

**Pedagogical Issues in Online Language Classroom:
A Case Study on 10 Minute School.**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

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Declaration

It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

The thesis titled “Pedagogical Issues in Online Language Classroom: A Case Study on 10 Minute School” submitted by Md. Arafat Hossain Riad (15103049) of Spring, 2015 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on [11.04.2019].

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Abstract

Using the computer technology to support collaborative learning has become one of the most trending modern teaching and learning. The research is based on a case study of 10 Minute School; there will be qualitative information along with few quantitative data. Through the study conducted for this paper, teaching techniques used in online classroom are found out where it mostly portrays to student-centered classroom. Besides, there will be analysis of the classes taken by the instructor to find out their how they communicate with the students and how they make rapport between the instructors and the students. Moreover, researcher will also conduct a survey to the students and also to the teachers of online classroom to sort out their major challenges to be found in online classroom. Along with that, this study investigated the evaluation process in online language classroom where CALT is observed to be the most effective to establish a better testing process. However, the researcher will manage a mixed method research by conducting interviews, observation and online survey which will lead the researcher to find out the different opinions of different individual. Later, all those findings will be accumulated to establish an online based education community as the study discusses the pedagogical issues in online classroom. From this study, educators can have an idea about online platform what may facilitate them while teaching in online platform.

Keywords: Pedagogy; Collaborative; CALT; Live classroom; Case Study; Teaching techniques

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Pedagogical issues in online language classroom: A case study on 10 Minute School.

Chapter 1

Introduction

1.0 Introduction:

Technology has established a new era of Education through an online classroom. Online classroom refers to the online classroom by which thousands of students can attend that classroom from anywhere in the world even from home. It also opens the door for students to get knowledge in anytime and every single student will get the same privileges as other students and there is no way of focusing on individual students.

According to the American Library Association Web (2005), around 36 institutions are offering an online course to the students which are more cost-effective rather than going to the college (AS cited in Kingma and Keefe, 2006). Another study of New Horizons (2012), it has been said that around 4, 600, 00 college students are joining online classes and by 2014 it will increase 18,650,000. Now it is 2018, the number has been increased severely since technology has reached to every door and in every single corner of the world. Authors of The Sloan Consortium studies (2004) provides many examples about how online courses can be taught, structured and ensured the quality education which has been found to the article of Kingma & Keefe (2006). In Bangladesh, Virtual or online classroom has been introduced recently. Before that, students were familiar with the traditional classroom settings.

This paper illustrates the pedagogical issues of online classroom in Bangladesh and the major focus is on the 10 Minute School who basically introduced the settings of virtual or online

classroom in Bangladesh. Here the researcher will discuss the teaching techniques used by online classroom instructor, how the students' performance and students' learning progress can be evaluated and monitored in the virtual classroom. Moreover, major hurdles faced by the teachers and the students while teaching or learning in the virtual classroom will also be discussed in this following paper. There are several classroom techniques followed by virtual classroom instructor and instructors mostly focus on the communicative classroom techniques where teachers or instructors find as a challenge and establishing an interactive session in online language classroom is difficult. Brown (2015) stated that language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. However, engaging the students in online language classroom is the hardest job since there is no proper way of monitoring and face to face session. Therefore, the researcher will have a contextual idea about virtual classroom through conducting a case study and analyzing 10 Minute School.

1.1 Problem statement:

In Bangladesh, an online classroom platform has newly been introduced and the development of teaching strategies and evaluation process was established based on the context. Secondary level Bangla medium students were still in the circle of traditional classroom settings and their academic language classroom was focused on memorization. Moreover, students were not familiar properly with the technological tools as there were less practice and usage of technology. On the other hand, the instructors strictly followed the given syllabus and the grading development rather focusing on students' learning progress. Since the online platforms were new to the instructors, they faced problem creating online communication with the students. Additionally, there was a matter of providing feedback from the instructors which was

a challenge for them. In a nutshell, developing a communicative teaching method in the online classroom was difficult for the instructors since this is a new platform in the context of Bangladesh. Along with that, it was necessary to design a reliable evaluation process since students were bored with the traditional evaluation process. Traditional evaluation process did not focus on the students' learning progress rather it paid attention to their grades. Nevertheless, the instructors also struggled to create a positive attitude between the students to attend the online classroom (Brown, 2015). Moreover, student's challenges to cope up with this new platform were also a major issue.

1.2 Purpose of the study:

The goal of this paper would be addressing the pedagogical issues of online classroom following the operation of 10 Minute School since the study focused on the context of Bangladesh. Through the study on 10 Minute School, the researcher tried to find out the teaching strategies followed in Bangladesh. Also, the aim of the study is to identify the evaluation process along with overcoming the challenges faced both by the students and the instructors.

1.3 Central Research Questions:

The objective of the research is to find out the answers to the following questions:

1. What are the teaching techniques and how teacher associate the students to learn through 10 Minute School?
2. How does 10 Minute School evaluate and monitor the students' performance, students' learning progress?
3. What are the major hurdles faced by the teachers and the students while teaching or learning in the virtual classroom (10 Minute School)?

1.4 The context of the study:

10 Minute School is an online educational platform in Bangladesh created in 2015 by internet entrepreneur Ayman Sadiq. 10 Minute School is the first Bangladeshi online education platform which covers the academic classroom solution of School college level and even few skill development online courses which is totally free of cost (Source: 10MinuteSchool.com)

The concept of virtual language classroom has been established in Bangladesh through using technology by 10 Minute School. Previously, there was the usage of technology in the classroom and outside the classroom but introducing academic courses' solution through online platform was firstly established by him. Besides, it has been spread throughout the whole country and even in the rural area. Therefore, there are few strategies followed by the 10 Minute School in the classroom which will be discussed throughout the whole paper.

1.5 The significance of the study:

The platform of the online classroom in Bangladesh created a new opportunity in education for both the instructors and the students. Most of the practitioners are not familiar with this platform. This study tried to find the teaching strategy used in an online classroom, the process of practicing a communicative approach and classroom interaction in an online classroom. In an elaborate way, there will be certain selected teaching techniques which could be used for the development of virtual classroom. Additionally, this was examined to make sure the proper interaction between the teacher and the students to establish a communicative environment in an online classroom. Hence, the proper way of monitoring and evaluating the student's performance will be identified through this case study on 10 Minute School since the researcher will be analyzing the way followed by the teacher to sort out the challenges. Therefore, to establish a better environment for the virtual classroom is the major goal of

conducting the research and also establishing a mass community of online education is the key objective. This research will facilitate the future practitioners of online classroom and also help to develop a better online classroom environment.

1.6 Limitation:

This study can be used for certain changes in the educational sector of Bangladesh since advanced educational tools were used in an online platform. Considering the fact that, there is no available research on the specific topic in Bangladesh. Additionally, the data has been collected only from Dhaka city which does not represent the whole country. The amount of active students in an online classroom is huge and the researcher could not meet enough number of students to collect adequate data for the study. If there were more students to be the participants of the study, the research would be more authentic and valid. Nevertheless, there were other pedagogical issues of an online classroom like the lesson planning and designing the material for the classroom what could not be discussed due to time constraint. Owing to that, the survey was conducted citing the major pedagogical issues like teaching strategy and the evaluation process.

1.7 Operational Definitions:

Definitions of core concept used in this research:

- a. Computer-assisted language testing: The test using computers is known as computer-assisted testing (Larson and Madsen, 1985). Here, Students give exam by using the computer and the calculation of the grade is also measured through the computer. There are no other materials used in this testing.
- b. Computer adaptive language testing (CALT): It is known as “integrated procedure” where language performance is measured with the assistance of computer and internet (Noijons,

1994, P. 38). Additionally, this process of language testing is managed through the website and there is a systematic way of selecting the difficulty where the difficulty level is automatically increased based on the previous performance of the learners (Larson and Madson, 1985). Here, the question of different difficulty level is set and students learning progress developed testing through different difficulty level.

Chapter 2

Literature review

2.1 Evolution of virtual language classroom:

Virtual language classroom has always been a popular channel of education and the medium of online language classroom has been developed day by day over the years (Kenthor, 2015). Online or virtual language classroom follows the methodology of distance education. In distance education both the teacher and students remain physically separated (Roffe, 2004). Online classroom practices started with Radio and Television. In the beginning of 19th century, virtual classroom practitioners sought to explore new communication technologies as a means to reach the most learners and distance education or online classroom practices was developed in that time. There was radio broadcasting process of educations which could reach thousands of people at a time.

