

# BACK TO ENGLISH CLASSROOMS: TEACHERS' AND STUDENTS' PERCEPTIONS ON REOPENED SCHOOLS

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  
Master of Arts in English

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## **Declaration**

It is hereby declared that

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

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## Approval

The thesis titled “Back to English Classrooms: Teachers’ and Students’ Perceptions on Reopened Schools” submitted by Israt Jahan Promi (ID: 21163012) of Summer 2022 of has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Master of Arts.

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## **Ethics Statement**

All the ethical issues had been maintained while conducting this study and those are discussed in detail in the methodology section.

## **Abstract**

This study intends to explore the perception of secondary level students and teachers regarding their experiences of reopened schools. It also focuses on the challenges they faced while attending face to face classes. Besides, qualitative multiple case study approach has been adopted for this study where purposive sampling technique helped the researcher to select seven secondary level students and three teachers. The researcher has designed the conceptual framework of the study with the combination of Blended Learning Assessment Framework (2014) and Learning Affecting Framework (1991) theories. For completing the data collection procedure, the interviews of all participants were taken in the physical setting and qualitative data analysis of the transcripts revealed that both teachers and students preferred offline classes, and they had gone through some basic preparations for in-person classes. Some of the challenges the students had faced in these classes were lack of concentration, interaction and reluctance to write. In the case of teacher participants, it was found that teachers were anxious to take offline classes after long time. Moreover, they faced problems in controlling the classroom and redesigning the lesson plans for the reopened classes. the findings of the study will be beneficial for the teachers, students, authorities of schools, governmental officials to take action for upgrading the English education quality of an ESOL context such as Bangladesh after post COVID-19 era. In addition, the framework of the study can be used for reopened classroom situations in any other country of the world.

**Keywords:** Reopened schools, Face to face classes, COVID-19, Secondary level.

## **Dedication**

I would like to dedicate my work to my family, they were my constant support throughout  
my life.

## **Acknowledgement**

At first, I would like to thank the Almighty Allah for each and everything in my life. Then, I would like to thank my parents and my brother for being my constant support throughout my life and guiding me in the right way.

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## Table of Contents

Declaration.....	II
Approval .....	III
Ethics statement .....	IV
Abstract.....	V
Dedication .....	VI
Acknowledgement .....	VII
Table of contents .....	VIII
List of tables.....	XIII
List of figures.....	XIV
Chapter 1-Introduction .....	1
1.1 Background of the study .....	1
1.2 Change of education system in COVID-19 .....	2
1.3 Change of education system in Bangladesh during COVID-19 .....	3
1.4 Statement of the problem .....	4
1.5 Central research objective .....	5
1.6 Research questions.....	6
1.7 Scope of the study.....	6
1.8 Limitations of the study.....	7
1.9 Significance of the study .....	7
1.10 Definition of key terms .....	8
Chapter 2- Literature review .....	9
2.1 Introduction.....	9

<b>2.2 Part 1: Education in the time of COVID-19 pandemic and opinions of teachers-students regarding it .....</b>	<b>9</b>
2.2.1 Worldwide transformed education system.....	9
2.2.2 Changes of English classrooms during COVID-19 .....	10
2.2.3 Teachers’ and students’ perception on transformed education system in ESL context .....	12
<b>2.3 Part 2: Pros and cons of online and offline classes .....</b>	<b>13</b>
2.3.1 Features of online classes.....	13
2.3.1.1 Benefits of online classes .....	13
2.3.1.2 Drawbacks of online classes .....	14
2.3.2 Features of face-to-face classes .....	16
2.3.2.1 Advantages of traditional classes .....	16
2.3.2.2 Disadvantages of traditional classes .....	17
<b>2.4 part 3: Education of Bangladesh in COVID-19 pandemic .....</b>	<b>18</b>
2.4.1 Bangladesh’s education system in COVID-19 pandemic.....	18
2.4.2 English language classrooms in Bangladesh during COVID-19 pandemic .....	20
2.4.3 Teachers’ and students’ perceptions on transformed education system of Bangladesh .....	21
<b>2.5 Research gap.....</b>	<b>22</b>
<b>Chapter 3- Conceptual framework of the study .....</b>	<b>23</b>
<b>3.1 Introduction.....</b>	<b>23</b>
<b>3.2 Blended learning assessment framework.....</b>	<b>23</b>
<b>3.3 Learning affecting framework.....</b>	<b>26</b>
<b>3.4 Conceptual framework .....</b>	<b>28</b>
<b>Chapter 4- Methodology.....</b>	<b>30</b>
<b>4.1 Introduction.....</b>	<b>30</b>
<b>4.2 The qualitative paradigm and its philosophical assumptions.....</b>	<b>30</b>
<b>4.3 Research design.....</b>	<b>33</b>
<b>4.4 Multiple case study approach .....</b>	<b>34</b>
<b>4.5 The researcher’s role .....</b>	<b>35</b>
<b>4.6 Setting.....</b>	<b>37</b>

