



Internship Report

On

Online class observation and conduction In English during the outbreak of covid-19

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Date: August 29, 2021

Declaration

This is my declaration that the ‘internship report’ I have prepared is an original work based on my own experience. This internship report has never been submitted to any other organizations or person for any awards or degree. This report is written under the supervision of **Mr.Mohammad Zahidul Islam.**

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Certification

This is to certify that Tamanna Jahan Uttama, bearing student ID number: 181-10-268, is a regular student of B.A. in English, Faculty of Humanities and Social Science, Daffodil International University. I believe, she has completed her internship report genuinely. This Internship Report is a unique work under my supervision.

I wish her all the best for her future endeavors.

Mr.Mohammad Zahidul Islam

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Acknowledgement

At first, I would like to express my heartfelt appreciation and gratefulness to Allah. I would also thank my supervisor for his constructive feedback and cooperation to come with a positive result. Otherwise, it would be very difficult and troublesome to conduct and continue this intern work.

I am also thankful to all the students who co-operated with me very attentively and help me for conducting a successful online class.

Author

Tamanna Jahan Uttama

Abstract

The main purpose of this study is to assess online class observation and conduction in English during the outbreak of covid-19. Educational institutions switched to online classes via Internet. Online pedagogy is somehow more affordable and flexible than face-to-face classes. It can be said that most of the teachers and students are supposed to get into trouble because of the insufficient knowledge about technology, economic crisis, poor internet connection, psychological pressure etc. The researcher wants to discover the real image of how all the students and teachers are accomplishing their exams and classes through Internet. It can be difficult to ascertain the reality without own experience. The researcher observes two classes and conducts one class over the internet to understand the situation of online classes.

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CHAPTER-1: INTRODUCTION

English is known as a common language in which people from different country can communicate with each other. English is essential for several factors such as higher education, trade and business, medicine, engineering etc. On the other hand, learning a second language can develop one's self-confidence.

The first cases of coronavirus were confirmed in Bangladesh on March 8, 2020.(*IEDCR*, n.d.) (*Tackling the COVID-19 Pandemic: The Bangladesh Perspective*, n.d.)On account of that, all educational institutions proclaimed a shutdown from March 18. By using several apps, students can not feel left behind. Video, audio, and screen presentation are also available.

People in Bangladesh have inevitably grown up speaking Bangla since their childhood and they have acquired English as it is an international language. There are both advantages and disadvantages of online classes, as technology often has positive and negative sides. Students are already accustomed to virtual classes because all apps are simple, easy, and convenient to use. Undoubtedly, teachers are having more trouble if they prepare a lesson plan before beginning the class, they should be able to achieve their target. Teaching methods can be used to activate the enthusiasm of students. Teachers also execute classes by using some teaching methods.

CHAPTER –2: OBJECTIVE

This research is all about knowing how teachers and students have overcome their barriers, the teaching method, and gathering feedback from students regarding online classrooms in this worldwide pandemic. The following are the goals:

1. To keep track of the approaches and strategies used in the classroom.
2. To keep an eye on the teaching methods and procedures used in online classrooms.
3. To distinguish between a physical class and an online class.
4. To comprehend the benefits and drawbacks of virtual courses.
5. To observe courses from both the teacher's and students' viewpoints.
6. To monitor student behaviour during virtual courses.
7. Recognize the teacher-student relationship in the classroom.
8. To evaluate the institution's commitment to English language competence.
9. To find an effective strategy and the necessary abilities for teaching English as a second language.

CHAPTER -3: METHODOLOGY

The researcher chooses a renowned private university to explore the merits and demerits of online classes. It is not possible for anyone to conduct a class by going to another educational institution so the author chooses a convenient way to conduct a class. From the very beginning, a lesson plan is prepared by her. According to the lesson plan, one should be able to manage the time, the strategy, and get the overall idea before conducting a class. This lesson plan assists the researcher in her work.

The researcher observes two classes. While observing the first class of English grammar, the author noticed which methods and techniques have been used for teaching. The teacher begins with a warm-up session and addresses some students with their names. A warm-up session is essential for developing interaction between the teacher and the students. In online classes, students cannot be able to see the body language of their teachers to interact with them. The use of colorful slides, Google form, and pdf files gain the involvement of a maximum number of students.