According to Buckland & Dye (1991) the era of educational broadcasting flourished in early 1920s and quickly this platform reached universities, colleges and different educational institutions. Rumble (1986) mentioned that radio broadcasting was mostly useful as a distance education and the process is more cost effective than the regular education system where there is less emphasis on educational materials. Moreover, the use of visual technology has also been added to the medium of distance education in 90s. Surprisingly, it has been outreached to the learners increasingly. According to Verduin and Clark (1991), educational courses of television were poorly produced at the beginning then by the mid-1970s; The British Broadcasting Company (BBC) introduced them to this platform and set a developmental process for online classroom.

2.2 Distance Education through technology:

Online education is a form of distance education which needs internet connection to connect to the students and a device like smartphone or computer (Allen and Seaman, 2008). Online classroom incorporating with computer-assisted language learning establishes a successful classroom environment without having a face to face interaction.

Beginning of distance education was through radio or television or other communication platform but day by day it has been developed with the growing of technology which assists the teacher to develop a better learning environment of distance education (Haddad *et al*, 2008). Moreover, Haddad (2008) also described the importance of technology as a pedagogical resource is assumed by the teachers. Pallof & Pratt (2007) define the process of distance education through technology and it “serves as a vehicle through which the course is conducted”. “The students’ social interaction in the context of the online course forms the foundation of the learning community. The purpose is the shared involvement in the online course itself; sharing information, interests, and resources are part of what online education is about” (Pallof and Pratt, 2007). However, Kenthor (2008) describes that distance education is based on a belief that there will be no face to face interaction between the teacher and the students. With the development of communication technology, distance education is becoming more interesting and today’s distance education is known as online/virtual classroom.

2.3 Online classroom scenario in Bangladesh:

Alam and Islam (2010) explored the current and previous condition of distance education where they have mentioned that the beginning of distance education was to provide tutoring and counseling outside the classroom. They also added that distance education used to be taken

through radio or television programme and there were lack of communications. There were several programs like “Moner Kotha, Quiz Quiz” in Bangladesh Television which has been broadcasted as an educational programs for the establishment of better education in Bangladesh (BTV archives, 2009). Interaction gap discourage the students not to attend the online class and it was because the form of distance education was lagging behind the technology (Alam and Islam, 2010). Besides, traditional inappropriate teaching method of Bangladeshi online classroom could not create a communicative online learning platform (Gronlunda and Islam, 2010). In context of Bangladesh, the use of technology was very rare in the classroom in the 2010s but there was a major influence of social media which promoted Computer-assisted language learning in Bangladesh. Gronlunda and Islam (2010) ascertained the possibility of developing online learning atmosphere through using the mobile phone technology in Bangladesh since it has been found out that most of the people are familiar with mobile phone technology in Bangladesh. They also added that the purpose of the study is to establish a different educational platform by different “means of interaction” where the interaction will not be done physically. It is possible to create an online learning platform for the students by using different technological tools in online classroom which is available in Bangladeshi context.

2.4 Establishing communicative virtual classroom environment:

Face to face interaction is interrupted in virtual language classroom but it is not impossible to establish a communicative session without having a face to face interaction. In traditional learning environment, there were ways of numerous interactive sessions, students and teachers asked questions and used to get immediate feedback and they used to discuss problems and find out immediate feedback (Sandeem, 2004, p.). In that case, teacher could not communicate with every student, and to communicate with every student, classroom size needed to be small.

Establishing communicative classroom is easier since reveals that computer networks create the opportunity for the students to learn in new ways and students do not have to attend the traditional types of classroom where few students used to shy to communicate with peers (Frey, 2007). The research of Warschauer (1996) asserts the main focus of language teaching through the use of computer mediated communications which are “question of participation, language use, and writing improvement”.

On the other hand, virtual language classroom creates the biggest platform to reach thousands of students at a time and instructors basically focus on a target group and the classroom is more likely lecture based which is known as traditional method of teaching techniques. Through comment section of social media, teacher can answer to the questions of the students and it is sometimes not possible if there are more than a limited answerable comments. Murray (2000) states that communication takes place in computer assisted language classroom through internet with students but it includes only “text-based modes”. Moreover, communicative language classrooms offer interaction between the students which cannot be implemented in virtual language classroom.

Teaching strategies in online language classroom is not same as traditional language classroom and it relies on teachers’ attitude. Nunan (1999) mentioned about inductive teaching method where he focused more on giving example rather focusing on direct definitions. Moreover, inductive teaching approach can be applied with the assistance of technological tools what help the instructor to create a different teaching approach from the traditional teaching approach (Young, 2008). He also added that technological tool in a classroom encourage students to be actively involved in the classroom and to comprehend the lectures. Blyth (2008) categorized language learning research into 4 different approaches where he mentioned

technological approaches as developmental stages. Along with that, Blyth (2008) also mentioned how beneficial the technological tool is as educational tools what establishes a better communication between the learners which is much needed to create language learning environment. On the other hand, inquiry based method facilitate the students with the question-asking skill and analytical skill and it also helps the instructors to elicit information from the students (Donham, 2001). He also stated that students can generate relevant questions by activating their critical thinking ability. Nevertheless, these types of teaching method create the learner centered classroom atmosphere.

The instructors required to know the needs of the students to establish a learner-centered classroom which also regarded as communicative classroom (Holec, 1980). To establish a better communicative classroom environment virtually, teachers and educators need to know the needs of students. According to Richards, Platt and Weber (1985, as cited in Brown 1995, p 35), Needs assessment is the strategy to regulate the needs of a group of learners through collecting data by using questionnaires, tests, interviews and observations. Holec (1980) stated that needs analysis can establish a connection between “learners and curricula” what help the instructors to construct a learner-centered approach in the classroom (P. 26). Additionally, Sanjana (2018) refers social network as the learning platform that create a learner-centered atmosphere. She also added that online classroom discussion offer the students to get individualized feedback from the instructors. At the same time, teacher must do the environment analysis along with needs analysis to create the atmosphere of learning. Environment analysis is an essential part of course designing that it guarantees to be used for the development of a better curriculum at its most essential level (Nation, Macalister, 2010). They also added that the instructors can understand the learners’ context and get to know about their culture and classroom atmosphere through the

environment analysis. Besides, environment analysis is also called “situation analysis” or “constraints analysis” (Richards, 2001).

Yang and Shih (2008) refers online language classroom as the most communicative and authentic contexts what plays an important role in language learning process. Krashen’s (1981) theory of communicative competence says that there is in need of context to establish communicative classroom which can be difficult to create in an online/virtual language classroom. However, Hirvela (2004) claims that wider access is given to the university students and few are given as free to create the technology based educational community. Payne and Whitney (2002) finds out from a study that students are more productive to produce complex language in the chat room and it is more effective than face to face settings. They added that “quitter” students will also be participating and the participation of shy students will increase and the individual domination of a classroom will decrease in a virtual classroom which often happens in traditional classrooms (p.22). Hence, collaborative teaching approach could help the students with the help of social networks. According to Roselli (2016), collaborative learning or teaching processed through building a community between the students and the instructors in a group.

Classroom interaction has always been a major issue in establishing a communicative language classroom. According to the research of Gedera (2014), ensuring interaction with every student is not possible if the number of students is excessive what may discourage the students not to join online class. Lord (2015) stated that social network (SN) creates the broader focus of transmitting the culture and also the language and establish an easier way to communicate and also to “build communities”. Therefore, social network generally helps to build learning community. Along with that, the instructors need to be concerned about the use of language in

virtual language classroom. Madriñan (2014) in his research stated that use of first language in second language classroom can be practiced to get the productivity of learning from the students.

