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**Internship Report**

On

**Online Class Observation and Conduction in English during the  
Outbreak of Covid-19**

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**Online Class Observation and Conduction in English during the  
Outbreak of Covid-19**

## DECLARATION

I do hereby placidly declare that the report conversed on “Online Class Observation and Conduction in English during the Outbreak of Covid-19” is an online based field work of mine to acknowledge online class observation and conduction in English during COVID-19 pandemic in Bangladeshi higher education level under the guidance and supervision of Ms. Shamsi Ara Huda, Assistant Professor, Department of English, Daffodil International University.

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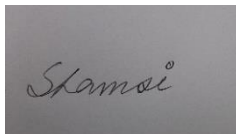
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## **CERTIFICATE**

I am delighted to certify that the project on “Online Class Observation and Conduction in English during the Outbreak of Covid-19” conducted by Mst. Sazia Zarin Sarker( ID-173-10-1649) Department of English has been approved for presentation and viva voce. I am contented to certify that the findings presented in the project report are the original piece of work done under my supervision by Mst. Sazia Zarin Sarker. I wish her all success in her life.



Shamsi Ara Huda

Assistant Professor

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## ACKNOWLEDGEMENT

At first, I would like to thank and express my gratefulness towards the authority of the Department of English, Daffodil International University, for offering me the opportunity to conduct my internship work. I would also like to thank to my supervisor Ms. Shamsi Ara Huda, Assistant Professor, Department of English, Daffodil International University for arranging one online class for me to conduct and also for arranging two online classes to observe. She also helped me to choose the lecture topic and to prepare an effective lesson plan as well. Her proper guidelines and instructions helped me to become more confident and to enlighten myself with the practical aspects. I am really obliged to her for the incomparable support and belief that she has shown on me. It has increased my ability to do something better. Besides, I would like to thank the students of the 46th batch, section A, Department of English, Daffodil International University for their cooperation and two of my classmates Poninna Baroi and Riza-E-Rabbi Siam for observing my class. Again, I am truly grateful to my supervisor for her continuous supervision, without her it would not be possible for me to become successful and to complete this project.

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## **ABSTRACT**

In this 21<sup>st</sup> century, English language plays an essential role in every sector. English has been chosen as an international language and a medium of communication all over the world. For example: for business purposes, to communicate with foreign organizations, in job sectors, etc. The education system in Bangladesh has been stopped suddenly because of this covid19 pandemic. Tertiary education is also one of them. As we know that education is the backbone of a nation it cannot be adjourned for a long time. Consequently, some of the university authorities have decided to continue the education process online during this pandemic. Daffodil International University (DIU) is one of them who became successful to continue their education system through various online platforms. DIU Blended Learning Center (BLC) is the main platform, through which all the assignments, quizzes, presentations, final and midterm exams are taken. They are using Google meet to conduct the classes. Along with these advantages, there are some shortcomings as well. The main purpose of my internship report is to unfold the online education process in English at a private university of Bangladesh during this Covid19 outbreak.

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## I. INTRODUCTION

COVID-19 is an infectious disease caused by SARS-CoV-2. For the first time, this disease was identified in Wuhan city, China in December 2019. After that, it has spread all over the world and was declared as a pandemic by WHO. The first case of COVID-19 was identified in Bangladesh on the 8th March, 2020. A large number of people were affected in Bangladesh like the other countries. All most every sector like the economy, business, politics, health, banking, etc. were affected. Similar to these sectors the education sector was also collapsed. Everything has been closed suddenly to control the spreading of this virus. It was a great loss for students because it stopped not only all the examinations, physical classes but also prevented some students from going abroad for higher studies. But the situation has changed through focusing the shift from offline to online education in Bangladesh which not only is engaging both professionals and students but also making them digitally literate. This new system focuses on the shift of the mindset which is helping students to cope up with the situation, complete courses and examinations online. The shift is not new for some of the educational institutions as Daffodil International University (DIU) which has been practicing Blended Learning Center application since 2013. As a result, from the beginning of the lockdown in Bangladesh, DIU has been suitably continuing their education through some online platforms and high technology. As the students and teachers of DIU were accustomed to these platforms they did not face any difficulties to use these platforms during this pandemic situation. All the examinations, assignments, presentations, assessments, etc. have been continuing through Blended Learning Center as Moodle and Google Classroom in this university, which is helping students who even live in remote areas. Through BLC and Google Classroom every teacher and student are connected. All the courses in DIU BLC(Daffodil International University



