

Challenges and Benefits of Using Online Learning Platforms in English Language Teaching
and Learning in Bangladesh: A Secondary School Scenario

Submitted 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

- The thesis submitted is my own original work while completing degree at BRAC University.
- 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.
- The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
- I have acknowledged all main sources of help.

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Approval

The thesis titled " Challenges and Benefits of Using Online Learning Platforms in English Language Teaching and Learning in Bangladesh: A Secondary School Scenario" submitted by Farzana Hossain (17103018) has been acknowledged as acceptable in part completion of the requirements for a Bachelor of Arts in English Degree.

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Abstract

The sudden interruption in traditional face-to-face language teaching caused by the COVID-19 pandemic has impacted educational institutions of all levels in Bangladesh. Schools, like other educational institutions switched to the online mode. For most of the instructors and learners, this crisis-driven remote learning has been a completely new experience, and it is a factor that could hinder the learning outcome of students. As a result, it is critical that students' experiences with online learning and teaching be explored. This study investigates how English as a Foreign Language (EFL) student at selected secondary schools of Dhaka city in Bangladesh dealt with online learning. Overall first-time online language learning experience, online courses, efficacy of online teaching and delivery, online learning mode and attainment of graduate qualities, usage and efficiency of educational technology devices, and online learning language skills were the topics of the survey. The study findings show that most of the learners hold positive outlook towards online instruction, and it also suggests that more teachers are needed to be taken under technological training courses. The findings emphasize the need of investigating students' online learning experiences and their consequences for online virtual language education design, implementation, teaching, and assessment.

Keywords: Online learning, learner experience, EFL, teaching materials, classroom interaction.

Dedication

I want to dedicate my work to the Almighty, the best merciful, to my parents, the supreme support of my life, for whom all my wishes and dreams can come to see the light of hope.

Acknowledgement

With the blessings of Almighty Allah (SWT), I finally finished my study on the topic named "Challenges and Benefits of Using Online Learning Platforms in English Language Teaching and Learning in Bangladesh: A Secondary School Scenario". I want to express my thankfulness to my parents. Without their help and support, I would not be able to pursue my academic goals and expectations. Moreover, I would like to impart my sincere appreciation to my supervisor, Mohammad Mahmudul Haque, who constantly motivated me to finish my work timely. Furthermore, I would also like to thank everyone who was constantly consenting to help me anytime. Finally, I would like to thank all who have participated in my research work and devoted their time to help me with the information I needed for progressing this thesis.

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Chapter 1

Introduction

1.1 Background of the study

In the past few decades, no external event has had such a profound and far-reaching impact on education as the corona virus epidemic did. Schools and higher education institutions in Bangladesh as well as in the world were forced to switch to the online mode of instructions a response to the pandemic. Prior to the COVID-19 outbreak, moving to online instruction or online education systems was only an option that only a small number of educational institutions around the world may consider so, especially in the developing countries where educators, students, and the general public appear to underestimate online education system (Ko, & Rossen, 2017; Vai, & Sosulski, 2011; Elbelazi, 2015). In Bangladesh, the last ten years, efforts were made to “promote and popularize e-learning” as a prospective “alternative” mode of education. Several obstacles were encountered in the process, including, but not limited to, classroom atmosphere, educational environment, lack of technological support, classroom sizes, and, most importantly, the issue of "quality," which is critical to achieving a successful educational outcome (Asad, 2010).

The shift in emphasis from traditional face-to-face language teaching to technology enhanced language teaching has gained traction in both theory and practice throughout time. However, previous research on L2 remote learning was limited to examining the usage of various websites and web-based applications as far as learning a language is concerned, with little emphasis on teaching methods and Second language teaching guidelines from a pedagogical standpoint, making it difficult to generalize the usefulness of distance learning. In today's educational environment, where the entire academic process at the tertiary level, including teaching foreign languages, is conducted online, at least temporarily, there is no doubt that L2 distant learning should be investigated in terms of pedagogical methods and

language learning standards. According to Shrum & Glisan, 2010, such a change is necessary as "successful distance-learning programs are built on the development of proficiency, within standards-based methods to language instruction"

Distance learning is a formal educational procedure that takes place in online classrooms and involves the instructor and students meeting digitally while they are in different locations (e.g., Ko, & Rossen, 2017; Blake, 2008; Bach, Haynes, & Smith, 2007). Prior to the Corona virus pandemic, distance learning was promoted as a "solution for the limited availability of foreign language teachers, particularly for learners in rural areas" (Shrum, & Glisan, 2010, p. 471). In the post-pandemic era, distant learning became the only way for most countries to provide education during lockdowns, and this may happen again anytime in the future.

Twenty-first century students are considered to be "digital natives" (Prensky, 2001, as cited in Shrum, & Glisan, 2010, p. 449) who "grew up using the internet as well as other technical devices" (Shrum, & Glisan, 2010, p. 449). Teachers, on the other hand, are the "digital immigrants" (Shrum & Glisan, 2010, p. 450) who will suffer in the process of redefining their educational experiences and teaching approaches while shaping new ones. This migration has proven to be challenging and disturbing for institutions, educators, and students alike.

Online education is not a new concept; it has been a part of the learning and teaching experience for almost a couple of decades (Ko, & Rossen, 2017). Yet, the unanticipated and unplanned shift to online education may have given the idea that a revolutionary educational model would spell the end of a long-standing educational institution. Given the persistent "misconception about technology and language learning," this shock-generated image was all the truer when it came to Second language teaching online (Blake, 2008, p. 8).

1.2 Rational of the Study

There is hardly any research which explores the wide consciousness regarding Challenges and Benefits of Using Online Learning Platforms in English Language Teaching and Learning in Bangladesh: A Secondary School Scenario. It is prospected that this study will further the knowledge about the Challenges and Benefits of Using Online Learning Platforms in English Language Teaching. Throughout this study, the aspects and challenges of the e learning will be discussed thoroughly. Moreover, as there is no expert writing on this issue,

this work will encourage the upcoming researchers to investigate this matter overwhelmingly for further research on the same arena.

1.3 Purpose of the Study

Every Research has some specific goals and aims to achieve. The main purpose of this research is to find out the challenges and benefits of Using Online Learning Platforms in English Language Teaching and learning. Moreover, the wide goal of this research is to find out the way by which these challenges can be overcome and how the students can be benefited from this e-learning system. Additionally, this paper will identify the learners' perceptions of crisis-driven distant learning

1.4 Significant and Scope

The focus of this research paper will be on Challenges and Benefits of Using Online Learning Platforms in English Language Teaching and Learning in Bangladesh. This paper will examine the whether the students and teachers are comfortable with the electronic devices and whether the teachers are encouraging students to participate in the e-learning. Finally, this study suggests some social initiatives along with some possible solutions to make e-learning more popular and comfortable to the students and teachers.