<b>4.7 Selecting the participants .....</b>	<b>37</b>
4.7.1 Participants' profiles .....	39
<b>4.8 Data collection procedures .....</b>	<b>40</b>
4.8.1 Semi-structured interviews .....	40
4.8.1.1 Developing the interview protocol.....	40
4.8.1.2 Piloting the interviews .....	42
4.8.1.3 Conducting the final interviews .....	42
<b>4.9 Data analysis procedures.....</b>	<b>43</b>
4.9.1 Data analysis framework.....	44
4.9.2 Analysis of interviews.....	45
<b>4.10 Ethical considerations.....</b>	<b>45</b>
<b>4.11 Establishing credibility and trustworthiness of the data.....</b>	<b>46</b>
<b>Chapter 5- Results and discussion.....</b>	<b>47</b>
<b>5.1 Introduction.....</b>	<b>47</b>
<b>5.2 Section 1: Secondary students' perceptions on reopened schools .....</b>	<b>50</b>
5.2.1 Reasons for preferring offline or online classes .....	50
5.2.2 Students' readiness for attending resumed classes .....	51
5.2.3 Problems faced while attending offline classes .....	53
5.2.3.1 Concentrating in face-to-face classes.....	53
5.2.3.2 Fear of interaction in offline classes .....	54
5.2.3.3 Writing problems in face-to-face classes .....	56
5.2.4 Solutions for obstacles of reopened classes .....	57
<b>5.3 Section 2- Secondary teachers' perceptions on reopened schools .....</b>	<b>59</b>
5.3.1 Reasons for preferring offline classes .....	59
5.3.2 Preparation for conducting offline classes .....	60
5.3.3 Problems faced while conducting offline classes .....	62
5.3.3.1 Maintaining discipline in offline classes.....	62
5.3.3.2 Anxiety while delivering lectures in face-to-face classes.....	64
5.3.3.3 Preparing new lesson plans for reopened classes .....	65
5.3.4 Solutions for obstacles of reopened classes .....	66
<b>5.4 Section 3: Some common perceptions among teachers and students regarding reopening schools .....</b>	<b>68</b>
5.4.1 Feelings of returning back to schools after lockdown .....	68
5.4.2 Safety arrangement of schools after reopening.....	70
5.4.3 Teaching strategies in reopened classes.....	72
5.4.4 Course contents and students' approaches towards completion .....	74

5.4.5 Assessment after reopening schools .....	77
<b>Chapter 6- Conclusion.....</b>	<b>81</b>
<b>6.1 Implications for the study .....</b>	<b>81</b>
6.1.1 Social implications.....	81
6.1.2 Pedagogical implications .....	82
6.1.3 Theoretical implications.....	82
<b>6.2 Recommendations .....</b>	<b>83</b>
<b>References.....</b>	<b>85</b>
<b>Appendix A.....</b>	<b>97</b>
<b>Letter of consent for participants.....</b>	<b>97</b>
<b>Appendix B .....</b>	<b>98</b>
<b>Interview questions for participants .....</b>	<b>98</b>
<b>Appendix C.....</b>	<b>107</b>
<b>Notational conventions of the interview transcripts.....</b>	<b>107</b>
<b>Appendix D.....</b>	<b>108</b>
<b>Sample interview transcription of Priya and Nadia .....</b>	<b>108</b>
<b>Appendix E.1 .....</b>	<b>125</b>
<b>Sample of coding template by the researcher.....</b>	<b>125</b>
<b>Appendix E.2 .....</b>	<b>126</b>
<b>Sample theme generation template .....</b>	<b>126</b>
<b>Appendix F.1 .....</b>	<b>127</b>
<b>Rating for students' interview by rater .....</b>	<b>127</b>
<b>Appendix f.2.....</b>	<b>130</b>