Blended Learning Center) are organized properly so that the students can easily get their required information. DIU is using Google Meet to conduct the class. Every teacher provides a meeting link to the students so that they can join the class. During class time they share different types of materials like PowerPoint, Word document, etc. by sharing their screen. To engage the students more they also use chat box for sharing information in Google meet. At the end of the class, they even share the class recordings with the students so that they can get more benefits. In other words, DIU is providing quality education by utilizing these online platforms. Instead of all these advantages, there are some shortcomings as well. For example: as an online class requires a high-speed internet connection sometimes it creates difficulties for those students who live in remote areas. Even the teachers also face this kind of situation. The purpose of my internship report is to reveal the advantages and disadvantages of online teaching practices in English at DIU.

## **II. OBJECTIVES**

The objectives of the proposed internship are given below:

1. To observe how online classes are being operated at tertiary level during the COVID-19 outbreak in Bangladesh.
2. To observe the class conduction online by following the class observation checklist provided by the Department of English, Daffodil International University.
3. To learn the teaching-learning techniques and how to apply them in an online platform.
4. To get a clear idea on how to prepare a project paper.
5. To learn how to prepare a lesson plan for class conduction.
6. To learn how to take preparation if we want to become a teacher in future.

## **III. METHODOLOGY**

**Choosing an institution**

Though I was inferred to select an institution at the beginning of my internship report, it was not possible because of the Covid-19 pandemic. To reduce the spreading of this virus all the academic institutions have been stopped. Despite this difficult situation, there were some universities which were continuing their academic activities in online. Daffodil International University is one of the role model of them for utilizing the online platform in their education system. Therefore, I have chosen my university for my internship report. An additional reason for choosing this university is that I think it will give me more opportunities for completing my internship report since it is my institution.

**Getting a Facilitator**

I have done my project paper under the supervision of Ms. Shamsi Ara Huda, Assistant professor, Department of English, Daffodil International University. It has been assigned from the Department of English, Daffodil International University.

**Class selection**

My supervisor Ms. Shamsi Ara Huda madam has played a very significant role to choose the class and also for my class conduction. On 31st January 2021, during the project meeting, she notified me that she could accommodate me in one of her courses to conduct a class. It was a great opportunity for me as I was also expecting it in my mind. After that, she gave me some topics for the class conduction and also asked me to select one. She gave some valuable suggestions and guided me like which topic will be easy for me to teach, classroom etiquette, etc. Her advice really helped me to prepare myself. Then she gave one day to think about the topic and to choose one. After that, I have chosen my topic under the course “Introduction to Sociolinguistics” and the topic was “The process of

Standardization and English as a Standard language”. After sharing the topic, on 4<sup>th</sup> February 2021, she emailed me the date, time, and meeting link to conduct the class. She assigned me to teach the students of the 46<sup>th</sup> batch, section A. As it was totally a new experience for me, I tried to have a look at every detail of the topic. Finally, on the 8<sup>th</sup> February 2021, I have conducted the class with the presence of my supervisor and two of my classmates who were also present to observe my class. At the end of my class, my supervisor provided me her valuable feedback.

### **Observation of Class**

I have observed two online classes of my classmates of the Department of English, Daffodil International University. They also conducted their classes under the courses and supervision of Ms. Shamsi Ara Huda madam. She provided me the class link to observe their classes. I followed some specific points during my class observation. Those were:

- OBJECTIVES OF THE LESSON
- SUBJECT MATTER CONTENT
- ORGANIZATION
- RAPPORT
- TEACHING METHODS
- PRESENTATION
- MANAGEMENT
- CRITICAL EVENT
- STRENGTHS

**Class Conduction**

I have conducted my online class on 8<sup>th</sup> February 2021 at 2:30 pm. The students were from the 46<sup>th</sup> batch, section A, Department of English, Daffodil International University. There were 31 students present in that class. The course name was “Introduction to Sociolinguistics”, and course code is ENG314. At the starting point of the class, I have asked the students a few questions related to the topic “The process of Standardization and English as a standard language”. Through the questioning session, I have tried to brainstorm them so that they can easily understand the topic. After that, I have started to deliver my lecture. During that time, I have always tried to make sure by asking questions to the students that whether they have understood the discussion or not. I always tried to engage them and they also have enjoyed the class. They were very co-operative and enthusiastic. For example, they asked me to clarify their thoughts when they felt confusion on some points. They also answered every question in a good manner and every time I thanked them for their responses as well as for their active participation. Before ending the class, I have discussed the main points and the whole summary of the lecture for their better understanding. At the end of the class in Google Meet, I have shared one video link related to the topic through the chatbox.