The researcher observes another class where the instructor pursued Direct Method for executing a class on 'Developing Speaking Skills. The teacher initially jumps into the lecture without any introduction or warm-up session. However, he easily gains the interest of the students with his energetic voice. He starts his lesson by using an interesting short story which connects more students. The teacher uses PowerPoint slides which are different than other teachers' as 3D slides have been used for teaching purposes.

Subject-based pedagogies have been used by both teachers and the researcher as well. The researcher conducts a class by utilizing the Grammar Translation Method and the topic is "Right Forms of Verbs". However, the researcher did not start teaching with definitions and rules. After a warm-up session, the lecture commences with an example, then reveals relevant rules through that example. It was not as simple as managing the class without physical appearances, but the author made an effort to complete the lecture successfully. The researcher captivated the learner's attention with Power point slides containing colorful images, animated pictures, quizzes, etc.

Students at Daffodil International University are accustomed to online classes on Google Meet during the pandemic outbreak. The researcher asked questions of both teachers individually after observing their classes. They cordially respond to every question about class management and techniques to grab the attention of the students.

CHAPTER-4: INSTITUTIONAL DETAILS

Daffodil International University is a renowned private university established on 24 January 2002 under the private university act 1992. Board of Trusty Md. Sabur Khan. Chancellor: Abdul Hamid, President of Bangladesh. Vice-Chancellor: Prof. M. Luftar Rahman, PhD. Their academic staff is almost 859, the administration staff 780, students -21,752; undergraduates-20,521 and postgraduates 1,231. The theme colours are Blue, Gary and Green. Their affiliations are UGC, AUAP, IAUP, IAU, UNAI, IIE, IEEE, ALA, and IEB.

The COVID-19 pandemic is the greatest challenge we have faced since the Second World War the sector that is still facing lockdown in Bangladesh is education. As the university had the earlier experience of conducting classes through online platform. "100% academic activities of the university are going on in full swing smoothly using the BLC platform which DIU started in 2013, during the frequent interruptions caused by strikes and blockade programs," said DIU's acting vice chancellor. The BLC platform is a well-structured and robust e-Learning Management System. It is a one stop solution to create, organize, communicate and manage course. (*Daffodil International University*, n.d.)

CHAPTER -5: CLASS OBSERVATION REPORT

I observed two classes on Google Meet as physical classes cannot be held due to the pandemic situation.

Class Observation -1

The teacher sends the lesson plan to the researcher before the class starts. The researcher has an idea of the lesson plan and has an idea of how the teacher allocates time. The teacher's punctuation is praiseworthy because the class started at the exact time. The topic is prepositions, and the teaching method can easily draw the students' attention to the topics. She describes a simple rule using a suitable example, along with other relevant rules. She used the GT method as her teaching strategy. Though she could not be able to balance all four skills at the same time, she was trying her best.

At first, she asks the students for their consent if she sometimes uses Bengali during class. Would that be an issue for them or not? After confirming with the students, she begins her lesson which conveys some easy techniques for memorizing some essential rules. Gradually, she moves forward to the difficult rules of the preposition. She asks questions after completing her lesson. The most amazing part is the enthusiastic participation of the maximum number of students. The teacher asked questions, mentioning the names of the students. Whenever a student makes any mistakes, she gently fixes those errors without condemning the students. The teacher gives a link to the comment box and asks students to answer the questions within one minute. Some students got full marks and she appreciated them afterward. She was friendly and cheerful.

Nonetheless, the researcher discovered that she ignored the unresponsive students in her class. She should have asked questions mentioning their names, but she only asked questions of those who gave feedback the most. One of the most disturbing matters everyone faces during class is the difficulty of hearing her voice. In the lesson plan, the teacher was supposed to give five minutes in the quiz part, but she failed to manage her time according to the lesson plan.

From the beginning to the end of the class, she accomplished all the objectives of her lesson and conducted classes in a friendly and positive manner. Though she failed to grab the attention of all the students, it can be said that most of the students enjoyed her class as well.

Class Observation -2

The researcher observes the second class. The topic was 'Speaking Skills' and the development of speaking skills was discussed in detail. This is a twenty-minute class. The teacher uses the Direct method and is fully equipped for the lesson with colorful slides, pictures, videos, etc. The teacher uses English whenever he gave his lecture, but he asked students questions in Bengali.

Firstly, the class began with a warm-up session. The teacher was trying to be friendly and cheerful. When he opens his first slide, it looks attractive to be resisted. The slides have prepared by using 3D images and 3D animations. The instructor provides concrete examples so that the peers can understand why speaking in public is essential.