<b>Inter-rater reliability calculation for students' interviews.....</b>	<b>130</b>
<b>Appendix F.3 .....</b>	<b>131</b>
<b>Sample of email for member checking.....</b>	<b>131</b>
<b>Appendix G.....</b>	<b>132</b>
<b>Audit trail of the study .....</b>	<b>132</b>

## List of Tables

Table 1: The Philosophical Assumptions of the Study .....31

Table 2: Profile of Participants .....39

## List of Figures

Figure 1: Blended Learning Assessment Framework.....	24
Figure 2: Learning Affecting Framework.....	27
Figure 3: The Conceptual Framework of the Study.....	28
Figure 4: Emergent Themes of the Study .....	80

# **Chapter 1**

## **Introduction**

### **1.1 Background of the Study**

In 2019, a disease named COVID-19 outbreak which changed the whole world massively. There was no country or no sector of peoples' lives where it did not leave its mark. This highly infectious disease was declared as a global pandemic on March 11, 2020 by the World Health Organization (WHO) for spreading rapidly in different countries (Sanyaolu, Okorie, Hosein, Patidar, Desai, Prakash & Marinkovic, 2021). Because of the coronavirus several countries declared lockdown and strict social distancing protocols were enforced. As a result, people were suffering from depression, anxiety and so on seeing their loved ones dying, being locked within their houses. Due to the outbreak of COVID-19, the whole world has seen an immense change in every sphere of life. It has not only impacted the job sector but also educational institutions were forced to be closed to control the outburst which led to a drastic change in the education system (Hoofman & Secord, 2021). For continuing the teaching-learning process, the whole education system had to shift to online platforms (Mishra, Gupta & Shree, 2020). Though it was easier for developed countries since they had some exposure to online teaching for long time, however it was quite difficult for developing countries like Bangladesh (Tabassum, Mannan, Parvej & Ahmed, 2021). When on March 16, 2020 the Bangladeshi government announced to close all the educational institutions including from primary to tertiary levels, it took a long time for our country to figure out how they can continue educational programs without face-to-face setting (Al-Amin, Al Zubayer, Deb & Hasan, 2021). Because of this closure, learners as well as teachers suffered immensely as the teaching-learning process was temporarily off and it was not sure when the pandemic situation might end and we could go back to educational institutions. As a result, to stop further hampering to

education sector, online education played a major role. Although developed countries started the online classes immediately, in case of developing countries like Bangladesh it took long time to start the online education. Since education system of Bangladesh mostly depends on face-to-face setting, shifting the learning program to online platforms was quite difficult.

Eventually, some private universities started to continue their teaching-learning activities through online platforms, but for public universities and schools, colleges it took even more time to plan the online learning procedure. Hence, it is quite possible to face different challenges while operating online education for both teachers and students. However, with sometime they were able to cope up with the online learning. Then after observing low transmission rate of COVID-19, the government declared to reopen all the educational institutions on trial basis where students will go to their schools for two days to have face to face classes but rest of the days they will continue with their online classes. After one month of observation, the schools were allowed to return back to their in-person classes in full swing. Since both students and teachers are going to resume their physical classes after a long break of almost two years, it is quite obvious they have to struggle to cope up with the learning environment of the face-to-face classes.

## **1.2 Change of education system in COVID-19**

Though online or blended learning is quite popular in developed countries even before the pandemic started, due to the outburst of COVID-19, online education came into the limelight and other countries also became compelled to adapt the change. Khalil, Mansour, Fadda, Almisnid, Aldamegh, Al-Nafeesah, Alkhalifah and Al-Wutayd (2020) explored synchronized online learning in Saudi Arabia in which they took interviews of 60 students. From their responses, they learnt those students faced different challenges in their online education. Some of the challenges are- technical problems to join classes on time, having unclear concept of

contents, behavioural changes and in online exams. However, despite those problems majority of the students preferred online education for their upcoming academic semesters. Similarly, Vu and Tran (2022) also investigated on 475 Vietnamese students for over 6month research to know about their experience on synchronous online learning at the tertiary level. From the result of the research, it is clear that those students had very positive attitude regarding online learning, they could enhance their knowledge through online synchronous learning.