**Supervisor’s Assessment**

My supervisor Ms. Shamsi Ara Huda appreciated me at the end of my lecture. She was really happy to appreciate my lecture delivery including its pace, my confidence, for engaging the students by asking questions, and overall, the whole lesson plan. Though my allotted time was 1 hour, I took 47 minutes to conduct my class.

#### **IV. INSTITUTION DETAILS**

I have completed my internship report from Daffodil International University. It is considered as one of the most renowned private universities in Bangladesh. This university began its journey on 24<sup>th</sup> January 2002. There are Bachelor and Masters Programs in different subjects like Arts, Humanities, Business, Science and Technology, etc. Among these departments, English is considered as one of the most orotund departments which is under the Faculty of Humanities and Social Science. This department was established in 2003 and their view was to offer high standard education in English at both undergraduate and postgraduate levels. The number of full-time lecturers in this department are around 30. Some part-time lecturers also work here from various renowned private or public universities in Bangladesh. This department not only focuses on proper education but also organizes different kinds of extra-curricular activities like speaking club, debate, seminar, drama, film showcasing, etc. The university has some clubs like English Literary Club (ELC), DIU Cultural Club (DIUCC), DIU Social Business Students Forum (SBSF), DIU Debating Club(DIU DC), DIU Sports Club(DIUSC), DIU Computer and Programming Club(DIUCPC), Daffodil Prothom Alo Bondhu Shova and DIU Photographic Society, etc. The students can participate in the programs organized by the university and can enhance their opportunities. The total number of students in this university are almost 21,752. The total number of full-time teachers are approximately 500. The academic background of the teachers are highly qualified, they also have immense knowledge and experience regarding teaching and research purposes. The university has campuses both in the capital city Dhaka and Ashulia. The permanent campus of this university is situated in Ashulia, Savar, which is also within Dhaka district. This permanent campus is also known as the green campus which is considered as one of the largest campuses in Bangladesh. This campus is very

clean, beautiful, calm and quiet, and well decorated. The total area is 150 acres of land. It has hostels, canteen, golf course, basketball court, playground, gymnasium, cyber café, shopping mall, garden, etc. Daffodil International University not only ensures proper education but also provides every facility according to the needs of the students. Furthermore, every department and its teachers are very aware of the student's progress. To ensure that they gather feedback from the students. Besides, DIU is one of the most successful and well-known digital universities in our country. The reason is it gives emphasis on technology-based education system, deals with such kinds of activities, and also ensures digital facilities like high-speed WIFI connection, computer labs, ERP, etc. The students can do their necessary works like assignments, presentations from the computer lab. It is very much helpful especially for those students who do not have personal laptops or computers at the beginning of their university life. In the course of time, the university provides every student free laptop so that they can introduce themselves with the technology. As technology is an essential part of our life DIU always gives it priority. The well-organized university website holds every detail about the university. It has some exclusive online facilities such as online library, online notice board, online academic result, E-News, E-Education, Online Teaching Evaluation, E-newsletters, Blended Learning Center(BLC), Online Payment System, etc. There are a lot of foreign students who are studying here currently. As the number of students are increasing gradually, the university authorities are also establishing new departments and courses as well.

