



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

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This Report is Submitted in Partial Fulfillment of the Requirements for the Degree of
B.A (Honors) in English

Date of Submission: 25/07/2021



Certificate of Approval

I am satisfied to certify that the Internship Report on “**Online Class Observation and Conduction in English during the Outbreak of Covid-19**” administered by Md Mostofa Kamal holding ID: 181-10-1686 of English Department is an original record of his work based on his practical experience. He has successfully completed his project under my supervision during the Summer Semester 2021.

I am glad for the authenticity of his work and that I strongly recommend this work for viva-voce and academic commendation.

I wish him every attainment in life.

Tabia Tasmia
Lecturer and Supervisor
Department of English
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Acknowledgement

First of all, I would like to thank my creator, Almighty for giving me the strength, ability and patience for completing my internship and preparing this internship report successfully.

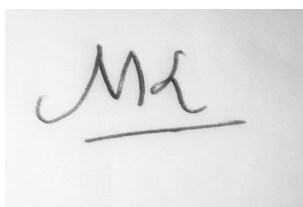
Secondly, I convey my gratitude to my supervisor Ms. Tabia Tasmia, Lecturer, Department of English, DIU for being so humble, encouraging and supportive during preparing my internship report and I believe that without her help it would have become very difficult for me to complete this internship report. She provided me all the detailed information and detailed feedback for preparing this internship report more efficiently. Thirdly, I am very grateful to my project group members Sifat Akter and Mehrunnesa Urmi whose classes I observed and both of them conducted their classes very effectively which made me more confident during conducting my own class. Finally, I would like to thank the students of Batch 46, Department of Textile Engineering who participated in my class and cooperated with me to conduct an effective and practice-based class. The journey of preparing this internship report was a very amazing and unique experience of my life and I am thankful to everyone who helped me in every phase of preparing this internship report.

Abstract

The internship report entitled “**Report on Online Class Observation and Conduction in English during the Outbreak of Covid-19**” has been prepared to find the effectiveness and limitations of online classes and using English in online classes during this pandemic outbreak. To serve the purpose, I have conducted one online class and observed two classes conducted by my peers. After observing classes and conducting one class I found some effectiveness as well as limitations of online English classes during this pandemic outbreak and also found some solutions for those limitations which I have illustrated in this internship report.

Declaration by the Intern

I hereby declare that the internship report entitled “**Report on Online Class Observation and Conduction in English during the Outbreak of Covid-19**” is submitted to the Department of English, DIU and it is a record of an original work done by me under the supervision of Ms. Tabia Tasmia, Lecturer, Department of English, DIU. This Internship report is submitted as part of the requirement for the award of the degree of B.A (Hons.) in English for the course Project Paper(ENG 334). The findings embodied in this report have not been submitted to any university or institute for the award of any degree or diploma.

A photograph of a handwritten signature in black ink on a light-colored surface. The signature appears to be 'Md' with a horizontal line underneath.

Signature of the Intern

Date: 25/07/2021

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Chapter 1

Introduction

English is one of the widely used language all over the world and is considered as the international lingua franca because about 360 million people use English as their first language and around 1.5 billion people use English as their second language for communication purposes and in professional fields. This massive and vast usage of English language in the communication and professional field reflects the importance of learning this language. In Bangladesh, English has the status of a foreign language. In majority of the contexts, in the terms of communication and professional purposes, people use the Bengali language. Although there are some universities and schools where English is used as a mode of communication but the percentage is very low. This poor number of English speaking contexts is hindering Bangladeshi people to achieve desired proficiency in English. However, some of the institutions are working for creating English speaking environment and my university is one of them which always tries to come up with innovative strategies and techniques to boost the use of English for communication as well as professional purposes for assisting the students to acquire English language proficiently.

During the outbreak of Covid-19, all educational institutions suspended their physical academic activities obeying the government order and most of the private institutions and some public institutions become dependent on online classes and assessment for keeping their academic activities functioning. That is why, it has become essential for finding out the effectiveness and limitations of online classes and using the English language in online classes for the teachers and students.

I have prepared this project paper titled “Online Class Observation and Conduction in English During the Outbreak of Covid-19” to find out the effectiveness and limitations of online classes and using the English language in online classes for the students and

teachers. To find out the result I have conducted one online class and observed two online classes of Sifat Akter & Mehrunnesa Urmia Daffodil International University.

I am so much thankful to Daffodil International University for giving me the opportunity to conduct and observe classes in their institutions and I am also thankful to my supervisor for giving positive feedbacks and being so kind and helpful to me during preparing this project paper.

Chapter 2

Objectives

The project has been prepared to attain the following objectives:

1. To find out the strength and limitations of online classes for teachers and students.
2. To understand the student's psychology during attending the online class.
3. To understand the effectiveness and limitation of conducting a whole class in English.
4. To understand the role of the teacher during preparing a proper lesson plan, various content and activities to conduct an effective class.

Chapter 3

Methodology

The methodology which have been used to prepare this project paper is given below:

1. With the help of my supervisor, I got an opportunity to conduct one class on “Sentence: Definition, Types and Structures” with the students of the 46th batch of the Textile Engineering Department.
2. After getting the opportunity I made a whole plan on how I could conduct the class more efficiently and effectively. Hence, I prepared a lesson plan so that I can utilize my time and teach them efficiently and effectively.
3. I also prepared a PowerPoint presentation and a Google form. I used the PowerPoint presentation as a teaching material and used the Google form for assessing my teaching and the students’ learning outcome.
4. As I conducted my class on ‘sentence’, I had put some multiple choice questions (MCQ) in my slides. After teaching specific types of the sentence I asked the students to participate in the quiz so that I could assess their understanding and make them engaged throughout the whole class. At the end of the class, I took a short quiz through the Google form to understand their overall learning about the topic and to evaluate my teaching efficiency.
5. Most of the time I have used formal English in the class but in some situations I had to switch between codes for assuring their 100% understanding. Thus, I used our native language Bangla as well.
6. I observed two classes of my group mates and they took their classes on “Cover Letter Writing” and “Phrases”.
7. After conducting the class my supervisor appreciated me and she was so happy because throughout the entire I was able to make the students engaged with me.

8. It was an excellent experience for me that I could complete my internship with the help of such an excellent and helpful supervisor.

