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

**Date of Submission:**
30th August 2021


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

A report submitted to the faculty of humanities and social science in partial fulfillment of the requirements of the degree of Bachelor of Arts in English.

**Course Code: ENG- 432**
**Curse Title: Project Paper**
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**Supervised By:**

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10th batch, Department of English
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**Date of Submission:**
**30th August, 2021**


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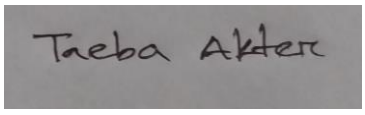
## Student's Declaration

I hereby declare that the internship project entitled "**Online class Observation and Conduction in English during the Outbreak of COVID-19**" which has been supervised by Al Mahmud Rumman, Senior Lecturer, Department of English, Daffodil International University. I honestly declare that this internship project is written by my own and is not copied from any unpublished and published project. I further declare that this internship project has never been submitted to any other institution before.

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## Supervision Certificate

To certify that, “Taeba Akter" is a student of the English department from the 10th Batch who has completed her internship project on “**Online Class Observation and Conduction English during the Outbreak of COVID-19**” under my supervision. I am happily informed that she has completed her project with hard work and patience. I wish her success in her future life.

---
Signature of the supervisor
Mr. Al Mahmud Rumman
Senior Lecturer
Department of English
Faculty of Humanities and Social Science
Daffodil International University
Date:


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## Acknowledgement

I would like to express my utmost love, respect and gratitude to my supervisor Al Mahmud Rumman, Senior Lecturer, Department of English whose helped me to complete my internship project. The teacher always helped me with all the instructions and conductions during the project journey. I am extremely grateful to him for his scholarly guidance and valuable advice and great efforts.

Moreover, I am also grateful to my family members and friend circle who have helped me to finalize the internship project. I would like to thank the authority of English Department for giving me all the supports and facilities to make this project.




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# Abstract

Online class observation and online class conduction is the aim of this internship project. To find out the way how teachers conduct online classes and how students observe the classes during the Covid-19 pandemic. For the past year and a half, Private Universities and English Medium Schools and Colleges have survived online for a certain period due to Covid-19. Conducting the research, I have observed two online classes of the University level in a reputed Private University through Google meet and I have also conducted one class in that university for this research project. Teachers conduct classes through Google Meet or Google Zoom. Teachers give students a code through that class's messenger group, so that they can join the same classroom. Teachers give the students worksheets, PowerPoint slides, Docx files, exercises and videos related to their lesson. During the research, I have found some limitations of online classes such as concentration breaks, network issues, communication gaps etc. but the teachers tried their best to provide the online teaching service to the students to improve their particular skills. I have given some recommendations and findings based on observations and conducting online class research.

Keywords: Covid-19, Online class, Observation, Conduction, Google Meet or Google Zoom, Recommendation, Findings.


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# Chapter 1

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# Introduction

Nowadays our world is going through a hard situation because of Covid-19 pandemic. Lockdown, quarantine, isolation, death are very common words currently. Since the case of Coronavirus infection was first diagnosed in early March 2020, the Bangladesh Government announced the collapse of all educational institutions from 17th March to 31th March, 2020 as part of a lockdown to prevent the spread of Coronavirus (TBS Report, 2020). Due to the number of detected cases, the government extended its lockdown system several times. However, Education cannot be stopped because it is our basic need. The University Grants Commission of Bangladesh (UGC) and The Ministry of Education (MOE) officially allowed all private universities to continue online classes and conduct online examinations (Abdullah, 2020). At that moment many universities started continuing their learning and teaching process online but not all. They conduct online classes through a learning management system where students are able to view their course overview, course syllabus, feedback, presentation, assignment and can also communicate with course instructors. Teachers give the students work on BLC, Google file, Google classroom and give a certain deadline so that students can complete their work before the deadline. If they cannot submit it due time, later they cannot attempt again. Online examination is also held through this process.

