

A Project Paper on
**“Online Class Observation and Conduction in English during the
Outbreak of Covid-19”**

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

Declaration

I hereby claim that the submitted Project Paper to the Department of English, Daffodil International University is a piece unique paperwork for the completion of my course. The Project paper on "Online Class Observation and Conduction in English during the Outbreak of Covid-19" is written under the supervision of Dipty Rahman, Lecturer in the Department of English, DIU. I additionally claim that this undertaking paper nor any part of this paper has now no longer been submitted to another organization for another diploma or award. And I would love to verify that this document is my unique paperwork primarily based totally on realistic experience.

Rayhanur Rahman Shimul
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Certificate

It is a matter of great pleasure to certify that the Project paper submitted to the Department of English, Daffodil International University, Permanent Campus written by Rayhanur Rahman Shimul, ID: 181-10-260, for the finishing of the Project Paper course of B.A. (Honors) in English, is a unique piece of paperwork achieved below my supervision. This Project paper is recommended for submission to the Department of English, Daffodil International University.

Rayhanur Rahman Shimul is an honest and dedicated student. I pray and wish him to be successful in future.

Supervised by,
Dipty Rahman
Lecturer, Department of English
Daffodil International University

Acknowledgement

I would love to submit my tribute and gratitude to my supervisor Dipty Rahman, Lecturer, Department of English, Daffodil International University, for her real and honest directions. She helped me in every and every area. I additionally want to thank all my instructors who assisted me and allowed me to observe and their lessons to finish this study on "Online Class Observation and Conduction in English during the Outbreak of Covid-19" In the end, I would like to state that I am very grateful to all my instructors and my supervisor's patience, understanding, commitment. I pray for their everlasting peace, happiness.

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Abstract

English is regarded as an overseas dialect in Bangladesh. However, it's miles unexpectedly being applied as the 2nd language in educational structures and respectable purposes. The proficiency degree of English in Bangladesh is low. As several types of research and exam indicates that the great variety of humans has brief spoken English competency because of the shortage of practicing the language. The COVID-19 pandemic has unleashed devastation on a part of society. It has made a massive disturbance in the education framework as governments of all the countries are shut down. Face-to-face lessons had been dropped and moved to online, bringing approximately the upward thrust of online studying that has allowed students to preserve their training. The abrupt extrude from face to face classes to internet studying has represented diverse problems for students, teachers, administrators, and academic leaders. Drawing on the idea of thorough statement and conduction of online training, this research paper first endeavors to reveal diverse phrases used to depict online education. It then examines key problems offered via internet education during the pandemic. The paper concludes with key findings and guidelines for the wider adoption of online and combined studying withinside the post-COVID-19 world.

Chapter-I: Introduction

English is a global language. In Bangladesh, the use of the Internet is growing daily as a result all of the students of Bangladesh are progressively accepting English as their second language. The COVID-19 pandemic has triggered international interruption, influencing every part of human life from several factors of view. To assure the continuity of schooling for college students, head-to-head classes had been moved online, ushering a new edition of online learning in where lectures, lessons, and all studying activities are performed remotely. In growing societies like Bangladesh, online studying is not normal, and there are numerous problems with this model. Teachers try their fullest to offer the students the best classes via Skype, Zoom, Google Meet. Teachers are enhancing their abilities to make online lessons greater effective. The effect of COVID-19 has modified everything. As faculties and universities had been ordered to shut down to stop the spread of coronavirus. This paper will try and study unique versions for online mastering and discuss key demanding situations following the statement and conduction reports from the researcher. The paper will also offer recommendations to enhance the conduction of online studying.

