
Comments:					
Teaching methods / techniques					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher uses a <u>specific teaching method</u> 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:					
Presentation skills of the teacher					
	Compl etely	Mostly	Some what	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. 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.					
Comments:					
Personal qualities of the teacher					
	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.				✓	
Comments:					
Teaching Materials (Teacher designed / Supplementary)					
	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.		✓			
Comments:					

Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher provides effective feedback to each <u>activities</u>		✓			
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			✓		
Comments:					

Additional Comments:

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

Appendix 2

LESSON PLAN for Micro Teaching



Teacher (Student)	Md. Fozlul Hoque
Class profile and size	Pre-intermediate level ----- 18 students
Class Duration	15 minutes
Medium of instruction	English
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Right Form of Verbs
Teaching materials	<ul style="list-style-type: none"> • Google meet • PowerPoint slides • Worksheet • Pictures
Learning Objectives:	<ul style="list-style-type: none"> • Students will be able to use the correct form of verbs in terms of time and subject. • They will be able to describe the rules of the right form of verbs with examples. • They will be able to define and identify verbs.
Anticipated Challenges	<ul style="list-style-type: none"> • Some students may not be able to concentrate in class. • They may not feel the inspiration of group work. • Most of them may feel bored for the conventional teacher-centered class. • Internet connection problems and load shedding can occur.
Motivational factors	<ul style="list-style-type: none"> • Students should be encouraged to work with teams so that tasks can be easy and enjoyable for them. • It will be useful to ask questions and appreciate their feedback. • Instant good feedback can be a true inspiration for students.
Backup Plan	<ul style="list-style-type: none"> • Less important activities can be skipped if time is short. • Load shedding can happen so the power bank needs to continue the class. • Internet connection problems may occur so Internet backup or any other device is required to continue the class.

<p>Feedback Process</p>	<ul style="list-style-type: none"> • Students need to be informed if there was a mistake in the Q&A session. • The lesson will be evaluated by response and success rate when tasks are completed. • At the end of the group work, the teacher will provide feedback. 			
<p>Learning Outcomes</p>	<p>Students will be able to describe the rules of the correct form of verbs with examples. They will learn to define and identify verbs.</p>			
<p>Activity</p>	<p>Student / teacher Interaction</p>	<p>Materials/ Techniques</p>	<p>Learning Outcome</p>	<p>Timing</p>
<p>Greetings:</p> <ul style="list-style-type: none"> • The teacher will give a warm welcome to the students in the class. • The teacher will show some pictures and ask them what the pictures mean. 	<p>T → Ss Ss → T</p>	<p>Show some Pictures</p>	<p>Students will be engaged in class activities and they will be able to understand the subject of study from the pictures.</p>	<p>3 minutes</p>
<p>Basic Discussion:</p> <ul style="list-style-type: none"> • The teacher will show a PowerPoint slide and discuss the forms of the verb. 	<p>T → Ss</p>	<p>PowerPoint slides</p>		<p>2 minutes</p>
<p>Rules Practice:</p> <ul style="list-style-type: none"> • The teacher discusses the rules for the right form of verbs. 	<p>T → Ss Ss → T</p>	<p>PowerPoint slides</p>	<p>Students will use the right form of verbs correctly.</p>	<p>4 minutes</p>

<ul style="list-style-type: none"> The teacher will take answers from the students by showing examples with the rules. 				
Exercise session: <ul style="list-style-type: none"> Teacher will ask the students to solve some questions. Students will try to solve the question. 	$T \rightarrow Ss$ $Ss \rightarrow Ts$	Worksheet	Students will be able to understand how much they have learned.	3 minutes
Inference: <ul style="list-style-type: none"> Students will answer open and closed questions. 	$T \rightarrow Ss$ $Ss \rightarrow Ts$	Worksheet	Students will learn to understand and answer.	2 minutes
Conclusion: <ul style="list-style-type: none"> Teacher will appreciate students for their activities. If you have any questions, the teacher will ask the students. The teacher will end the class by thanking everyone. 	$T \rightarrow Ss$ $Ss \rightarrow T$			1 minute
Teacher self evaluation: <ul style="list-style-type: none"> How can better lessons be created and improved? 				