In order to enhance the depth of the lecture, the instructor advocates a few efficient activities. Role-playing is an easy way to continue the story by pursuing any particular personality. He selected four students to expand on the conversation he initiated. The students were not ready yet, so he endeavored to motivate the students. Gradually, they were no longer anxious about speaking in front of all. It becomes fun and others are eager to participate in the role-play segment.

Thereafter, the instructor continued with another activity, 'Story Telling'. He starts with an engaging story to attract the students. The story begins when a man wakes up in the morning and finds out that all of his family members are dead. Blood was all over the room and then he stopped to let his students complete the story according to their ideas. He succeeded in acquiring all the students' interests. They frequently speak English and try their best to give the story a better ending.

I have a little problem with the instructor's swiftness in speaking. Sometimes, the ideas he wanted to share with his students became more difficult to understand. Apart from that, I have to appreciate his hard work and dedication towards his students. In online classes, the use of this kind of equipment captivates the attention of the students.(Wren et al., n.d.)

CHAPTER -6: TEACHING EXPERIENCE

The researcher aspires to find out the potency of online classes in this pandemic crisis. It seems daunting to conduct a class as a teacher of undergraduate students. The researcher already prepares a lesson plan to pursue the methods for lessening anxiety and nervousness. The motive is not to drag the lesson so that students may not find it too prolix.

General Information

That one class was conducted by the researcher at Daffodil International University on the topic of the right form of verb on 18th July, 2021 at 4.40 pm. There are 18 students and the teacher was present in the class. The class was 35 minutes long as well.

During the class, colorful slides with interesting pictures have been used. To implement the class, the researcher uses the grammar-translation method. After an enthusiastic warm-up session the first slide appears on the screen, it enhances the student's interest in learning further lessons. Through an example, the author makes students understand the rules. The researcher did not exaggerate the topic as she omitted the definition of 'Rights Form of Verb'. The researcher utilizes few charts and tables for better understanding. Students feels flexible and happy with the class environment because they are asking questions and responding to that class. Students gives their feedback on the chat box and the researcher appreciates it. The author organizes the times according to the lesson plan. Though the researcher faces a problem opening the slides initially, she fixes the problem within a few minutes. It is an excellent experience for the researcher.

CHAPTER -7: OVERALL FINDING

While observing two classes on Google meet the researcher perceives that teachers put more effort into connecting the learners with them. One teacher pursues the Grammar translation method because she chooses a grammatical topic. On the other hand, another teacher prefers the direct method as per the requirements of his topics. In times of crisis, classes with physical appearances is not safe where online classes provide a safe, secure, and effective substitute for the classroom.

Before conducting the class, both teachers creates a lesson plan according to the requirements of the class. The researcher observes which method are using to progress the lesson. The interpretations of the lesson differ from one teacher to another whenever it comes to delivering the lesson. Most of the time, teachers communicate with the students in English, but they also use Bangla. Students have no issues with the teacher's medium of communication and frequent use of English.

Different types of teaching materials such as PowerPoint slides, Google quiz forms, colorful pictures, 3D images, graphic designs, short videos etc. The first teacher is more punctual than the second teacher, and manages time according to the lesson plan. Moreover, the teachers accomplish the class by using relevant materials for the topics. Sound problems occur sometimes which is the worst part of online class and it diverts students' attention. The researcher claims that online classes can rapidly engage a large number of students in a short time. Gradually, students and teachers become engaged to online classes by resolving the limitations of online classes.

While conducting an online class, the researchers ignores textbook-based definitions and emphasized rules with instances. The author wants to try some new techniques. Throughout the class, every single rule describes with colorful slides, images, and strong voices. The students are habituated to the online class and the teachers as well.

CHAPTER -8: RECOMMENDATION

Teachers and students both tolerate different types of problems that need to be fixed as early as possible. After experiencing the situation of an online class, the researcher prefers some recommendations to resolve the issues.

1. Technical expertise is mandatory for teachers. The teacher should have proper knowledge of the tools for making slides, worksheets, links etc.
2. To reduce internet and network issues, teachers may use class recordings as an alternative way to practice and revise lessons.
3. I would recommend both teachers and students that they should have use adequate proficiency in second language while conducting the class.
4. My recommendation for the institution is to provide a short break to minimize boredom and increase student responsiveness.
5. Students should be careful about timely feedback and quick responses to any questions. It can be a good practice strategy for teachers and students.

