

**TEACHER DELIEFS AND PRACTICES REGARDING ONLINE ENGLISH  
LANGUAGE(SPEAKING, LISTENING) LEARNING**

**By**

**Aniqa Rozone Ratul**

**17103041**

**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**

**Department of English and Humanities**

**BRAC University**

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## **Declaration**

1. The thesis submitted is my own original work while completing degree at Brac University. 2. The thesis does not contain material previously published by third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been submitted, for any other degree at a university or other diploma.

4. I have acknowledged all main sources of help.

Student's Full Name and Signature:

Aniqa Rozone Ratul

ID: 17103041

## Approval

The thesis titled “ Teacher beliefs and practices regarding online English language (speaking, listening) learning ” submitted by Aniqa Rozone Ratul ( 17103041) has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on January 6<sup>th</sup> 2022.

### Examining Committee:

Supervisor:

---

Nazah Farhat

Senior lecturer

Department of English and Humanities

BRAC University

Departmental Head:

(Chair)

---

Professor Firdous Azim, PhD

Chairperson,

Department of English and Humanities

BRAC Universit

## **Abstract**

This study concerned with during this pandemic situation when all the institutions are closed what are the Teacher beliefs and practices regarding online English language (speaking, listening) learning. Moreover, it also focuses on how teacher takes class, the types of problem they face, how they provide feedback, how they interact with the students, etc. As the system of an online class or technology-based online language class is new in the field of education. For this reason, both the students and teachers face some difficulties to adjust this new learning system. Also, I want to find out how students are adapting and engaging themselves in the online language learning class, the advantages they are getting from the online class, the problems they are facing. I use the qualitative research method for this research paper. The study is conduct among six teachers and thirteen students of tertiary level students from various private universities of Bangladesh. For this research, I made an opinion based semi-structure questionnaire. I collected my data by interviewing them individually. After analyzing the data both the teachers and the students face some difficulties due to online language learning classes. Like, electricity issues, internet issues, lack of students attendance, lack of teacher-student interaction, monotonous, proper feedback etc. Finally, it also recommended some suggestions to overcome their problems during this online language learning

## **Dedication**

I would like to dedicate this work to my parents, who always become the supreme support of my life.

## **Acknowledgment**

First and foremost, I would like to express my utmost gratitude to Almighty Allah, for keeping me healthy and fit and giving me the patience and strength throughout this journey. I can continue my studies and use my real potential to use in my studies. Next, I would like to express my heartfelt thankfulness, gratitude to my parents, without whom I would not pursue my academic goals and aspirations. My parents support me on this journey a lot.

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**Table of Contents:**

**Declaration..... 2**

**Approval..... 3**

**Abstract..... 4**

**Dedication..... 5**

**Acknowledgment.....6**

**Table of contents.....7**

**Chapter -1: Introduction.....9**

1.1 Introduction .....9

1.2 Methodology .....10

1.3 Limitations of the study.....10

**Chapter -2: Literature Review.....10**

2.1 Teachers’ beliefs.....10

2.2 Teachers' perspective on technology.....11

2.3 Students' perspective on technology.....11

2.4 Student engagement in technology-mediated.....12

2.5 Barriers to implementation.....12

2.6 Classroom interaction.....13

2.7 Teachers talk time and Students talk time.....13

2.8 Elicitation.....14

2.9 Materials.....14

2.10 Class participation .....15

2.11 Role of instructor .....	15
2.12 Corrective Feedback.....	16
<b>Chapter -3: Methodology.....</b>	<b>17</b>
<b>3.1 Process of data collection.....</b>	<b>17</b>
3.1.1 Interviews.....	17
3.2 Participants.....	17
3.3 Obstacles Encountered.....	18
3.4 Ethical considerations.....	18
<b>Chapter -4: Findings from the Interview.....</b>	<b>18</b>
4.1 Analysis of the questionnaire interviewees (teacher).....	19
4.2 Analysis of the questionnaire interviewees (student).....	27
<b>Chapter -5: Discussion .....</b>	<b>34</b>
5.1 Language teaching and learning technologies.....	34
5.2 Teachers and students' beliefs .....	35
5.3 Advantages and Disadvantages.....	36
<b>Chapter -6: recommendation.....</b>	<b>37</b>
<b>Chapter – 7: Conclusion.....</b>	<b>38</b>
<b>References.....</b>	<b>40</b>
<b>Appendix 1: Students’ Questionnaire .....</b>	<b>42</b>
<b>Appendix 2: Teachers’ Questions.....</b>	<b>43</b>



## **Chapter -1: Introduction**

### **1.1: Introduction**

It is widely known that teachers' beliefs, views, and practices have a significant impact on the teaching-learning process. The ideas, perceptions, and attitudes that learners bring to the learning context are significant parts of the learning process, according to Bernat and Gvozdenko (2005). In reality, these characteristics are linked to the understandings and information that teachers acquire as a result of their life experiences. In this regard, a study states, “There is significant evidence that teachers' beliefs, which are in turn connected to their values, views of the world, and sense of their role within it, have a significant impact on teachers.”(Xu, 2012, p.1397). Furthermore, beliefs have a significant role in all aspects of human learning and behavior. Learners, for example, have strong ideas about the nature of language, its acquisition process, the effectiveness of learning ways, teaching strategies, and their success expectations, among other things. Furthermore, a teacher's perspective on language instruction evolves with time, and he or she makes regular adjustments to improve teaching procedures.

Many teachers are struggling to teach based on their beliefs and values as here the role of government in providing teaching instructions is quite remarkable. However, “Teachers’ beliefs, practices, and attitudes are important for understanding and improving educational processes” (Klieme & Vieluf, 2009, p. 89). These are indeed strictly related to teachers’ strategies for dealing with the challenges in their daily professional life and these aspects shape students’ learning settings and influence student motivation and achievement. Moreover, predetermined planning irrespective of teaching contexts not only hampers a teacher’s teaching but also a student’s learning.