Chapter-II: Objectives

This paper pursuits to show the new circumstances of English teaching online, how do educators and students defeat the limits of extracting lessons on this international pandemic. The objectives of this paper are:

1. To observe the teaching method and system in online lessons
2. To factor out the distinction between physical class and online class
3. To apprehend the pros and cons of web-based education
4. To see lessons from both perspectives of the instructor and students
5. To examine student activities throughout the web lessons
6. To understand the dynamics of the teacher-student relation throughout lessons
7. To discover how an instructor and student interact in online lessons
8. To recommend for the betterment of web-based virtual English language teaching

Chapter-III: Methodology

Selecting institution: Daffodil International University is one of the eminent Universities picked for the project. The administration of the university guided the researcher to display and direct online lessons, via which the researcher become familiar with detailed teachers to retain the processes of the paper.

Selecting classes: With the assist of the supervisor, the researcher went via a few communications with teachers to set the plan of exercises. Instructors approved engaging in a class of several students and observe lessons of the understudies. Observed and Conducted lessons have been on English language learning.

Selecting a facilitator: Two teachers have been assigned as the facilitator. Along with the supervisor, they assisted the researcher in finishing the project paper. They have been responsive every time needed.

Online Class Observation: The assigned educator set a unique date and time according to the researcher. Two lessons have been monitored through Google meet. Teachers began out with an ice-breaking consultation asking students about their activities in this pandemic to make the students attentive and capture their attention. The college students have been interactive and obsessed with elegance. The teacher was straightforward at the lectures and attempted to have interactions with everybody. Both of them took feedbacks from the students. Observed lessons took up to one hour and 30 minutes. Since lessons have been taken virtually, instructors followed audio-visual methods to teach. Educators have been clear, loud, and lively during the class sessions.

Chapter-IV: Institution Details

Daffodil International University organized the internship, a renowned private university established on 24th January 2002 under the private university act 1992. It is holding three separate campuses in Ahsulia, Shukrabad, and Uttara. Dr. Md. Sabur Khan, The Chairman, Abdul Hamid, The Chancellor, and Professor Dr. M. Lutfar Rahman, The Vice-Chancellor of the university. The motto is "A landmark to create the future." The university offers Bachelor's, Masters and doctoral degrees through its 23 departments, organized into five faculties. Applicants from distant areas can apply for online admission. There are also many clubs and communities in university. The university provides a 20% to 100% waiver to the students based on their results. They also offer scholarships to different universities in many countries. The 'IT' and the nature-friendly environment is one of the most well-known systems in Bangladesh.

Chapter-V: Class Observation Report

Report-1

Level of observed class : 11th semester (University)
Date : 17th July, 2021
Department : English
Course : Psycholinguistics
Time : 2:30- 4:00

The researcher analyzed the online Psycholinguistics class of the English Department held at a prestigious private University in Bangladesh for composing the project paper. To lead the class the educator utilized "Google Meet" (An online application). He utilized PowerPoint slides as a medium. As the theme was vital and extraordinary, the educator made a decent attempt and soul to command the attention of the students. Toward the start of the class, he got some information about their wellbeing as an ice-breaking session which was acceptable and it appeared to effectively catch the students' eyes. As it was an online class, the educator required 100% centralization of the students since it was important for them to comprehend the subject. Other than there were 45 students in the class so it was very outlandish for him to bring the consideration of the multitude of students. Hence, he utilized one strategy that, he has given examples of a real incident which effectively made the students mindful and talkative. In addition, in the PowerPoint slides, there was a parcel of data, which was not aiding the students as it was an online class. In any case, utilizing real incidents certainly, assist them with understanding the subject. Indeed, the educator was posing inquiries and guides to the students to keep them mindful. From his showing style, it can be said that he was utilizing Communicative Methodology where students were included in the genuine correspondence. It was nearly 1 and half hour online class thus toward the finish of the classless reaction came from the students. To pass the last minutes of the class, the instructor asked them for their input and let them pose the inquiry.

Based on all perceptions, it can be said that the class was not ineffective. The instructor had the option to associate with the students pretty much. However, the slide was not that interesting, yet how he utilized examples of real incidents that concealed the slides. Other than the instructor was well disposed and accommodating as well. It can be said that the class was effective enough.

