

An Internship report on
**“Online Class Observation and Conduction in English during
the Outbreak of Covid-19”**

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Date of Submission:

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

Declaration

I hereby declare that this project work has been completed by me under the supervision of Md. Abdul Momen Sarker, Assistant Professor, Department of English, Daffodil International University. I can also assure that neither this project has been submitted nor published to any other Universities, Institutions or publications for achieving a certificate of a degree or a diploma.

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Certificate

This is to certify that Md.Nasimul Huda (ID: 171-10-183) is a student of the English Department of Daffodil International University, Ashulia Campus. He has accomplished his internship project under my supervision and worked sincerely to prepare his report.

All necessary information and findings presented in the project are original. I wish him success in his future career.

.....

Supervised by

Md. Abdul Momen Sarker

Assistant Professor, Department of English

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Acknowledgment

I would like to express my heartiest gratitude to Md. Abdul Momen Sarker, Assistant Professor, Department of English, for his endless support to finish my internship project.

His endless patience, scholarly guidance, encouragement, constructive criticism, valuable advice, reading inferior drafts and correcting them in all stages have made it possible to complete this project paper.

Abstract

This project paper aims to present the current scenario of English language teaching in the Universities of Bangladesh. The purpose of this project paper is to observe how the teachers are teaching the English language and how the learners are learning the English language in the online classroom during the Outbreak of Covid-19. Covid-19 outbreak forces students and teachers to start online activities. This project paper aims to know what kinds of methods and materials are being used by English language teachers in the online classroom. To conclude, some recommendations have been given based on the observations and findings from the observed online classes. Some strengths and weaknesses of the teachers as well as the students have been found during the observation of the English language classes.

Keywords: Covid-19, Observations, Methods, Materials, Recommendations.

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Chapter - I

Introduction

The outbreak of Covid-19 has affected educational systems worldwide. It has led to the near-total closures of schools, colleges, and universities. It seems that all the governments around the world have temporarily closed educational institutions so that they can reduce the spread of Covid-19. However, the learning process must go on. That is why teachers and students are using an online platform to continue the learning process instead of wasting time at home. Many private universities like Daffodil International University are taking online classes, quizzes, and exams. The English language is an international language. Though many countries use the English language as a 2nd language, in Bangladesh it is still being used as a foreign language. Historically, the English language was in a state of rising and fall in Bangladesh since its independence in 1971 (Moniruzzaman, 2009; Rahman, 2005). The English language is the most used international medium of communication around the world. That is why learning English in Bangladesh is compulsory in almost every level of education. From schools to universities English is being taught to students. But still, it seems that English language teaching in Bangladesh is not effective. Though students are learning the English language from the beginning of their school life the output of learning English is not satisfactory. Most of the students are afraid of the English language. Students in Bangladesh learn English as a necessary subject from their first day of school till class twelve or higher level. They learn the English language for more than twelve years, and still the result is disappointing. The government has taken so many initiatives to improve English language learning from the earliest point of school life and such a significant number of activities have been taken to make English easy for the students. But Covid-19 made the government almost crippled because they don't have enough resources to conduct online classes in government

schools and colleges. However, at the moment only private schools, colleges, and universities are taking online classes. They are trying their best to ensure a quality teaching environment but their supports are not well enough to fulfill the demands. A university has been selected for online class observation. On that university, 2 classes have been observed and a class has been taken. During observation of the class, a checklist provided by the supervisor has been used for evaluating the performance and teaching techniques of the teachers, and the outcomes of learning. After observing the classes, some problems have been found. To overcome those problems, some recommendations have been given that may help to make the English language teaching effective at that university.

Chapter - II

Objectives of the Internship

The objectives of the internship are:

- a. To know the present scenario of online class and conduction in English during the outbreak of Covid-19
- b. To be able to apply teaching techniques and methods in real-life situations (online classroom).
- c. To find out the impacts of using the technical application on the learners in the online classroom.

Chapter – III

Methodology

3.1 Selecting Institution: Daffodil International University was chosen for an internship. The permission was given by the teachers to observe the online classes and conduct a class.