Learning English is mandatory for everyone in Bangladesh. English as a foreign language in Bangladesh and English language is also an international medium of communication in the world. In Bangladesh, most of the children start to learn English from playgroups and it is also a compulsory subject from the first day at school to higher secondary level. For this reason, the feedback should have been better. Unfortunately, their learning feedback is not as expected. Although they spend about twelve to fourteen years of their lives in learning English. Moreover, at the undergraduate level there are many students who do not have basic knowledge of English grammar and language. They pass all classes through poor English skills. This condition is common in almost all Educational institutions in Bangladesh.

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The government has taken many initiatives to make education effective. The government has provided training to teachers, provided electronic devices such as computers, projectors, sound systems, informative books etc. In this pandemic situation, the government has also taken initiative to take online classes. These initiatives did not work properly. Although Many Institutions have shown their success in taking online classes. They use Google Meet, Skype, Facebook, WhatsApp to conduct online classes. In this pandemic they have tried to keep their Education system active. Unfortunately, some institutions are still lagging behind. They are not able to conduct online classes. Because many teachers do not have the proper knowledge to take online classes even they do not know how to create an online class. Moreover, there are also some older teachers who have not any knowledge on modern technology. They cannot use computers, multimedia, or sound systems. Consequently, many students are being deprived of online education during the pandemic.

A university has been selected which is Daffodil International University. Here I observed two online classes and took one online class. During the class observation a checklist was provided by the supervisor which I used for evaluating the teaching techniques and performance of the teachers and the output of the students. After observing the class, I have found some problems. To overcome those problems some instructions had given which would help the students to learn the English language in an appropriate way and conduct the class exactly.

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# Chapter: 2

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# Objectives

1.To know the current situation of online classroom teaching and learning in Bangladesh.

2. To find out the effects of using technical material on the students in the online classrooms.

3. To know about the advantages and disadvantages of online class conducting and learning in English.

4. To find out the actual scenario of student's comfort of learning online education.

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# Chapter: 3

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# Methodology

I. **Selecting Institution:** Daffodil International University is chosen for the project paper. Because of Covid-19 pandemic, my supervisor has recommended me to take a class in this institution.

II. **Selecting class:** One class was selected for observation from a different batch in a different department and another class was selected from our peer teaching group, where one of my classmates arranged a class of university level students. My supervisor helped me to select the classes for observation.

III. **Observing class:** I observed two classes in that university. Here I observed that, how a teacher taught the students, how a teacher controlled all students, how a teacher kept students focused on the classes, how a teacher conducted online classes by using technical materials.

IV. **Using checklist:** During the online class observation, I used this checklist to gather information.

V. **Conducting a class:** I conducted a class with the help of facilitator. While conducting the class, I understood the overall situation. My class time was 15 minutes. I provided the class materials to the students by using a PowerPoint slide.

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# Institution Details

Daffodil International university is a private university which is located at Dhanmondi Dhaka, Bangladesh and its permanent campus is located at Birulia Road, Khagan, Ashulia, Savar which is in Dhaka district. It was established on 24 January 2002. According to the QS University Rankings: Asia 2021, DIU has been identified as one of the top private universities in Bangladesh. The campus is spread over 150 acres and is full of vitality, modern technology and innovation for more than 20,000 students. According to the SCOPUS-listed research publication in 2019, DIU is ranked 4th among all universities and 1st among all private universities in Bangladesh.

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# Chapter 5

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## Class Observation Report

### 5.1: First-class observation:

| |
|---|
| Teachers Name: Mahmudul Hasan |
| Name of Institution: Daffodil International University |
| Observer: Taeba Akter |
| Name of Course: English-1 |
| Lesson Title: Role Playing (spoken exercise) |
| Date and Time of Observation:16th June (1.00 PM -2.30 PM), 2021. |

### Classroom Description:

| |
|---|
| Class Medium: Online through Google Meet. |
| Teaching Aids: Word File, PPT file. |
| Class Recording Link: https://drive.google.com/file/d/1t31nsE156Yo8sDihsT6jtwbuZw68GN8n/view?usp=sharing |