2.5 Teacher's Role in virtual language classroom:

Teacher's role is to ensure students' progress in learning lesson through learning probes or allotting some activities what will evaluate or monitor student's learning. That is nearly tough in virtual language classroom but there are some possible ways to establish a good learning environment. Salomon (1996) expresses that acting as a "*diagnostician and moderator*" in online language classroom is the core role of a teacher and helping the students to sort out the problems they used to face and also deal effectively with the given task (p.19). Moreover, teachers' positive feedback on student's learning would impose an effect on the classroom environment. This positive reinforcement of changing classroom environment through positive feedback could give accelerations to the students towards learning something new. Therefore, along with monitoring student's progress, positive classroom feedback from the teacher needs to be included in the classroom management. During a lesson, teachers have to monitor whether they are learning or involving into the topic or not. Without monitoring, lesson plan and students' learning will not happen successfully. Frey & Fisher (2007) asserts that to monitor effectively students' learning progress, teachers have to use such method to observe their learning goals, providing feedback and setting future lesson plan. Reasons for these observations or monitoring are to find whether students have comprehended the learning target. In online classroom, instructors act as facilitator or collaborator rather being director in the classroom what help them to elicit the possible learning outcomes (Goldstein and Simka, 1999). However, there are numerous discussions to find out the teacher's role in the classroom, prior to that developing

positive feedback process in the classroom and student's intrinsic motivation can be marked to have the most important roles which are discussed as follow:

2.5.1 Role of positive feedback:

Teaching in online platform is different since it is more like learner centered teaching and the participation rate relies on students' attitude ((Ilgaz & Gülbahar, 2015). They also added that establishing a communicative and interactive environment with the students can create a positive influence to encourage the students. Positive attitudes always triggers a learner to keep learning every day, positive motivation does so and these positivity terminates the learners in language learning development. Moreover, Skinner asserts that "Anticipation of reward is the most powerful factor in directing one's behavior". Saville-Troike(2006) claims that motivation is the second strongest predictor (after aptitude) of second language success. According to Diedrich (2010), positive feedback as reinforcement is the most influential method to motivate the students in learning that helps the students to create a communicative and productive classroom environment. Price (2016) describes the benefits of student motivation in online class where he mentioned that meaningful feedback from the instructors encourages students to be active in the classroom activities. To enhance the academic performance of the students and develop a better instructor-students relationship, feedback works as "an important intervention for the online educator" (Leibold and Schwarz, 2015, p 36). Effective online feedback is the most significant reinforcement implemented by the instructors that creates a positive learning environment and it helps the instructors to receive the positive learning outcomes from the students (Getzlaf, Perry, Toffner, Lamarche, and Edwards, 2009). Therefore, instructors required to play a vital role to

deliver the positive feedback in online classroom as it is an essential tool to create a communicative classroom.

2.5.2 Intrinsic motivation:

In *Teaching by principles*, Brown mentions intrinsic motivation as the most powerful rewards which belong within a learner or learners are self-motivated in language learning (Brown, 2015). Intrinsic motivation has risen as an essential matters for instructors—a naturalistic way of learning "nature wellspring of learning" and accomplishment that can be deliberately generated or weakened by parent and teachers' practices and students will mostly learn to improve their self-creativity (Ryan & Stiller, 1991). Deci and Ryan (1985) hypothesis about intrinsic motivation as follows:

“Intrinsic motivation is demonstrated when people engage in an activity for its own sake and not because of any extrinsic reward. The result of such behavior is an experience of interest and enjoyment; people feel competent and self-determining, and they perceive the locus of causality for their behavior to be internal. Intrinsically motivated behavior is seen to be innate and is said to result in creativity, flexibility, and spontaneity (p.19).”

In computer assisted language learning, the learners need to create the atmosphere and also need to build a self-motivated structure for themselves. Moore (1989) states that distance education have always been incorporated with the act of intrinsic motivation. Learning environment of online language classroom depends on the learners since they can regulate their motivation to join the classroom and learners need to be “intrinsically motivated” (Martens and Kirschner, 2004, p. 623). Besides, intrinsic motivation mostly influence the learner’s involvement and participation rate in online language classroom (Hew and Cheung, 2008; Xie

and Ke, 2011). Therefore, instructors required to create an intrinsic motivational attitude in student's behavior to establish a better communicative and participative classroom environment.

2.6 Monitoring student's learning and evaluation process:

Brown (2015) stated that monitoring is an intermittent (regular or irregular) series of observations in time, involved in classroom activities that help learners to get a standard instruction. Therefore, monitoring happened during the classroom activities when the teacher mainly observes or inspects the students' activity, and checks students' learning towards the lesson. The instructions for classroom activity have to be clear enough. "First 30 seconds of the task" is considered as the important time for any activity the instructors need to be ensured whether the students have understood the instructions before start doing the activity (Scrivener, 1994).

Brown (1997) asserted that computer assisted language test is a test which is administered with the help of technology or computer. Here, Student's evaluation will be done through the interpretation of software or using advanced technology. Moreover, Brown (1997) had addressed few receptive items by which the testing can be processed and these are True False, Multiple choice questions and fill in the gaps also in the list. However, it's very tough to test the productive skills of language like presentation, role-play and interviews (Brown, 1997). Nowadays, advanced technology of video calling also opens the platform to test productive skills through using internet.

Larson and Madson (1985) firstly introduced a sub type of computer assisted language testing which is named as computer adaptive language testing. Moreover, Madsen (1991) claims that computer adaptive language testing is mainly designed for individual students which are

more appropriate for distance education with the help of computer technology. Computer adaptive language testing is a short kind of test what creates a positive attitude to the students to sit for the online exam (Meunier, 1994). He also added that the test should have a “content validity, concurrent validity predictive validity construct validity and face validity” (P. 30). Brown (1997) had addressed few receptive items by which the testing can be processed and these are True False, Multiple choice questions and fill in the gaps also in the list. One of the advantages of computer adaptive language testing is that students can get immediate feedback of the test report (Dandonoli, 1989). Besides, it reduces the implication of traditional way of testing by modifying the test material and establishing electronic test materials. Computers are more accurate and error free than human in test scoring issues which is stated by Brown (1997). Therefore, students do not get bored and students can have the flexibility to sit for the test at their preferred time. Following this, IELTS or any proficiency exam can be done through online which is more cost-effective and time consuming.

Chapter 3

Methodology

In this chapter, the researcher briefly described the research design and methodology what he has chosen and applied for the research. This chapter has included the theoretical framework, settings of the study, instrumentation, data collection procedure and data analysis procedures. Additionally, classroom observation, teachers' interview and an online survey on the students was considered as the data collection procedure. Therefore, it described that steps have been done to study the pedagogical issues of virtual language classroom of 10 Minute School.

3.1 Research design:

This research was designed to find out the pedagogical issues of virtual language classroom. Along with that, the researcher conducted a case study on 10 Minute School to receive the data which was related to the real-life context. Case study is “a contemporary phenomenon within its real-life context”, mostly when the context is not clear enough for the study and to get a proper contextual idea of the research (Yin, 2014. P. 16)

To carry out the data of the research, the researcher has observed 5 online live English language classrooms and he also created an observation checklist to record the information. Prior to that, the researcher has also conducted an interview with 3 English instructors who teach in English language class through an online platform. Additionally, 2 general questions and 12 open-ended questions were asked to find out the pedagogical issues of virtual English language classroom. Furthermore, there was an online survey where 20 students were asked to answer a few questions related to the virtual language classroom to find out the struggles of the students faced while attending the online class. Hence, the researcher got both the qualitative and quantitative data from the study. Qualitative data collection was followed by the teacher's interview whereas quantitative data was followed by the students' online survey. Thus, both

qualitative and quantitative methods were used to analyze the collective data from the teachers' interview, the students' online survey and the observation of the online live classroom to answer the research questions of the study.

3.2 Theoretical framework:

Technology has established a new era of education through the virtual classroom. Virtual classroom refers to the online classroom by which thousands of students can attend that classroom from anywhere in the world even from home (Nguyen, 2015). The idea of an online classroom has been established from the theory of distance education which is now happening by the use of technology (Allen and Seaman, 2008; Shelton and Saltsman, 2005). However, establishing a communicative environment for the online platform was very hard but the instructors are nowadays using social media to create a communicative language learning environment. Inquiry-based teaching approach lets the instructors not to follow the traditional teaching method and mostly it encourages the comprehension of any subjects (Liu, Lee, and Linn, 2010). Learner-centered classroom also considered as communicative language teaching method (Holec, 1980). Additionally, Social networks help the instructors to create a learner-centered atmosphere since the platform provides the chance to build a learning community (Sanjana, 2018). Moreover, Casey (2013) added that students can get "personalized feedback" from the teachers through social discussion board (As cited in Sanjana, 2018, p. 5). Therefore, 10 Minute School was also established through social media focusing on the student's interest.

