An Internship Report
On
"Online Class Observation and Conduction in English during the Outbreak of Covid-19"

Prepared for

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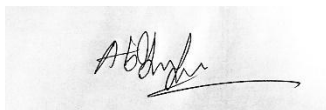**Abdullah Al Hasan**

ID # 173-10-221

Program: B.A in English

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

Student Declaration

I truly, pronounce that, this entry level position venture has been finished under the oversight of **Umme Atia Siddiqua** Lecturer, Department of English, and Daffodil International University. I likewise proclaim that neither this paper nor a piece of this task paper has been submitted somewhere else for grant or some other degree.

Thanking you,

_____

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Supervisor Declaration

This is to guarantee that, Abdullah Al Hasan ID: 173-10-221 is an student of the English Department of Daffodil International University, Ashulia Campus. He has achieved his temporary position venture under my watch and worked genuinely to set up his report. All data and discoveries introduced in the venture are unique. I wish him achievement in his future profession.

_____

Umme Atia Siddiqua

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Acknowledgement

I might want to offer my heartiest thanks to **Umme Atia Siddiqua**, Lecturer, Department of English, for her perpetual help to complete my entry level position venture. Her interminable persistence, insightful direction, consolation, productive analysis, significant guidance, perusing substandard drafts, and revising them in all stages has made it conceivable to finish this venture paper.

Abstract

The objective of the venture paper is to introduce the current situation of English language educating of our nation. In the wake of current COVID-19 pandemic circumstance conduction of online classes at school and college level has been made obligatory by the instructive sheets (Nambiar, D.)The venture paper expects to understand what sort of training technique utilized in English language education by the educators in the country. The reason to make this paper on this point since it appears to be that English language instructing in Bangladesh isn't powerful for the students since they are taking in English language from the earliest starting point of their school life. In any case, the result of adapting very discouraging. To finish up, a few proposals have been given dependent on the perceptions of the class just as finding from the noticed classes. A few qualities and shortcoming have been found during the perception of the English language classes. This paper likewise going to tell how instructors are contributing in the study hall. The explanation of choosing this point to make the understudies of our nation more thrived.

Keywords: Introduction, Learning, Objectives, Observations, Methods, Materials, Recommendations and Conclusion.

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Chapter 1

Introduction:

Corona virus has drawn out an extreme change in the instructive framework in Bangladesh as well as the whole world..English language is the worldwide mode of correspondence around the globe. English language is an unknown dialect in Bangladesh and learning English language is mandatory is pretty much every degree of schooling (Chowdhury and Kabir 2014). Each learner of Bangladesh spent numerous long periods of their life to learn English language. Be that as it may, the yield of learning English isn't palatable as per the investing energy in learning English language. On the off chance that we analyze the time learning English language and the yield of going through very nearly twelve years, presently we can without much of a stretch recognize that the yield is discouraging, not acceptable. Government has put a lot of accentuation on taking in English start from the school life. They have been taken numerous activities to make English viable. They give preparing to the instructors, electronic gadgets and update course books (a2i.gov.bd). Government is attempting to guarantee quality training climate yet their backings are not alright to satisfy the requests. Daffodil International University chose, two classes have been noticed and a class has been taken. During perception of the class, an agenda gave by the chief has been utilized the assessing the exhibition and showing method of the educators and the result of the students. In the wake of noticing the classes a few issues have been found. To defeat these issues, a few suggestions have been given that may assist with making English language instructing powerful.

Chapter 2

Objectives of the Report:

- ❖ To know the current situation English language instructing in Bangladesh.
- ❖ Applying existing procedures and technique in virtual life circumstance (Online study hall).
- ❖ To discover the effects of the specialized on the students.
- ❖ To discover the great and terrible sides of online class.

Chapter 3

Methodology

3.1 Selecting Institution: Daffodil International University was picked for an entry level position. The consent was given by the educators to notice the online classes and to direct a class.

 3.2 Selecting Classes: Two classes were looked over changed semesters to notice and a semester was picked to educate.

3.3 Observing Classes: Two classes were seen at that University. The two classes were a language class of various semesters. It was reviewed from the noticed classes, how the educators took online classes, how they used time in the online study hall, how the instructor spoke with understudies while leading an online class.

 3.4 Using Checklist: An agenda was utilized to notice classes and to gather data. 3.5 Conducting an on the web: A class was taken with the consent of an educator. Leading a class is the cycle to discover the general circumstance. The class which has taken a language class. The span of the class was 40 minutes.

Chapter 4

Institution Details

Daffodil International University is a private university arranged in Dhanmondi, Dhaka, Bangladesh, and the never-ending grounds are arranged in Daffodil Road, Khagan, Ashulia, and Savar which is in Dhaka region. It was set up on 24 January 2002. DIU is the central school in Bangladesh to have denoted the UN's Commitment to Sustainable Practices of Higher Education Institutions. The school offers solitary wolves, experts, and doctoral authentications through its 23 divisions, themselves composed into 5 assets.