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**Students Information:**

| |
|---|
| Academic Level of Students: BSC in Civil Engineering + Software Engineering |
| Semester and Section: Summer 2021 |
| Number of Students: 35 |
| Average Age of Students: 19-20 |
| Language Used in Classroom: Bangla + English |

**Lesson Objects: The lesson objectives of the class were to practice speaking.**

**Class observation:**

First of all, the teacher greeted the students and gave them an introduction about today's class. Then the teacher discussed some issues related to the course. After that he talked about the previous class task and discussed the confusion of their quiz date. After finishing other issues, the teacher told the students that he will teach them about the techniques of role playing as a part of speaking then they will practice it. After that the teacher shared his screen and took their attendance. He took the information of the absent students and told others the importance of attending class. The teacher opened a PowerPoint slide and shared with the students a couple of tips about roleplay which could help the students during performing. Before going to the topics, he shared two short video clips from BLC related to the lessons such as telephone conversation, shopkeeper-customers. After that, he opened a docx file of the practice sheet and encouraged students to participate in the lesson. He kept two students, named Abar and Taifur, as volunteers for the participants. Then the teacher called two students who were interested in acting as customers and shopkeepers. After the performance, the teacher encouraged the students to share their experience like what were the

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strengths and weaknesses in the performance and luckily the students responded. After this part, he again called others students to perform on telephone conversation and through this way he completed six practices in several kinds of topics.

Moreover, the teacher had given them a funny part of the conversation where one will perform as a cat and the other one as a dog. Abar and Taifur performed on this task and others enjoyed watching their performance. Finally, he talked about midterm examinations and their marks distribution.

**Strength of the Teacher:**

1. The teacher was a good commander over the topics.

2. The teacher was friendly with students.

3. The teacher encouraged the students to participate in class activities.

4. The teacher put more emphasis on practice.

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**5.2: Second class observation:**

| |
|---|
| Teachers Name: Afifa Binte Majhar |
| Name of Institution: Daffodil International University |
| Observer: Taeba Akter |
| Name of Course: English-1 |
| Lesson Title: Modifier |
| Date and Time of Observation:18th july (5.00 PM -5.15 PM), 2021 |

**Classroom Description:**

| |
|---|
| Class Medium: Online through Google Meet |
| Teaching Aids: PowerPoint slides |
| Class Recording Link: https://drive.google.com/file/d/1P1OrJEcWezFa7YJ2Z8awO3WBVqJxnVNT/view?usp=drivesdk |

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**Students Information:**

| |
|---|
| Academic Level of Students: BA honours in English |
| Semester and Section: Summer 2021 |
| Number of Students: 18 |
| Average Age of Students: 21-22 |
| Language Used in Classroom: Bangla + English |

**Lesson Objects: The lesson objectives of the class were to practice Modifiers and its rules.**

**Class Observation:**

In the beginning, the teacher greeted the students and told them what they were going to teach in today's class. The teacher told them that they will practice modifiers and its rules, then the teacher discussed the importance. After that, the teacher opened a Docx file of Gerund where she taught the students about definition and examples and rules of Gerund. Then the teacher talked about the participles. At a time, she also discussed definitions, examples and types of participles. After that, the teacher opened a Docx file of worksheets where four sentences were written, then the teacher asked the students on the worksheet whether they were actually understood or not. When the students failed to give the answer then the teacher cooperated with the students. After that, the teacher started teaching 'Determiner' Where she discussed definition, examples and how a determiner can sit in different places in different ways such as articles, demonstration Interrogative etc. After finishing that the teacher took an MCQ test where most of the students participates and

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gives their answer. Then the teacher gave the solution of the Mcq test and praised the students and finished the class.

**The strength of Teacher:**

1. The teacher's voice was clear and loud.

2. The teacher gave the students an opportunity to express their opinion.

3. The teacher tried to make the lesson attractive.

4. The teacher was friendly with the students.

**The weaknesses of Teacher:**

1. The teacher could not pay attention to the presence of every students.
2. The teacher could not encourage everyone to participate in the Multiple-choice question test.