Alam and Islam (2010) described the condition of distance education in Bangladesh where the researcher also mentioned about Bangladesh Open University following the distance education. Moreover, distance education used to be taken through radio or television programme and there were specific time slots for the class. Most importantly distance education was lagging

behind the technology which was later escalated throughout the country (Alam and Islam, 2010). It is also stated that there are more than 3, 00,000 students all over Bangladesh who are involved with distance education. Along with that Gronlunda and Islam (2010) mentioned that there is a lacking in communication between the teacher and the students including traditional insufficient teaching method in Bangladeshi online language classroom. However, 10 Minute School introduced a new strategy of distance education through the proper use of technology and social network.

The evaluation process of the technology-based classroom or online classroom can be done through the website and students get the questions according to their proficiency level which can be found from the input of personal information. However, Larson and Madson (1985) stated that the difficulty level would be raised based on the previous performance of the students and named it as the “computer adaptive language testing” or CALT (p.35). Additionally, Meunier (1994) claims that computer adaptive testing is even better than computer-assisted language testing because it tracks the previous performance of the students and followed by that difficulty level can be controlled.

3.3 Sampling:

The study focused on the English language secondary level students, and the teachers who taught secondary level students through an online platform. Firstly, the three instructors, whose interview has been taken, were mostly freelancers who usually teach at a different institution. Along with that, they mostly taught virtually by not having a face to face interaction with the students. The instructor’s name was not used in the study rather they were mentioned as I1, I2 and I3 through the research. Moreover, the researcher has also observed the online language classroom to get the idea about the techniques of teaching strategy and resources used

in the virtual language classroom. To collect the data and to have an idea of an online teaching strategy, the researcher observed 5 online language classrooms.

On the other hand, the students' online survey was conducted by asking questions to the students and here the students were mostly from the secondary level of students. Moreover, selected participants for the online survey were the students of Class 9-10 and everyone was from the Bangla medium background. According to ACTFEL proficiency level (2012), the students' proficiency level was Intermediate low that can create language but most of the learners are concerned with language accuracy. Moreover, the participants were those students who are familiar with virtual language classroom or 10 Minute School. Additionally, the researcher has randomly selected the participants from the social media group of 10 Minute School and also from the researcher's personal social media account.

3.4 Setting:

There were interview sessions with the instructors which were conducted at the instructor's preferred time and location. Along with that, the students' survey was conducted in an online platform. There were 20 students involved in the survey and students, who were familiar with 10 Minute School, were chosen. Additionally, most of the students were only familiar with 10 Minute School and they do not follow any other online classroom without 10 Minute School. The researcher has created a Google form to conduct the survey and through social media and from "10 Minute School live" social media group. Moreover, the researcher randomly selected 20 students who were secondary level Bangla medium students. The researcher has contacted these 20 students personally to collect the data and before starting the survey, he even instructed the students to respond perfectly to the questions. However, the researcher did not influence their responses by any means.

On the other hand, There was 5 classroom observation from that 4 of the class were observed by watching the previously recorded live classroom which has been uploaded in YouTube channel of 10 Minute School. An online live classroom while recording was also observed. The researcher was present while recording the video at 10 Minute School's studio.

3.5 Instrumentation:

Teacher's interview questionnaires have been used to find out the pedagogical issues of virtual language classroom. There were 14 questions asked to the teachers, here 2 questions were the general question whereas there were 12 open-ended questions (See Appendix A). These questions were related to the central research question. The first 5 questions were asked to find out the teaching strategy and method in the virtual language classroom and these questions were closely related to the first central research question. And, the next 4 questions were asked to find out the evaluation and testing process in virtual language classroom which was connected to the second central research questions. Finally, the last three questions were asked to find out the challenges the instructor used to face while teaching and these questions will answer the third central research question. All the questions were open-ended which was asked to have a descriptive idea about the pedagogical issues of the online classroom. Open-ended questions are asked to get the detailed information and this also motivates the respondents since they get the space to share their opinion what cannot be found by asking close-ended questions (Porst, 2011).

Moreover, another instrument of data collection is the student's online survey. Students' online survey helped the researcher to understand their situation, the challenges and the benefits they are getting from the virtual language classroom. However, there were 19 questions asked to the students and from that, there were 3 general questions (See Appendix B). Along with that, 2 questions were open-ended questions to know about their struggles which are related to the third

central research question. On the other hand, rests of the 14 questions were close-ended questions to know the students' perception about virtual language classroom and also to learn their struggles and benefits. Here, Close-ended questions were answered directly following the *likert scale* by giving option such as “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. To get an idea of teaching strategy and method in the virtual language classroom, the first six questions were asked what answers the first central research question. And, the next 4 questions were asked to find out the answer of second central research questions. Moreover, the last four questions were asked to find out the challenges of the students that they usually face while attending the class. And, it answered the third research question. The students' questionnaires were created in Bangla language to make it easier to respond for the students and to get the authentic data since most students may not get the questions if it is asked in the English language.

To collect the data from the observation of an online classroom, the researcher has created an observation checklist (See appendix C). This observation checklist assisted the researcher to record the data in a structured way. Additionally, the teaching strategy and other classroom issues have been observed by the researcher to answer the central research questions.

3.6 Data collection procedure:

Data collection procedure was completed following three techniques which are observing classroom, taking teacher's interview, and conducting students' online survey. The research methodology used here is a case study method. According to Zainal (2007), a case study generally allows the researcher to explore and to understand a critical situation where in-depth analysis is required. Moreover, the case study method is necessary when the study is about education (Gulsecen & Kubat, 2006). According to Teegavarapu, Summers, Joshua and Gregory

(2008) “Case studies are used in design research to analyze a phenomenon, to generate hypotheses, and to validate a method” (p. 1). Following that, this study tried to analyze the phenomenon of 10 Minute School to generate the teaching methods and evaluation process in online classroom. In a case study, the researcher can use both the quantitative and qualitative method. As stated by Tellis (1997), the researcher can easily get the statistical data to validate the study by using the quantitative data. And, qualitative data helps to analyze the participants’ perspective which is done through observation, interview and so on.

In the teachers’ interview session, 12 open-ended questions (See Appendix B) were asked to the teacher to respond descriptively and the instructors can share their own ideology or strategy of their teaching and other pedagogical issues. Moreover, this follows the qualitative data collection procedures. The questions for the interview was created to answer the central research questions and to get the authentic data for the study. Total 3 teachers were interviewed in this session and the interviews were in-depth interviews and the questions were focused on the conducted study. The researcher contacted the instructors through one of his friends from 10 Minute School and he helped the researcher to get an appointment of the interviewee. Besides, the researcher contacted them personally to get the schedules. The schedules have been changed several times because the interviewer’s preferred time and the researcher’s preferred time could not be matched. Finally, the researcher interviewed the instructors at three different times at their preferred time and place. The interview was recorded through a smartphone and each of the interview sessions was for 10-15 Minute. Later on, these records were transcribed and a sample transcript is attached in the appendix session of teachers’ interview questionnaires’ (See Appendix A).

Besides, students' online survey will help the researcher to collect quantitative data since the students will be asked close-ended questions (See Appendix B). 20 students have joined the online survey and the survey questions were provided in Google forms. The researcher has shared the Google forms with the students through social media. The researcher randomly selected 20 students who were secondary level Bangla medium students. The researcher has contacted these 20 students personally to collect the data. After conducting the survey, the researcher downloaded all the responses and recorded the data in MS Excel sheet.

Classroom observation was much needed to record the teaching strategy following in virtual language classroom. Before starting the observation, the researcher modified an observation checklist (See Appendix C). Additionally, classroom observation will get the researcher a core idea what helped him to do an in-depth analysis of the study. Here, the researcher observed 5 online live classrooms of 10 Minute School which the context of the study. 4 online live classrooms were observed at the researcher's place and the researcher observed these videos at his preferred time. On the other hand, to observe the live classroom at 10 Minute School's studio, the researcher had to contact with the responsible person beforehand and had to take an appointment for the schedule. Moreover, the researcher will get both the quantitative and qualitative data since in the observation checklist the observer has to put a tick mark if the instructor does so. Additionally, the research will write an observation summary by explaining the teaching strategy used in the virtual language classroom.