3.2 Selecting Classes: Two classes were chosen from different semesters to observe and a semester was chosen to teach.

3.3 Observing Classes: Two classes were observed at that university. Both classes were language classes of different semesters. It was overviewed from the observed classes, how the teachers took online classes, how they utilized time in the online classroom, how the teacher communicated with students while conducting an online class.

3.4 Using Checklist: A checklist was used to observe classes and collect information.

3.5 Conducting an online Class and Understanding the Classroom Environment: A class was taken with the permission of a teacher. Conducting a class is the process to find out the overall situation. The class which was taken was a language class. The duration of the class was 40 minutes.

Chapter – IV

Institution Details

Daffodil International University is a private university located in Dhanmondi, Dhaka, Bangladesh. And the permanent campus is located in Daffodil Road, Khagan, Ashulia, and Savar which is in Dhaka district. It was established on 24 January 2002. DIU is the first university in Bangladesh to have signed the UN's Commitment to Sustainable Practices of Higher Education Institutions. The university offers bachelor's, master's, and doctoral degrees through its 23 departments, themselves organized into 5 faculties.

Chapter – V

Classroom Observation Report

Teacher's Name: Fatema Begum Laboni, Mohammad Elius Hossain	
Name of Institution: Daffodil International University	
Observer: Md. Nasimul Huda	
Date of Observation: 12 th August (02:30PM-04:00PM), 29 th June (02:30PM-04:00PM), 2020	
Classroom Description: It was the online classroom and Google Meet was used as the way of conducting and observing classes.	
Students Information:	
<p>1. Academic Level of the Students: 1st class: The students from 2nd semester of 1st year. 2nd Class: 2nd semester of 1st year.</p> <p>2. Language Level of the Students: The students belong to the secondary level of language level.</p> <p>3. Average Age of Students: The average age of the students is 18-20 years.</p>	<p>4. Number of Students: The total number of students in the 1st class is 55 and the 2nd class is 42. The number of students who attend the first class was 45/55 and the second class was 35/42.</p>
Lesson Objectives:	
<p>1st Class: The lesson objectives of the first class were to teach commonly confused words.</p> <p>2nd Class: The lesson objectives of the second class were to teach English for academic purposes.</p>	
Teaching Materials:	
<p>1st Class: PDF book, YouTube Videos, and other online resources related to the topic.</p> <p>2nd Class: A PPT file.</p>	

Class Observation 1

The teacher first welcomed her students and told them what she was going to teach them. The teacher was very enthusiastic and friendly in answering questions of the students. The teacher followed the PDF book for giving lecture and used real-life examples for better understanding. She shared her computer screen to show them the PDF book and YouTube videos related to the topic. The teacher then asked students whether they had understood or not and gave tasks to students then. She was very clever to ask questions randomly so that every student remains attentive. She used good English and spoke slowly so that everyone could understand her. She was aware of the condition of her students. She used DIU BLC (Blended Learning Centre: an online study platform by the same institution) to share all the materials including class records so that those who missed the class could watch it later. The topic of the lecture was "commonly confused words".

Strength of the Teacher

- i. The teacher was punctual in maintaining the class schedule.
- ii. The teacher was enthusiastic in answering questions and was clever to ask questions randomly to engage the students.
- iii. The teacher had good command over the topic and lesson.
- iv. The teacher was wise to use online resources.

Class Observation 2

The teacher first welcomed the students, and described the topic and objectives of the lesson. The teacher was very friendly with the students. The teacher followed PowerPoint slides for giving lecture and used real-life examples so that students could understand better. He shared his computer screen to show them the slide. He also showed his face by the computer camera

so that students could see him and pay attention. The teacher sometimes asked students whether they had understood or not. Though the class was an English language class, he used L1 too. But most of the time he spoke proper English. Students were comfortable while answering to his question. He shared all his materials through the BLC platform. He also provided the class record. The topic of the lecture was "English for academic purposes".

Strength of the Teacher

- i. The teacher was punctual in maintaining time.
- ii. The teacher had a loud and clear voice with good English pronunciation.
- iii. The teacher had good command and knowledge about the topic.
- iv. The teacher was able to engage students and keep them enthusiastic in the class.