1.5 Research Question

This research attempts to investigate the following questions directly:

1. What are language learners' perceptions of crisis-driven distant learning?
2. What impact might learners' participation in online learning have on their ability to acquire a foreign language?
3. What problems do EFL teachers experience with the students' homework and discussion boards?
4. What strategies do EFL teachers use to overcome challenges?

1.6 Organization of the Thesis

This thesis paper includes five chapters, namely;

1. Introduction
2. Literature Review
3. Research methodology
4. Findings and Data Analysis
5. Conclusions and Recommendations

Chapter 2

Literature Review

2.1 The Prospects of Covid19 in Education

The traditional English language teaching practice has been disrupted greatly due to covid-19 pandemic situation. This global pandemic demands social distancing which directly affects the traditional face-to-face language instruction. Like most other countries all around the world, Bangladesh also had to close down educational institutions and adopt remote teaching and learning strategies. This resulted in a radical shift in classroom instructional practices from traditional in person or face-to-face teaching to remote teaching. Understanding the nature of this change can help design more effective teaching techniques and to be prepared for future online and remote teaching (Moser et al., 2020). Despite the fact that the majority of L2 learners perceive serious difficulties and a sea of concerns that extend far above time constraints and the severity of the situation, some linguists see the disaster as “a chance to even more deliberately interact with other language users across digital methods.” (Guillen, Sawin, & Avineri, 2020, p. 321).

According to current research and scholarly experiences on teaching foreign languages in the internet, online foreign language courses have identified new potential that face-to-face teaching may not have come across. In general, flexibility and the ability to promote personalized learning, interactive communication tasks, and self-learning are hallmarks of online language education (Gacs, Goertler, & Spasova, 2020). For starters, online education provides a flexible learning environment for both teachers and students (Ko, and Rossen, 2017, p. 29). The flexibility of the “classroom environment in terms of enjoyment and comfort” is due to the fact that educators and students can engage in the educational process from any location and at relatively convenient times (Shrum, & Glisan, 2010, p. 454).

It affords higher education to a wider range of students and educators who struggle to commute to their educational institutions on a daily basis. Furthermore, online language classes bring up new frontiers for language learners and teachers, allowing them to access limitless resources, and they "may be the next best option to actually visiting abroad" (Blake, 2008, p. 4). This option has additional cognitive consequences for both students and teachers, as they will be able to develop digital literacies while searching the Internet for information, exchanging knowledge, navigating websites, contributing to Wikipedia or blogs, and producing new content as well as editing existing contents. (Shrum & Glisan, 2010).

L2 online learning provides a variety of options for direct communication from a communicative standpoint. “(1) student-student interaction, (2) student-teacher interaction, and (3) student-content interaction” are the three dimensions of interaction (Moore, 1989 as cited in Abrami et al., 2012, p. 52). Based on the Second Language Acquisition (SLA) principle, which views interaction as a solid foundation for learning a foreign language, Blake (2008) investigated the possibilities of employing technologies in foreign language learning by up scaling the interaction between L2 learners and the target language and culture. Learners' involvement with target language content is aided by technology, which exposes them to a variety of cognitive and cultural contexts that they would otherwise only be able to experience if they traveled abroad (Blake, 2008). Audiovisual multimedia resources, such as instructional websites, YouTube video materials, television series (educational or otherwise), social media contents, and podcasts are examples of this type of content.

2.2 Use of the Technology in Teaching Language

In L2 online courses, the role of technology in learner-content interaction can be re-energized in a variety of ways that help learners "negotiate meaning with other learners and/or native speakers" in the target language (Blake, 2008, p. 10). Shrum and Glisan (2010) looked at the implications of foreign language learners and teachers using technology, stressing the relevant potential and obstacles in relation to numerous standards used in online language instruction. L2 teaching is based on the idea of communication as a necessary component for students to develop and enhance their skills "in reading, writing, speaking, and listening in a variety of cultural contexts" (Shrum, & Glisan, 2010, p. 451). The term Computer-Mediated Communication (CMC) is used to describe communication in online education (see Shrum, & Glisan, 2010, p. 460). CMC can happen in a synchronous or asynchronous manner (Chapelle, 2003). Learners can use LMS features like chats and online group activities to communicate with one another and with their instructors, or they can contribute to "discussion forums, or electronic bulletin boards, blogs, wikis, and chatting with or without sound/video" to interact with one another and with their teachers (Blake, 2008, p. 70).

Through tandem projects, students can participate in asynchronous collaborative activities (Gonzales-Lloret, 2020; Guillen et al., 2020). A tandem collaboration is a casual setting where language learners from many cultures and languages can share language learning activities. Language exchange programs are beneficial for improving students' communicative abilities because they force them to participate in inescapable, culturally rich conversations (Ross, & DiSlavo, 2020). Similarly, L2 learners can use social media to create interpersonal dialogues, which "provide the means to make L2 learning meaningful, relevant, and accessible" (Reinhardt, 2020, p. 240). As they engage in L2 learning activities outside of the teacher's sight, such environments encourage students' "independent learning skills to direct their own learning" (Reinhardt, 2020, p. 235). Some linguists examined the use of games as a pedagogical tool to "enable language acquisition in the time of social distancing" (Dubreil, 2020, p. 257).

Even though "communication and access to information, simulation, gaming, and personal learning environments (that were unthinkable just a few years ago) are becoming mainstream" (Moller, Robinson, and Huett, 2012, p. 3), the main assumption one might have about them is that they take place outside of the formal academic framework in a way that neither teachers nor students are aware of. Whereas technology offers a wealth of resources to anyone interested in learning an L2, any opportunities and resources to be integrated into L2

courses must be evaluated in the context of "a well-developed and methodologically sound curriculum, based on language acquisition research findings" (Gonzales-Lloret, 2020, p. 267).