## **1.2 Methodology:**

The methodology used in this research

- Data collection (interview) through zoom meetings, google meet and phone calls

## **1.3 Limitations of the study:**

The pandemic outbreak was the first challenge. For this pandemic every educational institution was closed. The researcher was able to collect all the information on a small scale. Due to Covid-19, the data collection interview has to be conducted online. The interviews were taken through zoom meetings, google meet and phone calls. Most of the teachers have been busy with their tight schedules. As a result, it was not easy to get their appointments.

## **Chapter -2: Literature Review**

### **2.1 Teachers' beliefs**

The belief of teachers has a huge influence on the learning process in the educational system. Teachers' ideas may impact how learners gain knowledge, as well as their behaviors, thinking, and conduct (Borg, 2001). Teachers' values are passed down from generation to generation in the sense that they must stick to certain norms to conduct the session. The beliefs of successful teachers are concentrated on learners' capability to learn and advance in their lives. Successful teachers, or teachers-experts, have strong opinions about learners' capacities to learn, according to J. Hattie (2012). He claims that a teacher has not just the necessary information for effective teaching, but also the ability to organize the learning process and maintain interdisciplinary connections. A teacher is responsible for maintaining a healthy learning environment, which is

an essential element of trust. In the learning process, a teacher must also search for, identify, and create feedback (Mentioned by Rone, 2015). Furthermore, the researcher agrees with Ročāne (2015) that teachers believe in near learning influences the entire learning process. Teacher beliefs have been categorized into two groups by Mansour, N. (2009): teacher as a specialist and teacher as a facilitator of learning or teacher who is answerable for the way of learning, both of which are argued within the learner-centered learning framework (Mansour, 169 2009). Pajares (1992) says that a teacher's views, rather than his or her knowledge, have a greater impact on the learning process (Pajares, 1992). Lesson plan, decision-making, and the implementation of new ideas in the classroom are all influenced by the beliefs of the teacher. The teacher's manner of thinking also has an influence on students' confidence (Ročāne, 2015).

## **2.2 Teachers' perspective on technology:**

Teachers are excited to incorporate technology into the classroom. Teachers feel that with sufficient training in professional digital competences, they will be able to use technology to increase student learning (Kirkscey, 2012). Professional competencies that teachers believe should be included in training include the able to handle technology, technology integration into educational activities, curriculum integration, motivating cooperative exercise with technology, providing feedback on performance, and actively contributing to the participation of technology in the classroom. (Guzman and Nussbaum, 2009).

## **2.3 Students' perspective on technology:**

When introducing technology into the classroom, it's critical to consider how students will react. Students are more willing to adopt and use technology to increase their understanding of course material if they feel its features are interesting and beneficial to their learning (Sub, Lee, Lee, and law, 2016). Students choose technology because of its accessibility, flexibility, efficacy, and

general engagement. Students are generally happy with educational technology since it allows them to participate actively in learning, according to the study (Miller, Milholland, and Gould, 2012). Learners also believe that technology improves their understanding of course topics, correlates to higher academic achievement, and better prepares them for a technologically dependent workforce. (Schindler, Burkholdee, Moras and Marsh, 2017).

#### **2.4 Student engagement in technology-mediated:**

While student engagement is important in every learning situation, the current research focuses on student engagement in technology-mediated language acquisition. Which includes any digital connection between the learner and teachers, other students, or learning material. Learning settings that are mediated by technology are becoming increasingly popular (Clarke and Svanaes, 2014). To measure the impact of new instructional activities on learning, we need useful measures of student participation. The terms "academic engagement," "student engagement," and "learner engagement" have coined concept by researchers to express this notion (Reschly and Christenson, 2012). Furthermore, many of the technology-mediated learning systems are still in use. Many of the tools used in technology-mediated education keep track of summative and real-time data regarding student interactions with the system, including relevant student involvement data that is not available in more traditional settings.

#### **2.5 Barriers to implementation:**

Teachers feel they do not have enough time to provide material and develop learners' digital abilities, according to research (Kirksey, 2012). While many instructors think they have proper training and are confident in their ability to teach children how to use technology, they simply do not have enough time. Students' insufficient technical ability, a lack of funding, trouble engaging

with peers, and feeling secluded when studying and diverting from other applications are all challenges to classroom technology use (Sun, 2016).

## **2.6 Classroom interaction:**

Interaction requires communication. Interactional activities that occur during face-to-face communication are connected to classroom interactions. It can also refer to the interactional activity that takes place while thinking. p.3 (Ellis, 1999). Furthermore, we are aware that classroom interaction may be understood in a variety of ways, and that the acts of students and instructors have massive implications for basic concerns such as knowledge, power, and the social system. The Initiation-Feedback/Evaluation process, according to Kumpulainen and Wray, is the most well-known classroom interaction structure. A teacher poses questions to his or her students in a classroom. The teacher completes the interaction chain by delivering feedback on the students' responses after the students have responded (Kumpulainen, 2002, p.9). This process has gradually changed, and students are increasingly "active participants" in classroom interactions. Furthermore, "the teacher and the students share the knowledge and responsibility for conducting the discussion on the content of the sections of the text they are jointly attempting to analyze through classroom interaction" (Kumpulainen, 2002, p.10). Furthermore, according to Kumpulainen, in interactive activities such as group work, pair work, or class discussion, the instructor gives guidance and provides feedback based on the diverse requirements of the participants.

## **2.7 Teachers talk time and Students talk time:**

Teachers spoke for the majority of the class time (over 90%), according to Menegale, and students did not find a cause to interrupt. As a result, learners are invited to take part in the class. As a

result, STT (Student Talking Time) and TTT (Instructor Talking Time) should be balanced, with the ratio of teacher to student altering depending on the type of class and activities (Grower, 1995, p.33). According to Kumpulainen, the teacher-student interaction in the classroom was mainly based on whole-class participation. "A teacher can also boost STT by putting students into pairs or small groups and encouraging them to communicate with one another," according to the study. As a result, learners will be able to practice in a short amount of time (Scrivener, 1994, p.85).

