

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

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Daffodil International University

Date of Submission: 12<sup>th</sup> August, 2021

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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 would like to declare that this project paper has been completed under the valuable supervision of Mr. Mohammad Elius Hossain, Assistant Professor, Department of English, Daffodil International University. At the same time, I want to add that this project paper or any part of it has not been displayed elsewhere for any kind of certificate, except the present one.

.....

Sraboni Akter Irin

ID: 181-10-241

Department of English

Daffodil International University

## Certificate

This is to certify that, Sraboni Akter Irin, ID: 181-10-241, is a student at the Department of English, Daffodil International University, Ashulia Campus. She has completed her Internship Project under my supervision and worked hard to prepare his report.

I wish her success in her future life.



29.08.21

.....  
Mohammad Elius Hossain

Assistant Professor

Department of English

Daffodil International University

## **Acknowledgement**

To start with I would very much love to convey my regards to the Almighty who kept me safe during the time of great health hazard. Secondly, my humble appreciation and grateful regards to my supervisor Mr. Mohammad Elius Hossain, Assistant Professor of the Department of English, Daffodil International University; the person who instructed and supervised me through the entire process of completing this paper. His inspiring lessons and sharing of thoughts pushed me towards the good path. He let me conduct one of his classes and grab the opportunity to get a new experience. And I'm also extremely grateful to both of my fellow classmates who let me observe their classes and share my authentic point of view about it. I really appreciate their cooperation.

Last but not the least, I pray for each and everyone's well-being and wish each one of them a very good fortune.

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## **Abstract**

*The reason behind writing this project paper is to signify how online class is helping the students to pursue their learning during the outbreak of Covid-19. Because of this pandemic, the world has stopped moving forward. Besides, this is impeding the traditional learning of the students. As a result, alternate system had become mandatory to be found out. For this reason, online class was decided the most convenient way of conducting the class in this fatal situation.*

*Education is the most important and basic need a person requires. The traditional way of education gets hampered by the outbreak of Covid-19 in 2020 and is still running towards several new strategies and tactics. Among all the ways & quote: Online Education & quote: proves itself as an effective educational method especially in the time of the pandemic. Though there are a bunch of issues related to online study and attending classes online. Still it is considered to be the best way to reach education at every doorstep in this type of period. Though new strategies are created, the good thing is we are getting good at adapting the procedure as much as we need it.*

# **Chapter 1**

## **Introduction**

## **Introduction**

Online education system brings a great deal of opportunities for both students and the teachers. The unexpected incoming of Covid-19 sure was a massive collision for all of us but this unpleasant situation has brought us some pleasant advantages too. Due to the Covid-19 outbreak we are experiencing a new phase of the education system which is way more interesting and effective in particular ways. Although it's not easy for everyone to let go of traditional ways of learning and cope up with new phenomena especially at this uncertain period. Still, both student-teacher groups are trying their level best to acquire the utmost access to the new system. Besides this, everyone is inventing new ways to bring the best outcome from online classes. Being able to use technology to get an easier access to different areas of knowledge conveys a great importance and the best part of the current education system is not only our teachers but also an impressive number of students are also getting better at this day by day. So, the outcome is getting better, we can say to some extent. On the contrary, different types of psycho-emotional chaotic circumstances are arising in this time of Covid-19. Noticeable amount of relevant cases is being reported and recorded. And on a serious note, this side of the system needs to be flourished with extreme importance. Because, balancing mental health at this time especially when we are facing an unfortunate situation is surely a serious matter to look after



# **Chapter II**

## **Objectives of the Study**

## **Objectives of the Study**

1. To investigate the usefulness and benefits of the online teaching and learning during covid-19 pandemic.
2. Finding essential teaching methods, strategies and lessons to conduct online classes.
3. To examine management skills of the teacher.
4. To inspect the participation of students in the class and their responses.
5. To examine the flaws of online teaching and learning in English during covid-19 pandemic and providing solution for this problem.