Kent (2015) investigated the use of mobile phones as a dynamic, interactive, and inexpensive educational tool in formal and informal language learning contexts, emphasizing the importance of pedagogy, course design, and teaching methodologies as key factors in the educational process' success or failure. The researcher came to the conclusion that mobile devices are an acceptable form of education, particularly for language learning, as long as they have consistent access to a stable network and thoughtfully constructed course content that meets their educational needs and improves their communication and autonomous learning skills (p. 14). Mobile phones are a useful, yet not perfect, technological tool of bridging a temporary digital divide among students, bringing online education to a wider range of pupils. The role of mobile phones in online education was primarily debated in the context of the COVID-19 issue in relation to their function in informal, asynchronous classroom activities (Guillen et al., 2020). Nonetheless, there is no denying that they were widely used by learners as a makeshift solution to participate in online learning processes during lockdown periods, particularly in countries that did not participate in any "contingency planning" (Ross, & DiSlavo, 2020, p. 372). As the pandemic came up suddenly, we did not have any preparation or "Plan B" to keep up going smoothly.

2.3 Challenges of Using Technology

The difficulties that create learners' anxiety in an online setting were explored by Ko and Rossen (2017). These include, among other things, using outdated technology and browsers, encountering technical difficulties while accessing or downloading materials or software, a lack of expertise with autonomous learning and online communication, a lack of direct human interaction between teachers and students, and delayed feedback. Instructors can solve these challenges, according to the authors, by including specific components into the instructional process. They may, for example, post brief video recordings and require students to do the same for their projects. Instructors must also maintain real-time contacts during synchronous sessions, as well as constant and prompt communication via asynchronous channels such as emails, forum discussions, and LMS venues, to name a few. All of these tactics improve "interpersonal values of instruction" (Gibbons & Griffiths, 2012, p. 31), which are critical to semidetached e-learning environment that is rapidly expanding.

Those participating in the learning process must think beyond the box during this period of turmoil. Gacs et al. (2020) focused on the components that need upgrading during the transitional period in an article that explored the difficulty of converting from face-to-face education to crisis-driven online education. These elements include delivery format (synchronous/asynchronous); platforms (LMS/CMS such as Zoom or Google Meet); course design (a backward design that begins with the learning objectives and works backward); course organizational structure (per weeks or book chapters/topics); skills and interaction modes (listening, reading, speaking, and writing); and assessment methods and evaluation plan (course review, learning outcomes, assessment methods, instructional methods and content, activities and learner interaction, learner support, technology, to mention a few).

Establishing robust communication modes, instructor visibility, and authenticity, building a community of learners, updating and improving types of feedback, time management strategies, and teaching students about online learning strategies are just a few of the many challenges that arise during implementation (Gacs et al., 2020). One of the difficulties students experience when transitioning to virtual education is a lack of instructional resources, particularly computers. Many families and students rejected the full shift to online schooling at the height of the crisis because they did not have computers or could not afford to get one. Although computers are the most convenient way to learn online, it is not required. Other researchers referred to “mobile-assisted language learning (MALL)” (Guillen et al., 2020, p. 321) as a strategy for incorporating informal self-learning with formal online education in synchronous classes, while Shrum and Glisan (2010) used “the term Technology-Enhanced Language Learning (TELL) to refer to all uses of technology in language education” (p. 452).

Another issue that online education faces is a lack of learner motivation owing to the lack of a physically improved learning environment (Larreamendy, & Leinhardt, 2006). Instructors must be innovative in interacting with their students and developing challenges that increase their interest and active participation in the educational process to close this gap. Utilizing visual components (pictures, films), writing to learners to motivate them, using a clear and succinct writing style, and establishing up online office hours for the Teacher to contact with their students by phone, video, and chat need to be resurrected (Vai, & Sosulski, 2011). Task engagement is another approach that teachers can use to keep their students engaged and focused on their activities. It is especially useful “when learners are experiencing anxiety and chaos in other areas of their lives” (Egbert, 2020, p. 315). Task engagement is different in L2

distant learning because it requires supporting features to assist learners maintain an acceptable degree of engagement with the tasks assigned to them: 1. task relevance, which entails immersing students in assignments on current events; and 2. task authenticity, which entails the task being totally meaningful and valuable to the learners outside of their academic setting.

Mobile phone applications, television shows, and cartoons, to name a few, are among the many target language resources that can improve students' interest (Egbert, 2020). Students can also be asked by their teachers to use their L2 to participate in asynchronous stories on social media platforms about topics that interest them, which makes them “hungrier for explanations in their synchronous classes” (Guillen et al., 2020, p. 323) and more motivated when target language users follow them or interact with their input. Instructors can also keep students engaged in the L2 online classroom by combining Virtual Reality (VR) applications with synchronous instruction. In this sense, educators may choose to use virtual vehicles such as Google Expeditions and career-related Expeditions to transport learners to new domains of language learning, “focusing on topic matters such as science, history, and literature.” Expeditions also help students practice using grammar forms like there is/there are by asking them to explain what they perceive in the virtual reality environment” (Alizadeh, 2019, p. 27). Although the use of virtual reality in the L2 classroom is not yet ubiquitous, people can experiment with it and adjust it to meet the demands of various L2 learning components (Alizadeh, 2019).

Students cannot participate in face-to-face interaction with their professors and peers in a distance-learning setting, and “gestures, body language, a similar physical experience, and often even facial emotions are missing” (Gacs et al., 2020, p. 382). (Payne, 2020). For a successful educational process, establishing a community of learners is critical. Students might quickly succumb to negative sentiments of isolation and lack of confidence if they do not feel like they're part of a well-connected group of learners, which can lead to "poor achievement or even dropping out" (Gonzales-Lloret, 2020, p. 264). Because it encourages certain pedagogical features related to an essential component of the L2 curriculum: developing all four abilities (reading, writing, listening, and speaking) equally, having a strong and well-connected class community becomes even more important in L2 learning. Students' participation in activities that build their productive abilities (speaking and writing) is below the minimum level in online L2 classes, despite the fact that they are supposed to be more interactive and learner-centered. Blake (2008) questioned the ability of distant learning to improve learners' speaking skills (p.

115). However, dismissing “four decades of Second Language Acquisition research because it is difficult to incorporate speaking in our online foreign or second language (L2) curriculum” (Gonzales-Lloret, 2020, p. 261) is not an academically sound argument, especially given that language teaching nowadays is primarily focused on “oral proficiency” (Gonzales-Lloret, 2020, p. 261). (Blake, 2008, p. 115).

Gacs et al., (2020) states that, some researchers suggested that the process of improving the productive skills of L2 students may take place in real time, with teachers “reserving synchronous class time and integrating tools and services like Talk Abroad, Flip Grid, Voice Thread, or Padlet” to help students interact more effectively. Others, on the other hand, recommended that instructors use asynchronous tactics by creating activities that require students to post or publish “their written and oral work on the World Wide Web where others can access it” (Chapelle, 2003, p. 25).