Chapter 4

Institution Details

Name	Daffodil International University
Location	Daffodil Tower, Shukrabad, Mirpur Road, Dhanmondi, Dhaka-1207. (City Campus & Administrative Building)
Time of Establishment	Got approval by UGC in 2002 and Ministry of Education, Bangladesh.
Number of Campuses	2
Students	Around 24,000
Number of teachers	Around 930
Teacher's qualification	All of them have Master's Degree with good academic results from different institutions and many have PhD degree as well.
Dress code	No specific dress code.
Economic issue	It is a private university.
Social issues	Most of the students belong to middle-class family and some belong to upper class and upper-middle class.
Extracurricular Activities	The university has so many clubs for extracurricular activities like All-Stars Daffodil (Theatre club), Cultural Club, ELC (English Language Club), Speaking Club, Debate Club, Bondhushova, and so on.
Playground	There is no playground in the Citycampus but the Permanent campus has a big playground.
Library	Separated Central Library Building.
CCTV Monitoring	The whole university is under CCTV surveillance 24/7.
Shift	Yes
Prayer Room	Yes

Computer Lab	Yes
Staff's Room	Yes
Canteen	Yes

Chapter - 5

Class Observation

5.1: First-class observation

The first class I observed was conducted by Sifat Akter on June 09,2021, with the students of the MCT Department. Around 19 students were present in her class. In the beginning of her class, she was very welcoming to the students for making them comfortable and breaking ice. She conducted her class on the topic “Writing Cover Letter” and it was such an amazing moment for me for observing my fellow mate conducting a class as a teacher. In her class, she tried to imply every possible thing to make her class effective and during her class, she used PowerPoint slides, one youtube video and a real-life job circular from a website to practice writing a cover letter.

I found her best strategy was the way she organized her PowerPoint slide, using youtube videos as well as a real-life job circular. She used these materials in three different sections. In the beginning of the class, she used her PowerPoint presentation to make the students learn about cover letter writing and while explaining her slides she used English language and in some necessary situations, she switched her code. In the second segment of her class, she showed and explained a YouTube animation video that conveyed the same information that she taught earlier. However, it helped the students understand the topic more clearly and it ensured learning for all the students. Lastly, she used a real-life job advertisement from bdjobs.com and with the participation of the students, she wrote a cover letter on that job advertisement.

During her class, she faced some technical issues but she smartly handled those problems. Moreover, she tried to imply every possible thing to make her class more effective, it cost her some extra time to complete her class.

It was a privilege that I got the opportunity to observe her class and it helped me a lot during conducting my own class for my internship project.

5.2: Second Class Observation

I observed the second class on June 17, 2021. The class was on “Phrases” and it was conducted by Mehrunnesa Urmi.

The class started at 9:30am in Google Meet. Around 16 students were present in her class and she started her class by asking topic related questions so that she could understand how much students are aware of the topic and the result was amazing because most of the students had prior knowledge about phrases.

In her lecture, she discussed about phrases, their characteristics, types, and showed various examples of different types of phrases by using a PowerPoint presentation. I personally loved the way she organized her PowerPoint slides with such mandatory information which helped the students understand and relate her lecture with the presented slide. In her class, she gave much effort to engage with the students and the class was so interactive. During her class, she used Bangla most of the time. At the end of her lecture, she provided a task in Google Meet for the students so that she could evaluate their learning. The participation of students and the outcome was good.

Overall she did well in her teaching and I really want to appreciate her for her PowerPoint slides and her engagement with the students. However, she could have been more enthusiastic during her class. Besides, if she had explained her slide more elaborately, it could have been a more effective lesson for the students.

I am so glad that I got the opportunity to observe her class and I believe that somehow it will help me in my future.

Chapter- 6

Teaching Experience

On 10th June 2021, Thursday I conducted a class on “Sentence” with the students of Batch 46 of Textile Engineering Department under the supervision of Ms Tabia Tasmia. I conducted the class on Google Meet. During my class, I used formal English to conduct my lecture most of the time. In some situations I switched my code where I thought using the Bangla language would be better for explaining a certain content. I started the class at 09:34am and finished at 10:30am and around 20 students attended the class on that day.

Before conducting my class, I took a lot of preparations. I prepared my lesson plan, PowerPoint slides and Google form so that my lecture looked very organized and students could learn effectively by doing different activities related to the topic in the class. Before starting the class, my supervisor introduced me to the students. Then I started my class by asking questions about the topic and the weather of that day. It helped me a lot to engage with the students and the students became so much comfortable and communicative.

As my topic was “Sentence, I discussed about the elements of a sentence by examining a sentence from my PowerPoint slides. The way I examined the sentence, I could see the students became very enthusiastic about the topic and they started collaborating. I asked them what they already knew about sentence and their types and structures. The most interesting part is, everyone was very responsive and shared their knowledge. After that, I discussed about different types of the sentence and showed various examples. We also examined how that sentence became that particular type of sentence by taking help from my PowerPoint slides. In my PowerPoint slide, I added eight different activities on different types of sentences. After discussing about a specific type of sentence, I asked them to find out the specific type of sentence from the slide. I became astonished to see that everyone gave correct answers in all the activities. In the end of my class, I provided a Google Form Link to

evaluate their learning and get a rating on my teaching. Surprisingly 16 students participated and everyone was able to give the correct answer. According to my class conduction, 93.8% of students gave me a 5-star rating and 6.3% of students gave me a 4-star rating which made me feel amazing.

However, It was really an amazing moment of my life and I could complete my whole task within the designated time. Before conducting my class, I was very worried about my time management and student participation. I wanted to conduct an activity-based class where the student would learn by doing different activities. That is why, participation of the students was mandatory and time management was difficult. Nonetheless, the students were very communicative and enthusiastic about the topic and it helped me to conduct an activity-based class within given time. Finally, by the blessing of Almighty and the support of my supervisor Ms Tabia Tasmia I executed my lesson plan and conducted a successful class.

Chapter 7

Overall Findings

There are some facts that I have found through conducting and observing online classes during this pandemic situation and those facts are:

- In an online class, students feel more comfortable to communicate with their teachers about their queries or problems.
- Teachers can use various materials and techniques to conduct their classes more effectively.
- Students are getting some extra leisure time, as they do not have to commute to university for attending classes physically. Thus, they can utilize that time in some productive activity.
- Conducting whole class in English sometimes creates problems for students as they may fail to understand a lesson due to lack of English language proficiency.
- As teachers and students are always connected through social media and other platforms, there is a strong communicative connection between teachers and students. Students can easily reach out to their teachers with any kind of queries or problems anytime.
- Engaging the students is very important during an online class.
- By attending online classes students are becoming familiar with various technology and different software and undoubtedly it would help the students in their careers.
- Students get the class recordings and necessary learning materials from their teachers.
- In online examinations, students get the opportunity to practice their analytical skills because they have to sit for an open book examination.

- Some students tend not to listen to the class lecture properly, they just join the class and appear after the lecture to get their attendance.
- The expense of internet packs sometimes brings problems for the students who are financially not affluent.
- Network connectivity and load-shedding are one of the major problems for students and teachers during an online class.
- In an online class, lack of technical knowledge of teachers can bring problems for both students and teachers.
- Sometimes students feel uncomfortable to participate in class because they have lacking in English speaking proficiency.