As because of the COVID-19 pandemic all the instructive institutions have been closed suddenly at the beginning of March 2020, to overcome or to survive in this crisis DIU authorities have added some more facilities such as financial help through the special

waiver. At the beginning of the lockdown, without delaying any moment DIU has started their educational activities online to reduce their study hamper. To proceed online academic activities, DIU has been using several online platforms as Blended Learning Center (BLC), Google Classroom, etc. As the students of this university were familiar with these platforms since many years ago they did not face that much trouble with this alternative education system. Currently, around 1,700 courses are running through this platform where the total number of students are more than 20,000. The students and teachers are well connected through this platform. Every teacher has their individual online courses in BLC and they are accustomed to share the course materials like PowerPoint Slides, word Files, PDF files, E-books on this platform. The most important thing is all the exams, assignments, presentations, feedback from teachers and students are running through this platform effectively. To engage the students, the teachers create a “Discussion Forum” which is used for question answering sessions, problem-solving sessions, etc. DIU is doing all their academic activities completely through this Blended Learning Center. Hence, it has taken a significant place for online education at Daffodil International University.

## **V. CLASS OBSERVATION REPORTS**

Before conducting an online class, I have observed two online classes to complete my internship report on the online teaching in English at the Daffodil International University.

The details of the class observation reports are given below:

### **1<sup>ST</sup> CLASS OBSERVATION**

I observed the first class on 10<sup>th</sup> February, 2021 at 10:00 AM. The class was conducted by one of my classmates named Poninna Baroi, from the 42<sup>nd</sup> batch, Department of English, Daffodil International University. She has taken the class with the 48<sup>th</sup> batch. Our respected supervisor Ms. Shamsi Ara Huda permitted her to conduct the class as she was the course teacher of that course. The teacher shared the class link, date, and time with me through Gmail so that I can join the class. The students were present in the class on time. At the beginning of the class, the teacher introduced Poninna Baroi and told them the reason for her presence. After that, she gave her the floor for 1 hour to conduct the class. At first, Poninna turned on her camera and introduced herself to the students with warm greetings. Then she turned off her camera to have a better internet bandwidth. The course was “Introduction to Psycholinguistics”, course code-ENG 321. She began her discussion by asking questions to the students. After that, she mentioned the topic and it was about the “Job Interview”. She delivered the key points regarding the topic and then explained everything. The way she was delivering the lesson demonstrated that she had a clear idea and knowledge about the topic. She tried to develop a knowledge-seeking behavior among the students. For example, she asked several questions to the students so that they could think by themselves and their thinking ability develops. Her organization of the lesson, materials with the information were really good. She started the class on time, properly greeted the students, introduced herself, clearly mentioned the topic and the objectives of the class, emphasized the important points, and at the end properly concluded the lesson. She was trying her best to engage the students by encouraging them to participate in the classwork. She succeeded in building up a good communication with the students. To engage them more she asked several questions and the students also answered eagerly. They were also very co-operative and enjoyed the class. As the class was in online, it was



not possible to see everyone's facial expression but every time she tried to ensure whether they were understanding the discussion properly or not. At the end of the discussion, she again gave a brief summary of the whole lesson. Then she concluded her lesson by thanking them and sharing a funny video. Moreover, the environment of the class was quite lively. She used some related video clips, images, and also PowerPoint slides for a better understanding of the students. With a focus on the discussion, she also tried to answer the questions by proving real-life examples related to the topic. Her presentation was good. She was prepared both physically and mentally. For example, she was in formal dress and at the beginning, she turned on her camera. As it was an online class she at least tried to connect with the student virtually. She could turn on her camera at the end as well. She spent the time properly. Though the time was 1 hour, she completed her talk in 51 minutes. The main strength of the class was it had a friendly environment with both teacher and students interaction. Though the class was lively, still she needs some improvement. The supervisor Ms. Shamsi Ara Huda gave her some feedback. Her accuracy of English language is a matter of concern. Firstly, she had difficulties in creating questions. For example, she used assertive sentences instead of using interrogative sentences for making questions. Secondly, she had difficulties in using plurals like she used to speak "3 minute" instead of "3 minutes." Thirdly, she had difficulties between nouns and verbs. She mixed up these two things while speaking. Lastly, she had some pronunciation difficulties. For example, she wrongly pronounced the word "purpose" and also two times she unconsciously used Bangla words. If she focused on these things the class would be more effective.