Strengthening students' online communities should be the inspiration for any effort to improve students' productive talents. Some academics have proposed a model of online learner-learner interaction that increases L2 learning skills based on the principles of "collaborative and cooperative learning" (Abrami et al., 2012, p. 60). Gonzales-Lloret (2020) addressed the concept of 'collaborative learning' as a basis for adopting collaborative technology-mediated assignments to increase students' productive skills. For example, students could be requested to use video conference or online chat to discuss their daily routine or a specific personal experience/story.

Such activities can be beneficial not only in encouraging good linguistic engagement in the classroom, but also in “creating a learning community” (Gonzales-Lloret, 2020, p. 262). Payne (2020) proposed pre-task planning and sequencing activities to solve the two issues of developing productive language abilities and creating a thriving e-learning community. Asynchronous pre-task planning is done by providing information and activities that acquaint students with the learning context. Because it helps to "lower the cognitive burden," this method has been extremely effective in promoting learners' performance in productive skills (p. 245).

A succession of asynchronous and synchronous tasks, peer feedback, such as pre-task planning, exchanging viewpoints, and a video conference or online chat, make up the activity

sequencing. Learners will have had the opportunity to brainstorm and voice their ideas at their own pace by that point. This method is applicable not only to learners' activities, but also to instructors' teaching activities. Teachers can choose to break down their lectures into little chunks “using a micro-learning technique, perhaps with short, autoscored quizzes after each minilecture” (Payne, 2020, p. 246). From a cognitive perspective, it is expected that this gradation in exposing online learners to their teaching content and preparing them for their activities “can produce improved learning outcomes and provide an instructional routine that can be reassuring” (Payne, 2020, p. 247) for them. This gradation in exposing students in learning to their teaching information and preparing them for their activities is predicted to “produce improved learning outcomes and offer an educational routine that can be reassuring” (Payne, 2020, p. 247) for them from a cognitive standpoint.

Educators have a critical role in forming “a learning community” (Ross, & DiSlavo, 2020, p. 373) or linguistic communities, according to certain academics. Instructors must be present, genuine, and capable of engaging in meaningful interactions with their pupils (Lomicka, 2020). Teachers' availability during certain time slots (office hours) and their synchronous (chat and video conferencing) and asynchronous involvement in students' activities might be reflected by taking various actions (email, forum discussions, breakout rooms, conducting polls). Essentially, instructors must demonstrate their genuineness by sending weekly letters or posting photos and videos about a certain topic on the official LMS, which “can help to foster feelings of connectivity and build community” (Lomicka, 2020, p. 309).

Some teachers, on the other hand, may wonder, “Who has the time for that type of investment?” (Blake, 2008, p. 13). Teaching online courses increases teachers' workload significantly because they will be working with their students both online and offline, contrary to popular belief among learners and academic institutions with little or no experience with online education. This explains why “it is important to have reasonable expectations about the amount of work load that online courses produce for teachers, the possibility of synchronous connection for remote participants, the amount of feedback that students will receive, and the type and amount of evaluation that can be done through technology” (Gonzales-Lloret, 2020, p. 267). Instructors can overcome this difficulty by substituting asynchronous content for some of the synchronous instruction. As a result, they will have more time to get ready and upload offline resources, while the online session may be devoted to limited talks on basic ideas,

providing real life examples, allowing learners to contribute, and providing them with appropriate feedback. The “flipped approach to instruction” was used to describe this method (Ross, &DiSlavo, 2020, p. 373).

Despite the fact that research has revealed that L2 online learning is an emerging subject that has grown rapidly in recent years, many issues of the field require researchers' immediate and complete attention in the current situation. For example, researchers need to learn more about evidence-based instructors' pedagogical techniques in the virtual academic environment, as well as empirically-based learners' evaluations of their ESL/EFL online learning experiences. This study aims to investigate students' attitudes of their online remote learning experience in Bangladesh, with a focus on their experiences in the topics they studied, their accomplishment of graduate attributes, course delivery and teaching methods, the utility of technological devices and potential challenges encountered in using such devices, as well as language skills development. Based on an experimental study that investigates students' perspectives of their emergency online learning experience, this research examines the problems and potential of introducing online education at some chosen secondary schools in Dhaka city.

Chapter 3

Research Methodology

After conducting a comprehensive review of the related literature, two questionnaires were designed and two surveys were conducted using Google forms (to avoid the transmission of COVID-19). The students participated in one survey and 5 teachers from five different schools participated in the other one. This research is exploratory in nature, as it examines students' impressions of their firsthand experience of online language learning in an EFL context in Bangladesh. The study investigates students' experiences of learning the English language via online remote learning platforms, with a focus on perceptual rather than productive outcomes.

3.1 Research participants

It was not possible to interact with the research participants in person due to the COVID-19 pandemic situation. Therefore, the research participants were contacted digitally and the responses were collected using Google forms. The participants in this study were a group of (N=56) EFL students from 5 different Bangla medium high schools in Dhaka city. The researcher made it sure that she gets a mixed group of people as the research participants so that diverse and various experiences can be incorporated. Among the 56 participants, 20 students belong to class 9, 20 belong to class 10 and the other 16 belong to class 7 and 8. A total number of 56 responses were obtained using Google forms. Out of the 56 students, 26 were male and 30 were female. In terms of online learning, these students are familiar with Zoom and Google Meet, which are the institutions' official learning management systems, but they had never done full-time distance learning before. Below is a description of the data collection process. On the other hand, five EFL teachers from five different schools attended the teachers survey questionnaire.

3.2 Research Design

The research titled “Challenges and Benefits of Using Online Learning Platforms in English Language Teaching and Learning in Bangladesh: A Secondary School Scenario” will discuss about the distance learning method during the crisis period like this pandemic. However, it will also identify the challenges and benefits of using online learning platforms in English language learning and teaching method. Moreover, this study will try to examine the student and teachers perception about the online learning and finally will make some recommendations about the online learning platforms in English teaching and learning.