Chapter – VI

Teaching Experience

Name of Institution: Daffodil International University
Level of the Students: 2nd semester of 1 st year
Number of Students: 35
Topic: Idealism vs. Realism in <i>Arms and The Man</i> by George Bernard Shaw
Date: 10-08-2020
Materials: A PPT file
Duration: 40 Minutes
Objectives of the Lesson: <ol style="list-style-type: none"> i. To describe the theme of "Idealism vs. Realism in <i>Arms and The Man</i> by George Bernard Shaw." ii. How to answer questions related to the theme.

The topic of teaching was about Idealism vs Realism in *Arms and The Man* by George Bernard Shaw. At first, the students were greeted and given lesson objectives. First, the description of the themes was given along with examples of different themes. The topic was well explained in the English language with proper pronunciation. Then students were asked the question whether they understood or not. The response was very well. The use of easy English words helped them to understand better.

Success in Teaching:

- i. The interest of the students was observed.
- ii. Objectives were met properly.
- iii. Students were well engaged in the online class.

Failure in Teaching

- i. Some students couldn't understand the topic.
- ii. Some students were unable to answer the question.
- iii. Some students were unable to join the class because of the bad internet connection.

Chapter – VII

Overall Findings

As two classes were observed and a class was taken, few things have been found. They are given below.

Subject Matter Content:

Both teachers had good knowledge about the topic. Both of them encouraged students to ask questions and were patient in answering questions. They also asked proper questions to engage them.

Organizations:

As these were online classes, both of the teachers were able to maintain the class schedule. The teachers were successful in fulfilling the objectives of the lesson.

Classroom Environment:

The online classroom environment was average. Digital devices and internet resources were used. But some students couldn't join the class because of a bad internet connection. Some of them were unable to hear clearly because of the same problem.

Lesson Delivery:

There were some problems found with the teacher. One teacher asked fewer questions. As it was an online class, more questions should be asked to engage students. Some students couldn't understand properly due to the lack of experience in English speaking environment. One of the teachers used L1 to solve the problem.

Use of Language:

- i. One of the teachers used L1 during his lecture. Other one only used English.
- ii. Some students were uncomfortable answering questions in the English language.

Types of Teaching Activities:

- i. One of the teachers gave the students an individual activity.
- ii. The other teacher did not give any activities.

Teacher's Use of Materials:

Both of the teachers used digital devices, PDF books, slides, and online resources relating to the topic.

Use of Teaching Methodology:

Both teachers used mostly communicative language teaching (CLT) method in their teachings.

Findings from Conducted Class:

What I wanted to achieve:

I wanted to make the students interested in the topic and to ensure their participation. I was successful and also a failure in this. Some of the students were interacting with me but most of the students remained silent in the online class. It was difficult for me to complete everything within a short period. I could not finish the lesson properly.

Chapter – VIII

Recommendations

Recommendations

- i) Teachers need to engage students more often to teach the language more effectively.
- ii) Teachers should always speak in English in the class instead of the mother language.
- iii) Randomly asking questions is a good way for effective engagement.
- iv) Slow and clear voice with good pronunciation is a must as most of the students do not have enough experience in English speaking environment.
- v) The duration of the class should be increased for a language class.

Chapter – IX

Conclusion

It was a great experience for me to observe two online classes at the university level. The teaching experience was also great for me. All the students and the teachers helped to complete the observation and teaching. After observing two online classes and conducting a class, the present scenario of English language teaching in Bangladesh is seen. But differences can be found in other universities. Only private universities are conducting online classes right now. So the proper scenario cannot be observed at the moment.

They should give more importance to ideas which have been recommended for the improvement. There were some positive things observed too along with some areas which the university can improve. This paper may help universities to improve their teaching of the English language during the outbreak of Covid-19.

References

- a. Rahman, S. (2005). Orientations and motivation in English language learning: A study of Bangladeshi students at the undergraduate level. *Asian EFL Journal*, 7(1), 29-55.
- b. Maniruzzaman, M. (2009). Rethinking the status of English in Bangladesh: Why it should be the second language, not a foreign language. *Explorer*, 2(1), 1-18.

