



# **Internship Report**

**On**

**“A study on Teaching Experience of Online  
Class Observation and Conduction in  
English during the Outbreak of Covid-19”**



**Daffodil**  
*International*  
**University**

**An Internship Report  
On  
A study on Teaching Experience of Online Class Observation and  
Conduction in English during the Outbreak of Covid-19**

**Prepared for**

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ID # 172-10-215

Program: B.A in English

Date of Submission: 30<sup>th</sup> December, 2020

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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.

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## Letter of Transmittal

20<sup>th</sup> December 2020

**Umme Atia Siddiqua**

**Lecturer**

Department of English

Faculty of Humanities and Social Science

Daffodil International University (DIU)

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

**Subject: Submission of the Internship Report.**

Dear Ma'am

It is a great pleasure for me to submit my internship report on “**A study on Teaching Experience of Online Class Observation and Conduction in English during the Outbreak of Covid-19**”. I have prepared this report as a partial fulfillment of the semester. I have attempted my level best to set up this report to the necessary standard. It was surely an extraordinary open door for me to compose this paper to complete my hypothetical information in the practicum field.

I offer my heart full thanks to you to experience this report and make your important remarks.

Yours truthfully,

*Rifat Hasan*

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**Rifat Hasan**

ID # 172-10-215

Program: BA in English

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## Acknowledgement

As an issue of first criticalness I should offer my appreciation to the Almighty Allah, whose elusive bearing helped me to finish this report.

This report has not quite recently given me some significant experience, all the while it has made me grateful to some extremely obliging and capable people. By working there as an understudy, I have adjusted such countless things which are amazingly valuable for me in future.

At unquestionably the beginning stage, I have to thanks my academic supervisor **Umme Atia Siddiqua** ma'am who encouraged me to make this report and besides gave me each central help and bearing. She was as valuable and pleasing person.

I furthermore apologize liberally for any barred name whose responsibility was in like manner correlative for any possible edge.



## Supervisor Declaration

This is to certify that **Rifat Hasan** bearing ID number **172-10-215**, Program: **B.A in English**, DIU- University has completed his project report in “**A study on Teaching Experience of Online Class Observation and Conduction in English during the Outbreak of Covid-19**”. He has always maintained communication with me and has taken necessary advice from me to prepare this project report. Finally, under my guidance and supervision, he has successfully prepared this internship report on “**A study on Teaching Experience of Online Class Observation and Conduction in English during the Outbreak of Covid-19**”.

*U. Siddiqua*

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**Umme Atia Siddiqua**

**Lecturer**

Department of English



Faculty of Humanities and Social Science  
Daffodil International University (DIU)

### **Student Declaration**

I am **Rifat Hasan**, understudy of **B.A in English**, under English department at DIU—University pronouncing that this entry level position report on the subject of " **A study on Teaching Experience of Online Class Observation and Conduction in English during the Outbreak of Covid-19** " have been arranged distinctly for the satisfaction of the semester as the incomplete prerequisite of the **B.A in English**.

I therefore, pronounce that this report has been exclusively arranged by me and as far as I could possibly know and experience which was assembled through work in this project report. It has not been set up for some other reason, reward, or to introduce anyplace.

Thanking you,

*Rifat Hasan*



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**Rifat Hasan**

ID # 172-10-215

Program: B.A in English

Daffodil International University

### **Abstract**

*This assignment paper intends to present the current circumstance of English language instructing in the Universities of Bangladesh. The purpose behind this endeavor paper is to perceive how the teachers are empowering the English language and how the understudies are learning the English language in the online homeroom in the Outbreak of Covid-19. Covid erupt convincing understudies and teachers to online activities. This assignment paper plans to comprehend what kinds of systems are being used by English language teachers similarly as the materials used by the instructors in the online homeroom. To close, a couple of proposals have been given reliant on the impression of the online class similarly as revelations from the saw online classes. A couple of characteristics and deficiencies of the teachers similarly as the understudies have been found during the view of the English language classes.*