## 2<sup>ND</sup> CLASS OBSERVATION

I observed the second class on 23<sup>rd</sup> February 2021, at 1:00 PM. The class was conducted by Riza-E-Rabbi Siam, another classmate who is also doing his internship at the Department of English, Daffodil International University. As earlier my supervisor Ms. Shamsi Ara Huda madam shared with me the class link, time, and date to observe the class through email I could not face any difficulties to join the class. Before joining the class I was prepared with pen and paper so that I could take notes of the required information. At the beginning of the class, the teacher introduced Riza-E-Rabbi Siam to the students of the class and told them the reason for his presence. After that, she gave him the floor for 1 hour to conduct the class. At first, he turned on his camera and introduced himself to the students with warm greetings. Then he turned off his camera. The title of the course was “Introduction to Sociolinguistics”, course code-ENG314, and the topic was “Definition of Pidgin and Creole; Process of Pidginization and Creolization.” There were 27 students present in the class from the 46<sup>th</sup> batch, section B. He began his discussion by asking questions to the students. After that, he mentioned the topic and delivered the key points regarding the topic, and then explained everything in detail. The way he was delivering the lesson it seemed that he had a clear idea and knowledge about the topic. He tried to develop a knowledge-seeking behavior among the students. For example, he asked several questions to the students so that they could think by themselves and their thinking ability can develop. His organization of the lesson, materials with the information were quite good. He started the class on time, properly greeted the students, introduced himself, clearly mentioned the topic and the objectives of the class, emphasized the important points, and at the end properly conclude the lesson. He shared PowerPoint slides, used a related video clip and images for a better understanding of the students. He was trying his best to engage

the students by encouraging them to participate in the class but they were not that much enthusiastic. Only a few were answering the questions. Every time he tried to ensure that whether they were understanding the discussion properly or not. He always answered the questions eagerly. For example, one student asked him to discuss the differences between Creole and Pidgin with examples. Therefore, he discussed once more the differences with real-life examples. When that student ensured that now he is clear about the confusion he continued his lecture again. He spoke in English during his lecture. His presentation was interesting. He was prepared both physically and mentally to conduct the class. For example, he was in formal dress, and at the beginning, he turned on his camera. As it was an online class he at least tried to connect with the student virtually. He could also turn on his camera at the end as well. At the end of the discussion, he gave a brief summary of the whole lesson. Then he concluded his lesson by thanking them and sharing a video. At the end of his class, the course teacher Ms. Shamsi Ara Huda madam praised him for his lecture and also for sharing the video link. He appropriately spent the time. Though he could talk for 1 hour, he could use only 30 minutes. If he could deliver his speech a little bit slow, it would be more engaging. Overall, I have enjoyed the class.

## **VI. TEACHING EXPERIENCE**

I have conducted one online class to complete my internship report. Though I have experience of doing online classes but as a teacher, it was my first experience. The duration of my class was 47 minutes, I had tried my best to teach my lesson on, “The process of Standardization and English as a standard language” of the course “Introduction to Sociolinguistics”, course code- ENG314. My first teaching experience is given below:

### **TEACHING EXPERIENCE OF AN ONLINE CLASS**

The link of my class recording is:

[https://drive.google.com/file/d/19aM0164QyEgiU7ez\\_x5InXtVBG5TMTWJ/view?fbclid=IwAR0osWGiVFJuKUNJtjwwL0-IPrkEzb8JY58wONBpHIuhiddC-FG7JyBC6Ik](https://drive.google.com/file/d/19aM0164QyEgiU7ez_x5InXtVBG5TMTWJ/view?fbclid=IwAR0osWGiVFJuKUNJtjwwL0-IPrkEzb8JY58wONBpHIuhiddC-FG7JyBC6Ik)

Before my class conduction, I had prepared a lesson plan under the guidance of my supervisor. The lesson plan is given below:

<b>Topics of discussion</b>	<b>Time</b>	<b>My activities</b>	<b>Students' activities</b>
Introduction	5 minutes	Greetings, Introducing with the students, simple talk, brainstorming, announcement of the topic.	They also get introduced.
Lecture session	33 minutes	Delivering the definition of standardization, four stages of standardization process and English as a standard language, engage the students to ask	They were also interacting by giving answers, asking questions when needed.

		questions, make sure that they were understanding the topic.	
Question answering session	5 minutes	Question answering session, providing the correct answers, sharing important links through the chat box.	The students actively participated in the question-answering session, asked questions, ensure that they have understood the topic.
Conclusion part	4 minutes	Summarizing the whole topic, conclude with greetings to the students.	Students also greetings.