### **2.8 Elicitation:**

Elicitation is beneficial to classroom engagement because it allows students to share their knowledge and allows the instructor to spend less time talking and more time talking with the students (Scrivener,1994). Elicitation is a technique for obtaining students' language, knowledge, and thoughts (Scrivener, 1994). A teacher can also remove learners' understanding of a subject by asking questions and encouraging and guiding activity (Grower, 1995). According to Scrivener, a teacher can elicit a student's ideas, meanings, context, memories, sentiments, and so on through elicitation. Furthermore, by allowing teachers to change their speech to the class, excitement allows teachers to notice what kids know and do not know (Doff, 2009). Students will gain from a teacher's use of elicitation tactics in the classroom, according to Scrivener, since they will be more involved in the learning process and their confidence will improve.

### **2.9 Materials:**

Materials are tangible or intangible things used by a facilitator or teacher to assist in the delivery of teachings. "Anything that is utilized by teachers or students to help them learn a language" (Tomlinson, 1998, p.2). Good materials enable a wide range of learners to get higher results. They assist learners in becoming more involved in their learning as well as reflecting on their progress.

## **2.10 Class participation**

Education is frequently done in a group setting when taking part in shared activities promotes a sense of belonging (Wenger 1998). People collaborate to increase awareness, negotiate to mean, and develop a learning community through online contact (Salmon, 2000). Students might choose to participate in interactions or discussions in person or online. Some pupils, on the other hand, opt not to participate, missing out on the opportunity to learn and engage in the classroom. Despite their belief in the usefulness of online discourse as a technique for forming a group of learners, teachers may be frustrated if students do not partake in online talk. " I had always wanted my students to flood in as soon as the simulated classroom door swings open at the start of the semester, but this has not always been the case for all students" (Bender 2003, 47).

## **2.11 Role of instructor:**

Gilakjani and Sabouri were the first to illustrate the importance of teachers in specific areas (2017). Teachers can act as inventors, inspectors, mentors, and IT assistants, according to them (Gilakjani & Sabouri, 2017). The instructor must understand why computers are employed in their classes and how to apply dynamic knowledge acquisition in them. Tutors need to be aware of the materials they've used. Gilakjani and Sabouri (Gilakjani & Sabouri, 2017). Davies (2011) went on to say that training might help people exploit innovation more effectively. However, effective application of innovation necessitates a grasp of the learning objectives as well as the utility and capacity of innovation in accomplishing those objectives. Instructors should employ creativity in a commendable and compassionate manner to attain these objectives. When talking about how video can help with language learning, The job of a teacher was described by Cakir (2016). He claims that in an English teaching situation, the instructor is critical in implementing video as a method of language education in order to create a successful linguistic atmosphere. He is a person who,

through the use of specific communicative abilities, enables students to comprehend what they see and hear. The instructor can act as a regulator, assessor for the developer, inviter, and respondent. Supervisors should also take on additional responsibilities to assist students in conducting their own tests, gathering, orchestrating, and clarifying material, and intelligently utilizing a wide range of PC improvements on quality and data sources. Teachers want a suitable teaching atmosphere for pupils, complete with various meetings, modules, and skills (Gilakjani, 2014). Kuddus (2018) agreed with this viewpoint but expressed it in a different way. Teachers, he claimed, must stay current, evolve, and reclassify their teaching roles. Furthermore, the instructor is not the data authority. The teacher should participate in the course as a student as well (Gilakjani & Sabouri, 2017).

### **2.12 Corrective Feedback:**

The purpose of positive feedback or error correction is for students to speak the proper version. Furthermore, if the instructor or the students themselves correct the faults or provide comments during the classroom interaction, learners will be able to analyze their performance and growth engagement (Grower, 1995). When a student is participating in a classroom activity, according to Gower, the instructor should allow the student to finish the speech. "The teacher may then correct the student's answer and make an encouraging gesture, such as waving a finger or saying something." (Grower, 1995, p.165). Furthermore, according to Gower, a student might make mistakes when learning or participating in any classroom activity; as a result, a teacher must provide spoken or written feedback. Furthermore, the teacher can repeat the wrong speech in such a way that the student is aware of the wrong portion of the speech." (Grower, 1995, p.165).



## **Chapter -3: Methodology:**

This chapter sheds some light on the description of the research methodology which was followed to conduct the study. This research is qualitative. Mackey & Gass (2017) states, structured interviews are based on some predetermined set of questions, and the information is recorded through highly standardized techniques (p. 224-225). The data collection procedure was a semi-structured interview where a prepared questionnaire was made for the participants. The participants were both the teachers and the students. The interviewers were not given the questionnaire before the interview. Thus, they gave the interview spontaneously. Moreover, the whole process of the interview runs smoothly without any

### **3.1 Process of data collection**

#### **3.1.1 Interviews**

The purpose of the interview is to obtain information by actually talking to the subject. Interview permits a level of in-depth information-gathering, free response, and flexibility that cannot be obtained by other procedures. Therefore, McDonough and McDonough (1997: p.181) views that, "Interviews may be used as the primary research tool, or alternatively in an ancillary role, perhaps as a checking mechanism to triangulate data gathered from other sources". However, there are some disadvantages. Interviews can be costly, time-consuming, and often difficult to administer. Most commonly, interviews are divided into (a) structured, (b) semi-structured, and (C) unstructured (McDonough 1997). Of them, semi-structured interviews were used. Each interview lasted between 25-30 minutes

### **3.2 Participants**

The researcher conducted the interview among various private universities teachers and students which are located in Dhaka, Bangladesh. The researcher interviewed thirteen students from various private universities. The students were randomly selected. who belonged to diverse disciplines— business administration, science and engineering, law, arts, and social science. The researcher separately conducted interviews among six teachers from a various private universities.