# **Chapter III**

## **Methodology**

## **Methodology**

The following steps were taken to conduct the research paper. The first step was to observe to online classes. I observed two classes by attending both classes with the permission of the teacher. The second step was to conduct a class myself which I did by the help of Google meet and PowerPoint. The required data was collected from both these steps and was further analyzed to provide necessary recommendations for the betterment of online classes during Covid-19 pandemic.

**Selecting Institution:** Daffodil International University a prestigious private educational organization in Bangladesh, was chosen for observing and conducting the online classes during the Covid-19 pandemic. Two classes were observed and one class was conducted through online to under the same department of the university which was the English Department. For observing and conducting the classes permission was taken from the supervisor

**Observing Classes:** Two online classes were observed by the permission of both teachers and the supervisor. The classes were of English department, Daffodil International University. The observation was done to analyze how teachers take their classes, what are the things they do and how the students reacts to their activities. It was also examined how much they were able to connect with the students and finally how much they were successful in fulfilling their target.

**Class Conduction:** One class was conducted in online in English department. The observation of pervious two classes was of great help and assisted a lot to understand the environment of the class. Grammar class was taken and the duration was 15 minutes. To conduct the class, I used “Google Meet”.

**Using Checklist:** A checklist was used to observe classes and collect information about the overall thing of classes and the checklist is attached as appendix at the end of the paper.

# **Chapter IV**

## **Institution Details**

## **Institution Details**

Daffodil International University, where the classes had been observed and conducted, is a very renowned private university of Bangladesh. It was established in 2002. Almost 25000 students are studying currently at this university. Besides this renowned private University offers bachelor's, master's degrees through its 23 departments, organized into 5 faculties.

Many opportunities are provided to the students such as scholarship, waiver based on their result, various club and learning opportunity according to their interest, using lab for practical experiment and many more. Moreover, all of the teachers are very experienced. In fact, teachers are aware of advance teaching and learning method. However, the aim of the university is to provide proper education to the students and make them well organized and proficient for future.

# **Chapter V**

## **Class Observation Report**



## **Class Observation Report**

A keen observation report is necessary in this regard to monitor and notice certain facts of online classes. Therefore, following the idea, two classes were observed in order to get clear information and experience. Although both the teachers took their classes on different topics, their methods of teaching were quite similar to each other. Yet there are some noticeable facts about their class. There were also a remarkable number of students present in both classes. So, it can be said that apart from the very fact of being Online Class the intensity of the class environment was quite authentic.

### **Class observation- 1**

The first class was observed on 18th July, Sunday, 2021. And the class took place from 11:00pm to 12:30pm. The class was under the course named English for Academic Purposes A total of 40 students were present in the class. The teacher came prepared with proper slides and study material for the students in order to make the topic easier. A lesson plan was already prepared. The class was conducted through Google Meet and the internet connection was steady while taking the class. The study topic was "Writing. Before getting started with the main purpose the teacher successfully broke the ice between her and the students. At first, the session helped the students to learn about the topic nicely. At the very point of starting the teaching; the teacher used her PowerPoint slides to elaborate the topic to the students. Using Audio Lingual Method, she taught in a pleasant tone and all the students also seemed very responsive to her questions. Every possible fact about Writing was clearly described by the teacher in every slide. As we know that online classes can be very tiring and tough to get stuck to it but the teacher was

also very careful to ensure that her students do not get bored or fallout from the class. She avoided teaching continuously and took several breaks to talk with her students by asking them questions about themselves and so on. This way, students were encouraged enough to continue the entire class. She also examined the students about the topic at the end of the class so that every student knows what and how good they learnt about the topic. It was an effective method of ensuring the participation of the students whether the class is online or offline. Overall, the class was a success with compatibility and active participation of the students.