3.7 Data analysis procedure:

The researcher got different perceptions from 5 different observations which have been analyzed by describing it in a qualitative method. Moreover, the qualitative analysis has been applied to the teachers' interview and these qualitative data was analyzed to find out teaching

strategy, evaluation process and the struggles they faced. The researcher applied the hermeneutical analysis of qualitative research where the study highlights the instructors' view and their previous experience of the context and in the teacher's interview; they have shared their experience (Ozkan, Davis and Johnson, 2006). The responses from the teachers' interview session were extensively discussed related to the central research questions. On the other hand, quantitative data from the students' online survey has been analyzed quantitatively and the mean score was also counted to interpret the data. Moreover, the researcher finds out the students' possible reason of struggling in the virtual language classroom and the researcher shows the collective data quantitatively while analyzing.

3.8 Obstacles encountered:

Very few obstacles were faced while conducting the study. The researcher faced most difficulty while observing the 1 live classroom where the researcher was present while recording. Since there is no regular class of English language, the researcher had to wait for long time and contact several times asking the next schedules of English live classroom. Moreover, the researcher had to contact several times with 10 Minute School's coordinator to arrange the interview session with the teacher. After getting permission, there were problems to get the instructor's preferred time. Besides, it was tough to find the students of secondary level to do the online survey since the public exam was going on at that time. The researcher faced problems to find out the related research in Bangladesh since the very limited numbers of educators are involved with online education platform. Apart from these, the rest of the issues were managed by the researcher without any difficulties for the study.

Chapter 4

Findings and Analysis

4.1 Teaching strategy applied in online language classroom:

The following chapter describes the findings and analysis of the study. And, it contains the participants' views and the responses collected from the teacher's interviews and the students' online survey along with the researcher's classroom observation. Participants of teachers' interviews are mostly English language teacher who works as a freelancer teacher and have experience teaching online and currently enrolled in 10 Minute School as instructor. However, they have been instructed by chief instructor to let them know how online language class shall be taken rather than that there is no professional training session of online language classroom. Moreover, the participants of students' online survey are mostly from Bangla medium secondary level background.

4.1.1 Analysis of teaching method in the virtual classroom:

Virtual classroom facilitate the teachers to use different types technological tools what helps them most to develop their own teaching strategy.

4.1.1.1 Teacher's perspective:

The researcher firstly enquired about teaching strategy of the teachers by asking "How would you describe your teaching strategy? Is your teaching strategy more like lecture based?" In response to this question, I1 and I2 illustrate their teaching method as lecture-based since there is no way of one to one interaction and no way of implementing classroom activities. Besides, I1

also mentioned that “I prepare my lectures beforehand along with all the study materials needed for the lecture before the video shoots”. On the other hand, I3 believes that he does not follow the lecture-based classroom in online class since there is no bound of teaching specific lecture. Moreover, he shared that he likes to create a friendly environment with the students. Rather than only teaching thoroughly he prefers to provide the solution to the students’ problem. Most importantly, he mentions his teaching approach as the inquiry based teaching method. On the second question, the instructors were asked to differentiate their teaching approach from the traditional method of teaching. I1 shared that in traditional teaching mostly the instructors use books and give example directly from the book, whereas in online classroom the instructor mostly use different materials like paper cutouts, pictures and props for the students. Moreover, use of technological tool is adequate since I1 said that power point slides and smart books are also used as lecture slides so that these materials can be available to students beside the video lectures. The instructors were asked to differentiate their teaching approach from the traditional method of teaching. I1 shared that in traditional teaching mostly the instructors use books and give example directly from the book, whereas in online classroom the instructor mostly used different materials like paper cutouts, pictures and props for the students. Moreover, use of technological tool is adequate since I1 said that power point slides and smart books are also used as lecture slides so that these materials can be available to students beside the video lectures. Along with technological tool, I2 added that he always tries to give the positive feedback if students are asked to do any activities during the class.

4.1.1.2 Student’s perspective:

All the students agreed to the statement that there is no practice of memorization in online classroom and the information was received from student’s online survey. Moreover, all

students also strongly agreed that the instructors encourage them to do the classroom activities on online classroom.

4.1.1.3 The researcher's observation:

Lecture-based teaching is followed in the virtual classroom with slight differences since the researcher found out from the classroom observation. Also, inductive teaching method is applied at 10 Minute School where the instructor teaches through giving example not directly jumping on to the rules what refers rote learning. Since the researcher observed five different language classrooms where the instructors do not focus on isolated rules where the rote learning get the most preference rather they try to contextualize the grammatical rules and focus mostly by showing examples. From the classroom observation, the researcher perceived that the course content is presented to students in a variety of ways like videos, power point slides. Even the researcher got to know that online instructors always motivate them to learn something new since all the students is strongly agreed to the statement. Along with that, the researcher also found out from observation about the positive feedback as reinforcement which is applied to the students by mentioning the student's name from the comment box by saying "Very Good "X", your answer is totally correct" and the instructors try to reach the students as much as possible.

4.1.1.4 Analyzing the perspective of the teachers, students and the researcher:

In reference to I3's teaching approach, inquiry based method helps the teacher to elicit the information from the students and they may acquire the question-asking skill and analytical skill (Donham, 2001). Inquiry based method also encourages comprehension of the subjects above rote learning (Liu, Lee, & Linn, 2010). It mostly helps the students to develop their learning ability as well as it creates a communicative atmosphere in online language classroom.

Since there is no direct or face to face interaction with the students, inquiry based teaching method creates a platform to give immediate feedback to the students.

Nunan (1999) states the inductive approach of teaching where the instructor teaches through giving examples and students will learn to discover the grammatical rules by analyzing the examples given by the teacher. According Chomsky (2002), an inductive approach of teaching let the students discover their "sub-conscious knowledge" and it is mostly applicable for grammar teaching. Therefore, teachers' teaching strategy is basically different based on their preference and teaching attitude. Along with that, the instructors still follows the lecture-based classroom but they mostly employ inductive teaching method what helps learners to be familiar with contextual learning not focusing on rote learning.

Nevertheless, there is no application of practicing external materials outside the book and mostly adapts the text book only that may effect on the student's comprehension of the given lectures. Young (2008) describes the benefits of using technological tool as the positive reinforcement where he mentions that students get encouraged and motivated to be actively involved in the classroom and to comprehend the lectures. Therefore, the instructors need to have the adequate training to incorporate the lecture with the technological tools to develop a better lesson plan for the classroom.

According to Diedrich (2010), to motivate the students in learning, positive feedback as reinforcement is the most influential method that helps to create a communicative and productive classroom environment. However, all the students may not get the feedback since thousands of students attend the class at a time. Most importantly, it may discourage the other students who did not get the feedback and they even may leave the classroom and also may lose their interest

in learning. To ensure everyone's feedback, collaborative learning process could be established through social networks. Roselli (2016) stated that collaborative learning or teaching processed through building a community between the students and the instructors in a group. There is already a social media group to establish the learning community.

From the live classroom observation, the researcher assumes that the authenticity of the answers cannot be confirmed since there is no way of monitoring the activity. Nevertheless, positive feedback is given to get the attention of the students in online classroom and not to bore them with the lectures. Diversely, establishing a proper online communicative language classroom is not possible to do conveniently but with the help of reinforcement and technological tools, it is possible to create an effective classroom than the traditional classroom.

4.1.2 Analysis of classroom interaction in online classroom:

In online classroom, virtual interaction occurs between the teacher and the students since there is no direct interaction.

4.1.2.1 Teacher's perspective:

To know the process of virtual interaction, the researcher has asked the questions to the instructors about the strategy of virtual communication. In response to these questions, I1 along with I3 and I2 shared that they communicate through reading the live comments and answering the student's questions or queries in the classroom. Additionally, I1 and I2 shared that they try to answer all the possible questions from Facebook and YouTube through replying to the student's comments at their leisure time and it is very effective for the students. Yet, the instructors in

interview claimed that the use of language depends on the learner's preference using English or Bangla since the target students of 10 Minute School are from Bangla medium background.

4.1.2.2 Student's perspective:

In the student's interview, the researcher has asked that "the students actively share their problems through comment if they face any problem to comprehend any topic and also students get proper feedback of their problems". In response to the question, 14 students gave positive responses, hence almost 70% students agreed to the statements. Moreover, students' online survey states that 85% students are the active member of the group and also follow the 10 Minute School's educational group. However, from the students' survey, it can be said that all the students cannot get proper response from the teacher and few students lack rapport with the teacher.