### **3.3 Obstacles Encountered:**

Various problems were experienced by the researcher during this research. The pandemic outbreak was the first challenge. Although the researcher came across a large number of possible data participants, only a few decided to participate. Furthermore, interviewing the faculty was difficult since they were too busy to arrange the interview. Researchers in Bangladesh find it difficult to collect data properly due to societal acceptance.

### **3.4 Ethical considerations:**

The researcher was worried about adhering to ethical guidelines. Before the interview, each participant was informed about the study's purpose. All of the participants gave their consent after agreeing to take part in the study. Furthermore, the researcher was afraid that the participants' identities and personal information would not be divulged, posing a barrier to their participation.

## **Chapter -4 Findings from the Interview**

The questionnaires for the students and teacher were both opinion-based questions. Around twenty questions were asked, based on common perspectives, classroom engagement, and personal opinion. The participant's own thoughts and perspectives were taken into account as part of this study's attempt to analyze the reality of inclusive online education in Bangladesh. The research was examined after gathering all of the data from the students and professors. Because the interview questions were open-ended and they were not forced to agree with any idea, the

participants were free to share their opinions. The researcher was particularly careful of bringing up delicate themes with the subjects since he did not want them to feel uncomfortable. Furthermore, certain critical information provided by the interviewee's interest was kept hidden so as not to compromise their professional work life.

#### **4.1 Analysis of the questionnaire interviewees (teacher):**

- **What are your general thoughts about teaching language with technology?**

To answer this question most of the interviewees said that the use of technology in learning a language is enjoyable, interesting, interactive and it helps them learn more. Technology is very much necessary. This pandemic has taught us it is sometimes essential. Though there are various difficulties both teachers and students face while using technology in their online classes but in this situation, we cannot rely on only textbooks and offline techniques completely anymore.

- **Is it possible to use technology for teaching Speaking, listening?**

Except for one interviewee other five accept that it is possible to use technology for teaching Speaking, listening. They said that it is very convenient to use multimedia materials to teach students speaking and listening skills. For example, YouTube and another language teaching-specific online sources can help. But one interviewee said that for speaking the scope is limited as speaking always requires another person to interact and interrupt for communication. Otherwise, the learned will not be able to practice speaking properly.

- **Do you use any apps or devices in your online class? do you think all of are these the appropriate ones? If yes, then why do you think so**

All the interviewees said that they have to use so many platforms to manage all the things properly in their online classes. So, they do not have any particular app or device for that. In the online live classes, they need a computer or a phone to attend the video conferencing session. They mostly use Google meet, zoom to conduct the classes. As well as they use YouTube to show them videos, they use PDF to show them books during the classes. Using all these apps are quite beneficial for them because they enjoy learning by watching videos or taking examples from books. However, one of my interviewees said that Beside those apps she also uses a padlet which is a discussion board of things where students can post their writings on that board and the whole class can see what they have written. In addition, they can have discussions with each other. Also, she uses kahoot, which is a quiz gaming platform. she usually takes her quizzes there and students play the quiz game and the students become first, second, third according to their ranking. There is also another app which is a lyrics training app where music is going, and it is showing lyrics of the song with a blank word. The listening needs to listen and understand the words and fill in the right words in the gaps which helps the students to improve their listening skills and enhance their vocabulary.

- **What teaching methods are you using for teaching your students?**

Here we get some different answers from the interviewees. One interviewee said that she tries to follow Learner-centered methods: Where she mainly focuses on her students and how they are learning and Interactive /participative methods: she tries to make my classes interactive and participative as much as possible. Another interviewee also follows the learner-centric teaching method where she tries to identify every student's needs and then address them individually. Therefore, she values class participation a lot and encourages more Student Talking Time (STT). Two interviewees follow. Practical activity and project work-based learning. My 5<sup>th</sup> and 6<sup>th</sup>

interviewees follow the athletic approach as it is a mixed approach to teaching. Besides communicative language teaching, they also apply critical pedagogy. critical pedagogy is something that gives them authority to learners where they talk about different topics about social issues and problems. They tried to share their point of view on social issues. they tried to connect social issues topics in their activities where students can think critically as well as they can share and exchange ideas with each other.

- **What type of teaching technique do you follow for online teaching the English language?**

Except for one interviewee, all the interviewees say that they still follow their usual teaching technique which is CLT. -In online classes, students get distracted easily. So, they try to communicate with them by asking them questions or by providing them group works. Also, they request them to keep on their webcam while attending the class so that they can observe their activities. However, since students are not obligated to turn their cameras on, I have to use indirect techniques to make sure everyone is paying attention. If class participation is lacking, I give the students class activities and encourage everyone to speak. One interviewee says that she prefers students to think by themselves, interact, exchange, and share their ideas in the class as he follows a student-centered classroom.

- **Do you use the same apps for teaching speaking, listening skills?**

four of the interviewees say that they use the same apps for teaching speaking, listening skills. two of them say that they use Kahoot to make interactive and fun language games where students can play against each other and in groups. For example, audio clips from movies will be played, and the students have to listen to the clips and then answer an MCQ about the content. This assesses

and develops their listening skills. Among these two interviewees, one interviewee says that There is also another app which is a lyrics training app where music is going and it is showing lyrics of the song with a blank word. The listening needs to listen and understand the words and fill in the right words in the gaps which helps the students to improve their listening skills and enhance their vocabulary

- **In your class, you have various types of students, for example, weak student, inattentive students, intelligent students. Do you teach them in the same way?**

All the interviewees say that in the class there is less scope to use different methods for individual students. However, as a teacher, they try to give more attention and time to the weaker students. They try to help those who need help as elaborately as possible. Who are a little inattentive, I tend to ask them questions frequently or try to engage them in tasks frequently? They try to make their class fun, enjoyable, interactive. But two interviewees also add that they have extra slots for the weak student when they talk to the students and try to solve problems. Any student can also attend in those slots to solve their problems.