Appendix – 1
Certificate of Internship

Appendix – 2

Checklist

Classroom Observation Report-01

Instructor evaluated: Fatema Begum Laboni Course : English Language Usage

Number of students present: 45

Date: 12-08-2020

Evaluator(s): Md. Nasimul Huda

Time: Started at 2:30pm & ended at 4:00pm

Topic: Commonly Confused Words

Method: Grammar Translation Method

LESSON PLAN AND EXECUTION					
	Completely	Mostly	Some what	little bit	Not at all
a. The instructor got the attention of learners early	✓				
b. The instructor stated purpose in interesting way		✓			
c. The instructor asked stimulating questions		✓			
d. The instructor highlighted important points	✓				
e. The information was presented for given time period	✓				
f. The instructor linked content with application	✓				
g. The stated objectives were met	✓				
h. The instructor encouraged student responsibility for further learning	✓				
Teaching Techniques					

	Completely	Mostly	Some what	little bit	Not at all
a. The instructor asked the students to answer questions		✓			
b. The speaker used brainstorming		✓			
c. The students generated responses	✓				
d. The teacher used audiovisuals		✓			
e. The instructor was conversational			✓		
f. The voice quality/volume of teacher was adequate		✓			
g. The instructor showed interest in the subject	✓				
h. Overall, the instructor tried to help the learners learn the subject	✓				
Class Management					
	Completely	Mostly	Some what	little bit	Not at all
a. Teacher established a rapport with the class before starting the lesson	✓				
b. Teacher took the time to introduce the lesson to the Class	✓				
c. Lesson material was meaningful, motivated, contextualized			✓		
d. Effective balance of STT (students talk time) and TTT (teacher talks time)		✓			
e. Time maintenance was effective	✓				
Use of English 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. The teacher offers opportunities for native language use				✓	
c. The teacher uses familiar words related to what s/he is teaching in class		✓			
d. The instructor presents information about some very familiar topics using native language		✓			
Presentation skills of the Teacher					
	Completely	Mostly	Some what	Little bit	Not at all
a. The teacher's voice is enough audible for all the students.	✓				

b. Teacher's pronunciation is clear enough to understand.	✓				
c. Teacher is able to keep pace while giving lecture		✓			
d. The teacher gives adequate pauses while giving lecture.		✓			
Teaching Materials (Teacher designed / Supplementary)					
	Completely	Mostly	Some what	Little bit	Not at all
a. Material fulfils the objective of the lessons provided.		✓			
b. Materials include lessons which are interesting and can motivate the learner		✓			
c. Materials are used effectively and efficiently		✓			
Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher provided effective feedback to each activity	✓				
b. Teacher provided feedback after the activity is finished	✓				
c. Teacher provided feedback individually	✓				
d. Teacher gave feedback to the whole class	✓				

Classroom Observation Report-02

Instructor evaluated: Mohammad Elius Hossain Course: English for Academic Purpose

Number of students present: 35 Date: 29-06-2020

Evaluator: Md. Nasimul Huda Time: 2:30pm - 4:00pm

Topic: Reading Skill Method: CLT

LESSON PLAN AND EXECUTION					
	Completely	Mostly	Some what	little bit	Not at all
a. The instructor got the attention of learners early			✓		
b. The instructor stated purpose in interesting way		✓			
c. The instructor asked stimulating questions			✓		
d. The instructor highlighted important points	✓				
e. The information was presented for given time period	✓				
f. The instructor linked content with application	✓				
g. The stated objectives were met	✓				