I conducted my first online class on the 8th February 2021 at 2:30 PM and ended at 3:30 PM. The students were from the 46th batch, section A, Department of English, Daffodil International University. During the class time, my supervisor Ms. Shamsi Ara Huda madam, and two of my classmates Poninna Baroi and Riza-E-Rabbi Siam were also present to observe my class. Though at the beginning I was quite nervous, later on automatically I became easy. I had tried to maintain my time strictly. I started my lesson with greetings, then I announced the topic. After that, I tried to brainstorm by asking questions related to the topic. Four students answered my questions very eagerly and they were also correct. To motivate them I praised them by saying “Your answer is correct and thank you for your response”. The students were very attentive during class time. As my topic was “The process of Standardization and English as a standard language”. I began my class by sharing the PowerPoint slides for their better understanding. I have provided real-life examples and explained every point. I tried to make sure by asking questions to the students whether they have understood the discussion or not. To encourage the students I have asked them questions like “Are you clear or Do you have any questions?” They were also very co-operative and enthusiastic. For example, they asked me to clarify their thoughts when they felt confusion on some points. They were very active throughout the whole class. At the end, I gave a brief summary of the whole lesson and also prepared a “question answering session”. In that session, I shared a related video link by using the chat box of Google Meet and answered their questions as well. Once they ensured me that they understood the lesson clearly, I concluded my lesson by thanking all of them for their active participation.

## VII. OVERALL FINDINGS

Daffodil International University started all its academic activities completely from the very beginning of the lockdown. Therefore, it is considered as the first complete digital university which is providing technology-based education. DIU is ensuring quality education in online by taking regular classes, assignments, presentations, examinations, extra-curricular activities, etc. As we know that COVID-19 is an infectious disease which is confiscating the people's lives of this country and every educational activity has been stopped by Government from the day of lockdown. It was a great loss for students because it stopped not only all the examinations, physical classes but also prevented some students from going abroad for higher studies. But the situation has changed through focusing the shift from offline to online education in Bangladesh which not only is engaging both professionals and students but also making them digitally literate. This new system focuses on the shift of the mindset which is helping students to cope up with the situation, complete courses and examinations online. The shift is not new for some of the educational institutions as Daffodil International University which has been practicing Blended Learning Center application since 2013. By considering the situation, DIU has made some new rules for the betterment of the students like the university authority is providing the special waiver for those students who are facing financial crisis for this COVID-19 pandemic. Besides this, the students are getting waivers according to their academic results, they also have the opportunity to go for higher studies in abroad. The university authorities are investing a lot of money in order to make an online education system and to ensure the student's quality education. The main online platform of DIU is the Blended Learning Center (BLC). All the students and teachers are impressively engaged with this platform by sharing class materials, including lectures, assignments, presentations, class recordings,

forum activities, grading, teacher and student feedback, etc. Through the “Google Meet” platform all the students and teachers are doing their live classes. There are some teachers who are also using “Google Classroom” for some purposes like sharing the “Google Meet” link, for assignments, presentations, class recordings, etc. Both the teachers and the students strongly follow the online routine and rules. The university authorities arrange some weekly programs like “BLC TALK TALE” through the BLC platform. The main objective of this online program is to arrange a get-together with the students where they share their online experiences and the best practices in this crisis. DIU is not only using this platform as a teacher-student get-together but also using it as a means of teachers-parents meeting. From the beginning of the COVID-19 pandemic, DIU is providing online library facilities or “E-library” and also offering free online courses so that the students can develop their skills in order to build a good career. Overall, online teaching and learning facilities in DIU are eminent.

Instead of all these facilities, I have found some shortcomings during my class observations.

These are given below:

1. In online education, area is very significant issue. Sometimes, in the area where the teachers live the electricity may available, on the other hand, the students may live in a remote place where they might not have available electricity.
2. To attend the online classes or for better internet connection, some students have to go for some specific places like rooftop or outside from the house. From my personal experience, I am also facing such problems. I live in a border side area where the internet connection is very poor and that is why sometimes I have to go



outside from my house to attend the class which is very risky amidst this Corona pandemic.