4.1.2.3 The researcher's perspective:

The researcher observed that the instructors generally go through the live comments and responds accordingly. On the other hand, findings from classroom observation suggests that there are multiple forms of communications since there are discussions that take place outside the classroom in social media's group. And, the students get chances to interact with other students and also with the teachers. After having a look at the 10 Minute School's educational group, the researcher got to know that many students are sharing their notes and also taking help from other students in the group. Besides, teachers are also discussing the students' problem through social media educational group. Most importantly, the researcher noticed from the classroom observation that the use of language in the online classroom is Bangla.

4.1.2.4 Analyzing the perspective of the teachers, students and the researcher:

It is true that communicating with every student will not be possible for the teachers. Gedera (2014) states in his research that interacting with every student is not feasible if the number of students is excessive and it may discourage the students to participate in online class. In reference to the problem, there is a possibility of ensuring interaction for every student. According to Lord (2015), social network establishes a platform to communicate with people easily. Along with that, Pallof and Pratt (2007) states that social interaction builds learning community to share knowledge. Moreover, usage of first language is confirmed at 10 Minute School and the students will struggle to comprehend the lecture if English language is used. In the study of Madriñan (2014), it has been found that students are much productive if there is a use of first language in second language classroom. Therefore, using first language in second language classroom cannot be practiced.

4.2 Evaluation process of online language classroom:

The following chapter aims to find out the evaluation process of virtual language classroom analyzing the teacher's perspective, student's perspective and classroom observation. Teachers' perspectives give an idea about the whole evaluation process they manage through 10 Minute School's website. Additionally the instructors also described how they evaluate classroom activities while teaching through the live classes. Findings from students' online survey let the researcher know about the benefits of the students that they are getting from the online evaluation process. Moreover, the researcher observed the live classroom to find out their role and how they evaluate the classroom activities.

Online evaluation process is the easiest way for the students to know their performances following a specific topic which is designed and operated through 10 Minute School.

4.2.1 Teachers' perspective:

To know the process of evaluation, the researcher inquired by asking to the instructors "How do you evaluate student's performance and their learning progress?" In respond to this question, I1 said that "We always incorporate at least one question in the video that can be answered with thorough knowledge on the topic". She also added that students answers the questions through comments section of the live and the instructors check their comments to evaluate their performance. Moreover, I1 and I3 told the researcher that they even ask questions and give classroom activities in every topic and the students willingly answers the questions which is the part of classroom activities. On the other hand, I2's respond was not similar as the other instructors. He told that it is not possible for the instructors to evaluate every student's performance as "the numbers of students who attend my live classes are 15000+".

On a second question about evaluation process, the instructors were asked whether they use 10 Minute School's website or not to test the students' performance. Here, I1 shared that three difficulty level was given and students can choose it by their own to test themselves and based on that website suggest different topic to watch. Additionally, I2 added that he asked students to sit for test on a specific topic and he also asks to judge students' own performance.

4.2.2 Students' perspective:

To find out students' active involvement in the testing and evaluation process through 10 Minute School's website, there were 2 statements given to the students. First question was about

“I give examination through the website of 10 Minute School.”? In respond to the questions, findings were as follows:

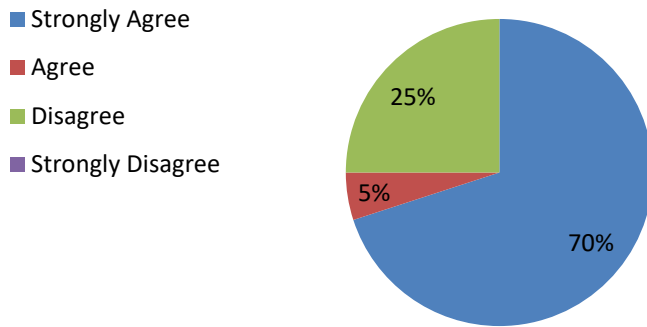


Figure 1 Students' participation in the test.

Here, it shows that almost 75% students involved in the evaluation process through website whereas 25% students are not aware of online evaluation process. Moreover, students can also understand by giving exam through website, how much they have learned so far. In this statement, students' responds were as follows:

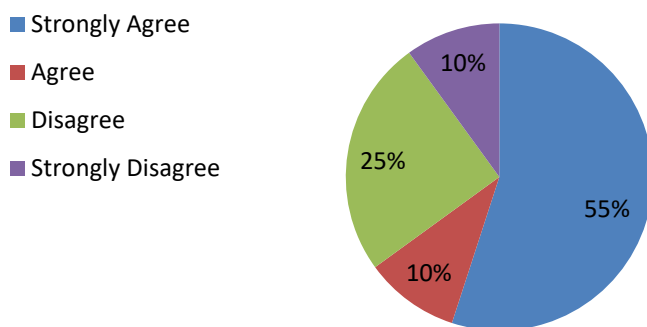


Figure 2 Students' learning progress measuring through the test.

65% students agreed to the statement that students can measure their learning progress whereas 35% students were disagreed to the statement.

4.2.3 Researcher's observation:

The researcher found out from the observation that the instructors gave classroom activities while teaching related to the lecture. After finishing a specific topic, the instructors also asked 2 or 3 questions on that topic. In respond to the questions, students answered through the comment that was checked by the instructors though he could not check all the answers. Moreover, several quizzes were given for testing based on specific topic and there were multiple topics to test which is designed in 10 Minute School's website. Moreover, students can also choose their difficulty level since three difficulty level appeared in the website. Besides, most of the items for testing were MCQ, fill in the blanks or true false what measure student's receptive skill.

4.2.4 Analyzing the perspective of the teachers, students and the researcher:

In reference to instructors' perspective, students were evaluated by their classroom activities. Moreover, all of the evaluation process mentioned and used in the classroom considered as classroom activities what help the teacher to know the learning progress of the students. Eventually, this would help the teacher to plan for further lesson. Most importantly, instruction for this kind of classroom activity has to be cleared and it repeated several times since students may miss the instruction. First few seconds of the task is considered as the important time for any activity as teachers have to analyze the students and have to find out whether they

have understood the given instructions (Scrivener, 2011). If students do not understand the basic instructions for the given activity, they won't be able to work on the activities properly.

Since the difficulty level was set by the developer where students can choose their own difficulty level to test. Along with, the website suggested new contents of learning to the students based on the score of evaluation process. Moreover, there was other process of evaluation in the website where the difficulty level was set based on the previous performance of the students. Larson and Madson (1985) stated that the difficulty level would be raised based on the previous performance of the students and named it as the "computer adaptive language testing" or CALT. Meunier (1994) claimed that computer adaptive language testing creates a positive attitude on the students since this kind of test is shorter what encourages them to sit for the test. From the students' survey, the researcher came to know that almost 75% students join the online test and they can also immediately know their learning progress. Dandonoli (1989) stated that students can get immediate test report right after finishing the test and it helps the students to measure their learning progress.

Moreover, receptive items can be tested through the website and here the face validity of the test need to be confirmed. Brown (1997) addressed few receptive items by which the testing can be processed and these are True False, Multiple choice questions and fill in the gaps also in the list. These items can be used to test students' performance since these are less boring. Nevertheless, test items should have face validity neither the students may lose the interests. According to Meunier (1994), the test should look like a test where there is a necessity of "public acceptability of a test as valid" (32). The instructors need to be aware of face validity while

making questions for the online test or evaluation. Furthermore, to create a positive attitude between the students, the instructors need to prepare shorter test.

4.3 Challenges of the teachers and the students in Virtual/online language classroom:

The final chapter of data findings and analysis describes the challenges and difficulties faced by the teacher and the students. Along with few benefits of online classroom, challenges also discussed analyzing the teachers' perspective, students' perspective and researcher's observation.

4.3.1 Teachers' perspective:

The researcher asked the instructors about their experience when they have just started teaching here. I1, I2 and I3 shared that they got training before teaching here and also they were given feedback if there is a mistake. Moreover, they also mentioned that every instructor help each other while making contents. The researcher also asked the instructors that "What are the major issues you have focused to develop your teaching strategy?" In respond to the questions I1 shared that "I have focused on using more study materials like cutouts, props, pictures in the lectures so that the students can easily learn English through relating the study topics with practical life". Additionally, I3 shared that he focused more on interacting with the students properly to develop his teaching strategy.