h. The instructor encouraged student responsibility for further learning	✓				
Teaching Techniques					
	Completely	Mostly	Some what	little bit	Not at all
a. The instructor asked the students to answer questions		✓			
b. The speaker used brainstorming		✓			
c. The students generated responses			✓		
d. The teacher used audiovisuals		✓			
e. The instructor was conversational			✓		
f. The voice quality/volume of teacher was adequate		✓			
g. The instructor showed interest in the subject	✓				
h. Overall, the instructor tried to help the learners learn the subject	✓				
Class Management					
	Completely	Mostly	Some what	little bit	Not at all
a. Teacher established a rapport with the class before starting the lesson	✓				
b. Teacher took the time to introduce the lesson to the Class	✓				
c. Lesson material was meaningful, motivated, contextualized			✓		
d. Effective balance of STT (students talk time) and TTT (teacher talks time)			✓		
e. Time maintenance was effective	✓				
Use of English 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. The teacher offers opportunities for native language use				✓	
c. The teacher uses familiar words related to what s/he is teaching in class		✓			
d. The instructor presents information about some very familiar topics using native language	✓				
Presentation skills of the Teacher					

	Completely	Mostly	Some what	Little bit	Not at all
a. The teacher's voice is enough audible for all the students.	✓				
b. Teacher's pronunciation is clear enough to understand.	✓				
c. Teacher is able to keep pace while giving lecture		✓			
d. The teacher gives adequate pauses while giving lecture.	✓				
Teaching Materials (Teacher designed / Supplementary)					
	Completely	Mostly	Some what	Little bit	Not at all
a. Material fulfills the objective of the lessons provided.	✓				
b. Materials include lessons which are interesting and can motivate the learner	✓				
c. Materials are used effectively and efficiently		✓			
Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher provided effective feedback to each activity	✓				
b. Teacher provided feedback after the activity is finished	✓				
c. Teacher provided feedback individually	✓				
d. Teacher gave feedback to the whole class	✓				

Appendix – 3

Lesson Plan

Conductor: Md. Nasimul Huda
Name of Institution: Daffodil International University
Level: Tertiary level.

Date: 10/08/2020		
Topic: Idealism vs. Realism in <i>Arms and The Man</i> by George Bernard Shaw		
Duration: 40 minutes		
Objectives		
<ul style="list-style-type: none"> i. To describe the theme of “Idealism vs. Realism in <i>Arms and The Man</i> by George Bernard Shaw.” ii. How to answer question related to theme. 		
Materials		
PPT file		
Procedures	Activity	Time
Warm-up Session	Learners will have a short discussion with the teacher before starting the class.	5 minutes
Introduction	In this session, learners will be introduced to the class topic and have some basic ideas about the topic.	5 minutes

Stage 1	In this stage, the teacher will show some required elements to the students. Those elements are very essential to learn the topic properly.	5 Minutes
Stage 2	Definition of 1. Idealism 2. Realism	10 Minutes
Follow up session	The teacher will ask the learners to express their individual opinions regarding the class and students will be free to ask any questions related to the class topic.	10 Minutes
Lesson evaluation	Review the whole topic.	5 Minutes