3. The DIU authority does not provide any internet cost or any data packages for the students.
4. Some of the teachers do not conduct the online classes as per the class schedule.
5. It is quite difficult for the teachers to find out the less attentive students during the online classes. On the other hand, some students talk too much or ask lots of questions that others cannot get the chance to speak if they face any difficulties regarding the lesson.

## **VIII. RECOMMENDATIONS**

1. To ensure access of reliable and affordable electricity for all the students and teachers, Bangladesh Government should take some initiatives. Poor power supply could hamper online education in a greater way.
2. Online classes need high speed internet connection and smartphone. To make an online teaching-learning system the internet connection and technology have to be developed first because in Bangladesh internet problems often occur.
3. As we are living in a crisis, DIU authority should consult with the mobile operators so that they could do something for the betterment of the students. For some students it is quite difficult to buy internet package in this crisis. DIU should take some steps with the help of mobile network operators to provide some low-cost internet package so that the students get more interested in online classes.

4. DIU authority should organize some course specific training sessions for both the teachers and the students. It will help them to get a clearer idea about the concept of online classes.

If the authorities can improve these arrangements, the “Online Teaching-Learning” will be more efficient.

## **IX. CONCLUSION**

Human life is full of hostility, sometimes it becomes difficult to survive. But if people can utilize their opportunities even in their hard times, the life can be easier for them. Through the technology and English language, people are enjoying lots of facilities that the world is offering us in this COVID-19 Pandemic. In this situation, where physical classes have been stopped, online classes became the reality. The students who are doing online classes to complete their studies on due time will get more benefits or advantages in the job sector. Nowadays, technology is one of the most important factors to work in every sector. That is why most of the private job requires such candidates who have well knowledge, experience, and training in online learning. I am very happy to get the opportunity to observe and conduct online classes in English at DIU, which is one of the renowned universities in this country. This project work is not only an experience but also a lifetime achievement for me. As my ambition is to become a teacher, I have learned so many important things while doing this work. By conducting one online class and observing two classes, I have got a clear idea about the online teaching and learning process. Besides, I also get an idea about my weaknesses and strengths in teaching which can help me to develop my career as well. I am grateful to my institution, my supervisor, my classmates, and the students of the 46

batch, section A of the Department of English, DIU for helping and cooperating with me to complete my internship report.

## **APPENDICES**

### **Appendix I**

**Daffodil International University**

**Department of English**

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

#### **Checklist for 1st Class Observation**

University: Daffodil International University

Teacher's Name: Poninna Baroi

Batch: 48

No. of Students Present: 28

Course Title & Code: Introduction to Psycholinguistics (ENG321)

Google Meet Link: <https://meet.google.com/akr-djxa-abp>

Peer/Observer: Mst. Sazia Zarin Sarker

Date and Time: 10 February 2021, at 10:00 AM

**Objectives of the lesson (as perceived):**

- i. Job Interview.

- ii. How to take preparation for job interview.
- iii. How to become confidant during interview.
- iv. Etiquettes during interview.

Were the objectives achieved and to what extent (in your view)?

Yes

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
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1	<p><b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)</p>	<p>The way she was delivering the lesson it seemed that she had a clear idea and knowledge about the topic. She tried to develop a knowledge-seeking behavior with the students. For example, she asked several questions to the students so that they could think by themselves and their thinking ability developed.</p>
2	<p><b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>Her organization of the lesson, materials with the information were really good. She started the class on time, properly greeting the students, introduced herself, clearly mentioned the topic, objectives of the class, emphasized the important points, and at the end properly conclude the lesson in a good manner.</p>
3	<p><b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not</p>	<p>She was trying her best to engage students, encourage them to participate in the classwork. She succeeded to build up good communication with the students. To engage them more she asked several questions and the students were also answered eagerly. They were also very co-operative and enjoyed the class.</p>

	only on subject matter but also in manner, etiquette and attitude)	
<b>4</b>	<p><b>TEACHING METHODS</b></p> <p>(uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	At the end of the discussion, she gave a brief summary of the whole lesson. Then she concluded her lesson by thanking them and sharing a funny video. Moreover, the environment of the class was quite lively. She used some related video clips, images, and also PowerPoint slides for a better understanding of the students
<b>5</b>	<p><b>PRESENTATION</b></p> <p>(establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	Her presentation was good. She was prepared both physically and mentally. For example, she was in formal dress and at the beginning, she turned on her camera. As it was an online class she at least tried to connect with the student virtually.