3.3 Research Instruments

The study applies a mixed method approach with two questionnaires (one for the students and one for the teachers) that includes both close and open ended questions. The questionnaire was designed after conducting a pilot study so that it brings the best result and does not cause difficulties to the research participants. The participants were selected so that the result does not become biased. The questionnaire comprises six sections and section one asks about the experience of the students in relation to the online language learning. Section two includes six statements and these statements represent students experience about the course. Section three includes five statements and these statements represent about the graduate

attributes. Section four includes eight statements and these statements represent students experience about their instructor. Section five represents the student's experience about the Electronic learning devices and section six represent about the skills of the student. Another survey questionnaire was developed for the teachers consisting eleven sections in order to find out the experience of the teachers about the distance learning methods focusing on the using of the technology and challenges of using these technologies.

3.4 Procedures of Data Collection

Due to the COVID-19 pandemic, data was collected by using the online platform. Researcher developed two questionnaires for students and teachers. Since it was not possible to collect data in person, researcher used a Google form to collect data through online. Students from different schools in Dhaka city participated in this survey and provided their perception. Additionally, another Google form was made for teachers and accordingly teachers from different school from Dhaka city provided their valuable opinion through this Google form.

3.5 Timeline for Data Collection

The data was collected from February 2021 to March 2021 and accordingly from time to time these data was analyzed.

3.6 Validity and Reliability of Data

Since the school was closed due to the COVID situation, it was not possible for researcher to make in person interview. However, researcher tried to make this survey among the current school students and also made sure that the participants were genuine students of different schools in Dhaka city. Furthermore, the data collected through the online platform can be considered reasonable and was validated by the other students as well and hence once can rely on these data.

3.7 Limitations of the Study

To begin with, the most significant constraint is time. Due to these limitations, several components of the study were unable to go further, as well as the lack of sufficient data to do so. Furthermore, due to the Corona Virus epidemic, direct interviews with significant persons including students and teachers who were not possible. As a result, researcher had to conduct the questionnaire survey using current technology. Finally, because the work was done at

home, many journals, research papers, books, and articles were unavailable owing to a lack of access to library. One of the most significant disadvantages of this study is the inability to get data from verified sources.

Chapter 4

Findings and Data Analysis

4.1 Student's perceptions

The survey questionnaire was administered among 56 students and 56 responses were collected in total. For proper analysis and discussion, the students' survey frequency counts of "Strongly Disagree" and "Disagree" were combined with "Strongly Agree" and "Agree." The results of the analysis of the responses to the questionnaire were discussed under the following outlines: learners' overall perceptions of online learning, electronic learning devices, course content, teaching style, language skills development, graduate attributes and learning difficulty.

4.1.1 Online Language Learning Experience

The results of the analysis found that over 54 percent of the respondents thought distance learning was pleasant, whereas 30 percent disagreed and 16 percent were unsure. Around 47 percent of those surveyed thought online learning was motivating, while 33 percent disagreed and 18 percent were indecisive. On the other side, 62 percent of respondents said that online learning had problems that made it a stressful experience, while just 20% disagreed.

The fact that the respondents had no previous experience with full-time online study explains this outcome. About 47% of the respondents were opposed to their school transitioning to full-time online education, compared to 37% who have been in favor, and 15% who were unsure. This study is crucial because it highlights the cultural limits that e-learning and its online teaching platforms may face in Bangladesh, where students are discouraged from using them. When questioned about their online materials exposure, more than 60% of respondents said that online learning encouraged them to discover more online materials and resources, while 25% said no and 13% said they were unsure. Surprisingly, more than over half of the respondents said they preferred reading online resources to reading print texts, while the other third disagreed. The majority of respondents expressed positive feelings about the chances afforded by distance learning with online learning materials, implying that learners continue to study even when they are not in class. This development of learning beyond the classroom is seen as a benefit that students can take advantage of in order to enhance their learning and academic success.

Students' communication skills have increased as a result of distance learning, and they have been motivated to connect with their academic advisors and professors via email. Over 65 percent of the respondents reported that their email writing and communication abilities had improved. Likewise, 51% of participants said that online learning made it easier to complete writing tasks and improve their academic writing, while 27% said the reverse. On the other hand, over 65 percent of respondents said that online education encouraged them to collaborate in the sharing of academic resources, whereas 23 percent said they did not perceive online-learning-based collaboration among classmates. The findings also show that about 51% of the participants said that online education helped them improve their English language skills, whereas 28% said that it had no effect on their language proficiency. Overall, the findings suggest that online learning is a rich ground for cultivating a strong community of learners and honing productive writing abilities. As the research study highlighted previously, these two characteristics of second language learning go hand in hand in delivering a successful collaborative learning paradigm.

4.1.2 About the learning topics or courses

It's critical to get students' feedback on the topics they are studying, especially through nontraditional methods like distance learning. Over 57 percent of the students said that online learning allowed them to learn about most of the important parts of their courses, however 30% disagreed. In addition, almost 47 percent of participants agreed that online education made

them realize how vital and helpful the course syllabus paper is, whereas 25% disagreed. In the same vein, more than 63 percent of the participants said the syllabus paper was helpful in preparing online classes. This study is crucial because it reveals motivation of the students for online learning, as well as their readiness to learn outside of the classroom. The respondents were very pleased with the topic covering of the online class. Over half of respondents said that online learning made it easier to complete classroom material, while 26% opposed. In addition, 47 percent of the respondents agreed that online learning assisted them in achieving the desired learning outcomes, whereas 25 percent disagreed. For quality-enhanced learning, it's important to investigate learners' perspectives on their level of success in accomplishing the learning outcomes.

Likewise, more than 62% of respondents said their online education experience helped them better grasp the relevance of class learning outcomes. Only 18% of those who took part in the survey opposed. According to the findings, more than 63 percent of respondents were happy that online learning made learning materials like handouts obtainable and made studying the topics they studied easier. This conclusion is significant because it emphasizes the importance of online teaching. About 47% of students thought the evaluation processes were competent and appropriate for measuring the targeted learning outcomes, though 26% did not. This study suggests that a better online assessment method is required during planning, design, and execution.

4.1.3 About the Graduate Quality

The study shows that 59 percent of the students had a good attitude toward online learning as a means of helping the accomplishment of graduate qualities in terms of theoretical knowledge relevant to the topic as per the targeted objectives. On the contrary, 21% of the respondents opposed, and 18% were undecided about their position. About 57 percent of the respondents believed that online learning aided them in mastering practical skills linked to their learning outcomes, whereas 21% marked 'disagree' and 'uncertain' on the same scale. In addition, more than 53% of the respondents said that online education enabled them acquire more effective communication ability, whereas 27% said it had no influence on their competencies. Over 59 percent said online learning helped them improve their critical thinking, creativity, and innovation skills. 25% of the respondents disagreed, while the remaining 14% were undecided. Similarly, more than 59 percent of students thought online learning was a good way to practice and develop accountability, discipline, & honesty. Twenty-one percent

disagreed, and 19 percent were undecided. In a similar vein, 55 percent of the respondents said they have practiced life-long learning, whereas 20% said the opposite.