Appendix – 4

Photographs

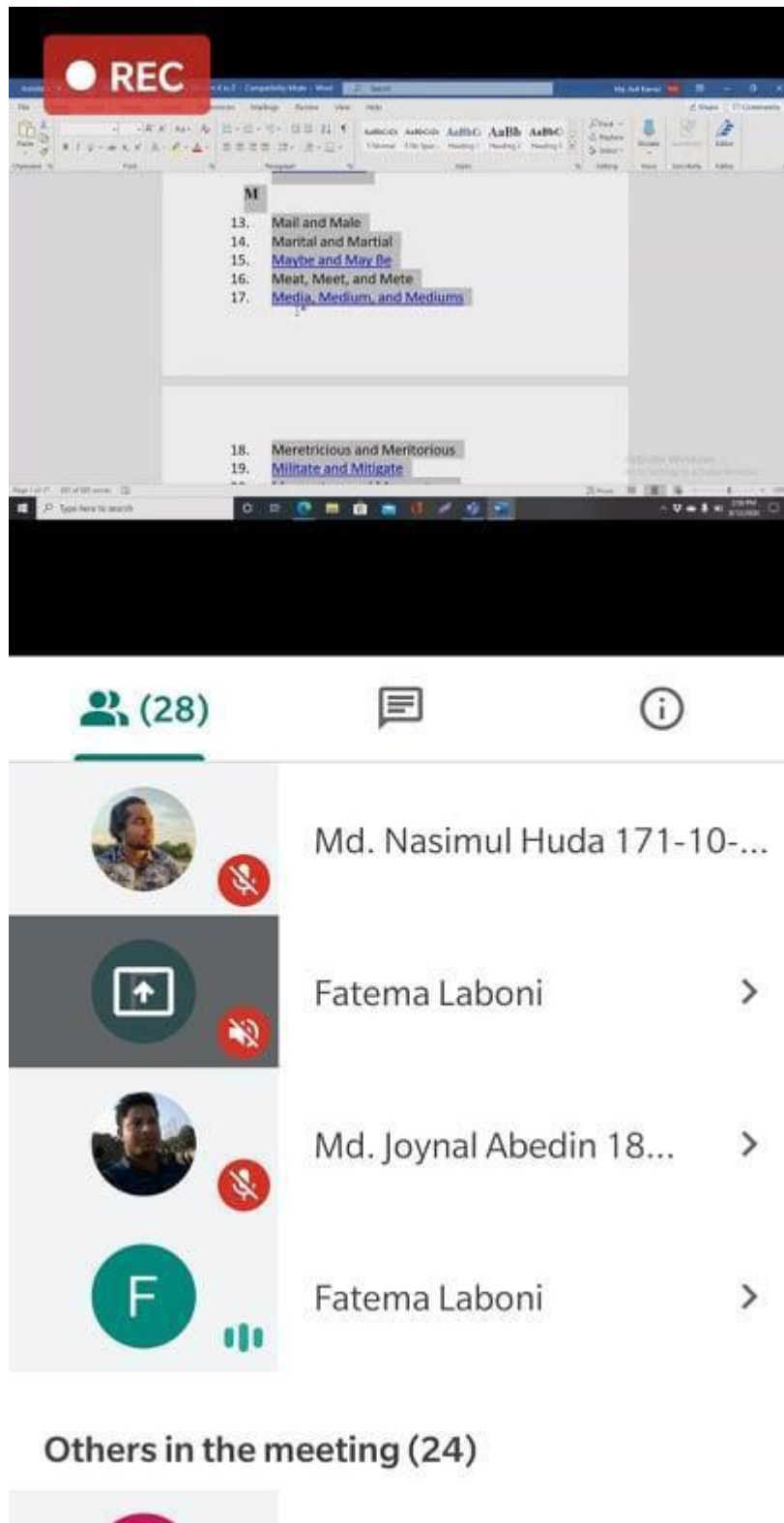
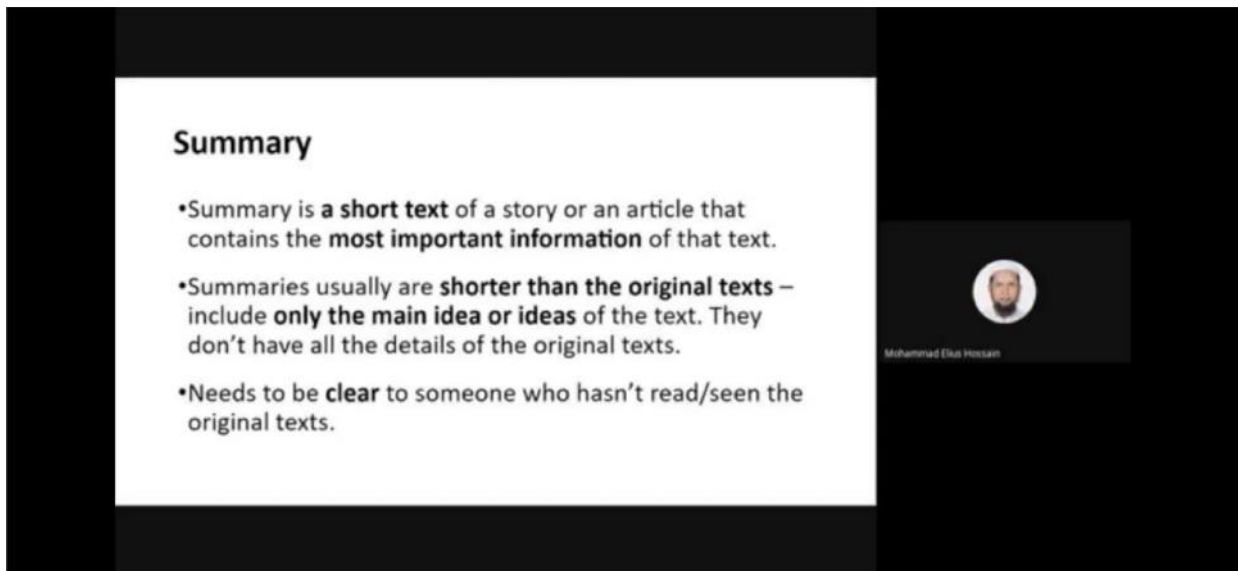