### **Class observation report- 2**

The second class was observed on 4th August, Wednesday, 2021. The course was called; English for Academic Purposes. The class started with 20th batch from Daffodil International University and the class conducted from 11:30am and ended at 1.00pm. Google Meet was used to conduct the class same as the previous teacher. The topic was News Report Writing and the Lesson Plan was prepared much earlier. The teacher was pretty direct to jump into her class without an ice-breaking session even if students were not very much responsive at the beginning. That was what affected the students not to open up fully. Everything was fine until the teacher found it difficult to share her screen to the class. Due to this technical issue the class interrupted a little bit but afterwards she managed to share the screen with the help of her students. So seemingly, the interruption caused another communication gap between the teacher and her students. This continued through the entire class where most of the students remained silent. But after a short conversation it seemed to work on the students to get themselves involved in the class entirely. Apart from that, the teaching technique was pretty well and the teacher explained every slide with a proper example. She seemed to ask questions in the middle of her lecture so she could know that her students were actually learning. Though the response was pretty low and the class

became partial at one point but she kept going with her lecture. At last she ended the class by asking a question about her lecture topic in a similar method. Although the teaching method was good and clear yet the responses were comparably less than expected. With a simple yet necessary ice-breaking session before starting the lecture and no technical interruption the class would have been way more energetic and enthusiastic and students could participate more.

# **Chapter VI**

## **Teaching Experience**

## **Teaching Experience**

I believe teaching is such an honourable experience. And thanks to my esteemed supervisor, I have had a great experience in teaching. I was given the chance to conduct a class form "English for Academic Purpose" course in order to gather some information about teaching and also examine the criteria of online education as a teacher. A brief history of my teaching experience is documented below.

The class I was chosen to take was full of freshers as they were the students of 1st semester, Department of English. batch 20 class conduction time was 23th of June, from 11:30am-01:00pm. My supervisor took some of the time at the beginning to start the class as usual and then did his part to normalise the situation and introduce me to the entire class. I began with the main context right after the teacher left us on a recorded class at Google Meet to continuing the further process. When I started to talk, I sure was a little bit worried about the responses I would get from the students as they were only first semester students. But soon after I notice a decent amount of them responding quite nicely to me. This attitude gave me the confidence I was lacking. I brought the 'Ice-breaking' session by asking them to introduce themselves and some other things about their likes and dislikes. The session seemed to work greatly to serve the purpose of engaging their attention to my class. My teaching topic was "Summary Writing" so I brought the topic and asked some general ideas about the topic. Thus, finally with the beginning of teaching part I continued my lecture by gradually explaining the topic on PowerPoint slides. Unfortunately, I had to borrow one of my friend's laptops to conduct the class but luckily, I didn't have to face any technical issues. The class went smoothly without any technical interruption. To make sure that the students do not hesitate to ask questions or get bored I paused lecturing about

the topic and did little chit-chats once in a while. Talking with them sure was fun and informative enough to learn about their preferences over some relevant topics. Some of them even shared their reasons behind choosing a career in such a direction. I let them read the slide topics so that they can relate to it and at the end of the lecture I gave them a couple of exercises and made sure they learned the motive of "Summary Writing". The class lasted for a decent hour. The class ended on a perfect point when my supervisor came back to continuing his next steps accordingly.

# **Chapter VII**

## **Overall Findings**

## Overall Findings

After observing two classes and conducting one, the researcher came across the following findings:

**Organizations:** The way both teachers organized the class schedule and objectives of the lesson were really praise worthy. As it was online class, teachers had to give double effort to make students attentive in order to fulfill their target. Besides both teachers took the classes with diligence and patience.

**Subject Matter Content:** Both teachers conducted the classes using their effective lesson plan in order to make the topic comprehensible for the students. Because of online class the teachers were not able to see student's facial expression as a result they used different method and approach where all students got involved.

**Use of Materials and Teaching Techniques:** Since it was online class, teachers had no other way but to use power point slides to conduct the classes. Though their methods were different, both teachers made the students participative and active by their activities.