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# Chapter: 6

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# Teaching Experience

| |
|---|
| Teachers Name: Taeba Akter |
| Name of Institution: Daffodil International University |
| Lesson Title: Classification of sentence |
| Date and Time of Observation:18th July (5.15 PM -5.30 PM), 2021 |

**Classroom Description:**

| |
|---|
| Class Medium: Online through Google Meet |
| Teaching Aids: PowerPoint slide |
| Class Recording Link: https://drive.google.com/file/d/1P1OrJEcWezFa7YJ2Z8awO3WBVqJxnVNT/view?usp=drivesdk |

**Students Information:**

| |
|---|
| Academic Level of Students: Pre-intermediate |
| Number of Students: 18 |
| Average Age of Students: 21-22 |
| Language Used in Classroom: English |

**Lesson Objects: The lesson objectives of the class were to teach the identification of different types of sentence according to structure.**

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**Teaching Details:**

The topic of teaching was about the basic ideas of Sentence. At the very beginning of the class, the teacher greeted the students and gave lesson objectives. Then the teacher opened a PowerPoint slide and the first two minutes gave the students the primary idea about the definition of sentences. After that she also taught them to identify the subject and predicate from the sentence. However, giving the basic information, the teacher discussed with the students about the classification of sentences according to structure. The teacher taught the topic to the students with examples and described the structure in a very clear way. Although these four types of sentences are simple, compound, complex and compound-complex tough topics but the teacher finished the topic very interestingly. Because her class materials were organized and clear. Students enjoyed her class very much. After completing every single type of sentence, the teacher asked the student to identify a specific sentence from the worksheet. Almost all of the students tried to give their feedback which was very positive. After that, the teacher finished the class by praising them.

**Success in Teaching:**

1. The students got a clear concept and a clear briefing about the lesson.

2. The students were very friendly with the teacher.

3. The response from the students was remarkable.

**Scope for Improvement:**

1. Sometimes the interaction was interrupted due to internet problems.

2. The teacher could not manage the class time properly.

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# Chapter 7

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# Overall Findings

I have observed two classes and one class has been taken. I have found a few things that are given below:

**1**. **Subject matter content:** Teachers had good knowledge about the topic. They encouraged and inspired students to ask questions and had patience in answering the questions.

**2**. **Classroom environment:** Due to the COVID -19 pandemic, all educational institutions were off, though private universities arranged online classrooms. It was fortunate for the students. But I believe that university's green environment classes would be much better than online classes.

**3**. **Lesson delivery:** Teachers spoke fluently and clearly which helped the students to understand the lesson properly. Both teachers used PowerPoint slide and Docx files for teaching a lesson. The teachers spoke Bangla and English, both languages.

**4**. **Teaching activities:** Both teachers tried to engage the students in-class activities.

**5**. **Network issues:** Teachers were more careful about their network issues.

**6**. **Advantages of online classes:** The main advantage is that, students can connect from different places. Teachers also can conduct classes at any place. Teachers and students can express their learning outcomes, perception, ideas, and thoughts without physical gathering. Another advantage is the opportunity of class recording. If any student is unable to attend the class or cannot concentrate in the class due to network issues, later they can listen the class recordings.

**7. Disadvantages of online classes:** Online classes also have many disadvantages. Many students live in the village sites. Sometimes they cannot join the classes because of network problems. Sometimes teachers also cannot conduct class properly and stay disconnected from the class again and again because of network issues. As a result, students' concentration breaks down and they are unable to concentrate in class later. Moreover, many students and teachers are not proficient in current technology so they face many problems during the online examinations. Sometimes they are unable to submit their answer sheets.

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## Findings from Conducted class

**What was my purpose:**

I wanted to give the students distinct and basic ideas on my teaching topic. I tried to make the class interesting and ensure their participation. Unfortunately, students do not pay attention to online classes. I tried to give them classwork and most of the time I tried to keep them focus in class.