Chapter 5

Classroom Observation Report

Teacher`s Name: Umme Atia Siddiqua
Name of Institution: Daffodil International University (Permanent Campus)
Observer: Abdullah Al Hasan
Date of Observation: 18th November (01:00PM-02:07), 22nd November (11:30AM-12:52PM), 2020.
Time Duration: 1st class was 01:07 minute, 2nd class was 01:22 minute.
Classroom Description: It was the online classroom and Google Meet was used as the way of conducting and observing classes
Students Information:

● **Academic Level of the Students:** The Students are from 4th semester and 2nd year. ● **Language Level of the Students:** The students belong in the secondary level of language level.	● **Number of Students:** The total number of students who attend the first class was 19/20 and the second class was 26/27. ● **Average Age of Students:** The average age of the students is 19-23 years.

Lesson Objectives: 1st Class: The lesson objectives of the first class were to understand the internal constituent parts of words or to understand morpheme relationship.   2nd Class: The lesson objectives of the second class were to teach the comprehension of words.

Teaching Materials:
1st Class: Pdf book or other online resources related of the topic.
2nd Class: A pdf book.

Table: 1 Classroom Observation Report

Class Observation 1

Inside phonetics, morphology is the sub discipline given to the investigation of the dissemination and type of "morphemes," taken to be the insignificant combinatorial unit dialects use to construct words and expressions. For instance, it is a reality about English morphology that data about whether a sentence is in the past tense happens toward the finish of action words. This reality lessens to a speculation about the circulation of the strained morpheme in English, which is a reality about "morph tactics" (the dispersion and requesting of morphemes) in morphology. It is additionally a reality about English morphology that the ("standard") past-tense morpheme is articulated/t/after a class of voiceless consonants (strolled, tipped, kissed) and/d/after a class of voiced consonants and after vowels (choked, ribbed, bubbled, played). This reality is a reality about "allomorphic" (shifts in the way to express morphemes). Generally, at that point, morphology worries about morph tactics and allomorphic.

In spite of the fact that the division or decay of words and expressions into more modest units appears to be generally natural, semantic morphologists have over and again interrogated essential suppositions concerning morphemes. With one view, rather than managing the conveyance and way to express little bits of language, morphology is about the type of words, where, for instance, kick, kicks, kicking, and kicked, are generally types of a similar action word kick (Matthews, 1965) however are not made out of an arrangement of morphemes. With this view, dialects are professed to make a severe differentiation among words and expressions, with just the last having an interior structure of coordinated pieces. From these morpheme-fewer viewpoints, kicked is a type of the

stem kick, not the mix of kick past tense, where past tense is acknowledged as/t/. Other morphologists likewise embrace an exacting division among words and expressions yet at the same time dissect words as comprising of morphemes; with this view, the inward game plan of morphemes inside words falls under an alternate arrangement of standards than the course of action of words into sentences. The subject of the discussion was "Morphology".

Strength of the Teacher:

- The instructor was neighborly with the understudies that are the reason understudies have approached him effectively for knowing the theme.
- Creating great correspondence with understudies in light of the fact that there have diverse cluster understudies introduced in this class.
- She has extensively talked about the subject that is the reason understudies will get it appropriately.

Class Observation 2:

The teacher first welcomed his students and told them what she is going to teach them. The teacher was very excited and friendly in answering questions of the students. This section audits late improvements on the understanding of words and sentences in two dialects, which show that the vocabulary and language structure share more practically speaking than recently comprehended. It centers fundamentally on cognizance in moderately capable bilinguals, and reports the aftereffects of studies on second language (L2) students where those outcomes hold significant hypothetical ramifications for understanding bilingual execution. The section offers a concise audit of bilingual word acknowledgment, which centers essentially on visual word acknowledgment. It examines the shallow structure theory, a proposition detailed to represent assumed contrasts in local and nonnative syntactic handling. Ongoing neurophysiologic proof proposing striking likenesses between local speakers and L2 students during the handling of syntactic infringement and equivocalness goal are

likewise introduced, trailed by a concise audit because of the L2 on first language (L1) syntactic preparing.

Strength of the Teacher:

• The teacher has a disorderly and unquestionable voice with extraordinary English enunciation.

• The educator has heaps of thought regarding the point.

• He has given to the understudies for taking the class since he will attempt to the understudy for drawing in them.

Chapter 6

Teaching Experience:

Name of Institution: Daffodil International University
Level of the Students: Different batch students
Topic: Understanding the Total Physical Response Activity and Conclusion.
Date: 06/12/2020
Materials: Power point slide
Duration: Class started from 11:30 am to 1:00 pm but I have taken 12 minute.