**Students Engagement and Environment:** In spite of being an online class, students were enough engaged with teacher. As it was online class, teachers were not able to see student's facial expression, eye contact or body language. For this reason, I think online class sometimes became ineffective for tertiary level.

**Lesson Delivery:** Lesson delivery seemed different as the classes were on different topic. However, when it came to interact with the students, each teacher was successful in doing that more or less.



**Finding from Conducted Class:** My target was to make the topic easy to understand for the students. And I think that I was partially successful to do that as many students were attentively gave me the answer after asking question. I think this is very important to have confident and commanding voice among the teacher.

# **Chapter VIII**

## **Recommendations**

## **Recommendations**

Students should use more English language in the class in order to improve their speaking and listening skills. Also, teachers should encourage the students speaking English in language class.

1. As it is an online class, teachers should provide students with topic-related videos along with slides so that it can help the students to understand the topic properly.
2. Students should be engaged in group work more in order to make them attentive towards the class.
3. In every class, students should be asked questions about the topic as their class feedback.
4. As it is tertiary level education, students should use English language more at the classroom for making their speaking skills better.
5. Teachers should ask the students to turn on the video camera. As a result, they will be able to see their facial expressions and eye contacts.
6. Teachers should be familiar with new technologies like Zoom, Meet, Moodle, Google Classroom etc. Because a lot of changes are taking place in online classes so the teachers should also help students to adapt new technologies.

# **Chapter IX**

## **Conclusion**

## **Conclusion**

Online education is the new format of educational advancement. As the world is settling after the pandemic things will change for the better forever. Learning things online is not a luxury anymore, it's necessary. Though it will take quite some time to be viable option it's not impossible. After my observation I'm very positive about this approach. There will be drawbacks but nothing will be that major that we can't overcome. Adaption has already begun in some of the biggest educational institutes in the world.

It was a great experience for me to observe two classes of tertiary level in a renowned university of Bangladesh. The teaching techniques and methods the teachers have used for online classes were really appreciable. The teachers and students helped a lot in this process of observing and teaching. I would say that, online class in Bangladesh is conducted pretty well in spite of having some basic drawbacks. If those problems are solved, it will be helpful for both teachers and students.

# **Appendix - I**

## **Checklist 1 & 2**

## Checklist I

Instructor evaluated \_\_\_\_\_ Course: English for Academic Purposes

Number of students present: 40 Date: 18<sup>th</sup> July, 2021

Observer (s): Sraboni Akter Irin

Topic: Essay Writing

Time: 11:00- 12:30

<b>Lesson Plan and Execution</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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			√		
<b>Comment:</b>					

<b>Teaching Techniques</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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		√			
<b>Comment:</b>					



<b>Class Management</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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			√		
<b>Comment:</b>					

<b>Learning Environment</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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.		√			
<b>Comment:</b> 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.					
<b>Use of English Language</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some What</b>	<b>Little bit</b>	<b>Not at all</b>
a. The teacher speaks in the target language in the classroom appropriately and effectively		√			
b. The teacher offers opportunities for native language use			√		
c. The teacher uses familiar words related to what s/he is teaching in class	√				
d. The instructor presents information about some very familiar topics using native language		√			
<b>Comment:</b> As it was language class so teacher often used native language for student's betterment.					

<b>Presentation skills of the Teacher</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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.					√
<b>Comment:</b> It was impossible to have eye contact since it was an online class.					
<b>Teaching Materials (Teacher designed / Supplementary)</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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	√				
<b>Comment:</b>					

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

## Checklist II

Instructor evaluated \_\_\_\_\_ Course: English for Academic Purposes

Number of students present: 40 Date: 4th<sup>th</sup> August, 2021

Observer (s): Sraboni Akter Irin

Topic: \_\_\_\_\_ Time: 11:30- 1:00 \_\_\_\_\_

<b>Lesson Plan and Execution</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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	√				
<b>Comment:</b>					

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		√			
<b>Comment:</b> I think if the teacher would get enough time, he would have been able to fulfill his target completely.					