Report-2

Level of observed class : 11th semester (University)
Date : 18th July, 2021
Department : English
Course : Basic Grammar
Time : 8:30- 8:45

A Grammar class of the English Department of the same university was observed by the researcher. This time the instructor additionally utilized "Google Meet" like the past educator. The separate instructor warmed up the class by asking engaging questions to the students. The educator was showing them the rules of the Transformation of Sentences. She additionally utilized PowerPoint slides. As the students were nearly completing their graduation it appeared that the class material turned out to be less critical to them. Furthermore, as the time was significantly limited it was very almost impossible for the instructor to make them mindful and attentive in the class. Although there were around 20 students in the class yet the educator was able to catch their attention. Additionally, the slide was really smart, neat, and useful. Therefore, the students were showing their eagerness to learn the topic. It can be said the educator utilized the Direct Method, which was seemingly befitting for teaching the topic as numerous students understood all portions of the shown examples. Accordingly, when the instructor posed the inquiries for feedback, only a couple of students had shown their ability to offer any response, and the rest of them stayed silent and disregarded the inquiry. Through all consideration, it should be stated that despite having a minimal amount of time, the educator took an effective class.

Through all observation, it can be said, that the class arrangement was well enough. Additionally, that, the instructor was very much effective to cooperate with the students. Though the topic was simple yet the educator made it interesting and intelligible for the participants. The instructor was well empowered and accommodating. Overall, the class was effective.

Chapter-VI: Class Conduction Report

Report-1

Level of observed class	: 11 th semester (University)
Date	: 18 th July, 2021
Department	: English
Course	: Speaking Skills
Time	: 7:30- 7:45

The researcher conducted an online IELTS speaking class of the English department of the same renowned University as part of his project paper. As usual Google Meet was used to conduct the class. At the ice-breaking session, the researcher cracked some jokes as an instructor, to break the mental monotony of the students. After that, he provided the class with essential techniques for increasing their speaking skills. As their educator, he implied two methods to make them practice their English-speaking skill. The methods were Roleplay and Story Completion. The entire class conduction was an honest effort to command the attention of the students. Apart from material provided in the class students were also given data on various examples about public speaking and stage fright. It can be said that the conducted class followed Communicative Language Teaching (CLT) where the researcher included the whole class in activities and speaking simulation. However, as the instructor tried to make the class vivacious yet a few students stayed absentminded. There were around 20 understudies. Among them, hardly any student was inattentive and most of them simply stayed concentrated in the class. As the time was restricted, it turned out to be difficult for the researcher to interact with every one of the students.

From the class reflection, it can be said that the conduction of the class was acceptable however the cooperation of the students was greatly required. As an instructor, the researcher attempted to associate the students with the topic in a cordial manner which is uncommon in the teaching-learning scenario of Bangladesh. To conclude, the researchers opined that, the class could have been conducted in a better way if more time was allocated to him.

Chapter-VII: Overall Findings

The Researcher conducted one class and observed two classes virtually under Daffodil International University. By thoroughly examining the observation and conduction report these findings were noted by the researcher;

1. Educators usually began their lessons on time.
2. Some of the students attended the lessons simply to get attendance.
3. Teachers usually wait for 5 to 7 mins for everybody to enroll in the class.
4. Google Meet and PowerPoint were usually used.
5. The relation between the educators and the students had been friendly.
6. Students had been well mannered and confirmed appreciation to their teacher.
7. Although the observed lessons were not interrupted by network issues however there were reports of students dealing with network issues at some point of online lessons.
8. The boundary of a digital class is that educators can't preserve eye contact with their students.
9. Classes had been wonderful and fluent.
10. Some of the scholars were displaying excuses which frequently interrupted the flow of the class.
11. All the academics were skilled and they handled everything professionally
12. Teachers organized their instructions before the class.
13. Some of the students were not comfortable and were not keen to talk.
14. Few of the students were not good at speaking English publicly.
15. Teaching materials were constantly successfully utilized by the academics in all their lessons.
16. Educators usually stayed pleased and constructive towards the students.
17. Both Bangla and English were used withinside the lessons.