On the other hand, the researcher asked for the suggestions to overcome the challenges and to establish a better virtual/online learning environment? Here, I1 stated that "we need to make more people aware of this study method and convince them of the efficiency and availability". On the other hand, I2 suggested that this platform should reach to every student.

Additionally, the instructors need to make sure to address their queries and provide them with the information they require for attaining their desired performance.

4.3.2 Students' perspective:

From the students' survey, the researcher came to know about students' challenges in virtual language classroom which has been shown through a table chart with the questions:

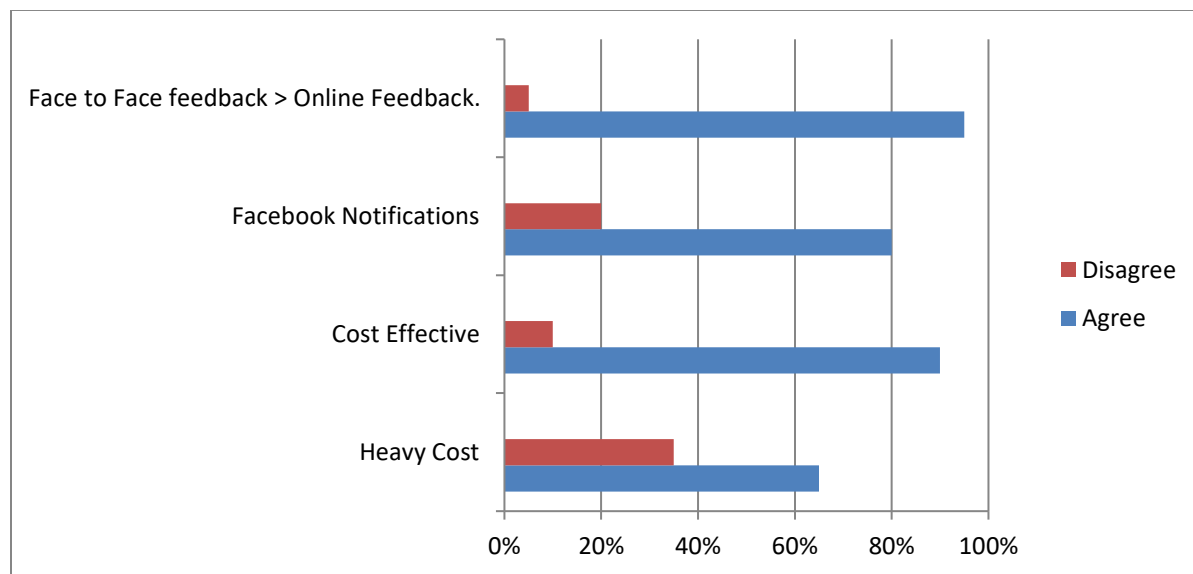


Figure 3 Students' difficulties in online classroom.

4.3.3 Researcher's observation:

From the classroom observation, researcher has found out that interaction with the students was one of the major issues in virtual language classroom what discourages the students. Along with that, teachers also faced difficulty to measure students' progress and based on few students; the instructors had to move on to the next topic. On the other hand, there were

some technical problems in one of the live classroom where students could not hear the instructor's voice because of the low audio quality.

4.3.4 Analyzing the perspective of the teachers, students and the researcher:

From I1's perspective, it can be said that she mostly focused developing materials in the classroom and worked on establishing a communicative classroom. As it is a new platform for the instructors, establishing a communicative classroom was very challenging. Nevertheless, they have worked on to develop their teaching strategy. As a result, I1 mostly focused on study materials like props, pictures to create a communicative and practical learning environment. Besides, the instructors were trying to overcome the challenges of establishing communicative classroom with the help of different technological tool. Young (2018) mentioned that training is also needed to incorporate the technological tools in the online classroom. 10 Minute School's instructors were given training before start teaching. To ensure the classroom interaction with every student, instructors can set a limited number of students for a single class (Gedera, 2014). He also added that the instructors can schedule a session with the specific number of students to have a direct communication what will help the students to get instant feedback. Rather focusing number of students, the instructors should focus on ensuring proper communication with students to solve their problem.

To get access in a live classroom, students need to have a setting like PC, internet access, Tab or smartphone. Almost 65% students believed that the cost is too heavy to attend an online classroom. On the other hand, 90% students claimed that it is more cost effective than the private tuition. Online learning is considered as an effective method which is low in cost and ensures learner's flexibility (Allen and Seaman, 2005). Learner's flexibility attracted the students to

attend online classroom. Along with that, students mostly faced problems to get proper feedback from the online instructors since the elaborate feedback cannot be provided through online platform. Technical difficulties need to be handled carefully by the instructors and production team must check the sound, internet connection and video quality before start shooting. Unexpected technical glitch may discourage students' interests joining the classroom and they may get frustrated in virtual classroom activity (Gedera, 2014). Therefore, challenges of virtual language classroom were managed carefully. Instructors along with the students were helping each other to get out of the challenges and coming up with a proper solution to create an effective virtual classroom environment.

Chapter 5

Conclusion

This chapter discussed the summary of findings collected through a case study in 10 Minute School, contributions to the research, the practical implications of this research, recommendations and further studies.

5.1 Summary of the findings:

Collective data from the research disclosed that online classroom is far different from the traditional classroom since the uses of technological tools are very high. The researcher also found out that the instructors can implement the communicative approach in online classroom through different kinds of teaching strategy like inquiry-based teaching and inductive method. Though classroom interaction is tough to handle but there are also different forms of communication like social media. Along with, the needs of motivation were also told by the participants of the study.

Besides, Evaluation process of online classroom was also revealed where students can measure their learning progress by their own. Computer adaptive language testing was applied as the evaluation process and students give tests through website. From the observation and teacher's interview, it was also perceived that there is a developmental process of testing in 10 Minute School. There was difficulty level which was given based on the previous performance of the testee. Nevertheless, both the instructors and students shared their challenges to interact with each other. Additionally, the data was collected from 3 instructors, 20 students' online survey and researcher classroom observation.

5.2 Contribution to the research:

The study showed the pedagogical issues in online classroom where other instructors from different online platform can have an idea about teaching strategies, evaluation and testing process. Moreover, participants of the study were cooperative enough and their active participation might help others to get introduced with this learning platform. This dissertation may get the attention of other instructors and policy makers of education in Bangladesh what might encourage them to develop this platform in educational institutions.

5.3 Practical implications:

This study will help other researchers who are willing to work on online platform of language learning in Bangladesh. Since there was not enough research done yet, there are other pedagogical issues of online classroom that can be explored by other researcher. And, this study will give an idea about overall online classroom to the new researchers since the survey was conducted in the context of Bangladesh. Along with that, if any instructor wants to develop an online classroom like 10 Minute School, the study may help the instructors to learn the teaching strategies of online classroom.

5.4 Recommendations:

According to the survey findings, the researcher would like to mention definite recommendations regarding online learning platform which are as follows:

1. It is important to develop proper ways of interaction between the instructors and the students. Considering that, limitation of the students in the classroom can be set to ensure everyone's participation in the classroom if possible.
2. The student's limitation can be a number of 100 students where it will be possible for the instructors to communicate with every student. Additionally, providing feedback to every student will be easier for the instructors.
3. To ensure everyone's participation in evaluation process, instructors can take a particular class based on students' test performance. In that class, students' performance will be reviewed and instructors will provide feedback based on students' performance. To get the feedback from the instructors, students may get encouraged to attend the online evaluation process.

5.5 Further studies:

The survey was conducted only in the urban area; other area's students should be covered in further studies. Additionally, further studies can explore lesson planning of online classroom along with other pedagogical issues.

5.6 Conclusions:

Today, online classroom are leading the front considering the cost issues and previous traditional classroom environment. They expect to interact with someone representative of their teacher and to feel as though they are in a classroom, learning from other students, enjoying the learning process, and emotionally engaged with the lesson (Ayad and Rigas, 2010). It happened through digital media or social media where the interaction is really possible to establish.

Through conducting qualitative research, pedagogical issues of online classroom will be observed to identify about the online platform. In brief, certain selected teaching techniques were found which could be used for the development of online classroom. Additionally, the study tried to find out the way of proper interaction between the teacher and the students to establish a communicative environment in online classroom. Hence, proper way of monitoring and evaluating the student's performance was also identified through this case study on 10 Minute School since the researcher analyzed the way followed by the teacher to sort out the challenges. Therefore, to establish a better environment for the virtual classroom was the major goal of conducting the research and also establishing a mass community of online education is the key objective.