Chapter 8

Recommendation

1. The university needs to organize more training programs for teachers to improve their technical knowledge and teaching process.
2. To ensure 100% engagement of students during class, the university needs to develop an English Speaking Club so that students can improve their English speaking skills. As a result, students would not feel shy during engaging with the teachers. Teacher's can tell the students that they can share their opinion or problems in their native language as well.
3. Teachers should always look after the students' weakness so that they can counsel and prepare their lesson plan accordingly. This way, both groups of students would get clear knowledge about the lecture.
4. Teachers must bring changes in student attendance policy so that they can identify those students who are not listening to the lecture properly or students who are not able to understand the topic. By doing this, teachers can take the necessary steps to solve the students' problems accordingly. In my opinion, teachers can set various activities during the lecture for ensuring participation and attention from the students and without active participation, students will not be able to get attendance for that particular lecture.
5. Universities can develop a portal where teachers and students can get emergency internet balance or packages. Later, universities can include emergency internet pack bills with students semester fees so that no one has to miss their class because of the internet issues.

6. Conducting whole class in English sometimes becomes difficult for students to understand lectures properly. That is why, teachers can conduct their classes in English but in some necessary situations, they can switch their code to Bangla.
7. Teachers must prepare a daily lesson plan and during class, they must give some real-life examples which are related to the lecture.
8. Student engagement is very essential whether it is an online or offline class. Therefore, in the beginning of the class, teachers can conduct a warm up session related to the lecture so that students become more engaged and enthusiastic about the lecture.
9. Teachers and students must buy extra data packs and use a powerbank to avoid problems like internet connectivity and load-shedding.
10. Teachers must give homework to the students after the lecture and to ensure 100% participation of the students in homework teachers can count homework as students assignments.

Chapter 9

Conclusion

Every action has both positive and negative outcomes. Similarly, online classes also have some advantages and disadvantages. If we think about our traditional classroom situation, we will find some drawbacks such as during examination most of the students try to memorize things, students have to spend money, time and energy to attend classes. It also becomes very difficult for teachers to identify and work on an individual's weakness etc. On the other hand, if we think about online classes, there are also some drawbacks. For example, during an online class, students can easily play an inattentive role as teachers cannot see what they are doing. Sometimes students leave the class without any reason and come back during attendance time. When teachers ask where that student had been, they make lame excuses like they got disconnected because of poor internet connection. So, conducting an effective online class does depend solely on teachers rather it is a mutual effective contribution of teachers, students and institution whether it is an online class or physical class.

My father always told me that a teacher should be like a lump of clay where they can take any form to ensure students' learning. This way, students can easily reach out to teachers for their problems as humans can easily reach to the clay. It was my first experience of conducting class with the university students and I tried to follow my father's quote. I tried to teach the students by becoming one of them and I expressed myself in a way so that for any issues they can feel free to reach me. My overall experience was very satisfactory and it helped me increase my confidence level as a teacher. As I have conducted one class and observed two classes of my peers and wrote this report on the basis of my experience, I think this experience will help me shape my skills towards a better future and becoming a good teacher.

I am very thankful to all the teachers of my department who were there for me from the beginning and I would like to thank my supervisor Ms Tabia Tasmia for her support, guidance, encouragement, and inspiration in every step of preparing this project paper and making me realize how capable I am as a teacher. To conclude, I am very happy that during this pandemic situation, I have successfully completed my project paper by the blessing of Almighty and the initiatives of my university.

Appendices

Appendix A – Lesson Plan

Appendix B – Class Observation Checklist

Appendix C – Screenshots of my class conduction and observation

Appendix D – Online Quiz and Feedback Form

Appendix E – Links of Class Recordings

Appendix F- Library Confirmation Form

Appendix G- Plagiarism Report

Appendix A

Lesson Plan:

Title: Sentence

Number of students: 30

Overall Aim: By the end of this lesson the students will be able to identify different types of sentence according to their structure and function

Prepared by: Md Mostofa Kamal

Date: 10 June 2021

Class Time: 09:30 AM

Time: 60 Minutes.

Stage	Timing	Aim	Procedure	Interaction
Stage-1	04 Minutes	Stage Aim: - Ice-Breaking - Engaging Students	- Introducing myself - ask them about our topic then tell them about what is our topic and why we need to learn this. - Talk about the weather	Teacher-student Student teacher

<p>Stage-2</p>	<p>08 Minutes</p>	<p>Stage Aim: - student will learn about basic elements of sentence -will get clearer concept about independent clause and dependent clause</p>	<p>- presenting a slide, examine a sentence “He is playing football” will show them that a sentence contains group of words, a subject, a predicate and expresses a complete thought. - asking them about clause - showing difference between sentence and clause then I will discuss independent clause and dependent clause</p>	<p>Teacher-student Student-teacher</p>
<p>Stage-3</p>	<p>2 Minutes</p>	<p>Stage Aim: instant feedback</p>	<p>showing 2 sentences from slide and asking them to identify independent clause and dependent clause</p>	<p>Student- teacher</p>

Stage-4	5Minutes	Stage Aim: students will learn about types of sentence according to function and structure.	-will show 2 sentence from slide, examine those sentence and show them their function and structure. -discuss different types of sentence according to function and structure by giving real life example	Teacher-Student
Stage-5	3 Minutes	Stage Aim: student will learn types of sentences according to function	showing slide, will refer to previous slide and make them understand about sentence function and discuss on 4 type of sentence and how they function with example.	Teacher- student

<p>Stage-6</p>	<p>11 Minutes</p>	<p>Stage Aim: student can identify different types of sentences according to their function</p>	<p>- showing 4 individual slides about 4 types of sentences based on their structure with example - after discussing each type of sentence function from slide, will ask them to identify specific sentence type from examples.</p>	<p>Teacher- student Student- teacher</p>
<p>Stage-7</p>	<p>3 Minutes</p>	<p>Stage Aim: student will learn about 4 types of sentence according to structure</p>	<p>presenting slides, referring to previous slide and showing 4 types of sentences according to structure with example.</p>	<p>Teacher- student</p>