Chapter-VIII: Recommendation

The COVID-19 pandemic has made online studying a brand new regular in most, if not all, educational contexts in our country. It is not a surprising phenomenon in a growing country like Bangladesh wherein online education was not well-established earlier than the pandemic. In a sense, COVID-19 is a silver lining withinside the crisis. It presents a sturdy impetus for the virtual transformation of education throughout extraordinary levels. In Bangladesh, COVID-19 presents concerned education stakeholders with the opportunity to explore the pros and cons of online studying, probably paving the way for more adoption of ICT and blended studying withinside the post-COVID-19 time.

After gazing and undertaking online classes during the Covid-19 pandemic the researcher accumulated a few findings which consisted of numerous demanding situations and troubles. In regards to these demanding situations and troubles, this paper presents essential advice to enhance online instructions during the Covid-19 pandemic.

1. The educators need to be aware of not making the classes one-sided. The need to focus on each and every student during their class.
2. Teachers must provide a task to the students during the class to keep them occupied and engaged.
3. Teachers have to take breaks while giving lengthy lectures. They can inform jokes or ask inquiries to students. This diversion will assist them to pay attention to their cognizance once more towards the class.
4. Every scholar has to be encouraged to talk English in classes regardless of what their understanding of English is.
5. Trying special activities can extrude the surroundings of a class from dull to enjoyable.
6. The teacher needs to apprehend all kinds of students inside the class and provide an explanation for the lessons in a manner that each vulnerable and student can apprehend.
7. Teachers need to keep away from imparting an excessive amount of information in a single class time.
8. Students must be recommended to use the chat box to put in writing about their thoughts in the class.

Chapter-IX: Conclusion

Online learning during COVID-19 has added many challenges for educators, students, administrators, and parents. In today's world, the online class is not a brand-new term. Teachers and students both need education and time to grasp the proper utilization of online classes. Every day people are coming with new strategies and thoughts to make digital training greater fluent and easier. Developers are operating hard to make their online structures more and more user-friendly.

People are focusing on growing their verbal exchange skills. People are enhancing their potentiality while sitting inside their room. However, Internet connection hassle is a big issue. It creates an apparent disturbance withinside the educational sector. From every other perspective, students can use it as an excuse to avoid class to get attendance. From any other perspective, it may be a double-edged sword. Even teachers can use this as an excuse if they want.

Daffodil International University is attempting to make students more and more comfortable in digital classes. They are accomplishing all instructional structures clearly through their platform known as Blended Learning Center (BLC).

Reference

- Finch, D., & Jacobs, K. (2012). *Online education: Best practices to promote learning. Proceedings of the Human Factors and Ergonomics 56th Annual Meeting.*
- Gabriel, M. A., & Kaufield, K. J. (2008). *Reciprocal mentorship: An effective support for online instructors. Mentoring and Tutoring: Partnership in Learning, 16(3), 311-327.*
- Gallagher, S., & LaBrie, J. (2012). *Online learning 2.0: Strategies for a mature market. Continuing Higher Education Review, 76, 65-73.*

Appendix-1: Class Observation Checklist

Checklist I

Instructor evaluation:

Course: English Language Proficiency

Number of students present: 20

Date: 18th July 2021

Observer: Rayhanur Rahman Shimul

Topic: Usage of preposition

Time: 2:30-4:00

Lesson Plan and Execution					
	Completely	Mostly	Some what	Little bit	Not at all
a. The instructor got the attention of learners		√			
b. The instructor stated purpose in interesting way			√		
c. The instructor highlighted important points	√				
d. Information was presented for given time period		√			
e. The instructor linked content with application	√				
f. The stated objectives were met		√			
g. The instructor encouraged student responsibility for further learning			√		
Comment:					