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Appendix A

Teacher's interview questionnaires with a sample transcript

The following is the teacher's interview questionnaires with a sample transcript.

General Questions:

- 1. How did you know about the online classroom platform?**

I 1: Through facebook.

- 2. When did you start teaching at the online platform?**

I 1: August, 2017

Descriptive questions:

- 1. How would you describe your teaching strategy? Is your teaching strategy more like lecture based?**

I 1: Yes, my teaching strategy is more lectures based. As it is an online class, there is no direct interaction with students. That is why I prepare my lectures beforehand along with all the study materials needed for the lecture before the video shoots.

- 2. How different is your teaching style from the traditional teaching style what students used to get from School and college?**

I 1: The traditional style is to teaching students directly from books and face to face. For the online classes I prepare lecture slides beforehand which contains detailed and structured study content, broken down in parts so that the students easily understand the lecture. Along with the slides, I use paper cutouts, pictures and props to make the lecture more interesting and relate able

to the students. Powerpoint slides and Smartbooks are also used to as lecture slides so that these materials can be available to students beside the video lectures.

3. Do you use English language, while teaching English? What do you prefer using target language (English) or the L1 (Bangla) and why do you prefer that?

I 1: I use Bangla more while teaching English. I prefer English personally, but our target audiences are students all over the country, especially those who cannot afford extra tuition and who live in the distant places of the county. I make the lectures in way that is easily understandable to every student in the country, so I make them in Bangla.

4. How do you interact with the students while teaching in the live classroom?

I 1: While LIVE classes are taken, students can write down any query or answer to our questions asked to them by commenting on the live class. We read their comments and answer to any confusion or query they have.

5. Can you demonstrate perfectly what you have planned for the live classroom? If you have to change the plan for any reason, in what aspect do you make these changes?

I 1: For the live classes, we plan the class beforehand and distribute the class topic and schedule through our platform. Then we prepare the lecture slides for the whole class- covering all the aspects of the chosen topic. Then while taking the class, we answer to every question students ask. We also ask a lot of questions to them, essentially in the quiz format, to get a better understanding of their learning. Our dedicated production team takes care of all the technical aspects while our digital marketing team makes sure every query and comment has been attended to.

If I were to make any changes to our live class planning, I would list down the most important and insightful questions and take another class on those questions so that all the confusions are cleared regarding that particular topic.

6. How do you evaluate student's performance and their learning progress?

I 1: When we create academic videos, we divide the chapters in a way that we teach only one topic in a video and we make sure any video is not over 10 Minute in length. When we teach that topic, we always incorporate at least one question in the video that can be answered with thorough knowledge on the topic. Students comment answers to those questions in YouTube, and we check their comments to evaluate their learning.

In the live class, the students are asking a question after teaching every topic. They answer to those questions by commenting and we can evaluate if we are being successful at teaching.

7. Do you use the 10 Minute School website to test the students' performance?

I 1: Yes. We have a quiz section where quizzes are set based on three difficulty levels and the students get to take a test on their choosing. Afterwards, they are given their score and shown their acquired position in the scoreboard. Also, we incorporate at least one question in every academic video to be answered by the students and instructors evaluate them by attending to the comments.

8. How do you work on developing the student's progress after the evaluation?

I 1: After the evaluation, we suggest new contents based on their marks and their understanding of the topic. Also, the academic videos are mapped in a way that if a student will need a better understanding of each lectures to learn the next one.

9. Do you think the evaluation process or testing process you use is controlled properly? If no, what changes come first?

I 1: The evaluation process is controlled properly. It is an automated system where students are evaluated and then suggested apt contents after evaluation, so that they can learn further on the topic.

But the quiz section is not compulsory for any student to attend to. So if any change were to be made, I would suggest we take a detailed quiz after every lecture which will be required to be taken in order to move on to the next one.

10. How was the experience of your teaching when you have just started teaching here?

I 1: When I just started teaching, I was overwhelmed to see the dedication and hard work every instructor puts into taking a class. I was trained before I started, and I got feedback every time I teach. So the experience of teaching here has always been great, right from the very beginning.

11. What are the major issues you have focused to develop your teaching strategy?

I 1: I have focused on using more study materials like cutouts, props, pictures in the lectures so that the students can easily learn English through relating the study topics with practical life.

12. What are the steps can be taken to overcome the challenges and to establish a better virtual/online learning environment?

I 1: To establish a better online environment, we need to evaluate and incorporate technology more. We need to make more people aware of this study method and convince them of the efficiency and availability.

Appendix B

Questionnaires of Students' Online Survey.

The following is the Questionnaires of students' online survey.

Class:

Name of the School:

1. How did you know about the online class?
2. Since when did you start online classes?
3. Do you follow 10 Minute School every day?

Express your opinion by ticking in each statement:

If the statement seems right, then publish it with "Strongly Agree" or "Agree".

If the statement does not seem right, then publish it with "Strongly Disagree" or "Disagree".

SL. No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The teacher can motivate my interest to learn anything.				
2	My instructor encourages me to get involved in classroom discussions.				
3	There is no practice to memorize the online class that was practiced in School.				
4	In the online class, I understand the class lecture easily.				
5	If there is any problem during the live class, I will tell it through the comments. Following that, the instructors also provide feedback.				

6	I follow the 10 Minute School group's active members and regular groups, and different students share their problems. Besides, Many people share their own learning techniques and follow the same routine.				
7	I give examination through the website of 10 Minute School.				
8	By examining through the website, I understand how much I have learned classes.				
9	I ask teachers about the mistakes I made in the examination of the website.				
10	The teachers reassured the students about the mistakes in the exams.				
11	There is a lot of cost to access internet in the online classroom.				
12	Online classes work like my private tuition but it is free, besides, I can join classes at my chosen time.				
13	Through the Announcement and Regular Notification on Facebook, we can learn the timing of live classroom.				
14	Talking to face-to-face teachers is better than learning from online teachers rather than learning about feedback.				

Share your views in detail according to the question:

1. What's the reason you are interested in joining the online class?
2. What kind of problems do you face in order to join online classes?

Appendix C

Classroom Observation checklist.

The following is the Classroom observation checklist.

Observation checklist:

In the bracket, evaluating the instructor's classroom instruction for this observation using the following scores: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor

1. Organization:

1. The course navigation menu is organized, concise, and intuitive. []
2. There is a "Begin Course Here" section with information to help students get started in the course. []
3. Course topics are presented in a logical sequence. []
4. Course is up-to-date and free of dead links. []

2. Language use:

1. The instructor used the target-language in the classroom appropriately and effectively.
2. Use of English was appropriate to student needs. []

3. Presentation:

1. The appearance of the page is appealing (i.e. text colors are easy to read, course colors are acceptable, the course banner is acceptable, etc.) []
2. The course content is presented to students in a variety of ways (i.e. videos, reading assignments, interactive modules, publisher content, etc.) []
3. It appears that the instructor is offering instruction on a regular basis (i.e. teaching through the announcements, video announcements, documents assisting students with difficult content, etc.) []
4. Directions are clear on how students should complete the course requirements. []
5. Course materials are offered in ways that are easily accessible and/or downloadable. []

6. Required and optional materials and/or activities are clearly described. []

4. Interaction:

1. Communications with students are respectful and professional. []
2. Instructor uses multiple forms of communication and/or interaction with students (i.e. messages, email, discussions, announcements, and live comments.) []
3. Instructor actively encourages students to participate in the course. []
4. Instructor moderates discussion forums and evaluates them in a reasonable amount of time. []
5. Instructor offers both positive feedback and constructive criticism during the grading process. []
6. Instructor offers both positive feedback and constructive criticism during the classroom feedback. []
7. It is evident that the instructor is present, proactive, and engaged in the learning. []
8. Instructor responds to students in a reasonable amount of time. []

5. Content Knowledge:

1. Class materials are at an appropriate level for students. []
2. Through the course organization, communications, or chosen course materials/activities, the instructor has demonstrated a command of the subject matter. []

Observation Summary

1. What the instructor's major strengths were as demonstrated in the observation?
2. What suggestions do you have for improving the instructor's skills or methodology?
3. If this was a repeat observation, what progress did you discern in the instructor's skills?
4. Additional Comments?