4.1.4 About the Instructor

Table 1. Number and frequency count of students' perceptions towards the teachers and teaching

Statements about the instructor ↓ The instructor -	Students' Perceptions				
	Almost Always%	Usually%	Sometimes%	Seldom%	Never%
uses explicit language and easy communication style	32.1(18)	35.7(20)	17.9(10)	8.9(5)	5.4(3)
is responsive to students' queries	37.5(21)	14.3(8)	25(14)	7.1(4)	16.1 (9)
is attentive to the 'chat' option in Zoom	37.5(21)	16.1(9)	35.7 (20)	3.5 (2)	7.1 (4)
uses engaging teaching method	33.9(19)	23.2(13)	23.2 (13)	5.7 (3)	7.6 (4)
Encouraged students' participation	40.4 (22)	26.6 (15)	17.4 (9)	6.4 (4)	9.2 (5)
Provided constructive feedback	34.9 (19)	23.9 (13)	15.6 (9)	11.9 (5)	13.8 (7)
Used clear grading criteria for a fair evaluation of students' performance	34.9 (19)	25.7 (14)	14.7 (8)	7.3 (4)	17.4 (9)
Adapted teaching materials that are appropriate for online learning	35.8 (20)	23.9 (13)	22 (12)	12.8 (7)	5.5 (3)

The table summarizes learners' perceptions of their teachers as it relates to online learning. In either teaching or public communication activities, the majority of students had no substantial worries regarding their ability to comprehend their teachers. Students had differing opinions regarding how professors responded to their queries and clarifications, which was interesting. Moreover 37.5% of participants said that teachers were almost always responsive to queries and concerns, whereas about 25% said that professors were only occasionally helpful. Students had similar mixed feelings regarding their professors' usage of Zoom's 'chat'

feature and how they responded to it. Over 37% of students said they nearly always consider 'chat' in Zoom when responding to their messages, whereas 35.7% said they do so occasionally. Teaching online was judged to be engaging by the majority of the learners. The motivation for engagement provided by teachers throughout online learning was by far the most appreciated teaching feature by students. More than 40% of students said their professors encouraged them to participate in class discussions and activities. Teachers must expend energy, preparation, human connection, and enthusiasm when teaching online, particularly in the absence of many components of conventional face-to-face classroom, in order to engage and motivate the learners. The survey results also show that the learners' overall experience suggested that they valued the feedback they obtained from their professors as well as the online grading standards for their work. The majority of the students were also upbeat about how teachers changed teaching materials to fit the environment of online learning. This finding is consistent with the preceding finding regarding students' enthusiasm with the availability and accessibility of online instructional materials.

4.1.5 About Electronic Learning Devices

The students' experiences with online learning devices included things like how often they were used, how effective they were, and how difficult they were to use. According to the findings, 44 percent of the respondents used laptops, 32 percent used mobile phones, and over 47 percent of the respondents never used Tablets. As demonstrated in Table 2, students had same opinions on various devices in terms of perceived value for learning and difficulty.

Table 2. Frequency count and percentage of students' perceptions towards e-learning devices

Devices	Usefulness			Difficulty		
	Very useful	Less useful	Not useful	Very difficult	Less difficult	Not difficult
Laptop	67.9% (37)	22% (12)	10.1% (6)	15.9% (9)	23.4% (13)	60.7% (33)
Mobile phone	44.5% (25)	40.9% (23)	14.5% (8)	20.8% (11)	35.8% (19)	43.3% (23)
Tablet	25.9% (14)	36.1% (19)	38% (21)	22.6% (12)	36.8% (20)	40.6% (22)

The respondents were consistent in their assessments of the 3 online learning devices in terms of learning usefulness and ease of use. In comparison to mobile phones and tablets, students had positive evaluations of laptops as being beneficial and convenient to use for studying, as seen in Table 2. The respondents ranked smart phones second in terms of ease of use in the classroom. Tablets, in the contrary, were seen as the most challenging to use and the least liked by the learners. The results are important as they will help to shape future pedagogical ideas for designing and implementing online courses.

4.1.6 About Language Skills

Table 3. Frequency count and percentage of students' perceptions towards their language skills development

Skills	Subjects perception				
	Very easy	Easy	Uncertain	Difficult	Very difficult
Listening	12.7% (7)	18.2% (10)	23.6% (13)	21.8% (12)	23.6% (13)
Speaking	14.5% (8)	15.5% (9)	25.5% (14)	14.5% (8)	30% (16)
Reading	15.5% (8)	13.6% (7)	28.2% (16)	14.5% (8)	28.2% (16)
Writing	17.3% (9)	11.8% (7)	27.3% (15)	16.4% (9)	27.3% (15)

As demonstrated in Table 3, the students had varying perspectives toward their internet based language learning skills while somehow raising concerns. Surprisingly, there appears to be a lack of coherence between the first and last columns in the results. The first column suggests that the learners found writing to be the simplest skill to master online, followed by reading, speaking, and listening. The last column, on the other hand, shows that pupils rated speaking as the most difficult skill, followed by reading, writing, and listening. This apparent discrepancy in the results points to major underlying problems in L2 online learning. The availability of online functions that make writing available to students both synchronously and asynchronously, such as chatting online (in the online classroom) or in forums, sending emails, sending instant messages, and so on, has to do with the availability of online functions that make writing available to students both synchronously and asynchronously.

Listening, on the other hand, is placed last in the first column despite being the most attainable skill as it is a receptive skill that requires no proactive effort on the part of the student. This result can be explained by problems students were having with connectivity and the

quality of online instruction. It indicates that educational institutions should do the actual work in collaboration with government bodies to improve the technical quality of online education. For reasons unrelated to the Internet's poor quality, students find it difficult to listen at times. Other causes could include learners' incapacity to follow along with their lecturers online because of the lack of visual interaction. This research emphasizes the importance of graphics and other tools for keeping students engaged and motivated. Likewise, the last column expresses various difficulties that obstruct Second language online learning in other ways. In terms of difficulty, speaking, for example, is ranked first. This outcome is consistent with the literature review's discussion of the difficulties of online foreign language teaching. Because of time constraints and the lack of a viable LMS tool that learners can utilize synchronously, speaking is the most challenging ability to master online. This remark emphasizes the significance of developing new educational tactics or technical functions to help pupils enhance their speaking abilities. Moreover, reading is placed as the second most difficult skill following speaking in the final column, which is due to the fact that learners don't get the chance to practice reading in their online classes for same reasons indicated before. Overall, there is little uncertainty that an online education environment is not suited to teach all four language skills in a balanced manner. One explanation for this is that onsite learning lacks the traditional interactional mode that distant learning provides. Students' engagement and connection with their classmates will be limited if both instructors and students are not physically present.