Moreover, Nieuwoudt (2020) in her study scrutinized whether class attendance plays a major role in academic success or not in case of online education. To investigate that she collected data from learning management system through university officials. From the data and students' interviews she revealed that for good academic result it is important to attend classes. However, she also mentioned in the results that attending synchronous virtual classes is not required mandatorily for good results, students can achieve that by doing those recorded classes in their preferred time. She also said that according to my participants the flexibility students get in online education is quite helpful for getting good results in courses.

### **1.3 Change of education system in Bangladesh during COVID-19**

Unlike other developed countries, online education was not much in use in the context of Bangladesh. As a result, when educational institutions were closed for COVID-19, our country had to take a long time for planning how to continue teaching-learning process without face to face setting. Then mostly out of being compelled educational institutions shifted their academic programs from face-to-face setting to online platforms in Bangladesh. In this regard, Tabassum, Mannan, Parvej and Ahmed (2021) conducted a study to learn university-level teachers' perceptions of online learning and challenges they faced while conducting online classes. From their response, they came to know that around 90% teachers took online classes during lockdown. Among them, 70% teachers faced issues of poor internet and electricity problems.

However, very low percentage of teachers had lack of logistics support and had negative attitude toward online learning. From this study, it is clear that most of the teachers of tertiary level have positive attitude towards online learning despite having several difficulties.

Moreover, Al-Amin, Al Zubayer, Deb and Hasan (2021) in their study explored the tertiary level students' participation, in class activities in the online setting. By interviewing over 844 students of different universities they disclosed that there was lack of participation, classroom activities could not be carried out properly, also electricity and internet problems were also there due to which both teachers and students faced several difficulties in online classes. Furthermore, students were also not satisfied with online education. Khan, Jahan, Sultana, Naushaad, Haider and Roshid (2021) in their paper stated that all the participants of his interviews mentioned that due to unstable internet and electricity problems they are not able to neither attend the classes peacefully nor they can attend the exams with calm mind. Some of them also said that sometimes they cannot submit the answers on due time because of electricity and internet issues. Beside some of the students are getting more depressed during the pandemic period because some of their family members are affected, some do not have electric gadgets of their own due to which they cannot attend the classes and exams properly and eventually leading them to poor results.

#### **1.4 Statement of the Problem**

For bringing out the best learning outcome from the students, the learning mode plays a big role (Van Alten, Phielix, Janssen & Kester, 2019). If the students have the opportunity to learn in their comfortable learning mode or in their usual learning mode without any changes, there is a high chance that they will bring their best output from their learning (Bralić & Divjak, 2018).

However, due to COVID-19 outburst, the whole education system of worldwide had a massive change (Potra, Pugna, Pop, Negrea & Dungan, 2021). In Bangladesh the change was more drastic for both teachers and students since the learning mode was keep changing throughout the time. At first, when the novel coronavirus attacked, all the educational institutions were closed and there was no way how we could continue our teaching-learning process (Babbar & Gupta, 2022). After quite a while, through online platforms our academic programs were restarted. Then by observing the low rate of COVID transmission, our government decided to reopen the schools but in trial basis where students will start going to schools for two days and for the other days online classes will be continued. Moreover, after one-month students could go back their usual mode of in-person learning. Due to several changes in the learning mode students as well as teachers were not able to stable their mind for their teaching and learning.

In this case, it is quite normal to have difficulties for both teachers and students to cope up with their current learning mode. Though it was their usual mode of learning, due to so many changes it might be challenging for them to get used to their physical learning mode. As a result, it is quite necessary to know their perceptions regarding the reopening of the schools and the challenges they are facing to cope up with reopened classes. Hence this study aims to learn about the perceptions of students and teachers regarding their ongoing mode of learning English and by knowing their challenges, the stakeholders will be able to take steps for reducing their troubles in the current mode of learning and to make the teaching-learning process more suitable for them.

### **1.5 Central research objective**

To investigate the perceptions of students and teachers regarding their experience of learning English in the reopened classes.

## **1.6 Research questions**

The following research questions will be explored in this study-

1. What perceptions do secondary level students have on reopened offline English classes during COVID-19 pandemic?
2. What perceptions do secondary level teachers have on reopened offline English classes during COVID-19 pandemic?