Teaching Techniques					
	Completely	Mostly	Some what	Little bit	Not at all
a. The instructor was maintained control of class		√			
b. The instructor asked the students to answer questions	√				
c. The speaker used brainstorming		√			
d. The students generated responses			√		
e. The teacher used audiovisuals					√
f. The instructor was conversational		√			
g. The instructor varied the pace of the presentation			√		
h. The instructor avoided standing in a stiff manner or hiding behind a podium					√
i. The voice quality/volume of teacher was adequate		√			
j. The instructor showed interest in the subject	√				
k. The instructor appeared to have prepared for the presentation		√			
l. Overall, the instructor tried to help the learners learn the subject		√			
Comment:					

Class Management					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teachers presence in the class was appropriately approachable not stifling		√			
b. Teacher established a rapport with the class before starting the lesson		√			
c. Teacher took the time to introduce the lesson to the Class	√				
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)			√		
e. Lesson material was meaningful, motivated, contextualized		√			
f. Used of ample example or reference			√		
g. Use of activities to engage the students (Group work, pair work, peer evaluation)				√	
h. Effective balance of STT (students talk time) and TTT (teacher talks time)		√			
i. Time maintenance was effective			√		
Comment:					

Learning Environment					
	Completely	Mostly	Some what	Little bit	Not at all
a. The class atmosphere was warm, open and accepting		√			
b. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc.)					
c. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)					
d. The seating arrangement is suitable, not over crowded					
e. Peer feedback and feedback from Teacher was supportive and constructive on students' behavior with teacher.		√			
Comment: As it was online class so there are few options which I didn't answer. Due to online class managements few things were different from the option.					
Use of English Language					
	Completely	Mostly	Some What	Little bit	Not at all
a. The teacher speaks in the target language in the classroom appropriately and effectively		√			
b. The teacher offers opportunities for native language use			√		
c. The teacher uses familiar words related to what s/he is teaching in class	√				
d. The instructor presents information about some very familiar topics using native language		√			
Comment: As it was language class so teacher often used native language for student's betterment.					

Presentation skills of the Teacher					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher's voice is enough audible for all the students.		√			
b. Teacher's pronunciation is clear enough to understand.			√		
c. Teacher is able to keep pace while giving lecture		√			
d. The teacher gives adequate pauses while giving lecture.			√		
e. The teacher is able to make eye contact with all the students.					√
Comment: It was impossible to have eye contact since it was an online class.					
Teaching Materials (Teacher designed / Supplementary)					
	Completely	Mostly	Some what	Little bit	Not at all
a. Materials are designed according to the age level	√				
b. Material fulfills the objective of the lessons provided.		√			
c. Materials includes lessons which are interesting and can motivate the learner		√			
d. Materials are used effectively and efficiently	√				
Comment:					

Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher provided effective feedback to each activity		√			
b. Teacher provided feedback after the activity is finished			√		
c. Teacher provided feedback individually		√			
d. Teacher gave feedback to the whole class				√	
Comment: As the time was limited, both teachers were not able to give proper class feedback.					

Checklist II

Instructor evaluation:

Course: Basic Grammar

Number of students present: 20

Date: 18th July 2021

Observer: Rayhanur Rahman Shimul

Topic: Usage of Grammar

Time: 8:30-8:45

Lesson Plan and Execution					
	Completely	Mostly	Some what	Little bit	Not at all
a. The instructor got the attention of learners early		√			
b. The instructor stated purpose in interesting way	√				
c. The instructor highlighted important points		√			
d. The information was presented for given time period			√		
e. The instructor linked content with application		√			
f. The stated objectives were met			√		
g. The instructor encouraged student responsibility for further learning	√				
Comment:					

Teaching Techniques					
	Completely	Mostly	Some what	Little bit	Not at all
a. The instructor was maintained control of class		√			
b. The instructor asked the students to answer questions		√			
c. The speaker used brainstorming	√				
d. The students generated responses			√		
e. The teacher used audiovisuals	√				
f. The instructor was conversational		√			
g. The instructor varied the pace of the presentation		√			
h. The instructor avoided standing in a stiff manner or hiding behind a podium					√
i. The voice quality/volume of teacher was adequate		√			
j. The instructor showed interest in the subject	√				
k. The instructor appeared to have prepared for the presentation			√		
l. Overall, the instructor tried to help the learners learn the subject		√			
Comment: I think if the teacher would get enough time, he would have been able to fulfill his target completely.					