4.2 Teachers perceptions

4.2.1 Preparedness of EFL teachers to incorporate online teaching platforms to the teaching and learning process

According to the results of the research, 4 among the surveyed EFL teachers have completed computer-related technological trainings. Their ability to understand the complexities of online teaching software is a supporting aspect in their ability to perform in a technology-driven teaching environment. Teachers' perspectives on the availability of recommended teaching materials, on the other hand, differed, that may have an impact on the preparation of teaching activities in an online classroom setting. EFL teachers frequently use prescribed teaching materials to conduct class lectures in a traditional classroom setting, and similar aspirations can arise when they are exposed to online learning platforms like Google Classroom, Google Meet and Zoom. Their ability to use computer applications, while excellent, is rendered ineffective due to their over-reliance on prescribed course materials. While engaging the learners with an online platform, EFL teachers need technological proficiency at the operational level and also the ability to design resources for the online classroom to function properly. Online classes can be made more vibrant and resourceful through training programs focused at improving their skills in producing relevant student-centered resources. EFL practitioners may find it difficult to transform an artificial online scenario into a real classroom-like environment due to a lack of competence. In certain cases, approaches and resources that worked well in a physical classroom may not work well in a virtual setting. These shortcomings must not be interpreted as an EFL teacher's lack of knowledge, but instead as feedback for providing the necessary training to progress with novel scenarios in an online classroom. The research findings coincide Gamdi&Smarji's (2016) argument that effective integration of teaching and learning settings inside higher education institutions requires significant assistance and a well-planned methodology. Considering the technological proficiency of higher education institutions of Bangladesh, more steps should be taken to introduce training programs for English language teachers to help them cope with the problems of the online classroom.

4.2.2 Teachers perspective towards online teaching-learning platform

Most EFL teachers are aware that online learning platforms like Google Classroom can provide a number of advantages. The research findings show that Google Classroom is a potentially useful tool for making students feel at ease and creating a stress-free setting in an online teaching and learning environment. Furthermore, the flexibility of accessing the online learning platform at any time during on-campus or off-campus hours makes it much easier for teachers to engage with their students. The results are comparable to those of Al Harbi (2015), who stated that the majority of teachers deemed online platforms to be effective for delivering online classes and an effective teaching tool. In light of recent developments in the use of technology for educational reasons, the opinion among certain teachers that the online teaching platforms have no value is extremely disturbing. Due to a shortage of self-motivation, failures and disappointments with technology-mediated teaching can lead teachers to draw negative inferences. Accessing the online platform with preconceived beliefs can obstruct the usage of the platform's built-in educational capabilities. Though not an encouraging strategy, conscious efforts in the creative use of an online learning platform through initial trial and error might drive EFL teachers during their initial transition period to graduate from their reliance on chalk and talk to more appealing and advanced teaching resources available in the online learning platform.

4.2.3 The challenges EFL teachers experience with the students' homework and classroom discussion:

It is noted that teachers from EFL expressed various worries about the integrated teaching/learning process using the online learning platform. Earlier, teachers were given instruction in hard copies and in the customary way in which they distribute assignments. This led to a piling of teachers' boards in the form of hard copies, manuscripts, or handwritten/printed sheets with heaps of housework/assignment submissions. However, the introduction of the online learning platform, such as Google Classroom in the school system, has made it possible to submit homework / contracts electronically. Additional features like the Discussion Board in which a teacher can post a topic for discussion and students answer on the online platform by putting their views on the theme during on-campus or off-campus periods through a series of discussion threads have given the learners the scope to contribute their thoughts in a written form. However, many EFL professors are concerned about the answer of the students to a task on the online learning platform. Teachers stated that non-participation, lack of willingness to study English and low language skills levels of EFL students are

important obstacles to online conversation. These barriers provide feedback on deficient evaluation methods when studied at micro level, in which professors' function as passive evaluators produces unfavorable learning consequences.

Much of EFL teachings indicate that the students prefer to access the online resources available and provide the content in the same form on their discussion board or submit to it to fulfill their obligation of the submission of their homework, due to inadequate ability to create proper sentences and finish a given writing activity. EFL teachers assess and grade these submissions placed on the online platform. EFL teachers consider students' work as "plagiarism" while assessing submitted tasks and tracking them in their original form on the online resources. In spite of the useful characteristics of the online platforms and its ability to link teachers and students through the common platform by eliminating time and geographical barriers, the outcomes of the research show that the use of an online platform has gaps. It may not produce reliable results of students' responses to an assigned activity depending on the online platform alone, to assess the performance of the students and to grade it based on uploaded tasks or discussion threads. In view of Google Classroom limits as an online platform, EFL teacher has the freedom to take a mixed approach whereby a blackboard learning activity can be stretched for further classroom discussion. A communicative language teaching activity connected to the online platform can supply factual data on the contribution of a learner to an assigned task.

4.2.4 Teachers strategies to overcome the challenges

The results of the research show that teachers are in the early stages of unearthing techniques to deal with situations they have never been used to. Teachers move from the traditional teaching methods to the online remote classroom while students connect on to their user accounts for the online classroom sessions and continue to receive inactive knowledge. Teacher urge their pupils to read aloud the bits of course content they are discussing, in order to include the students in the learning process. The teachers use the method of teaching students to read the lines of content discussed during the online classroom. It reflects the conventional condition of face-to-face classroom instructors involved the students in the course. While an appealing element, the ability to construct virtual lessons for Google Classroom is often intended to teach the subjects from the prescribed course contents. Although various online tools for engagement and evaluation on the online teaching and learning platform are

available for the student, the lack of knowledge with the capabilities prevents the innovative online classroom session.