## MANAGEMENT

**Was the time spent properly?**

She spent the time properly. Though the time was 1 hour but she could able to spend 44 minutes.

**What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? ( Optional: Draw a diagram to show main stages of the lesson and time spent on each)**

- How to take preparation for job interview.
- How to be confident.
- Etiquettes during interview.

**CRITICAL EVENT (If took place)**

**Was there any ‘critical event’ in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?**



No critical event.

**Strengths observed:** The main strength of the class was it had a friendly environment with both teacher and students interaction.

**Suggestions for Improvement:** Though the class was lively, still the teacher needs some improvement. Her accuracy of English language is a matter of concern. Firstly, she had difficulties in creating questions. For example, she used assertive sentences instead of using interrogative sentences for making questions. Secondly, she had difficulties in using plurals like she used to speak “3 minute” instead of 3 minutes. Thirdly, she had difficulties between nouns and verbs. She mixed these two things while speaking. Lastly, she had some pronunciation difficulties. For example, she wrongly pronounced the word “purpose” and also two times she unconsciously used Bangla words. If she focuses on these things it would be more helpful for her.

**Overall impression of teaching effectiveness:** Yes, the teaching was effective.

Sazia  
10-02-2021

**Signature of the observer with date**

**Daffodil International University**

**Department of English**

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

**Checklist for 2<sup>nd</sup> Class Observation**

University: Daffodil International University

Teacher’s Name: Riza-E-Rabbi Siam

Batch: 46<sup>th</sup>, Section B

No. of Students Present: 27

Course Title & Code: Introduction to Sociolinguistics (ENG314)

Google Meet Link: <https://meet.google.com/aku-watq-ksf>

Peer/Observer: Mst. Sazia Zarin Sarker

Date and Time: 23 February 2021, at 1:00 PM

**Objectives of the lesson (as perceived):**

- i. Definition of Pidgin and Creole;
- ii. Process of Pidginization and Creolization

Were the objectives achieved and to what extent (in your view)?

Yes	
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S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of	The way he was delivering the lesson it seemed that he had a clear idea and knowledge about the topic. He tried to develop a knowledge-seeking behavior with the students. For example, he asked several questions to the

	mastery; tries to develop a knowledge seeking behavior among students)	students so that they could think by themselves and their thinking ability developed.
<b>2</b>	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	His organization of the lesson, materials with the information were good. He started the class on time, properly greeting the students, introduced herself, clearly mentioned the topic, objectives of the class, emphasized the important points, and at the end properly conclude the lesson in a good manner.
<b>3</b>	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	He was trying his best to engage students, encourage them to participate in the classwork. He succeeded to build up good communication with the students. He was trying his best to engage students, encourage them to participate in the class but they were not that much enthusiastic. Only a few were answering the questions.
<b>4</b>	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids,	At the end of the discussion, he gave a brief summary of the whole lesson. Then he concluded his lesson by

	<p>materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>thanking them and sharing a video. He also used some related video clips, images, and also PowerPoint slides for a better understanding of the students.</p>
<b>5</b>	<p><b>PRESENTATION</b>  (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>His presentation was good. He was prepared in both physically and mentally. For example, he was in formal dress and at the beginning, he turned on his camera. As it was an online class he at least tried to connect with the student virtually.</p>

## MANAGEMENT

**Was the time spent properly?**

Yes. He spent the time properly. Though he could talk for 1 hour but he could use only 29 minutes.

**What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? ( Optional: Draw a diagram to show main stages of the lesson and time spent on each)**

- i. Definition of Pidgin and Creole.
- ii. Process of Pidginization and Creolization.

**CRITICAL EVENT (If took place)**

**Was there any ‘critical event’ in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?**

No critical event.

**Strengths observed:** The teacher was able to teach the students properly.

**Suggestions for Improvement:** Though the class was good, still the teacher needs some improvement. For example, if he could deliver his speech a little bit slow the class would be more engaging. Overall, I have enjoyed the class.

**Overall impression of teaching effectiveness:** Yes, the teaching was effective.

Sazia  
23-02-2021

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**Signature of the observer with date**

## Appendix 2

**Daffodil International University, Permanent Campus, Ashulia, Savar, Dhaka.**