**Keywords: Covid-19, Introduction, Teaching Experience, Observations, Methods, Materials, Recommendations and Conclusion.**



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# *Chapter 1*



## Introduction:

The outbreak of Covid-19 has affected educational systems around the globe. It has provoked the near amount to terminations of schools, colleges, and Universities. It has all the earmarks of being that all the organizations around the world have unexpectedly closed educational establishments so that they can restrain the spread of COVID-19. In any case, the learning cycle should go on. That is the explanation teachers and understudies are using an online stage to keep the learning cycle advancing instead of lounging around inertly at home. Various private schools like Daffodil International University are taking on the web classes, tests, and tests. The English language is an overall language. In spite of the way that various countries use the English language as a subsequent language, in Bangladesh it is up 'til now being used as an obscure tongue. Really, 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 overall vehicle of correspondence around the world. That is the explanation learning English in Bangladesh is vital in practically every level of guidance. From schools to universities English is being told to understudies. However, it seems, by all accounts, to be that English language educating in Bangladesh isn't ground-breaking. Regardless of the way that understudies are taking in the English language from the soonest beginning stage of their school life the yield of learning English isn't acceptable. Most of the understudies is feared by the English language. Understudies in Bangladesh learn English as a significant subject from their first day of school till class at least twelve critical level. They pick up capability with the English language for more than twelve years and still, the result is baffling. The public position has taken unlimited exercises to improve English language picking up from the earliest starting point phase of school life and a serious basic number of activities have been taken to make showing English basic. However, Covid-19 made the public position almost handicapped since they need more resources for lead online classes in government schools and colleges. Nevertheless, at this moment simply non-state funded schools, schools, and universities are taking on the web classes. They are putting forth a legit attempt to ensure a quality



empowering atmosphere yet their supports are not okay to fulfill the solicitations. A school has been decided for online class insight. On that school, 2 classes have been seen and a class has been taken. During view of the class, a plan gave by the boss has been used for surveying the introduction and demonstrating systems of the teachers and the consequences of the understudies.

## *Chapter 2*



## **Objectives of the Report:**

There have two types of objectives is given below:

1. Broad objective.
2. Specific objective.

## **Broad Objectives:**

Investigating the adequacy of online classes of University, school a lot understudies in our nation.

## **Specific Objectives:**

To know the current circumstance of Online Class and Conduction in English during the Outbreak of Covid-19.

Applying indicating systems and strategies, taking everything into account, conditions (online homeroom).

To find the impacts of using the specific application on the understudies in the online homeroom.



## *Chapter 3*



## Methodology

### 3.1

Picking Institution Daffodil International University was picked for a transitory work. The approval was given by the teachers to see the online classes and to lead a class.

### 3.2

Picking Classes two classes were perused different semesters to see and a semester was picked to instruct.

### 3.3

Seeing Classes Two classes were seen at that University. The two classes were a language class of different semesters. It was audited from the seen classes, how the teachers took online classes, how they utilized time in the online examination lobby, how the educator talked with understudies while driving an online class.

### 3.4

Utilizing Checklist An agenda was utilized to notice classes and to gather data.

### 3.5



Providing an online Class and Understanding the Classroom Environment. A class was taken with the assent of a teacher. Driving a class is the cycle to find the overall condition. The class which was taken a language class. The range of the class was an hour.

## *Chapter 4*





## Institution Details

Daffodil International University is a private college situated in Dhanmondi, Dhaka, Bangladesh, and the perpetual grounds is situated in Daffodil Road, Khagan, Ashulia, and Savar which is in Dhaka area. It was set up on 24 January 2002. DIU is the principal college in Bangladesh to have marked the UN's Commitment to Sustainable Practices of Higher Education Institutions. The college offers lone wolves, aces, and doctoral certificates through its 23 divisions, themselves coordinated into 5 resources.