**Difficulties I faced:**

It was really difficult for me to finish everything in such a short time. I was not able to complete the lesson properly.

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# Chapter 8

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# Recommendation

**1**. It is still not possible to conduct hundred percent online classes in Bangladesh because they do not have enough internet facilities. Internet facilities are not the same in everywhere. Moreover, internet facilities are too expensive in an underdeveloped country like Bangladesh. So, students are not getting the opportunities due to internet problems.

**2.** The university authorities need to consider the duration of online classes. If the duration of class is fifty minutes to sixty minutes then it will be convenient for students to pay attention in class.

**3.** Teachers and Students need more training on online technology, online teaching activities and online materials.

**4**. In English language teaching classes, the teacher should speak in English and the students should be encouraged to speak in English.

**5**. Ensuring the presence of every student in the online class.

**6**. Teachers need to be aware of network issues.

**7.** Reading materials should be improved as the classes are hold online nowadays. Reading materials should be adapted in that way and the government can take initiatives in that way.

**8**. Students should be encouraged to ask questions to the teacher.

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# Chapter 9

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# Conclusion

As a researcher, this project paper has been really an amazing and knowledgeable experience for me. I had the precious opportunity of exploring a sea of information regarding online class while creating this internship paper. The utmost development of online class is much needed in this pandemic situation. I have observed two online classes and conducted a class. After observing and conducting the class, I have seen the pros and cons of online class, especially in the context of Bangladesh. There is a lack of qualified teachers in the English language teaching. Moreover, students do not get proper guidelines from the beginning of their learning. The education system of the country has a great effect in this regard. As a result, their skills in English is not good enough, although they have learned English in schools and colleges for several years. The scenario has become even harder in online classes where a significant number of students and teachers do not have proper access to internet and necessary equipment for conducting class. In addition to that, most students and teachers are still at a loss in conducting productive and effective online class. This project paper solely targets on developing English language teaching online by enhancing both students and teacher's collaboration and mutual understanding. Some recommendations have been added which figures out possible areas yet to be addressed in order to improve online education system. This research paper will hopefully contribute at least a little in improving and broadening English language teaching online and will be beneficial for students and teachers of categories.

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# APPENDIX

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# Appendix-1

## Lesson Plan for Micro Teaching

| | |
|---|---|
| **Teacher (Students)** | Taeba Akter |
| **Class profile and size** | Pre-intermediate level<br>15 students |
| **Class Duration** | 15 minutes |
| **Medium of instruction** | English |
| **Teaching-learning area/Broad topic/Micro topic** | Classification of Sentence |
| **Teaching Materials** | • Power-Point slides<br>• Through Google meet<br>• Soft worksheet |
| **Learning Objectives** | • At the end of the lesson the students will be able to identify four types of sentence according to structure. |
| **Anticipated Challenges** | • The interaction problem may occur between teacher-student due to online classroom.<br>• Allotment of time for each activity may not work according to plan; some activities can take more or less time than the expected time.<br>• Power failure may occur. |
| **Motivational factors** | • Encouraging students to give feedback on learning objects.<br>• Asking questions and appreciating their response will be helpful.<br>• Immediate constructive feedback can be really motivating for students. |
| **Backup Plan** | • If the internet is not working properly, teacher will buy mobile data.<br>• If there is shortage of time, one or two less important activities may be excluded. |

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| Activity | Student/Teacher interaction | Materials | Learning out comes | Timing |
|---|---|---|---|---|
| **Greetings**:<br>Teacher will warmly welcome the students and introduce herself. | T-Ss<br>Ss-T | - | - | 1 minutes |
| Teacher will present a slide, examine a sentence "He is playing football" will show them sentence contains group of word, subject, predicate and express a complete thought. | T-Ss | Power point slides | Student will be known about basic idea of sentence. | 2 minutes |
| Teacher will show 4 individual slides about 4 types of sentence according to structure with example<br>- after completing every single types of sentence<br>from slide, will ask them to identify specific<br>sentence type from 2 sentence. | T-Ss<br>Ss-T | Power point slides | Student can identify different types of sentence according to their structure. | 10 minutes |
| **Deduction:**<br>Students will give their own opinion. | Ss-T | - | - | 1 minutes |
| **Conclusion:**<br>Teacher will appreciate them and finish the class. | T-Ss | - | - | 1 minutes |