## **1.7 Scope of the Study**

Through this study, the researcher explored the perceptions of secondary level students and teachers regarding their experiences of learning English in the reopened classes and the challenges they faced while attending face to face classes. The study has been limited to the secondary level students because in this level students had upcoming public examinations, also in this age there is immense risk of going astray by using mobile phones for online classes, hence secondary level was in need to start the physical classes immediately. Since secondary level had fully face to face classes at first, that is why the researcher chose students and teachers of this level. In addition, both teachers and students have been chosen as participants so that the information getting from the students can be verified by the teachers and vice-versa. Furthermore, the purpose of choosing Dhaka as the setting of the study is that the schools of Dhaka had proper online classes and then they returned back to face-to-face classes, due to which the participants of Dhaka can give the relevant information required for in-person classes by relating those with the online classes. They would be able to describe the challenges clearly since they had online classes for long time, then they came to their physical classes after a long time for which they were mainly facing those problems. As a result, teachers and students of

secondary schools situated at Dhaka have been chosen as participants to attain required information for this study.

### **1.8 Limitations of the Study**

There were some limitations which could not be avoided while conducting this study. The main limitation of the study was managing teacher participants. Since all the educational institutions were reopened and they had to take classes in the physical setting, also they had other responsibilities, teachers were quite busy with their works. As a result, it was quite difficult to take interviews of the teachers. When few teachers are found, some of them were not suitable for interviews since they did not fulfil the criteria of selecting participants. Whereas some others had given appointments for the interviews, but later on they could not manage time. That is why more teachers could not be managed as participants for this study.

### **1.9 Significance of the Study**

Several studies have been conducted by researchers on pandemic and online learning issues throughout the world. However, minimal research works have been found on the issues of reopened schools. Some of the works are based on the expectation basis in which experts' opinions were provided on what might happen in the reopened classes, but what happened in the schools and classes after reopening that was not explored by the researchers. Hence this study is expected to be turn out very significant since it is based on the perception of secondary level students and teachers regarding their experiences of reopened schools. It also focuses on the challenges they faced while attending face to face classes. As a result, this study will be significant for both teachers and students since they would be able to know about each other's problems which might make them cooperative towards each other for lessen the problems. It will also be beneficial for the school authorities and governmental officials as they would be able to take steps for making teaching-learning process uncomplicated for both teachers and

students. Lastly, it will also work as a guide for researchers interested in the similar topics to work on and they can use the methodology part in other ESOL contexts to find out their teachers' and students' perceptions on English learning in post COVID-19 reopened schools.

### **1.10 Definition of Key Terms**

**COVID-19:** This term has been used multiple times in this study. It refers to the infectious disease named as Coronavirus or COVID-19 or Novel Coronavirus which outbreaked in the 2019 throughout the world including Bangladesh. This highly infectious disease was declared as a global pandemic by the World Health Organization (WHO) for spreading rapidly in different countries.

**Reopened schools:** This term is also used several times in this study as it is one of the main focuses of the study. This term specifically refers to the time when schools were allowed to reopen and operate their academic activities in their premises in the face-to-face setting. Due to COVID-19 outbreak all the educational institutions were closed for almost two years, then shifted to the online platforms. After that when COVID-19 transmission was bit under control, the schools were reopened on 12th September, 2021 in Bangladesh (Riaz, 2021). However, in case of other countries of the world, the schools were reopened much earlier such as schools of England reopened on 8th March, 2021(Pike, 2021). The term “reopened schools” is indicating to this situation in this study.

**Offline classes:** In this study it has been used interchangeably with in-person classes, face to face classes, physical classes, traditional classes. This term refers to the classes which were conducted in the face-to-face setting in the school campus after the removal of the lockdown restrictions due to COVID-19.

**Online classes:** In this study it is referred to those classes which were conducted in digital platforms when face to face were deferred because of COVID-19 transmission in Bangladesh.

**Secondary level of education:** Secondary level is the second level of education in Bangladeshi education system which refers to class six to ten till having Secondary School Certificate (SSC) examination.

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

In this chapter, different research works are discussed which are related to how COVID-19 has changed the education sector of Bangladesh as well as in other countries of the world. It also includes the perceptions of teachers and students regarding these changes, along with some benefits and disadvantages of both online and in-person classes. Finally, the concluding part presents the contribution of this research and highlights how the study is significant for filling the gap that has not been explored yet by other researchers.