## *Chapter 5*



## Classroom Observation Report

<b>Teacher's Name:</b> Umme Atia Siddiqua	
<b>Name of Institution:</b> Daffodil International University (Permanent Campus)	
<b>Observer:</b> Rifat Hasan	
<b>Date of Observation:</b> 18 <sup>th</sup> November (01:00PM-02:07), 22 <sup>nd</sup> November (11:30AM-12:52PM), 2020.	
<b>Time Duration:</b> 1 <sup>st</sup> class was 01:07 minute, 2 <sup>nd</sup> class was 01:22 minute.	
<b>Classroom Description:</b> It was an online classroom and Google Meet was used as the way of conducting and observing classes	
<b>Students Information:</b>	
<ul style="list-style-type: none"><li>● <b>Academic Level of the Students:</b> The Students are from 4<sup>th</sup> semester and 2<sup>nd</sup> year.</li><li>● <b>Language Level of the Students:</b> The students belong in the secondary level of language level.</li><li>● <b>Average Age of Students:</b> The average age of the students is 19-23 years.</li></ul>	<ul style="list-style-type: none"><li>● <b>Number of Students:</b> The total number of students who attend the first class was 19/20 and the second class was 26/27.</li></ul>
<b>Lesson Objectives:</b> 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.	
<b>Teaching Materials:</b>	



1<sup>st</sup> Class: Pdf book or other online resources related of the topic.

2<sup>nd</sup> Class: A pdf book.

Table: 1 Classroom Observation Report

## Class Observation 1

The respectable faculty initially invited her studies and mentioned to them what she will instruct them. Also she was created two batches junior vs. senior and a senior has opened their observation in front of junior. The faculty was exceptionally energetic and inviting in addressing inquiries of the studies. The faculty followed the pdf book for addressing and utilizing genuine models for better agreement. Understanding language is a programmed task. Sounds or letters strike our ears or eyes in a quick and linear fashion making words, which thus quickly structure expressions, conditions, and sentences. Cognizance is more than the acknowledgment of a consecutive line of etymological images. Peruses and audience members utilize an incredible deal of data other than the genuine language being delivered to assist them with interpreting the linguistics symbols they hear or see. She shared her PC screen or audio conferencing to show them the slide for identifying with the subject. The faculty at that point found out if they have perceived or not and subsequently offered assignments to studies. She was perceptive to pose inquiries subjectively so every understudy stays mindful. She utilized great English and talked gradually so everybody can get her. She knew about the state of her studies. She utilized DIU BLC (Blended Learning Center: an online investigation stage by a similar organization) to share all the materials including class records with the goal that the individuals who missed the class can watch it later. The subject of the talk was "Morphology".

## Strength of the Teacher:

- The instructor was prompt in keeping up the class plan.
- The instructor was eager in addressing questions and was sharp to pose inquiries



- Personally connect with the studies when most of the students were available in the online.
- The instructor has good command over the topic and lesson.

The faculty was intelligent to use online resources.

## **Class Observation 2:**

This section surveys late advancements on the appreciation of words and sentences in two dialects, which show that the dictionary and language structure share more practically speaking than recently comprehended. It centers principally on appreciation 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 short audit of bilingual word acknowledgment, which centers fundamentally on visual word acknowledgment. It talks about the shallow structure theory, a proposition planned to represent assumed contrasts in local and nonnative syntactic handling. Ongoing neurophysiologic proof recommending striking likenesses between local speakers and L2 students during the preparing of syntactic infringement and equivocalness goal are likewise introduced, trailed by a concise survey because of the L2 on first language (L1) syntactic handling.

## **Strength of the Teacher:**

The faculty was prompt in looking after time.

The faculty has an uproarious and intelligible voice with great English elocution.

The faculty has great order and information about the point.

The faculty can draw in understudies and be excited in the class.