Stage-8	14 Minutes	Stage Aim: making students able to can identify different types of sentence according to their structure	- showing 4 individual slides regarding 4 types of sentences according to structure with examples. - after discussing each type of sentence from slide, will ask them to identify specific sentence type from examples.	Teacher-student Student- teacher
Stage-9	05 Minute	Stage Aim: Evaluate their learning	provide a Google form link where 4 different sentences will be put and students will be asked for indentifying their types.	Teacher-student Student-teacher
Stage-10	05 min	Stage Aim: -identifying whether they faced any difficulty understanding the topic - end class	- asking to share their difficulties - end class with thanks	Teacher- student Student-teacher

importance of a cover letter and how to write an effective cover letter has shown. After that, she presents a cover letter format in her slide and explains it very carefully to the students so that the student can relate to her lecture and the presented YouTube video. Lastly, with the help of students, she writes a cover letter from a real-life job advertisement so that student can understand how to write, what to write, and what to avoid in a cover letter.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>SUBJECT MATTER CONTENT (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>I have seen a good amount of time and a lot of dedication is being used to teach the students and make them able to write a cover letter. She presented herself as a teacher who has in-depth knowledge and experience in writing a cover letter by explaining and describing about the importance of a cover letter, necessary steps while writing a cover letter, contents of a cover letter, paragraphs of a cover letter and most importantly she wrote a cover letter from a real-life job advertisement during the class.</p>
2	<p>ORGANIZATION (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</p>	<p>Content organization is one of the key things in a classroom and she shows her mastery on that but she faced a little bit of problem in time management. She divided her contents into 4 sections. In the first section, she explains what a cover letter is and its importance. In the second section, she showed a video and a sample of a cover letter and provides a</p>

	<p>the objectives of the lesson met/ what they have learned today)</p>	<p>detailed explanation of each part of the cover letter. In the third section, she engages the students to write a cover letter from a real-life job advertisement and lastly in the fourth section she end up the class by asking questions and giving some effective tips and tricks to develop themselves in writing a cover letter.</p>
3	<p>RAPPORT</p> <p>(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)</p>	<p>She showed her ability in engaging students and make them enthusiastic to learn the topic by explaining the importance of a cover letter, asking questions and generating a cover letter during class time.</p>
4	<p>TEACHING METHODS</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</p>	<p>By presenting slide and video, she shared the importance of a cover letter, the format of a cover letter, things to do or not do in a cover letter and the most appreciable thing she done is collecting a real-life job advertisement from bdjobs.com and with the participation of students, she wrote a cover letter on that particular advertisement.</p>

	appropriate; stays focused on and meets stated objectives)	
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Her pronunciation was perfect and the pitch was clear and very understandable. The students did not face any problem understanding the topic because she uses standard English and in some necessary situation, she uses Bengali.

MANAGEMENT

Was the time spent properly?

She spends her time properly but she was unable to cover her topic completely in the given time. She took 1 hour 17 min to complete her topic.

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)

The class was on writing a cover letter. In the beginning, she describes the importance, format, what to do or what to avoid in a cover letter from her slide. After that, she presented a video and a sample of a cover letter and explains every part of a cover letter in details which was included in the presented video and sample. Lastly, with the participation of the students, she wrote a cover letter from a real-life job advertisement.

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?

She faces some critical events during her class time and she handled everything very smartly.

The first critical event appeared when she tried to present a video from YouTube. During that time student were unable to listen to the audio of that video because she was presenting her entire screen but instantly with the help of our supervisor she solves the problem.

Second critical event happened during showing the student how to setup page size during writing a cover letter. She was unable to find the option to setup page size and she instantly asks help from the students and peer after that one of her peers helped her to find the option.

Last critical event she faced when she asked the students to write the first paragraph of a cover letter from a real-life job advertisement. During the practice session, there was a long pause between her and students and the responses were very poor, on that situation to overcome this problem she decided to write the cover letter by taking ideas from the students.

Strengths observed of Online Classes:

1. Well organized content.
2. Smartly handled the critical event.
3. Slides were very easy to understand and filled with effective information.
4. Engaged with students to write a cover letter from a real-life job advertisement during class.
5. Effective way of explaining things.

Suggestions for improvement of Online Classes:

There is no doubt that she conducted an effective and well-organized class. The way she organized her content and the way she presented and engaged with the students is must be appreciable but I think in future if she became more careful about time management then her class will be more effective.

Overall impression of Online teaching effectiveness:

The way she organizes her content and the way she explains her topic to the student was very effective to understand. In the beginning of the class, she became engaged with the students and it helps her to explain her content more effectively. Overall she perfectly fulfils her objectives, ensures learning and practice.

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 Class Observation: 02

Institution Name: Daffodil International University

Teacher's Name: Meherunnesa Urmi

Class: 46th batch (Textile Department) Section: A No. of Students

Present: 16

Course Title & Code: English I, ENG 101 Room No: Google

Meet

Peer/Observer: Md Mostofa Kamal

Date and Time: June 17, 2021, 09:30 AM.

Objectives of the lesson (as perceived):

- i. Student will understand the definition, characteristics and types of phrases.
- ii. Student will learn about different types of phrases.
- iii. Students will able to identify and write different types of phrases.

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

Yes, the objectives were achieved. At the beginning of her class, she discussed about the phrase, their characteristics and types. after that, she explains different types of phrases and asked the student to generate some examples from specific types of phrase and lastly, she asked the students to generate a sentence which has a phrase and write the types of that phrase.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>SUBJECT MATTER CONTENT</p> <p>(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>She tried her level best to show her good command and knowledge of the topic. Her PowerPoint slides were enriched with effective information about the topic but somehow she was unable to explain those things appropriately.</p>
2	<p>ORGANIZATION</p> <p>(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>She showed her mastery in organizing her content and I think because of that her objectives were fulfilled properly. Throughout the whole class, she presented her PowerPoint slide which was enriched with valuable information about the phrase, its types, characteristics and examples and it helps the students to understand the topic on their own and makes them able to successfully participate in the question-answer session and she finished her lesson in 50 minutes.</p>
3	<p>RAPPORT</p> <p>(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>Throughout the whole class, she gave much effort in engaging with students by giving tasks and she got positive and engaging responses from the students.</p>

	only on subject matter but also in manner, etiquette and attitude)	
4	<p>TEACHING METHODS</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>	<p>Her method of teaching was very simple and effective.</p> <p>Throughout the whole class, she uses PowerPoint slide and discussed about the phrase, its characteristics, its types and example and asked the students to write specific types of phrase in the chatbox.</p>
5	<p>PRESENTATION</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>	<p>She tried her level best to make the classroom environment conducive to learning but I think she was nervous, her voice was trembling and most of the time she produced unfinished sentences. Throughout the class most of the time she used Bengali and rarely used English.</p>

MANAGEMENT

Was the time spent properly?

Yes, the time spent properly and she finished her lesson 10 minute earlier than the given time.

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)

Stage	Time
Discussed about the definition, characteristics and types of phrases.	12 Min
Explains 6 types of phrases with example and asked the students to generate some examples	27 Min
Asked the students to write one example from any type of phrase and mention the type of phrase.	7 Min
Ending Class	4 Min

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?