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# Appendix-2

## Classroom Observation Record Sheet

Instructor evaluated _Mahmudul Hasan_____Course: English-1

Number of students present _35_____ Date _16th june,2021

Evaluator(s) _____Taeba Akter_____

Topic _Role Playing (Spoken exercise) Time: started 1.00 ended 2.30

Format (s) _ lecture _small group _interactive _other

| 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. Did instructor encourage student responsibility for further learning | ✓ | | | | |
| **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 | ✓ | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 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 | | ✓ | | | |
| **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. Transition from one point to another | | ✓ | | | |
| j. Time maintenance | ✓ | | | | |
| k. Linking lesson to previous or next lesson materials | ✓ | | | | |
| **Learning Environment** | | | | | |
| | **Completely** | **Mostly** | **Some what** | **little bit** | **Not at all** |
| a. Learners were clear about the topic being taught | ✓ | | | | |
| b. Student participation was appropriate not disturbing | ✓ | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| d. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC) | | ✓ | | | |
| e. Interaction of Teacher and Learner during lesson | | ✓ | | | |
| f. Display of misconduct or hostility towards Teacher from the learners | | | | | ✓ |
| g. Peer feedback and feedback from Teacher was supportive and constructive | | ✓ | | | |

| **Use of Language** | | | | | |
|---|---|---|---|---|---|
| | **Completely** | **Mostly** | **Some what** | **Little bit** | **Not at all** |
| 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. | | | | | ✓ |

| **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 | | | | | ✓ |

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| Presentation skills of the teacher | | | | | |
|---|---|---|---|---|---|
| | Completely | 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 | ✓ | | | | |
| **Personal qualities of the teacher** | | | | | |
| | Completely | 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. | ✓ | | | | |
| **Teaching Materials (Teacher designed / Supplementary)** | | | | | |
| | **Completely** | **Mostly** | **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. | ✓ | | | | |
| **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 | ✓ | | | | |

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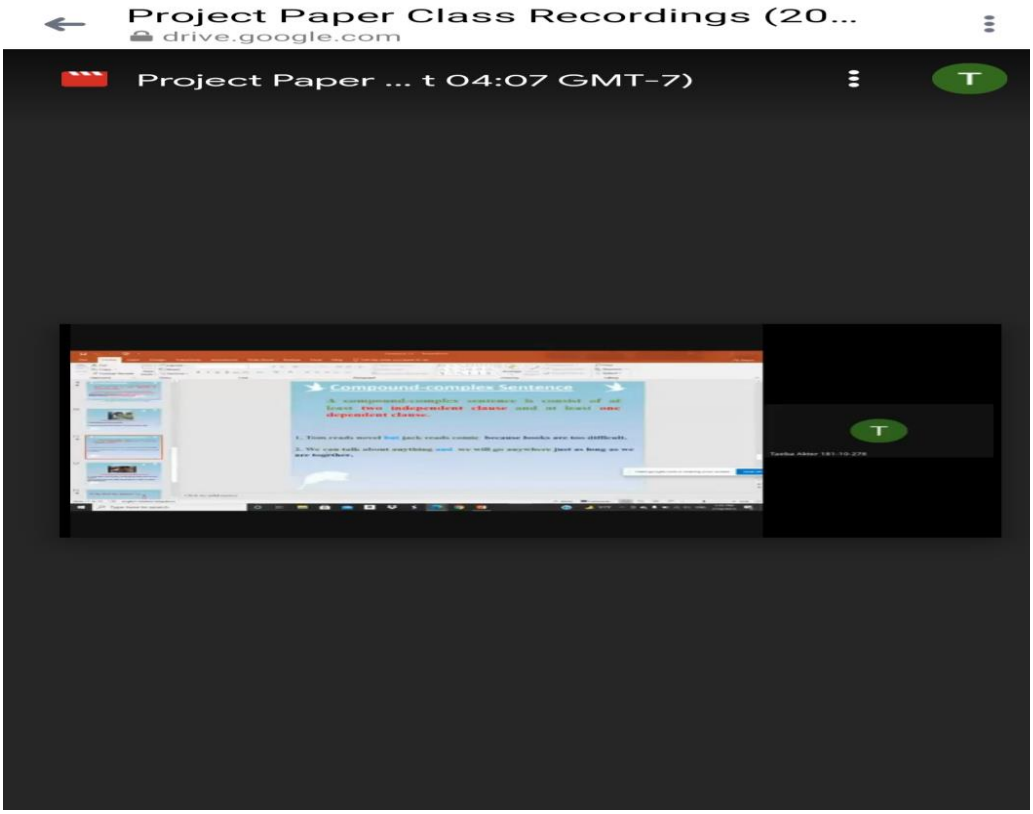
# Appendix-3