- **Do you face any difficulties during online teaching?**

As it is a new practice. So, it is a challenging thing. Almost all interviewees agreed that they faced electricity and Internet issues as the main obstacles during an online class. When the Internet and electricity lines are cut off, it creates an interruption not only for teachers but also for the students. Furthermore, they have to postpone the classes due to networking issues. Moreover, it is difficult to look into the computer's screen for a long time. Many of the students do not participate and talk during class time. Some students take advantage of the online situation and do fewer studies. And the more important thing is It is quite different to give extra attention to weak students. two

interviewees also added that they prefer to sit with them after the class individually where they try to discuss their (students) problems and help them to overcome their problems

- **Have you ever attended any English language teaching training, seminar, or any conference?**

All of the interviewees attended any English language teaching training, seminar or any conference. three interviewees say that they had a training on "English language teaching training" at BIAM. Another interviewee says that he took a teacher's training on English language teaching in British Council at 2015. Rest of the interviewees say that they have attended a lot of conferences also presented in the conference.

- **Have you received any professional training regarding the use of technology in language learning? What is the importance of teachers' training in this field?**

All the interviewees say that did not get any professional training in using technology in English teaching class. They think that training teachers in this field is extremely important. Now that they are taking online classes, they know how important it is and what problems they are facing because of the lacking.

- **what kind of materials or textbooks are you using in your class?**

All the interviewees say that they make their own authentic materials. Sometimes they use literary text, newspapers, articles, different vlogs, and documents. For listening to audio clips, interviews from YouTube, real discussion sessions done by people. Besides that, they use suggested textbooks that are present in the curriculum

- **Are the materials enough to improve speaking and listening skills? Or do you think some modification is needed to give more focus to speaking and listening?**

four of my interviewees say that the prescribed materials are not enough at all, especially in teaching speaking and listening skills. They feel teaching these two skills are quite difficult because an active teaching process is necessary. The teacher should actively get students to practice these two skills, and also methodically choose and design suitable materials. 2 interviewees agree that the materials are enough for their improvement. here one interviewee also adds that according to her belief, materials alone cannot improve one's speaking, listening. Teachers' teaching techniques are important in this case. So, modifications in teaching techniques are needed.

- **Do you elicit from your students before introducing any topic?**

All of the respondents agreed that eliciting from students during online classes is beneficial because it allows students to engage with the subject. It also allows a teacher to learn about the students' thoughts. One teacher emphasizes that hearing students' ideas before giving a lecture on a topic is quite intriguing since they sometimes come up with very distinct thoughts and viewpoints that help others think out of the box.

- **Do the students speak English fluently enough?**

All the interviewees agreed that not everyone speaks English fluently. But surprisingly, they try to improve them in every class. Some of them improved themselves so well throughout the semester which is evident. Some students speak English very fluently. Sometimes some students are even better than us (teachers)

- **Do you follow any strategies to improve the fluency of your students?**



All of the interviewees agree that they follow some strategies. They have an English-only rule for their students. They cannot use any language other than Bangla. If their students struggle to speak, they (teachers) tell them to try and elicit words from them (students). They (students) are trying to use but not remembering. They (teachers) give them(students) tasks that will be beneficial to improve their reading, writing, speaking, and listening. For example, students are asked to read an article, and write a summary of it and give a presentation on it. it gives them (teachers) an idea about the fluency of their students, and it is a good speaking practice for students.

- **Do the students eagerly participate in the speaking activity in the online classroom?**

During an online session, all the teachers say that the students are uninterested and find it repetitive. Learners must make an effort to participate in the type. Only a handful of the learners are concerned about their pronunciation of words and fluency. They try to stay away from the activity. If the activity is enjoyable for example Language games, then students are willing to participate. Some students, on the other hand, hardly ever speak up. For some students, they have to elicit their replies one at a time. Only a small number of students want to come and participate in the usual way.

- **How do you engage the students during online classes?**

All the interviewees agree that it is crucial to keep learners engaged in class by providing them with small tasks. Teachers try to engage students in the online class with various tasks, exercises, and discussion boards. One of them mentions that he likes to assign mostly pair or group projects since it allows students to interact with one another by sharing ideas. He often questions them about their favorite politicians, foods, actors, and other topics. Everyone enjoys talking about their favorite topics, and that is why they enthusiastically engage in the online class. However, another teacher claims that managing an online activity is challenging for him. As a result, he assigns

assignments to track learners' development. Though it is quite tough to assign a task to an online classroom because the class time tends to be very limited.

- **In your opinion, what are the roles a teacher should take to make an online classroom more engaging and interactive?**

Teachers must be aware, sincere, and communicative in order to stay up with their students. As a result, the classroom will be more engaging and interactive with the students, due to higher quality output. Because this is a special situation (pandemic), everyone is dealing with various challenges and mental health issues. For the sake of the learners, instructors must be understanding and cooperative. To hold the learners' attention, a teacher should give engaging instructional materials and organize exciting activities.

- **How do you give your students online feedback? Do you follow any strategy?**

Oral feedback is difficult since it causes an interruption in the classroom. The majority of interviewees said they provide written feedback on students' tasks or homework. Only one person mentioned that giving comments verbally is his preferred method. Most teachers, on the other hand, kept a record of their student's progress to prepare for class presentations and participation and then provided extensive written comments to them. Two of them mentioned that they also provide consultation hours for the students to discuss their problems. Three of the interviewees also say that they follow the sandwich feedback strategy which is to Mix the negative feedback with positive ones.