CHAPTER-9: CONCLUSION

Throughout this project paper, after illustrating the online learning process, it can be said that online education gains popularity not only because it is an alternative way, but also because of its affordability, accessibility, and flexibility. Within the realm of online classes, the author learns many aspects of the online education system and the importance of technology. Many developers work hard to solve technical issues and make the online platform more user friendly. After Covid-19, teachers and students still need time to triumph over the online class. Proper training and time will reduce all the issues regarding the online teaching system. It will help the researcher if becoming a teacher is ultimately her aim. Beyond all these considerations, taking classes in English is a completely new experience. The researcher observes and conducts classes in the English Department with the guidance of the supervisor.

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Appendices

Lesson Plan

Teacher (student)	Tamanna Jahan Uttama
Class profile	BA in English
Total students & Present student	18 16
Class duration	35 minutes
Medium of communication	English and Bangla both
Lesson Topic	Right form of verbs (Advanced English Grammar)
Teaching materials	1.Power Point Slides 2. Topic related pictures and short videos. 3. Online quiz link.
Objective of Lesson	Students will assume after end up with class – 1. Fundamental rules of right forms of verbs. 2. Grammatical error while speaking and writing. 3. Correct use of verbs while making passages. 4. Pros and con side of verb mistake in sentence making.
Anticipated challenges	1. Though this is an online class so I cannot be able to attract the students with my body language. 2. All the materials use in this class may not satisfied all the students. 3. Student may feel lack of ‘white board’ learning. 4. They may feel bored or distracted. 5. The most common problem students can face is power cut or network issue.
Teaching method	To manage the class, grammar-translation methods will be used. During the class, the focus is on reading and writing especially in memorizing grammatical rules.
Limitations	After starting the class, my phone suddenly started working very slowly. I am having trouble opening the slideshow on Google meet.
Motivational factors	1. Asking question and appreciate their response will be efficient. 2. Giving them interesting examples may be encourage their curiosity.
Backup plans	I will prepare a whole study chart on my topic with core information so that I can provide the chart for them if I fail to make them understand it because of the shortage of time.
Feedback	As a preliminary reflection on their numerous mistakes, students' replies will be reviewed by their peers.

Consequences of Learning	Students will learn easy grammatical rules and get the idea of making sentences confidently. They will also learn a considerable amount of vocabulary.
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Activity	Student /teacher interaction	Materials/Techniques	Learning Outcome	Timing
Greetings : 1. The teacher will enthusiastically greet the students before beginning the language lesson class. 2. The teacher will show the students a symbolic picture and ask them to find the verb.	Teacher→Students Students→Teachers	Symbolic picture as a stimulant.	Students will be encouraged to participate in class activities, and their initial level of knowledge will be evaluated.	2 minutes.
Vocabulary Practice : 1. A Grammar practicing task will be given. 2. Student will participate on this. They will solve the task in pair after time up.	Teacher → Students Students → Teacher	PDF file	Some grammar changing rule will be practiced.	8 minutes
Reading activity : On the Google screen, students will see a visual symbolic picture of the verb.	Teacher→Students	Virtual Test		2 minutes
Skimming Activity : 1. To save time by skimming, teachers will ensure which rules are most important to students and ignore useless rules. 2. The teacher will underline or highlight important words and phrases. Students will pay more attention to headlines, bold words or italic words, etc.	Pair work : Student →Student Teacher → students	PDF file	Pair work will be done and a feedback will give by students.	4 minutes