## Class Activities Photo -1

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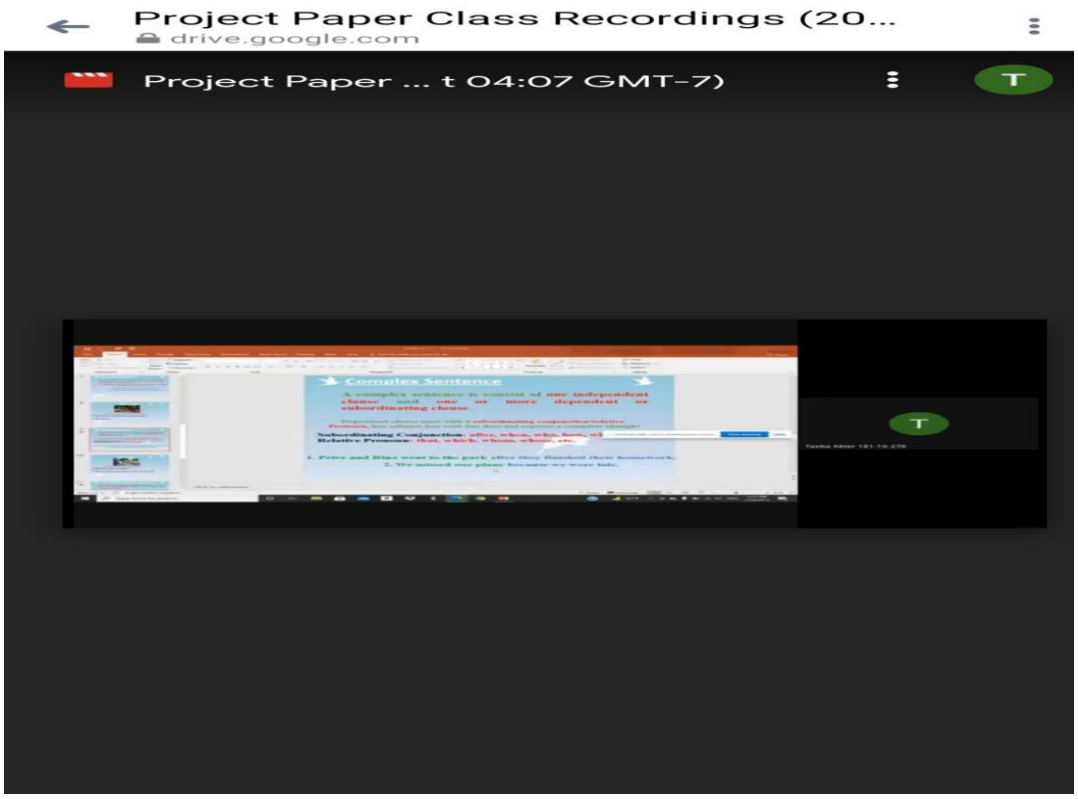
**Class Activities Photo -2**

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