- **Do you face any difficulties during giving feedback?**

All the interviewees claim that as they are taking online classes right now. They are facing some problems. For example, sometimes students do not understand the command properly and the do

the same mistake again and again. In online classrooms, students hardly come for feedback after attending the class for this reason teachers do not understand whether students are working on their mistakes or not. As most of the interviewees give detailed and annotated feedback. This means they have to spend a lot of time on it. Even after rigorous feedback, often my students make the same mistakes

#### **4.2 Analysis of the questionnaire interviewees (student):**

- **During this pandemic, when everything is running online, are you finding it difficult to grasp the language skills properly?**

Most of the interviewees claim that they face difficulties to grasp the language skills properly. They cannot get all the language skills online as they get them offline. It is really difficult to get all the language skills online as the teacher cannot guide them the way they can guide in offline classes. On the other hand, two to three interviewees say that they do not find any difficult to grasp the language skills properly

- **Is the technology involved in online teaching satisfactory?**

Interviewees say that it is a mixed feeling. Sometimes it is satisfactory because The apps that are being used for our online classes help us to attend class even while staying at home. The teachers use zoom meeting and google meet mostly to continue their online classes. It is easy to share slides and other materials online via zoom muting on google meetings. Not only slide share but also the student face to face can talk face to face to the teaches via online. Again students say that the teaching quality has dropped. Technology is not being used properly by the teachers. If they wanted, they could use it far better. For example, there are often many platforms for one single course. Even still, often we cannot find our language teachers on any of the platforms. It seems they are more worn out than us, the students, in online learning. They also

added that a traditional classroom is better than online learning because students are getting enough opportunities to interact with the teacher and the whole class.

- **Do you find your online language class interesting?**

All the interviewees claim that sometimes online class is interesting sometimes not. It mainly depends on teachers and how they are engaging their class. It depends on the teacher more than the content. Some online classes are interesting but some online classes are a bit boring because our teachers also struggle to grasp them. Some of the students say that they find their language class content interesting, but often, the teachers are lazy and do not make classes interesting. This is a shame because online language classes can be quite interesting with multimedia, but is rarely done by the teachers. Online classes can be interesting for a time being but in the long run, they can create way too much boredom sometimes

- **Do you think the materials are sufficient for you?**

Half of the interviewees agree with those materials are enough for them half of them are not. Most of the time we're just getting just a gist of a particular topic or a subject; as providing full details online can be very lengthy sometimes. So, we have to depend on other sources such as google for our study material. Their language learning materials cover mostly cover reading, writing, and speaking skills. The teacher includes writing a summary of Paragraphs, treading tasks, and impromptu presentations in her lesson plans. For the listening skill, they need to go to the listening Lab after completing my class at my university or they have to depend on some YouTube video

- **Do you think the materials you provide are sufficient for improving speaking, listening skills?**

- **Or do you think some modification is needed?**

All of the respondents agree that the materials you provide are sufficient for improving speaking, listening skills modification is needed. The teacher should use more interactive materials. But they also shouldn't provide bullet point notes which encourage memorization. This is a problem of

being over sufficient, which I have also faced. Speaking, listening skill does not depend on materials it's rather it depends on practice. In online classes, we cannot practice it often so our speaking listening skills get compromised. One interviewee also says that providing material online can be lengthy sometimes. So, from her point of view, the only way to resolve the problem is the face to face interaction and resuming offline classes as soon as possible.

- **Do you follow any strategies to improve your fluency or listening skills?**

Every interviewee follows some basic strategies to improve fluency or listening skills. They watch English series, movies, YouTube videos, listen to English songs to improve their listening skills. Half of the interviewees say that they regularly practice speaking English at home with their friends, and the rest of the students said that they practice speaking English but that is not on a regular basis.

- **Do you get enough talking time in the online class?**

All the interviewees claim that they do not get enough talking time in the online class. Students who want to share their thoughts and views get enough time. the teachers try their best to give us the talking time. Some interviewees say that there are many people in the class sometimes they also do not want to talk too much in case other students and the teacher feel disturbed.

- **Does your teacher assign any homework or assignment or activity to you, which is related to speaking and listening skills? Like presentation, debate, impromptu speaking?**

All the interviewees agree with that, their teacher various kind of activities like presentations and playing drama. Sometimes teachers arrange impromptu speech activities or debates in the class. Impromptu Speech helps to improve fluency in spoken English and in-class debate helps to build

arguments in the discussion. One interviewee also adds that in online tasks the students are not eager to speak in English while we are doing any group or pair work as the teachers do not get enough scope to monitor. These tasks are partially effective for improving my speaking listening skills but it is not as effective as the offline class.

- **Do you find the tasks effective for improving your listening, speaking skills?**

Yes, those tasks are helpful but still, we need some more tasks that can make us a good practice it. Online presentations tasks will help the students to develop their speaking skills. The teacher needs to focus equally on listening skills. During online classes, students have to be more focused on what their teacher is saying. Because distance learning is pretty different from the usual classes we used to attend a campus. Here they need to be more attentive while listening to our lectures, otherwise, there will be chances of missing out on any important information. So, in the way, this is helping us to improve our listening, speaking skills.

- **Does your instructor give feedback after the task?**

Most of the interviewees claim that their teacher gives them feedback after the task and provides valuable feedback if they do any mistakes. These mistakes help them a lot to improve my language skills. On the other hand, some interviewees claim that their instructors do not provide feedback properly. Most of the time we do not receive any feedback and sometimes we receive written feedback lately. One interviewee also say that she is disappointed with most of the teachers. Some of them never give feedback, while some only give feedback at the end. she views feedback to be of utmost importance to learning. A teacher's job is not finished after making questions for exams. There should be a process-oriented teaching method adopted which requires teachers to work with

the students to drill in the feedback on exams. If the student improves from the feedback, their marks should also increase. This will give incentive for us to improve further.

- **How your teacher does motivate you to improve your speaking listening skill?**

The saddest part is except for two or three students all the students say that their instructors only give them feedback. Like what is the problem, what to do. But the instructors do not say how to do, how to improve their skills. However, two or three interviewees say that their teachers share many experiences of them that how they are being benefited from having good speaking and listening skill. That is inspiring for us. At the same time, they also motivate them to learn it properly by saying the positive sides of it and how it will be adding extra value to our qualifications in our future career.