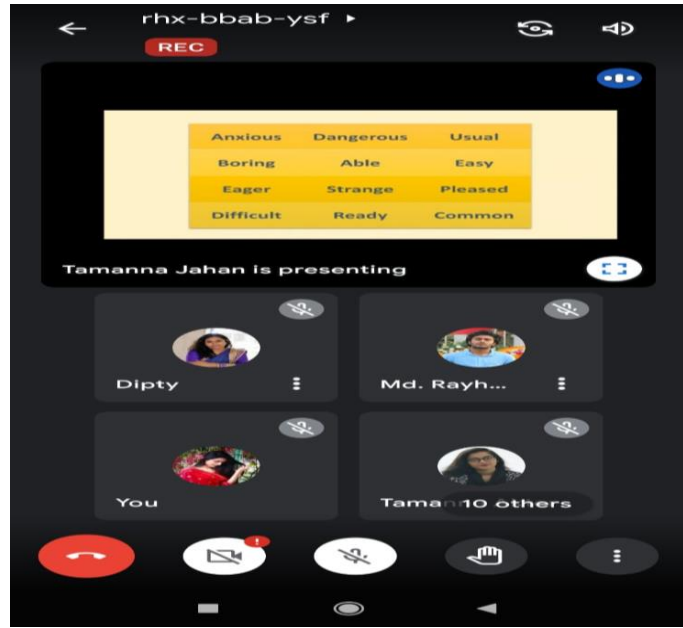
<p>Scanning Activity :</p> <ol style="list-style-type: none"> Now all the students will be given some short questions to solve individually. Students will need scanning to locate the correct answer for the given questions. 	<p>Teacher → Students Students → Teacher</p>	<p>A questionnaires also added in PDF file.</p>	<p>It will be practiced to analyse the study.</p>	<p>3 minutes</p>
<p>Inference :</p> <ol style="list-style-type: none"> Students will respond to open-ended questions. Students will express their own viewpoints. 	<p>Teacher → Students Students → Teacher</p>	<p>Google Meet</p>	<p>Students will try to express their own point of view and understanding.</p>	<p>3 minutes</p>
<p>Conclusion :</p> <ol style="list-style-type: none"> Students' contributions will be praised by the teacher. The teacher will ask students if they have any questions. The teacher will conclude the session with a thank you message. 	<p>Teachers → Students Students → Teacher</p>			<p>3 minutes</p>
<p>Teacher self-evaluation :</p> <ol style="list-style-type: none"> Valid points regarding the lesson. How can the lesson be made better? 				

**Checklist No 1 & 2: T1C1 and T2C2 for Online class observation and
conduction In English during the outbreak of covid-19**

Teacher's name: Tamanna Akter & Raihanur Rahman Shimul	
Name of Institution: Daffodil International University	
Class Description :	Student Information :
<p>1. Size of Classroom: 18 student.</p> <p>2. Seating Arrangement: There were no setting arrangement in the class because it was an Online based class.</p> <p>3. Classroom Management: The teacher was enough enthusiastic and energetic during the whole lesson.</p> <p>3. Teaching Aids: To manage the class, grammar-translation methods will be used. During the class, the focus is on reading and writing especially in memorizing grammatical rules.</p> <p>4. Teaching Method: Power Point slide, video, pictures, Google link.</p> <p>5. Lesson Objective: Students will get to know about the efficiency of Speaking Skill.</p>	<p>1. Academic Level of the Students: forth year eleven semester.</p> <p>2. Language Level of the Students: English.</p> <p>3. Average Age of Students: 23 to 24 years old.</p> <p>4. Number of Students: 18</p> <p align="center">Present in 1st class – 16/18</p> <p align="center">Present in 2nd class – 18/18</p>