Did not face any kind of critical event during class time.

Strengths observed of Online Classes:

1. Well organized content.
2. Her effort to engaging with the students.

Suggestions for improvement of Online Classes:

There is no doubt that she tried her level best to make her class more effective for the student which was very appreciable but I think because of her nervousness she failed to explain the topic, examples, and students responses properly so I think if she overcomes her nervousness then in future she will be able to conduct classes more effectively.

Overall impression of Online teaching effectiveness:

The way she prepared her lesson and the question-answer session it declares that she has the potential to conduct an effective class and the organization of her slide and using understandable sentence in slide makes the student understand the topic and it helped her to fulfill her objectives though because of her nervousness she failed to explain her slide and feedback of students properly.

Appendix C

Picture of Online Class Conduction

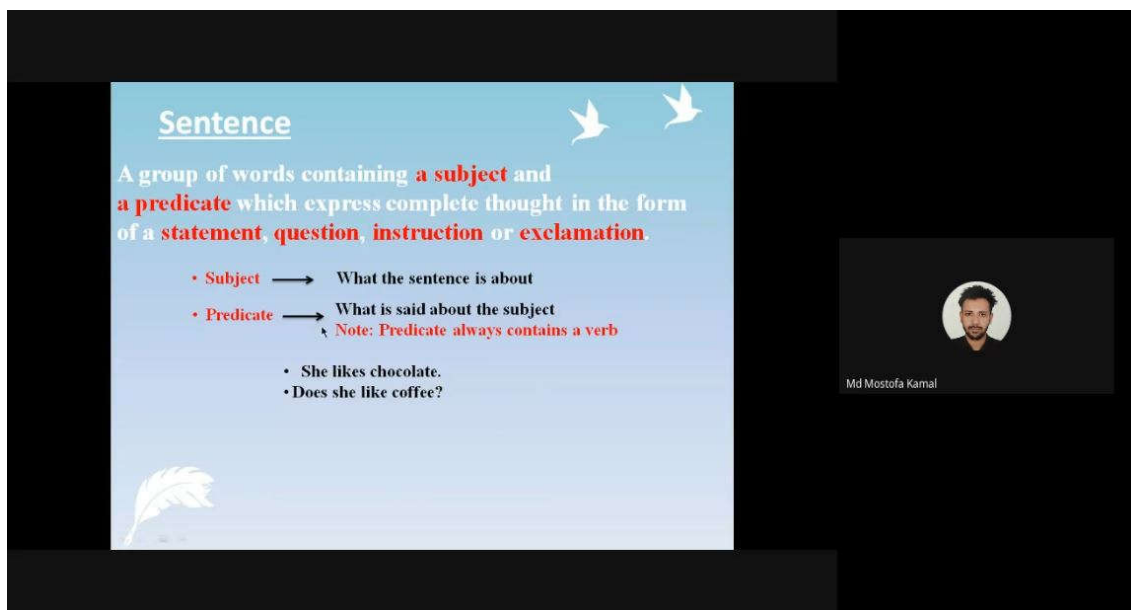
Picture 01:



The screenshot shows a presentation slide with a light blue background. At the top, the sentence "He is playing football." is displayed. "He" is enclosed in a yellow oval and labeled "Subject" with an arrow pointing left. "is playing football." is labeled "Predicate" with an arrow pointing right. Below the sentence, four arrows point down to the words "He", "is", "playing", and "football.", each labeled "Word". Below this, there are two bullet points: "• A group of word" and "• Contains subject and predicate". At the bottom of the slide is an illustration of an open book. To the right of the slide is a video feed of the instructor, Md Mostofa Kamal, with his name written below it.

Explaining elements of a sentence

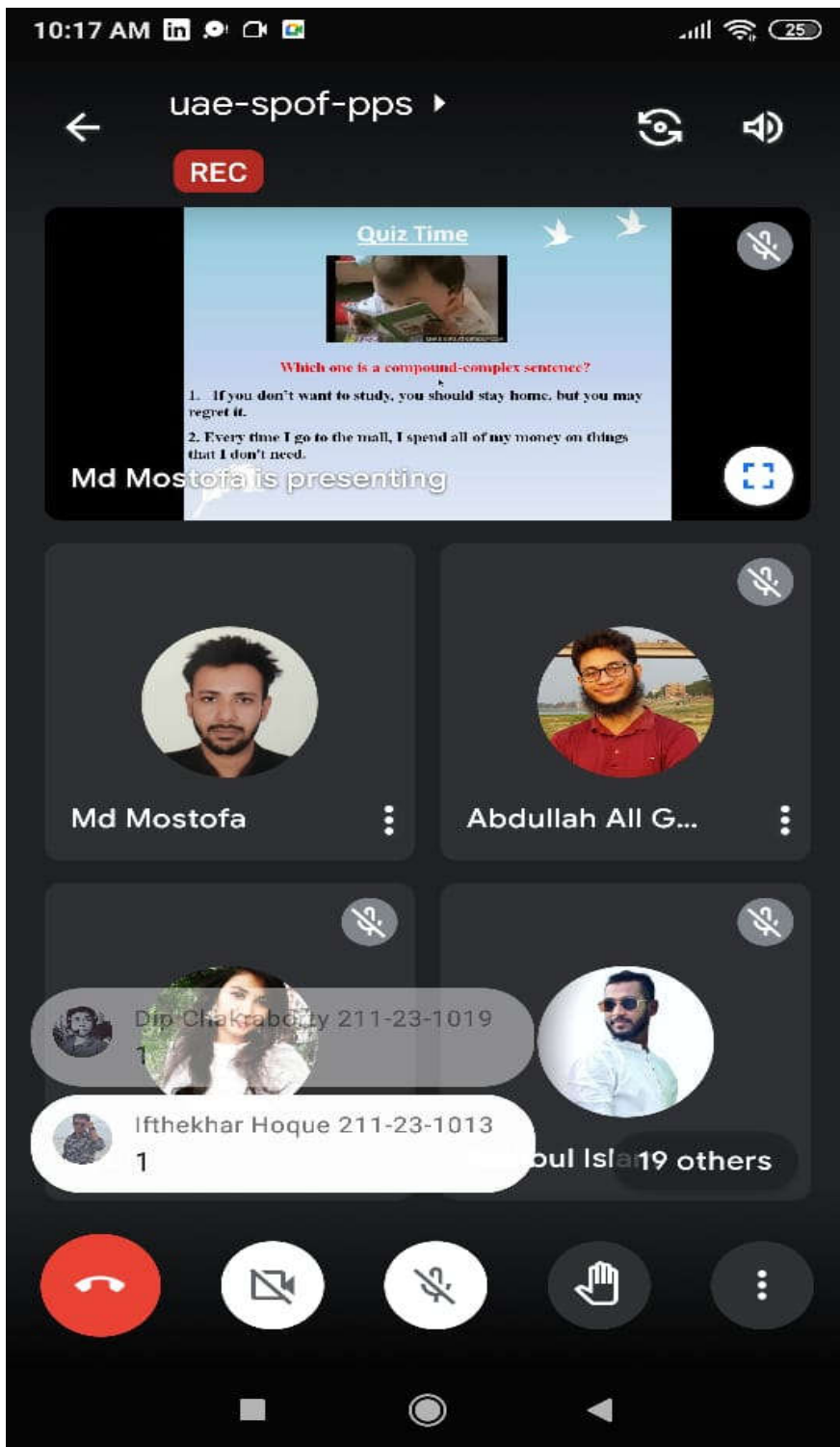
Picture 02:



The screenshot shows a presentation slide with a light blue background. At the top, the word "Sentence" is underlined. Below it, a definition is given: "A group of words containing a **subject** and a **predicate** which express complete thought in the form of a **statement, question, instruction or exclamation.**" Below the definition, there are two bullet points: "• **Subject** → What the sentence is about" and "• **Predicate** → What is said about the subject". A note follows: "Note: Predicate always contains a verb". At the bottom, there are two more bullet points: "• She likes chocolate." and "• Does she like coffee?". The slide also features two white birds in flight at the top right and a white feather at the bottom left. To the right of the slide is a video feed of the instructor, Md Mostofa Kamal, with his name written below it.

Discussing about sentence

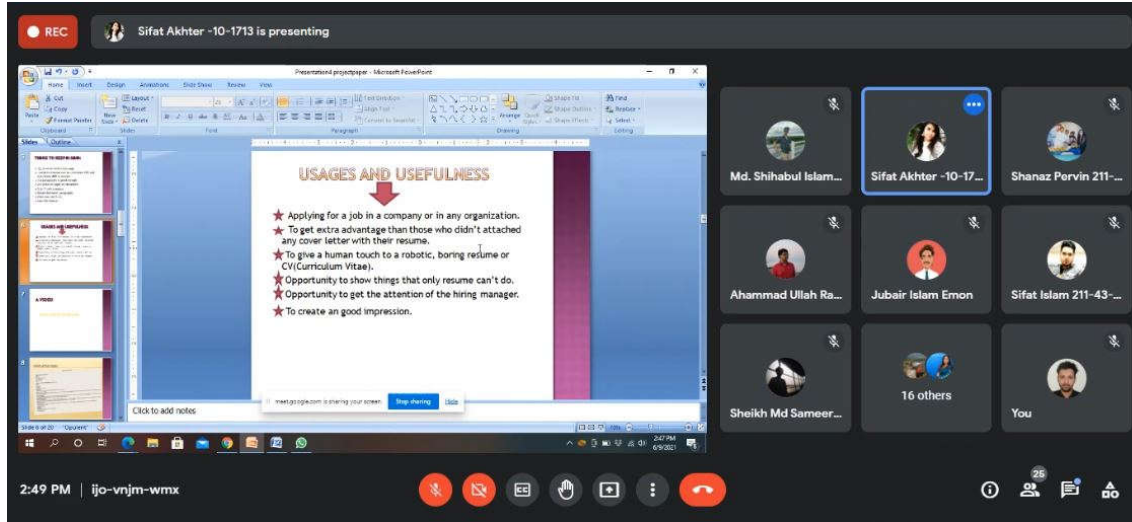
Picture 03:



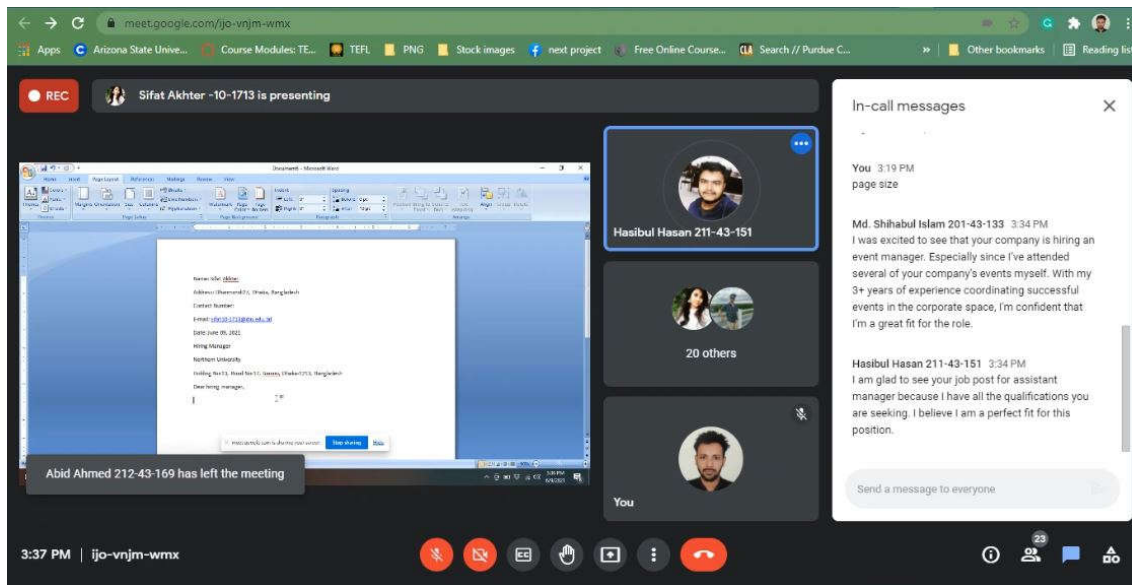
Students are participating in class activity

Pictures of Online Class Observation

First Class Observation:

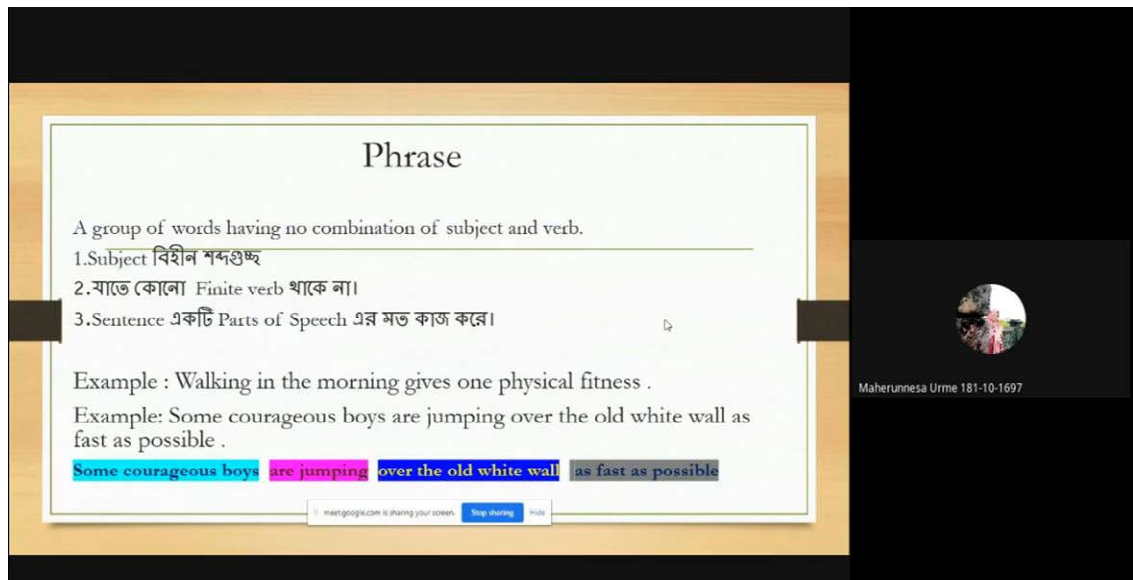


She is discussing the usefulness of writing a cover letter



Students are helping her by giving suggestion in chat box to generate a cover letter

Second Class Observation



The screenshot shows a Zoom meeting window. On the left, a PowerPoint slide titled "Phrase" is displayed. The slide content is as follows:

Phrase

A group of words having no combination of subject and verb.

1. Subject বিহীন শব্দগুচ্ছ
2. যাতে কোনো Finite verb থাকে না।
3. Sentence একটি Parts of Speech এর মত কাজ করে।

Example : Walking in the morning gives one physical fitness .

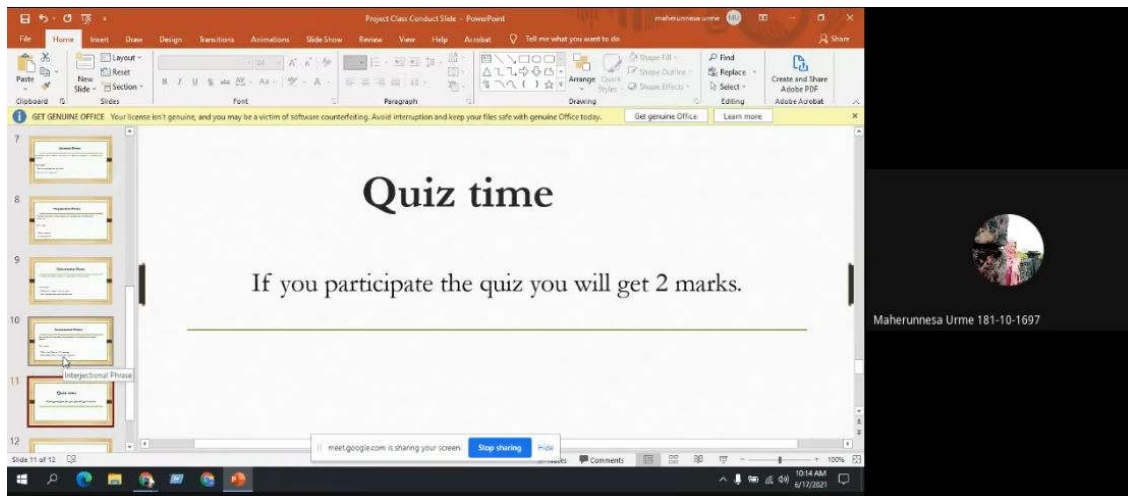
Example: Some courageous boys are jumping over the old white wall as fast as possible .

Some courageous boys are jumping over the old white wall as fast as possible

At the bottom of the slide, there is a small notification: "meet.google.com is sharing your screen. Stop sharing Hide".

On the right side of the Zoom window, there is a circular profile picture of a woman and the text "Maherunnesa Urme 181-10-1697".

She is discussing about phrases



The screenshot shows a Zoom meeting window. On the left, a PowerPoint slide titled "Quiz time" is displayed. The slide content is as follows:

Quiz time

If you participate the quiz you will get 2 marks.

At the bottom of the slide, there is a small notification: "meet.google.com is sharing your screen. Stop sharing Hide".

On the right side of the Zoom window, there is a circular profile picture of a woman and the text "Maherunnesa Urme 181-10-1697".

She is providing task

Appendix D

Online Quiz and Feedback Form

Picture 01:

Which one is a simple sentence? *

1 point

- I like coffee.
- Tom reads novel, but jack reads comics.

Which one is an interrogative sentence? *

1 point

- Does she like me?
- Please sit down!

Which one is a compound sentence? *

1 point

- Tom reads novel; however jack reads comic.
- Jack reads comic.

Which one is a compound-complex sentence? *

1 point

- We missed our plane because we were late.
- Tom reads novel but jack reads comic because books are too difficult.

Rate my class. *

- 1 2 3 4 5
-

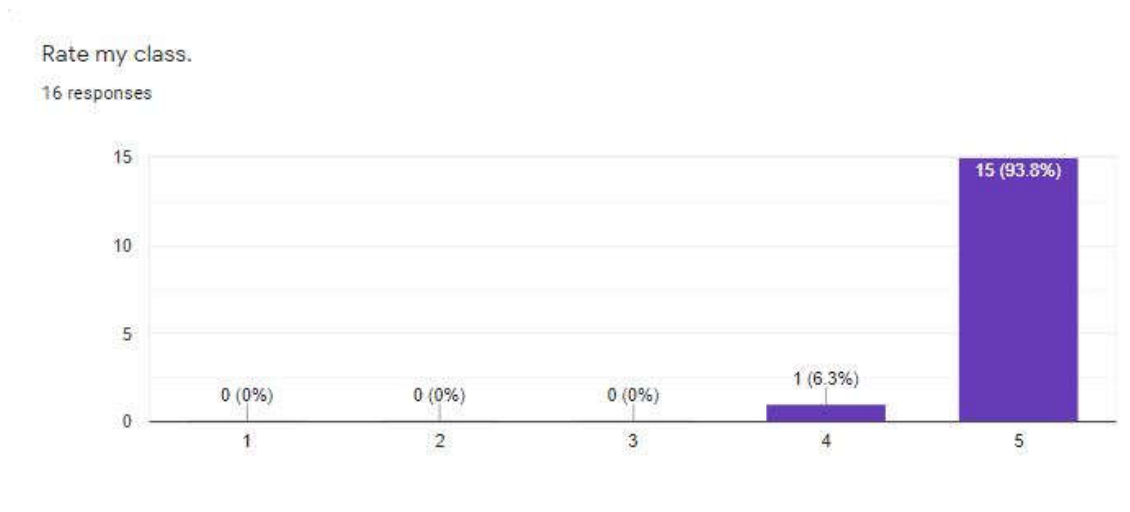
Feedback Form

Picture 02:



Result of Google form quiz

Picture 03:



Rating of my class

Appendix E

Recorded class links:

https://drive.google.com/file/d/1VuoOt_SK0PsKVTy4abzg3G6pPEZcCBBs/view

Sifat Akter: 09th June, 2021.

https://drive.google.com/file/d/1F_q_VC0bxlg-7SWAI7Wn2PwkQ5t4VXOv/view

Md Mostofa Kamal: 10th June, 2021

https://drive.google.com/file/d/1vSZVBEX2Zzn5NcM9hz4_Azev-UUMC6mK/view


Mehrunnesa Urmi: 17th June 2021

Appendix F

Library Confirmation Form:



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Group IDs	163-10-1424, 181-10-1675, 181-10-1686, 181-10-1697, 181-10-1713
1. Project Title	Online Class Observation and Conduction in English during the Outbreak of Covid-19
2. Internship Title	
Submission of Soft Copy of Reports	<input type="checkbox"/> Yes <input type="checkbox"/>
Name and Designation of the Project Supervisor Ms. Tabia Tasmia Lecturer Department of English Daffodil International University	Signature of the Project Supervisor 
Name and Designation of the Internship Supervisor	Signature of the Internship Supervisor

This is for your kind information that the management of DIU has decided to receive students' Project/Thesis Reports by DIU Library through this email (projectreport@diu.edu.bd) to check Plagiarism by Turnitin Software before submitting to the departments. Students have to submit a plagiarism checking report provided by the DIU library with their Project Report/ Thesis to the respective departments.

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Only the acceptable reports will be submitted for further processing.

Actual plagiarism - 18 %

.....
Name and Signature
Concerned Library Officer
Daffodil International University

Appendix G

Plagiarism Report:

9/12/21, 4:25 PM

Turnitin

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181-10-1686 By Md Mostofa Kamal

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<p>http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/123456789/5495/173-10-217%3d22%25.docx?isAllowed=y&sequence=1</p>
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Internship Report On Online Class Observation and Conduction in English during the Outbreak of Covid-19 Course Code: ENG 334 Course Title: Project Paper Semester: Summer 2021 Intern : Md Mostofa Kamal ID : 181-10-1686 Batch: 43 Program: B.A in English Department of English Supervised by: Ms. Tabia Tasmia Lecturer Department of English Faculty of Humanities and Social Sciences Daffodil International University This Report is Submitted in Partial Fulfillment of the Requirements for the Degree of B.A (Honors) in English Date of Submission: 25/07/2021 | ©HASH(0x7f2eaa571250) "Online Class Observation and Conduction in English during the Outbreak of Covid-19" administered by Md Mostofa Kamal holding ID: 181-10-1686 of English Department HASH(0x7f2eaa570f68) glad for the authenticity of his work and that I strongly recommend this work for viva- voce and academic commendation. I wish him every attainment in life. _____ Tabia Tasmia Lecturer and Supervisor HASH(0x7f2eaa5746e0) patience for completing my internship and preparing this internship report successfully. Secondly, I convey my gratitude to my supervisor Ms. Tabia Tasmia, Lecturer, Department of English, DIU for being so humble, encouraging and supportive during HASH(0x7f2eaa575800) have become very difficult for me to complete this internship report. She provided me all the detailed information and detailed feedback for preparing this internship report more efficiently. Thirdly, I am very grateful to my project group members Sifat Akter and Mehrunnesa Urmi whose classes I observed and both of them conducted their classes very effectively which made me more confident during conducting my own class. Finally, HASH(0x7f2eaa5748c0) of Textile Engineering who participated in my class and cooperated with me to conduct an effective and practice-based class. The journey of preparing this internship report was a very amazing and unique experience of my life and I am thankful to everyone who helped me in every phase of preparing this internship report. iii ©Daffodil International University Abstract The internship report entitled "Report on Online Class Observation and Conduction in English during the Outbreak of Covid-19" has been prepared HASH(0x7f2eaa574950) online classes during this pandemic outbreak. To serve the purpose, I have HASH(0x7f2eaa5764d8) and conducting one class I found some effectiveness as well as limitations of online English classes during this pandemic outbreak and also found some solutions for those limitations which I have illustrated in this internship report. iv ©Daffodil International University HASH(0x7f2eaa574908). Tabia Tasmia, Lecturer, HASH(0x7f2eaa5763d0); 25/07/2021 HASH(0x7f2eaa5795f0)- 5.1: 1st Class Observation 8-9 Chapter- 5.2: 2nd Class Observation 9 HASH(0x7f2eaa57a996)- C Photos of Class Conduction and Observation 33-37 Appendix-D HASH(0x7f2eaa57ab18) 41 Appendix-F Library Confirmation Form 42-43 Appendix-G Plagiarism Report 44 vi ©Daffodil International University Chapter 1 Introduction English is one of the widely used language all over the world and is considered as the international lingua franca because about 360 HASH(0x7f2eaa57b7c0) for communication purposes and in professional fields. This massive and vast usage of English language in the communication and professional field reflects the importance of learning this language. In Bangladesh, English has the status of a foreign language. In majority of the contexts, in the terms of communication and professional purposes, people use the Bengali language. Although there are some universities and schools where English is used as a mode of communication but the percentage is very low. This poor number of English speaking contexts is hindering Bangladeshi people to achieve desired proficiency in English. However, some of the institutions are working for creating English speaking environment and my university is one of them which always tries to come up with innovative strategies and techniques to boost the use of English for communication as well as professional purposes for assisting the students to acquire English language proficiently. HASH(0x7f2eaa57e638) suspended their physical academic activities obeying the government order and most of the private institutions and some public institutions become dependent on online classes and assessment for keeping their academic activities functioning. That is why, it has become essential for finding out the

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effectiveness and limitations of online classes and using the English language in online classes for the teachers and students. I have prepared HASH(0x7f2eaa57e6f8) "Online Class Observation and Conduction in English During the Outbreak of Covid-19" HASH(0x7f2eaa576298) and using the English language in online classes for the students and ©Daffodil International University 1 teachers. To find out the result I have conducted one online class and observed two online classes of Sifat Akter & Mehrunnesa Urmiat Daffodil International University. I am so much thankful to Daffodil International University HASH(0x7f2eaa57ed40) in their institutions and HASH(0x7f2eaa57a9c8) being so kind and helpful to me during preparing this project paper. ©Daffodil International University 2 HASH(0x7f2eaa57f238): ©Daffodil International University 44