## *Chapter 6*



## Teaching Experience:

<b>Name of Institution:</b> Daffodil International University
<b>Level of the Students:</b> Different batch students
<b>Topic:</b> Principles of Total Physical Response
<b>Date:</b> 06/12/2020
<b>Materials:</b> A power point slide.
<b>Duration:</b> Class started from 11:30 am to 1:00 pm but I have taken 32 minute.
<b>Objectives of the Lesson:</b> <ul style="list-style-type: none"><li>i. To describe the Principles of Total Physical Response.</li><li>ii. How to answer questions related to the topic.</li></ul>

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 engage to the students that is why he has taken the responsibility to the senior.
- Making a good communication to each other's.
- Giving clear example to the students

### **Failure in teaching:**

- Sometimes time was very short that is why the faculty has not finished the all kind of things
- Lack of internet problem.
- Most of the student has come from bangle medium school that is why they do not understand clearly the lecture.
- Students are disconnected sometimes.
- Students could not give the 100% attention on the study





# *Chapter 7*

## **Overall Findings**

As two classes were noticed and a class was taken, hardly any things have been found. They are given beneath:

**Organizations:** The class plan and lecture were effective and interesting.



**Classroom Environment:** As it was an online class, the classroom environment was not so colorful like physical classroom. The response of the students was not good.

**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 was used to the class.

### **Findings from Conducted Class:**

What I needed to accomplish:



I expected to make the understudies enthusiastic about the subject and to ensure their help. I was powerful and moreover a failure 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 compelling 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 connect students more often to teach the language more effectively.
- Teachers should always speak in English in the class.
- Randomly asking questions is a good way for useful appointment.
- The duration of the class should be increased for a language class for understanding better.
- Try to engage to the students that is why he has taken the responsibility to the senior.





## *Chapter 9*

### **Conclusion**

It was a remarkable experience for me to see two online classes at the school level. The training experience was also unfathomable for me. All the understudies and the instructors completed the insight and educating. In the wake of seeing two online classes and coordinating a class, the current



circumstance of English language teaching in Bangladesh is seen. Regardless, differences can be found in various universities. Simply private schools are coordinating on the web classes right now. So the most ideal circumstance can't be seen at the present time.

## References

- 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.
- 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

### Checklist

#### Classroom Observation Report-01 or 02

**Instructor evaluated:** Umme Atia Siddiqua

**Course:** Eng-432 Psycholinguistics

**Number of students present:** 1<sup>st</sup> day 17 & 2<sup>nd</sup> day 22

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

**Evaluator(s):** Rifat Hasan

**Time:** 1<sup>st</sup> class Started at 01:00 pm & ended at 02:07pm & 2<sup>nd</sup> 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		✓			
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		✓			
<b>Teaching Techniques</b>					
<b>Explanation</b>	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
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	✓				
<b>Use of English Language</b>					
<b>Explanation</b>	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
a. The teacher speaks in the target language in the classroom appropriately and effectively	✓				
b. 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		✓			



<b>Presentation skills of the Teacher</b>					
<b>Explanation</b>	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
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.	✓				
<b>Teaching Materials (Teacher designed / Supplementary)</b>					
<b>Explanation</b>	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
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		✓			
<b>Treatment of Feedback</b>					
<b>Explanation</b>	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>little bit</b>	<b>Not at all</b>
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 – 2

### Lesson Plan

<b>Conductor:</b> Rifat Hasan		
<b>Name of Institution:</b> Daffodil International university		
<b>Level:</b> Study level.		
<b>Date:</b> 18/11/2020 & 26/11/2020		
<b>Topic:</b> Morphology and Comprehension of Words		
<b>Duration:</b> 1 <sup>st</sup> class 01:07 minute & 2 <sup>nd</sup> class 01:22 minute		
<b>Objectives:</b> To teach the slide clearly and has given the present scenario example for better understanding.		
<b>Materials:</b> Power point slide		
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.	15 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.	20 Minutes
Stage 2	Lecture objectives	5 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.	
Lesson evaluation	Review the whole topic.	5 Minutes