Photographs

Class Conduction

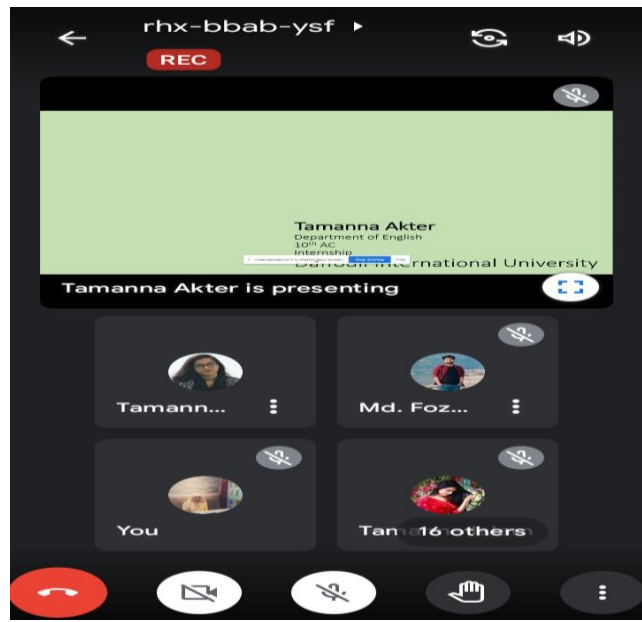


Picture -1

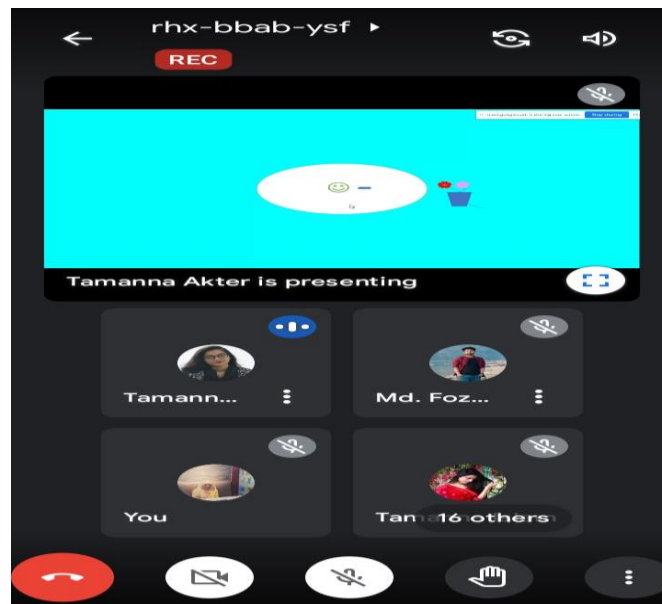


Picture-2

Observation -1

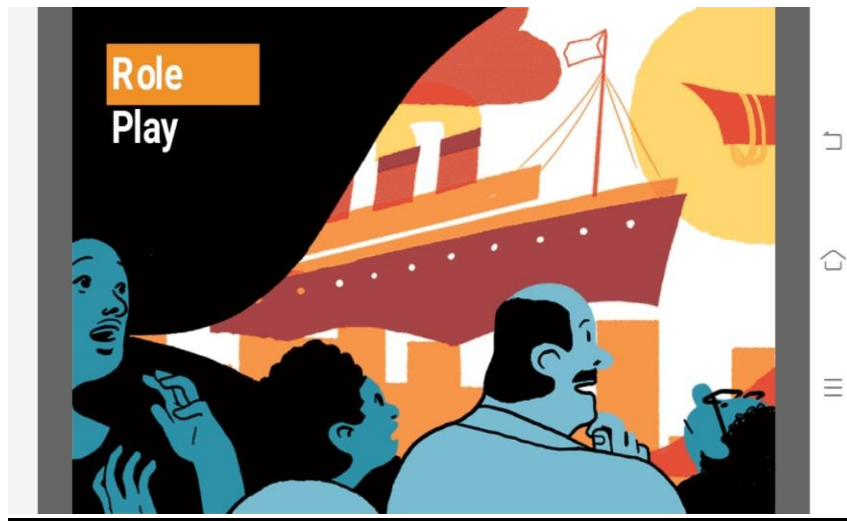


Picture-1

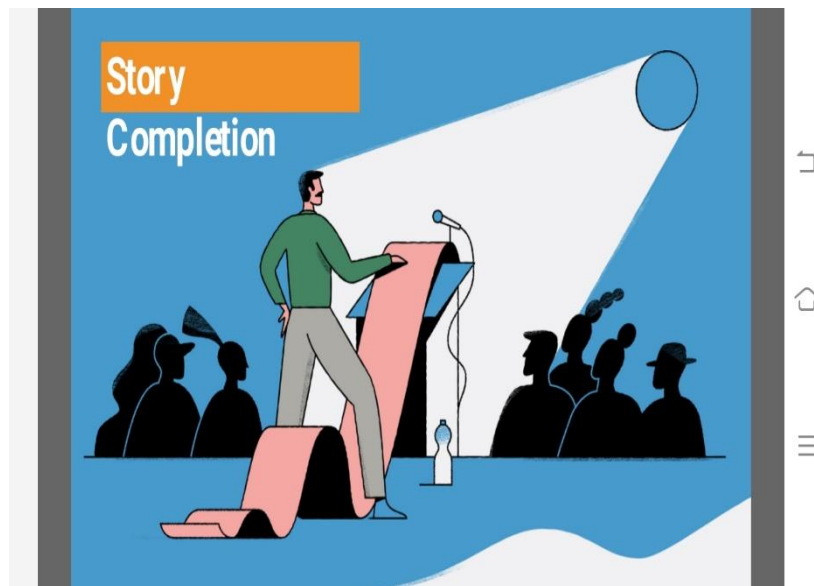


Picture -2

Observation-2



Picture-1



Picture -2