Chapter 5

Conclusion and Recommendations

5.1 Conclusions

The study investigated language learners' experiences with online learning in an EFL setting in Bangladesh, emphasizing the importance of students' input as important stakeholders in the educational process. Students are engaged in online education and have a positive outlook toward it, according to one significant finding. However, majority of the students prefer online learning although they believe that online learning has some negative impacts over their physical and mental health and hence a small portion of students consider the online learning unpleasant for them. Additionally, half of the students opposed to full time online learning education though it helps to expose more online materials. Over 65 percent of the respondents reported that their email writing and communication abilities had improved. Likewise, 51% of participants said that online learning made it easier to complete writing tasks and improve their academic writing. On the other hand, near sixty percent participants confirmed that online learning allowed them to learn about most of the important parts of their courses. Over half of respondents said that online learning made it easier to complete classroom material. Likewise, about sixty percent participants had a good attitude toward online learning as a means of helping the accomplishment of graduate qualities in terms of theoretical knowledge relevant to the topic as per the targeted objectives. Besides, the perception of the students about the teachers was satisfactory and majority of the students confirmed that teachers used explicit language and easy communication style and were responsive to the student's query. In online learning, students prefer laptop as it is useful compare to the mobile and tablet. Surprisingly, participants could not show any coherence about the language skills and the number of the students thinks the subject is very easy was half who thinking the subject is very difficult. Finally, survey result shows that 4 among the surveyed EFL teachers have completed computer-related technological trainings. Similarly, teachers think that, Google Classroom is a potentially useful tool for making students feel at ease and creating a stress-free setting in an online teaching and learning environment although they find some difficulties while teaching.

5.2 Recommendations

Throughout this research paper many challenges were identified in distance learning. Accordingly, few recommendations have been made in order to overcome these challenges;

- a. Students find very difficult to keep concentration for a long time in online class. Therefore, the online classes should be taken in way so that students have their enough time for rest in between the classes.
- b. The materials of the classes are not always accessible for the students for which students had to take extra pressure to collect these materials. Hence, proper mechanism should be made available for the students where they will be able to collect all the related materials.
- c. Students prefer to study short syllabus or important topic of the course which will ultimately hamper the students during the exams. However, the whole syllabus of the course should be covered in a way understandable for the students and easy to learn.
- d. Although, majority of the students prefer using laptop while online learning, classes and exams should be taken in such way where any can access through mobile phone or tablet.
- e. Most of the students think online learning is distressful for them as it is difficult to keep focused for a long time and in regular basis. Therefore, the condition of the student's physical and mental health should be considered and arrangement for counseling should also be made.
- f. Number of the teachers who received training for online teaching is not satisfactory and hence all the teachers should be properly trained as to how an effective session can be taken with students.
- g. Student's skills about the language course are not up to the mark and only few students find English language learning is very easy whereas majority find it difficult. Therefore, the course should be designed in such way which is easy to understand and student find interest over the subject.

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Appendix-I

Students survey questionnaire

Please read the following statements and put tick mark on the option that goes with your experience. Your responses will be kept confidential. Thanks for your kind cooperation.

*The questionnaire is divided into 6 segments.

1. Online language learning experience

No.	Statements	Somewhat Disagree	Disagree	Uncertain	Somewhat Agree	Agree
	Online learning is comfortable					
	Online learning is motivating					
	Online learning is challenging					
	I have problems with full-time virtual learning					
	I liked the online learning materials					
	I am more comfortable reading online materials than paper texts					
	Online learning helped me to improve my academic writing skills					
	My communication and email writing skills have improved due to online learning					
	Sharing academic materials with my classmates is easy in online education					
	Online learning helped me sharpen my English language skills					

2. About the course

No.	Statements	Somewhat Disagree	Disagree	Uncertain	Somewhat Agree	Agree
	Online learning enabled me to learn about all the essential aspects of my courses					
	Syllabus document is helpful in planning online classes					
	Online learning helped me achieve the intended course learning outcomes					
	Online learning experience enabled me to understand the importance of learning outcomes					
	I am satisfied that online learning made teaching materials available and easy to get					
	The assessment procedures are adequate and appropriate for assessing the course intended learning outcomes					

3. About the graduate attributes

No.	Statements	Somewhat Disagree	Disagree	Uncertain	Somewhat Agree	Agree
	Online learning master theoretical knowledge related to the course commensurate with program level and objectives					
	Online learning helped me to master the practical skills related to our courses					
	Online learning helped me to master more effective communication skills					
	Online learning contributed to developing my critical thinking, creativity, and innovation					
	Online learning provides a good training opportunity to practice and master accountability, discipline, and honesty					

4. About instructor

No.	Statements	Almost Always	Usually	Sometimes	Seldom	Never
	My teachers use explicit language and straightforward communication style					
	My teachers are responsive to students' questions					
	My teachers are attentive to the 'chat' option in Zoom					
	My teachers use engaging teaching methods					
	My teachers encourage our participation in the classroom activities					
	My teachers provided constructive feedback					
	My teachers used clear grading criteria for a fair evaluation of our performance					
	My teachers adapted teaching materials commensurate with the online learning environment					

5. About Electronic learning devices

Devices	How useful your device was?			How difficult using your device was?		
	Very Useful	Less Useful	Not Useful	Very Difficult	Less Difficult	Not Difficult
Laptop						
Mobile phones						
Tablet						

6. About language skills

Skills	How much easy/difficult was the following language skills to master?				
	Very easy	Easy	Uncertain	Difficult	Very difficult
Listening					
Speaking					
Reading					
Writing					

Appendix-II

Teachers survey questionnaire

Q.1 Have you attended any specific training course in using the computer-related technology for English language class?

Yes

No

Q.1 Does the prescribed course book fulfill the requirements for a virtual classroom session?

Yes

No

Q 5. Is it necessary to take virtual sessions for EFL students?

Ans:

How can the EFL students benefit by using the Virtual Platforms?

Ans:

Q 7. List any common or specific problem/s related to students' homework.

Sl. No.	Perceptions of EFL Teachers
1.	
2.	
3.	
4.	
5.	

Q 8. List any common or specific problem/s related to the discussion threads

Sl. No.	Perceptions of EFL Teachers
1.	
2.	
3.	
4.	
5.	

Q 9. Problems the EFL teachers experience while using a virtual platform

Sl. No.	Perceptions of EFL Teachers
1.	
2.	
3.	
4.	
5.	

Q 10. Ways to overcome obstacles while using virtual platforms

Sl. No.	Perceptions of EFL Teachers
1.	
2.	
3.	
4.	
5.	

Q 11. Suggestions for improvements while using virtual platform needed in EFL contexts

Sl. No.	Perceptions of EFL Teachers
1.	
2.	
3.	
4.	
5.	