<b>Class Management</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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			√		
<b>Comment:</b>					

**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. Besides while teacher was delivering the lecture, students are asked to mute their mic.



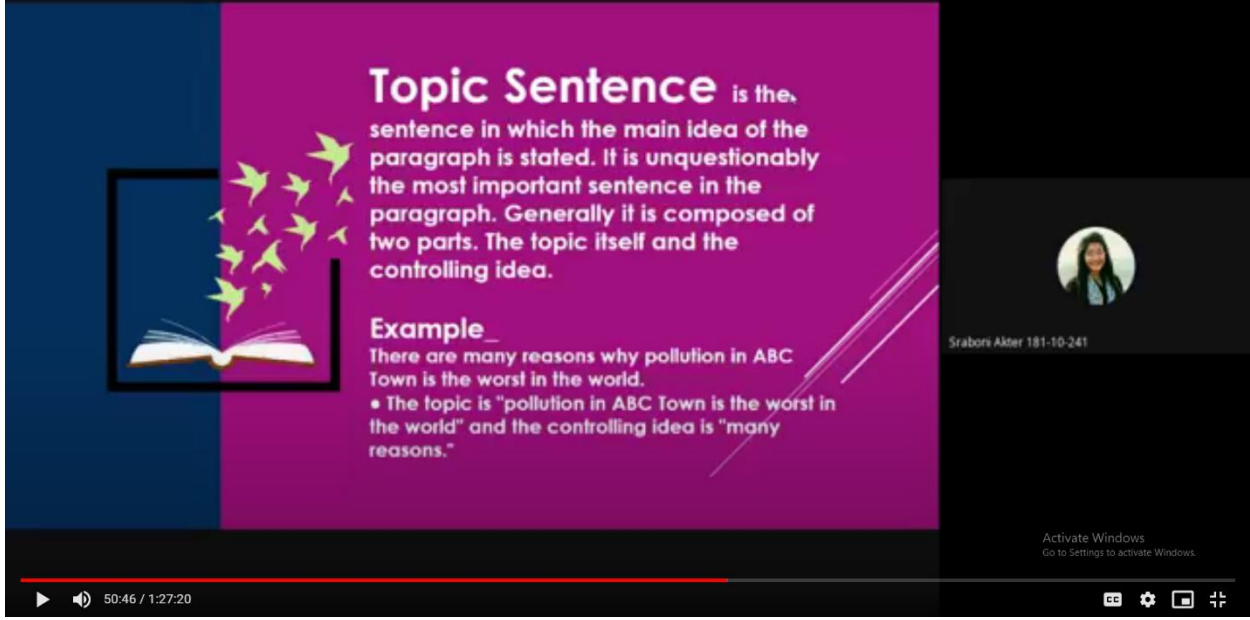
<b>Use of English Language</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some What</b>	<b>Little bit</b>	<b>Not at all</b>
a. The teacher speaks in the target language in the classroom appropriately and effectively		√			
b. The teacher offers opportunities for native language use				√	
c. The teacher uses familiar words related to what s/he is teaching in class		√			
d. The instructor presents information about some very familiar topics using native language				√	
<b>Comment:</b> As it was IELTS speaking skill class so teacher hardly used native language.					

<b>Presentation skills of the Teacher</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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.					√
<b>Comment:</b> It was impossible to have eye contact since it was an online class.					
<b>Teaching Materials (Teacher designed / Supplementary)</b>					
	<b>Completely</b>	<b>Mostly</b>	<b>Some what</b>	<b>Little bit</b>	<b>Not at all</b>
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	√				
<b>Comment:</b>					