- **Which language skill (reading, writing, listening & speaking) do you find very interesting to learning online and which one do you find tough to learn?**

According to the interviewees provide a mixed opinion. Some of the interviewees say that online writing is an interesting Skill to learn because by using a computer we can do our assignments, research papers, term papers and we can also edit our work easily by using technology. On the other hand, it is quite tough to learn listening skills online because we cannot learn all types of accents by listening only, online, class lectures. They need to take help from outside sources to develop our listening . for example, they can here English songs using youtube videos, watch English movies using different websites, etc. furthermore, some interviewees claim that learning listening skills is most interesting to learn via online as they can listen to and watch clips on the internet. On the other hand, reading skills are the hardest. Yes, they can read ebooks, but they do not know how else to target reading skills in online learning different from offline learning.

- **Which system of learning language do you think is more interesting and easier?  
Learning in the traditional way or Learning language on online?**

The interviewees think that learning a language online can be more fun. But overall, traditional learning is probably easier as we and the teachers are used to that. the traditional way has more scope of interaction for the students. The students can see each others' faces and Share information. The teacher can roam around the class and provide individual feedback which might be impossible in online learning. The interviewees also added that Both learnings in the traditional way and Learning language using technology are interesting when the teacher makes it interesting. The fun of learning largely depends on the teacher.

- **Is there any task in your language learning textbook that supports using technology?**

All of the interviewees claim that they do not have many tasks which support technology but some materials require audio and video clips from the internet for these reasons our teachers use YouTube Videos, slides to teach us the English language. On the other hand, the students share their slides during the online presentations in z00m meeting or Google meet on different topics Related to language skills. There is a huge difference between learning a language with technology and learning a language in person in the classroom. In the classroom teachers can see our body language our eye Contact and everything and can judge based on that. But by technology, it is not possible.

- **What are the differences you are experiencing between technology-based in-person classroom language learning and technology-based online classroom language learning?**

The difference is during online we have to be fully dependent on technology and offline students can depend both on our physically resumed classes and technology as well for various purposes.



In offline education, technology was only used for little things like ebooks and emailing teachers our assignments. Nowadays, technology is used for almost 100% of all our needs and requirements. Group mates are not much serious about anything as there is no face-to-face communication. Managing all the things in this way is tough as everyone is not equally attentive. Furthermore, teachers cannot understand all the things properly all the time. In offline classes, teachers could understand everything by observing it directly. Moreover, network issue is a big problem that we never had to face in offline classes.

- **What is your overall opinion about learning to speak, listening through online classes? Is it helping you to learn the language more efficiently?**

All the interviewees think that Online learning is relaxed and fun, but offline learning is more efficient.

- **What are some pros and cons of online language learning according to you?**

According to the interviewees, some pros are:

Technology encourages spontaneous learning prepares students for the future as our world is becoming more reliant on technology day by day. It helps to have a good understanding of common technological devices. More range of materials, more freedom, easier access as they can learn whenever instead of a specific class periods.

Some cons are: Sometimes it makes the children unsocial and they prefer to be alone with their devices. Too much use of technology may be harmful to our health. Most of the Students read PDF versions of their textbooks which I think is not needed rather they can read printed textbooks Which will be beneficial for the students the health of the students. technology-based learning is decreasing our ability to think and do something with our very own creativity.

- **Do you face any difficulties during online learning?**

All the interviewees claim that, as everything is new for us in this way, so being adjusted is taking a little bit of time. All the things are still not fully organized. Sometimes there are network issues that hamper their class attendance. lack of class participation. online classes are more limited in the types of assignments students can complete. Teachers are also not trained for the online class. Sometimes teachers do not provide feedback properly.

## **Chapter -5: Discussion**

This chapter analyses the findings thematically. The researcher found four themes to include in the discussion.

### **5.1 Language teaching and learning technologies:**

Language teaching can incorporate a variety of various ideas. Both in and out of the classroom, innovation should be utilized. In the classroom, technology such as computers, projectors, and tablet computers can be used (Gunuc & Babacan, 2019). Teachers also use computers, laptop projectors, mobile phones, and other technology in their language courses, according to the study. All of the data gathered indicated that the majority of instructors utilized computers for this reason. In addition, several teachers taught language skills using PowerPoint presentations. Their teachers' statement was also supported by the students. Online tools for examining words, sentences, structure, and style were available through Computer Assisted Language Learning programs. (Freeman & Anderson, 2011). Furthermore, while assigning writing assignments, instructors attempt to show YouTube videos to their learners. After seeing short cartoons or movies on various subjects, the learners presented their teacher's given writing assignment.

Considering this, no instructor use technology to test students' language skills for online. Surprisingly, the majority of students said that they never use technology-based online assessment techniques. The majority of teachers in language courses use computers as their primary technology instrument, according to the study. They mostly concentrate on writing and reading abilities. The primary goal of teachers who employ technology is to teach writing and reading abilities. However, it helps in the improvement of students' listening abilities, since when they are required to write anything based on audio, they must concentrate on what the audio is saying. This technique aids in the development of learners' listening abilities." Teachers do not focus on speaking and listening individually, according to some teacher and student opinions, but students are improving their listening skills as a result of the usage of technology.

## **5.2 Teachers and students' beliefs**

Teachers have mixed feelings about technology-enhanced online language learning. More than half of instructors say that incorporating technology into the classroom has enhanced students' interest in language acquisition while also making the teaching process more efficient and advanced. They claim that technological advancements have reduced their burden and that they can now teach language skills more effectively and efficiently. Some instructors, on the other hand, are pessimistic about the situation.

They perceive setting up or repairing the gadgets to be a time-consuming process. They also feel that technology would divert students' learning goals and attention, and that technology will reduce students' and instructors' creative and interactive abilities, which are critical for teaching and learning the language. Technology, students feel, provides them with a terrific chance. With the aid of technology, they will be able to gain language skills quickly.

### **5.3 Advantages and Disadvantages:**

There are several advantages and disadvantages of using technology in language learning. Teachers saved time since they didn't have to write on the board, come up with fresh subjects for pupils, or deliver extensive lectures in class. Teachers may now complete these tasks using computers, the internet, and other technology. They also don't have to worry about getting the correct accent or pronunciation because they can just play it on the computer. Teachers agreed that students receive audio-visual feedback while viewing a film prior to completing any activity, which helps them acquire the language quickly. Shyamlee (2012) backs up this claim by claiming that music, visual animation, and other variables boost data gathering, which leads to increased interest and motivation in researching and integrating training.