Class Management					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teachers presence in the class was appropriately approachable not stifling		√			
b. Teacher established a rapport with the class before starting the lesson		√			
c. Teacher took the time to introduce the lesson to the Class	√				
d. Lesson was complemented by the Teacher's tone, gesture, posture and demonstration (if necessary)			√		
e. Lesson material was meaningful, motivated, contextualized		√			
f. Used of ample example or reference			√		
g. Use of activities to engage the students (Group work, pair work, peer evaluation)				√	
h. Effective balance of STT (students talk time) and TTT (teacher talks time)		√			
i. Time maintenance was effective			√		
Comment:					

Learning Environment					
	Completely	Mostly	Some what	Little bit	Not at all
a. The class atmosphere was warm, open and accepting	√				
b. Classroom facility was adequate and furnished with necessary equipment (Board, Marker, Speaker, Multimedia etc.)					
c. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)					
d. The seating arrangement is suitable, not over crowded					
e. Peer feedback and feedback from Teacher was supportive and constructive on students' behavior with teacher.		√			
<p>Comment: As it was online class so there are few options which I didn't answer. Due to online class managements few things were different from the option. Besides while teacher was delivering the lecture, students are asked to mute their mic.</p>					

Use of English Language

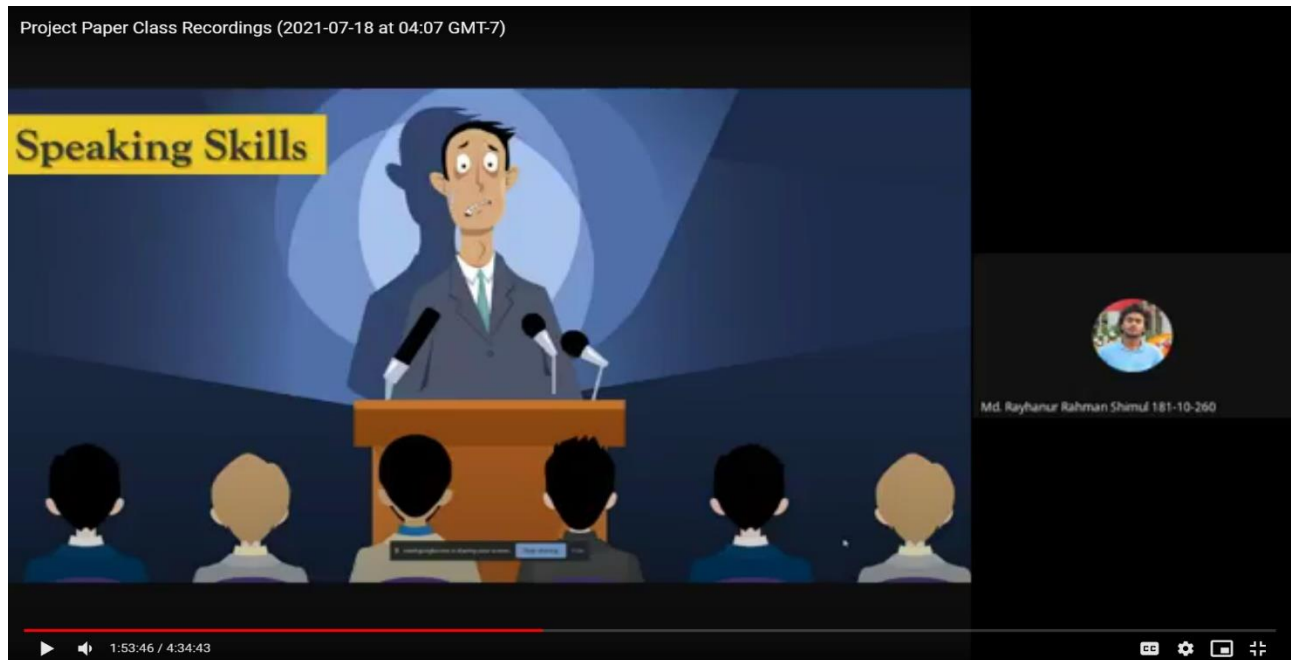
	Completely	Mostly	Some What	Little bit	Not at all
a. The teacher speaks in the target language in the classroom appropriately and effectively		√			
b. The teacher offers opportunities for native language use				√	
c. The teacher uses familiar words related to what s/he is teaching in class		√			
d. The instructor presents information about some very familiar topics using native language				√	