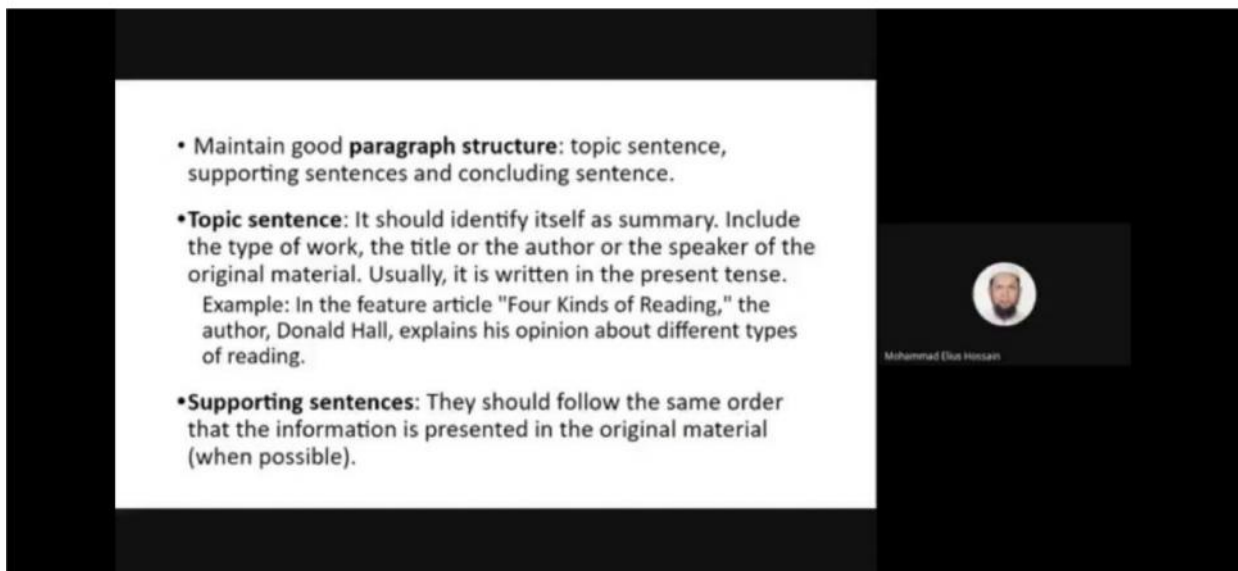
Figure 01: Observation of Class No. 01



Summary

- Summary is a **short text** of a story or an article that contains the **most important information** of that text.
- Summaries usually are **shorter than the original texts** – include **only the main idea or ideas** of the text. They don't have all the details of the original texts.
- Needs to be **clear** to someone who hasn't read/seen the original texts.

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- Maintain good **paragraph structure**: topic sentence, supporting sentences and concluding sentence.
- **Topic sentence**: It should identify itself as summary. Include the type of work, the title or the author or the speaker of the original material. Usually, it is written in the present tense.
Example: In the feature article "Four Kinds of Reading," the author, Donald Hall, explains his opinion about different types of reading.
- **Supporting sentences**: They should follow the same order that the information is presented in the original material (when possible).

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Figure 02: Observation of Class No. 02