The real-life language learning experience is another benefit that may be discussed during the interview. Students and instructors can look at other students' work from throughout the county. It assists students in comparing their own skills and making the required changes. This technique also helps instructors in analyzing learners' health and growth in comparison to other pupils around the country.

Teachers can have access to fresh resources and subjects for their pupils. As a consequence, kids find it appealing to actively participate in class. New resources and subjects also assist pupils in learning about the present language. Students' brainstorming and organization abilities improve as they write on new themes, which is crucial for improving writing skills.

However, there are some disadvantages to the study. Students are becoming more reliant on technology, which is hampering their ability to learning. Students also agreed that teachers should focus more on maintaining equipment than on teaching. As a result, they have less opportunities

for face-to-face communication. Whereas, in order to effectively teaching language skills, contact between these two groups is required. According to Patel (2013), with mixed media, instructors might be changed into inmates and hence cannot play a significant role in teaching. Teachers and pupils do not make eye-to-eye interactions because they remain glued to their computers and only learn on the screen.

Another issue that instructors and students discuss is that students are easily distracted by the internet, which provides them with access to a wealth of information. As a result, students waste time going over information that has nothing to do with their learning. According to Yunus et al. (2012), Understudies are unlikely to focus on setting up a web-based PC. They spent some time on the Facebook site.

### **Chapter -6: Recommendation**

Some recommendations can be helpful for the teachers and the students of the online language learning

- For online language learning, teacher training on the use of technology is very important. On this topic, for all the teachers yearly training should make mandatory. It will help the teacher to know how access to technology can be done, and how to improve their creativity for teaching language skills, how language skills can be developed among students by using technology.
- Authority needs to emphasize more on those areas where electricity and internet connection is very poor. The power cut and low internet issue need to solve if possible. Teachers can add or change more technology base activities while designing the syllabus.

- Some seminars and conferences need to arrange on the effectiveness and importance of technology-based language teaching and learning
- Students need to do the class regularly.
- As students are doing online classes so students need to be focused and attentive while doing the online classes. They have to participate in the class discussion willingly. If they do not understand anything during class time students should ask the teacher without any fear.
- Finally teachers and students both need to play a supportive role.

### **Chapter -7: Conclusion**

Teachers' beliefs represent a vast body of information, and they interpret their surroundings by constructing a sophisticated system of personal and professional knowledge. These beliefs play an important role in the teaching and learning of languages. Teachers' perspectives, in reality, reflect recollections and manage the grasp of learning a new language. Furthermore, teachers' views have a stronger impact on their understanding of how to design courses, make decisions, and conduct themselves in the classroom. Gilakjani and Sabouri both believe that (2017), “Recognition of these beliefs and their effects on language learning and teaching, the learners’ expectations and strategies can help teachers design syllabus and their teaching practices”(p.78). Furthermore, if the teachers can identify the learners' capabilities, they will be able to decide and alter their behavior and educational choices appropriately. However, other factors hamper these ideas and instructors' ability to be self-sufficient in their teaching methods. As a result, the case study concentrated on portraying as well as modern features of teaching ideas and the methods that instructors choose to apply based on their settings. For Bangladesh, online learning is a totally new experience. Both students and teachers experience challenges, but if they work hard enough, they can adjust to get

a better result. The learners must attend the online language learning class and actively engage in it. Teachers must also be attentive and honest in order to assist students in adapting to and engaging in an E-learning environment. Finally, teachers and students should work together to improve the quality of their work.

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## **Appendix**

### **Students Questionnaire**

- Is the technology involved in online teaching satisfactory?
- Do you find your online class interesting?
- Do you think the materials are sufficient for learning?
- Do you think the materials you provide are sufficient for improving speaking, listening skills?
- Do you follow any strategies to improve your fluency or listening skills?
- Do you get enough talking time in the online class?
- Does your instructor give feedback after the task?
- Does your teacher assign any homework or assignment or activity to you which is related to speaking and listening skills?
- Do you find the task effective for improving your listening, speaking skills?
- How your teacher does motivate you to improve your speaking listening skill?
- Which language skill (reading, writing, listening & speaking) do you find very interesting too learning via technology, and which one do you find tough to learn?
- Which system of learning language you think more interesting and easier? Learning in the traditional way or Learning language using technology?
- Is there any task in your language learning textbook that supports using technology?
- During this pandemic, when everything is running online, are you finding it difficult to grasp the language skills properly?

- What are the differences you are experiencing between technology-based in-person classroom language learning and technology-based online classroom language learning?
- What is your overall opinion about learning to speak, listening through online classes? Is it helping you to learn the language more efficiently? What are some pros and cons of technology-based language-learning according to you?

### **Teachers Questioner**

- What are your general thoughts about teaching language with technology?
- Is it possible to use technology for teaching Speaking, listening?
- Do you use any apps or devices in your online class? do you think all of are these the appropriate ones? If yes, then why do you think so
- What teaching methods are you using for teaching your students
- What type of teaching approach do you follow for online teaching the English language?
- Do you use the same apps for teaching speaking, listening skills?
- In your class, you have various types of students, for example, weak students, inattentive students, intelligent students. Do you teach them in the same way?
- Do you face any difficulties during online teaching?
- Have you ever attended any English language teaching training, seminar, or conference?
- Have you received any professional training regarding the use of technology in language learning? What is the importance of teachers' training in this field?
- what kind of materials or textbooks are you using in your class?

- Do the students speak English fluently enough?
- Do you follow any strategies to improve the fluency of your students?
- Do the students eagerly participate in the speaking activity in the online classroom?
- How do you engage the students during online classes?
- In your opinion, what are the roles a teacher should take to make an online classroom more engaging and interactive?
- How do you give your students online feedback? Do you follow any strategy?
- Do you face any difficulties during giving feedback?