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

# **Appendix II**

## **Photographs**

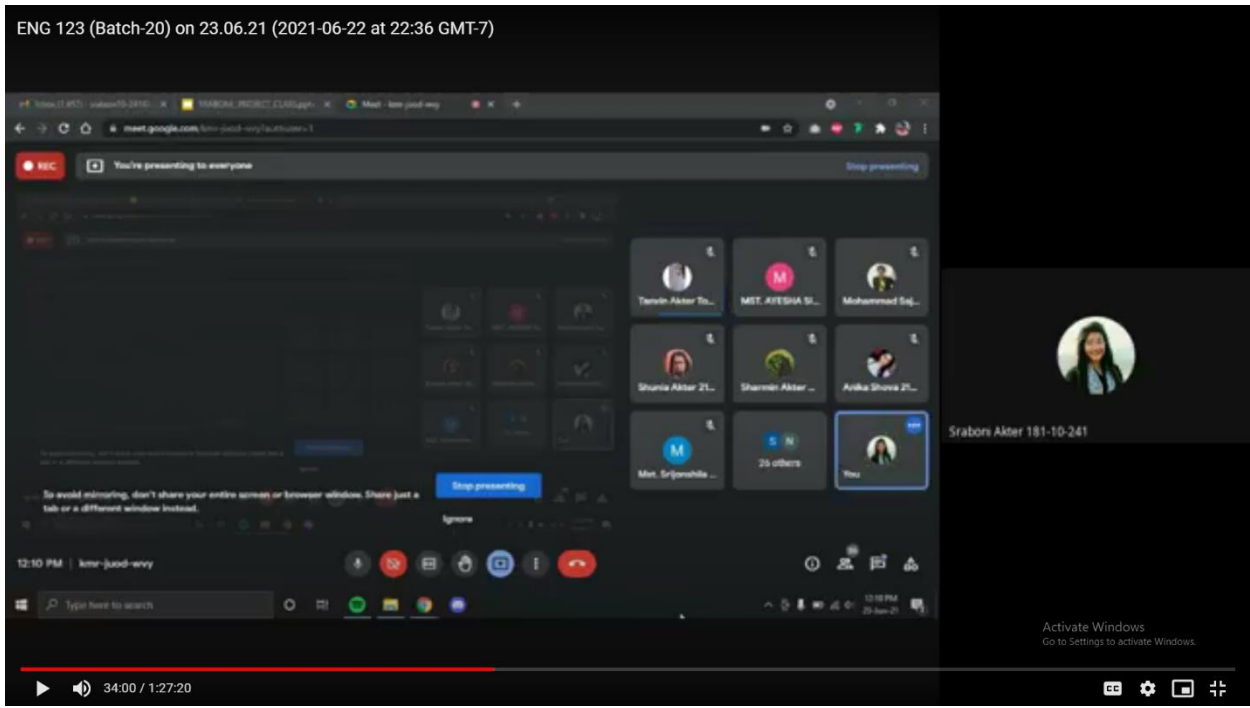


**Topic Sentence** is the sentence in which the main idea of the paragraph is stated. It is unquestionably the most important sentence in the paragraph. Generally it is composed of two parts. The topic itself and the controlling idea.

**Example**  
There are many reasons why pollution in ABC Town is the worst in the world.  
• The topic is "pollution in ABC Town is the worst in the world" and the controlling idea is "many reasons."

50:46 / 1:27:20

Activate Windows  
Go to Settings to activate Windows.