#### **2.2 Part 1: Education in the time of COVID-19 pandemic and opinions of teachers-students regarding it**

##### ***2.2.1 Worldwide transformed education system***

Educational institutions around the world follow different teaching styles, methods, approaches according to their preferences, some depends on the educators as well. In developed countries, most of the world class institutions follow blended method where they can provide the learners maximum learning resources (Mahaye, 2020). As a result, both teachers and students become familiar with online learning and they faced almost no difficulties when the covid-19 attacked and worldwide educational institutions closed due to lockdown. After some time, they easily shifted to online mode of education since the system was already known to them. However, in developing countries it became quite difficult to conduct classes on online platforms all of a

sudden without any prior preparation. They have different kinds of issues to deal with to make their education totally online platform based. For example, technological constraints including suitable software, internet connectivity, untrained teachers, need of electronic gadgets and so on (Jain, Lall, & Singh, 2021). Eventually, all these problems make it very difficult for developing countries to shift to online based education system.

Furthermore, numerous scholars viewed the transformed education system in different ways. While some scholars focused on the positive sides of online education, some also pointed out the negative side of online education. For example, Wavle and Ozogul (2019) in their paper talked about the positive sides of online education. They mentioned online classes give us flexible timing for both teachers and students which was not possible during offline classes. Also, through online education both teachers and students are becoming technologically efficient since now they have to use different applications, tools to continue their online learning and teaching. However, Singh, Roy, Sinha, Parveen, Sharma and Joshi (2020) pointed out that this same benefit is creating difficulties for less privileged people. For example, those who do not have electronic gadgets are lagging behind, those who are not tech-savvy, do not know how to operate electronic devices they also struggle to cope with online education. Also, many students cannot get their desired results due to their insufficient knowledge of technology.

### ***2.2.2 Changes of English classrooms during COVID-19***

Just like many aspects of our lives have been immensely affected because of COVID-19, similarly English classrooms had to go through significant changes as well. In this regard Wichanpricha (2021) in her study shows how English was taught in Thailand during the pandemic through Microsoft Teams. In this paper she explored the perceptions of the students regarding their perceptions and difficulties faces in the synchronous online classes of Academic

English course. She investigated the issue on two hundred and fifty-four tertiary level students from different departments. From the interviews of the students, she came to know that they had positive attitude towards synchronous online learning since they could enrich their knowledge from the online platform. However, in some cases teachers had to face lots of difficulties while conducting classes in online platforms. For instance, Asmara (2020) in her study looked for the challenges which teachers faced while teaching English on WhatsApp during the COVID-19 period. By using qualitative method she found that teachers had to face difficulties while checking the attendance of the students, slow internet connection and also unwillingness of the students' to participate in the classes.

Nevertheless, in case of Iranian English teachers, they talked about different problems which they faced in their online classes. In this regard, Khatoony & Nezhadmehr (2020) used mixed method research to find out the challenges English teachers faced while teaching English in online platforms. To do so they interviewed thirty English teachers of Iran and found out that they were able to use the online platforms effectively, however the main challenges were lack of materials to teach English, students' lack of attention and not getting enough support from the educational institutions. Not only teachers but also students had to face difficulties to attend online classes to learn English. Agung, Surtikant & Quinones (2020) talked about sixty-six college students' perception on online learning and also the challenges they faced due to the online classes. From the findings they revealed that students had problems to access the class materials because of slow internet connection and having distractions in online classes. In all of the studies mentioned above had one common problem that is slow internet issues and all of the studies suggested to improve the quality of internet connection which is a big hindrance for online learning.

### ***2.2.3 Teachers' and students' perception on transformed education system in ESL context***

Studies of different countries on teachers' and students' views on transformed education because of the global pandemic show some similar characteristics. For example, Peytcheva-Forsyth and Aleksieva (2021) in their study found out about students' perspective when all of a sudden online education was introduced in Bulgaria during covid 19 period. For this research they did online survey and 1111 masters, bachelor degree students of Sofia University responded to the survey. The results of the data show that most teachers did not change the assessment process and used the same assessment for online which they used for face-to-face assessment. However, there were only few teachers who adapted different formative assessments for online classes. Also, the technologies they used for online classes were not sufficient. Besides, students' view on advantages and disadvantages of online assessment was also explored in this study.