Comment: As it was IELTS speaking skill class so teacher hardly used native language.

Presentation skills of the Teacher					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher's voice is enough audible for all the students.		√			
b. Teacher's pronunciation is clear enough to understand.			√		
c. Teacher is able to keep pace while giving lecture		√			
d. The teacher gives adequate pauses while giving lecture.			√		
e. The teacher is able to make eye contact with all the students.					√
Comment: It was impossible to have eye contact since it was an online class.					
Teaching Materials (Teacher designed / Supplementary)					
	Completely	Mostly	Some what	Little bit	Not at all
a. Materials are designed according to the age level	√				
b. Material fulfills the objective of the lessons provided.		√			
c. Materials includes lessons which are interesting and can motivate the learner		√			
d. Materials are used effectively and efficiently	√				
Comment:					

Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher provided effective feedback to each activity		√			
b. Teacher provided feedback after the activity is finished			√		
c. Teacher provided feedback individually		√			
d. Teacher gave feedback to the whole class				√	
Comment: As the time was limited, both teachers were not able to give proper class feedback.					

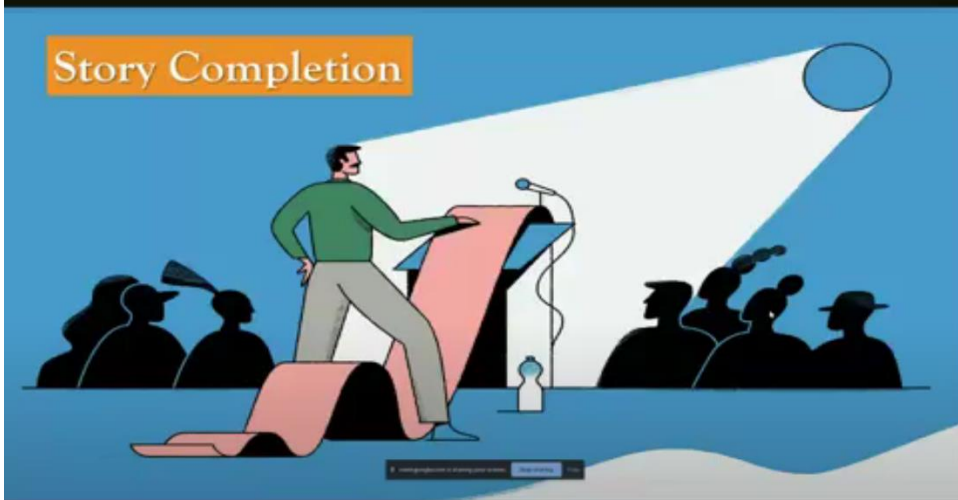
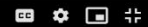
Appendix-II: Photograph





Md. Rayhanur Rahman Shimu 181-10-260

1:57:34 / 4:34:43



Md. Rayhanur Rahman Shimu 181-10-260

2:06:14 / 4:34:43





You all giving me
Feedback

Me after getting
all the Feedback



Md. Rayhanur Rahman Shimul 181-10-260

▶ 🔊 2:06:29 / 4:34:43