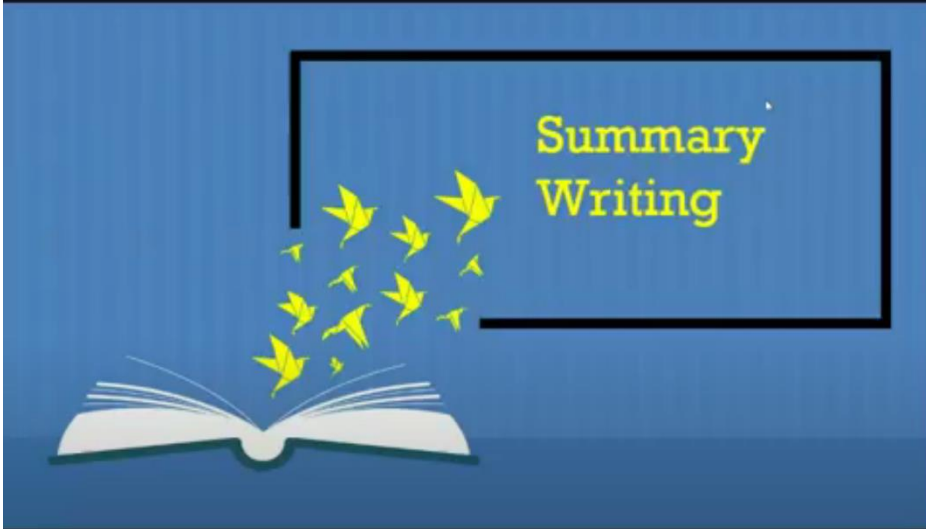


meet.google.com/... You're presenting to everyone

12:10 PM | letter-juaid-wvy

34:00 / 1:27:20

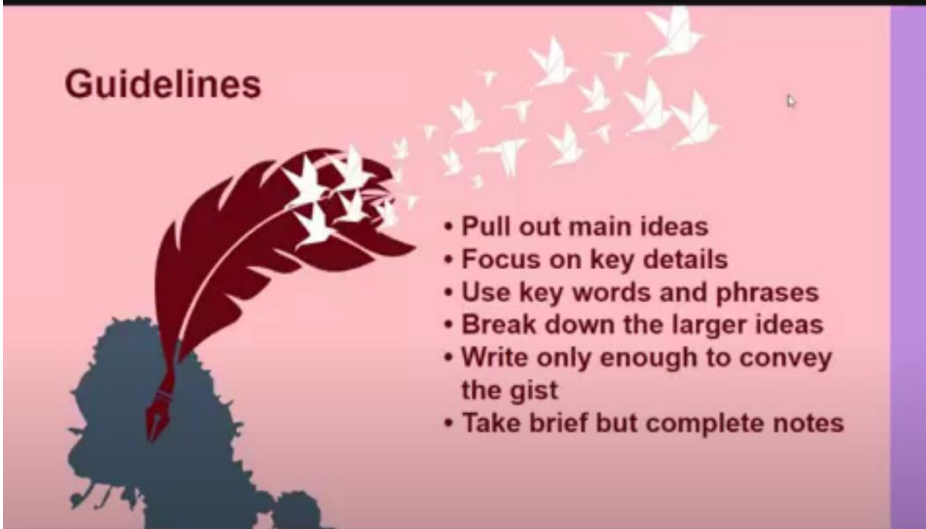
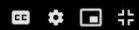
Activate Windows  
Go to Settings to activate Windows.



Shurua Akter 212-10-747

Activate Windows  
Go to Settings to activate Windows.

▶ 🔊 13:26 / 1:27:20



Sraboni Akter 181-10-241

Activate Windows  
Go to Settings to activate Windows.  
Exit full screen (f)

▶ 🔊 56:49 / 1:27:20



The screenshot displays a Google Meet interface. At the top, the browser address bar shows the meeting URL. The main content area is a presentation slide with a blue 'Stop presenting' button. On the right, an 'In-call messages' panel is open, showing a list of messages:

- Skipping breakfast is not necessary in losing weight but a necessary step to keep healthy.
- Nahida Islam 2:12-10 PM: If we skip our breakfast we can do our work properly.
- MST. AYESHA SIDDIQIA 2:12-10 PM: Skipping breakfast can reduce our weight and it is proven.
- Tanzila Akter Tareh 12:41 PM: The idea of not eating breakfast is wrong. Taking breakfast is more beneficial for diet.
- Sakhsat Hossain 12:41 PM: Having breakfast everyday your body will be healthy.

The bottom of the screen shows a Windows taskbar with the search bar and system tray. A video player control bar at the very bottom indicates a duration of 1:09:25 / 1:27:20.