Objectives of the Lesson:
   i.   To describe Understanding the Total Physical Response Activity and Conclusion.
   ii.   How to answer questions related to the topic.

Table: 2 Teaching Experience

The topic was well explained in the English language with proper articulation. Then students were asked the question whether they implicit or not. The answer was very well. The use of easy English words helped them to understand better.

Success in Teaching:

- Try to draw in to the understudies that are the reason he has assumed the liability to the senior.
- Making a decent correspondence to every other.
- Giving clear guide to the understudies.

Failure in teaching:

- Sometimes time was extremely short because student could not get the all slide in that short time.

- Lack of web or worker issue because sometimes net connection is not available.

- Most of the understudy has come from Bangla medium school that is the reasons they are not see unmistakably the talk.

Chapter 7

Overall Findings

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

Content: The teacher has given the responsibility to the students for taking the class for engaging them because it was very helpful to us.

Organizations: As it was online classes, the teachers were able to maintain the class schedule and were successful reached his objectives of the lesson but also physical classroom students has captured the topic more.

Classroom Environment: I think online class is not effective to the student because students have not given the 100% concentrated to the class because students could not attend the class mostly they just presented when the attendance period has came.

Lesson Delivery: The faculty has given the lecture in fully English because it was our departmental class.

Use of Language:

  i.   One of the teachers used L1 during his lecture. Other one used English conversation full time.
  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: Only pdf book slide were used to the class.

Findings from Conducted Class:

I expected to make the understudies enthused about the subject and to ensure their help. I was compelling and feel short in this. A segment of the understudies were partnering with me anyway most of the understudies remained calm in the online class. What I feel was not powerful it was difficult for me to complete everything inside a short period. I couldn't finish the activity fittingly.

Chapter 8

Recommendations

• Teachers need to interface understudies all the more frequently to show the language all the more viably.

- Teachers ought to consistently talk in English in the class.
- Randomly approaching inquiries is a decent path for valuable arrangement.
- The length of the class should be expanded for a language class for seeing better.

Chapter 9

Conclusion

It was an extraordinary encounter for me to notice classes in University level. The encouraging experience was astounding excessively in internet during the pandemic Covid-19. All the instructors and understudies were useful during the class perception and educating. That experience gives a thought regarding the current situation of English language educating however, this isn't the general situation of ELT. There can be seen distinctive experience as too to different instructors or colleges. Next to the Government and the scientists, the educators and understudies additionally need to keep up and adhere to the principles of ELT. This paper won't change the framework, however it assists with discovering the issues and improve the English language educating in online even in the reality.

References

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Checklist

Classroom Observation Report-01 or 02

Instructor evaluated: Umme Atia Siddiqua

Course: Psycholinguistic

Number of students present: 1st day 17 & 2nd day 22

Date: 18/11/2020 and 26/11/2020

Evaluator(s): Abdullah Al Hasan

Time: 1st class Started at 01:00 pm & ended at 02:07pm & 2nd class started at 11:30 am & ended time 12:52 pm

Topic: Morphology and Comprehension of Words

Reading Skill Method: CLT Method

LESSON PLAN AND EXECUTION					
Explanation	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	✓				

Explanation	Completely	Mostly	Somewhat	little bit	Not at all
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					
Explanation	**Completely**	**Mostly**	**Somewhat**	**little bit**	**Not at all**
a. The instructor asked the students to answer questions		✓			
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					
Explanation	**Completely**	**Mostly**	**Somewhat**	**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					
Explanation	**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)					
Explanation	**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					
Explanation	**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		✓			

Table 3: Check List

Appendix – 2

Lesson Plan

Conductor: Abdullah Al Hasan
Name of Institution: Daffodil International university
Level: Study level.
Date: 18/11/2020 & 26/11/2020
Topic: Morphology and Comprehension of Words
Duration: 1st class 01:07 minute & 2nd class 01:22 minute
Objectives: To show the slide obviously and has given the current situation model for better arrangement.
Materials: A pdf book slide.

Procedures	**Activity**	**Time**
Warm-up Session	Students will have a short conversation with the educator prior to beginning the class.	5 minutes
Introduction	In this meeting, students will be acquainted with the class point and have some fundamental thoughts regarding the subject.	15 Minutes

Stage 1	In this stage, the educator will show some necessary components to the understudies. Those components are exceptionally fundamental to become familiar with the theme appropriately.	20 Minutes
Stage 2	Lecture objectives	5 Minutes
Follow up session	The instructor will request that the students express their individual feelings with respect to the class and understudies will be allowed to pose any inquiries identified with the class theme.	
Lesson evaluation	Review the whole topic.	5 Minutes