Table: Lesson Plan

### Appendix – 3

#### Picture 1

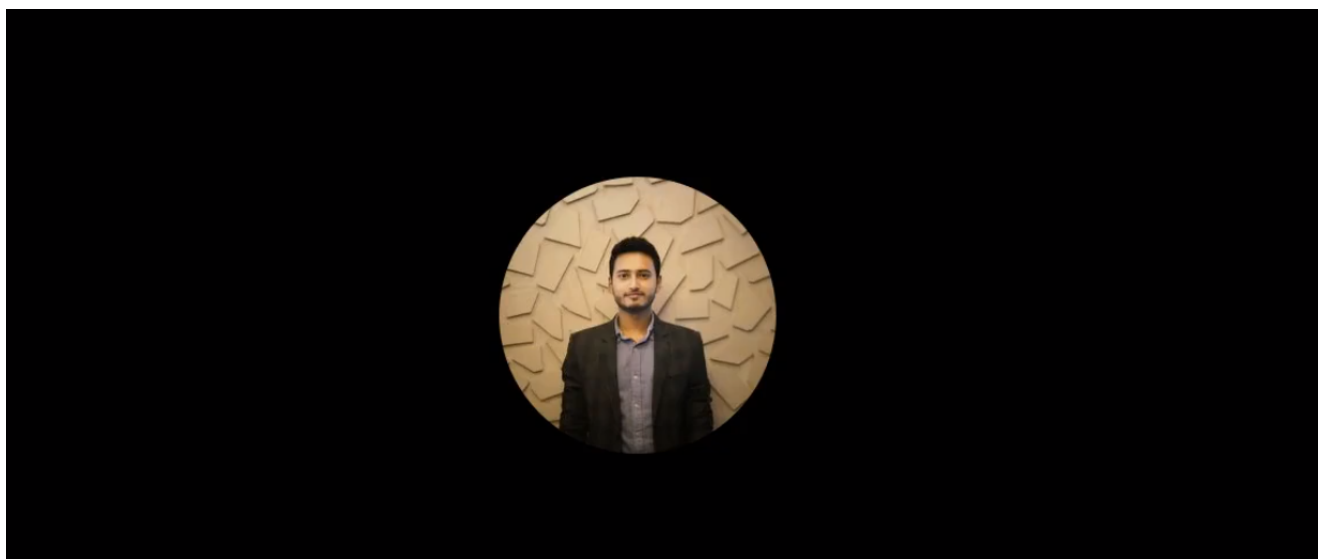


Figure 1: Picture 1

I have taken the screen shot when I have responded the class.

#### Picture 2

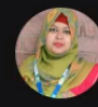
the same kind of work.

Whenever there is a derivational suffix and an inflectional suffix used together, they always appear in that order. First the derivational (-er) is attached to *teach*, then the inflectional (-s) is added to produce *teachers*. Armed with all these terms for different types of morphemes, we can now take most sentences of English apart and list all the “elements.” For example, in the sentence *The teacher’s wildness shocked the girls’ parents*, we can identify thirteen morphemes.

<i>The</i>	<i>teach</i>	<i>-er</i>	<i>-s</i>	<i>wild</i>	<i>-ness</i>
functional	lexical	derivational	inflectional	lexical	derivational

---

<i>shock</i>	<i>-ed</i>	<i>the</i>	<i>girl</i>	<i>-s</i>	<i>parent</i>	<i>-s</i>
lexical	inflectional	functional	lexical	inflectional	lexical	inflectional




Umme Atia Siddiqua

Figure 2: Picture 2

Picture 3

Student List		
	Student id	Name
<input type="checkbox"/>	193-10-460	NAZIAH ALAM
<input type="checkbox"/>	193-10-461	JOBAYER AHMED
<input type="checkbox"/>	193-10-462	AMENA AKTER
<input type="checkbox"/>	193-10-463	MD. SOHEL RANA
<input type="checkbox"/>	193-10-464	FAHAD BIN AZAD NAFI
<input type="checkbox"/>	193-10-466	Khadiza Akter
<input type="checkbox"/>	193-10-467	Samira Shikder Nirjona
<input type="checkbox"/>	193-10-468	Nelay Datta
<input type="checkbox"/>	193-10-469	Sinthia Sajad Laboni
<input type="checkbox"/>	193-10-470	IKRA ALBINA HOQUE
<input type="checkbox"/>	193-10-471	MUSTARI JAHAN MEGHLA



Umme Atia Siddiqua

Figure 3: Attendance