Table 4: Lesson Plan
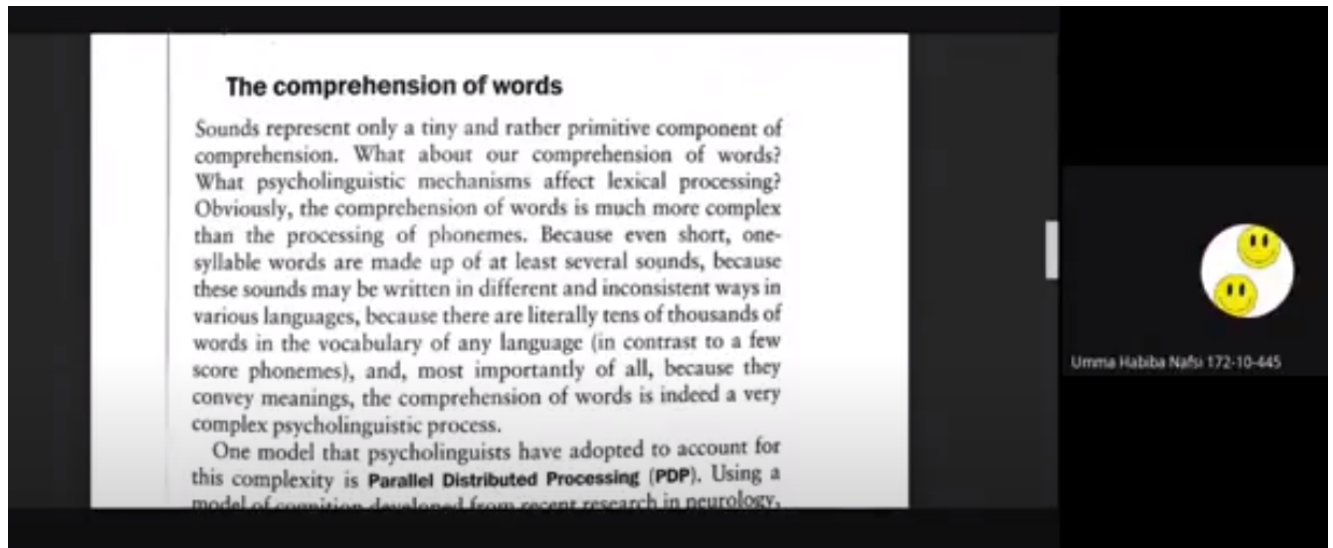
Appendix – 3

Picture 1

Figure 1: Picture 1
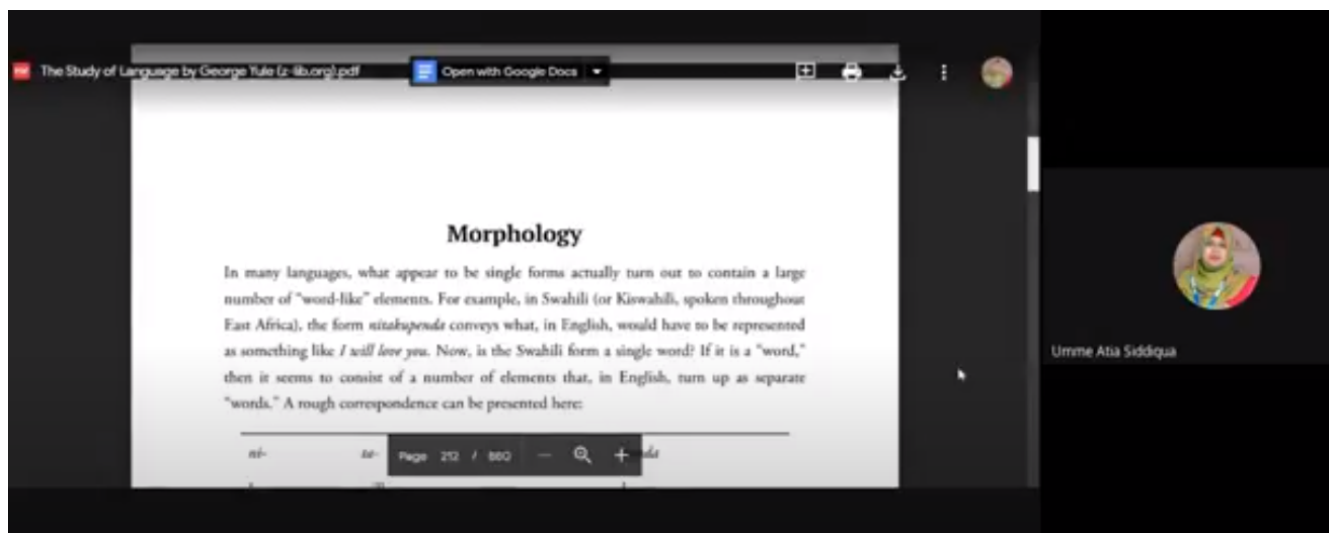
I have taken the screen shot when mam has started the class.

Figure 2: Picture 2