Moreover, Asgher and Hanif (2021) explored how online teaching methods are impacting both teachers and students of higher education in Pakistan. For this study, they used both online questionnaires and interviews to see what teachers and students think whether the online learnings are beneficial for students or not, teachers' skills improved or not, whether both teachers and students feel more motivated in online classes or face to face classes. The results show that most of the students said they do not find online classes beneficial. However, teachers think their skills have improved through online teaching. Students responded as they feel demotivated to do online classes and are more likely to do face to face classes. Furthermore, Kundu and Bej (2021) explained in their study how Indian students think of e-assessment during covid-19 period. For this study, they conducted an online survey where the majority of students felt stress in using computers during examinations, and they had lack of concentration during online exams. On the other hand, students feel more secure about their

grades online. It provides feedback to the students and helps them to understand their actual progress. Students also showed good perception in peer influence and ease of strict exam timing. All of the above-mentioned studies clearly show that neither teachers nor students are in favour of online education, they are not satisfied with the online modules of education.

## **2.3 Part 2: Pros and cons of online and offline classes**

### ***2.3.1 Features of online classes***

#### ***2.3.1.1 Benefits of online classes***

Online learning system has been practiced throughout the world in the pandemic situation which made many researchers interested in investigating how beneficial or problematic online learning is for students. Dumford and Miller (2018) in their paper mentioned different advantages and disadvantages of online learning which they obtained by analysing the responses of their survey questions and interviews. According to them, online education is beneficial because it can help students to improve their digital proficiency. Regular use of technology in their education will make them tech-savvy. One of their teacher participants mentioned that through online education it is possible to create diversity in curriculum which will fulfil interests of different categories of students. Another advantage stated in their paper was usage of different free platforms for online learning which reduces the educational cost to a great extent. Google classroom, Google meet Zoom applications are widely used for taking online classes. On the same issue, Arkorful and Abaidoo (2015) in their paper explained that online classes provide flexible timing for both teachers and students which was not possible during offline classes. Students who were not regular in classes due to different reasons can easily watch the lectures in their desired time and manage their study time according to their convenience. Besides, the materials used for online learning are usually well-organized so that the students can easily understand. In addition, teachers also provide

different useful resources such as YouTube videos, articles, websites or blogs to have extended knowledge. Also, through online education both teachers and students are becoming technologically efficient since now they have to use different applications, tools to continue their online learning and teaching.

### *2.3.1.2 Drawbacks of online classes*

Though there are various positive sides of online learning, there are some disadvantages as well. Qiu and McDougall (2013) in their paper stated that the difficulties teachers and students have to go through to continue the online education, how due to lack of technological knowledge some students face difficulties in exams as well as classes. In addition, all the students are not privileged enough to have their own devices. Moreover, electricity, internet create most of the troubles for both teachers and students. Often because of the unstable internet, power cut students are not able to submit their answers on time. Sometimes these could be accidents but it puts teachers into a dilemma whether the situation is at fault or the student is doing it to buy some extra time. It not only happens during the written exams, but also while taking the students' viva. The teachers mentioned that it becomes very difficult to understand for us whether the internet is unstable or the student is silent willingly.

Furthermore, Yuhanna, Alexander and Kachik (2020) stated that another big challenge of online education is maintaining academic integrity. Since during online tests teachers are not able to keep an eye on students, whether students are copying from peers or plagiarising from the internet becomes a big question. Because of the internet issues, teachers cannot even rely on the webcam proctored exam. Hence, it becomes very difficult for them to manage academic integrity since they do not know what students are doing without their supervision. On the other hand, students are also not satisfied with online education. Khan, Rahman and Islam (2021) in their paper stated that all the participants of his interviews mentioned that due to unstable

internet and electricity problems they are not able to neither attend the classes peacefully nor they can attend the examinations with calm mind. Some of them also said that sometimes they cannot submit the answers on due time because of electricity and internet issues. Emon, Alif and Islam (2020) in their article stated that students are getting more depressed during the pandemic period because some of their family members are affected, some do not have electric gadgets of their own due to which they cannot attend the classes and exams properly and eventually leading them to poor results.

As the growing need and use of technology in education is unavoidable, it is essential that every institution works for developing their online education sector. In this regard, many researchers suggested recommendations to follow so that the barriers of online education can be reduced. Mukhtar, Javed, Arooj and Sethi (2020) in their paper proposed that schools should invest more to enrich their resources to continue their teaching-learning process. In addition, training of teachers is essential as well so that through online platforms they can teach not only their schools' students but also thousands of students around the country and worldwide. For distant learning purposes, a specialised TV channel can be launched which will be dedicated for only students to learn about different topics through teachers' lectures (Truong, 2016). Besides, teachers need to be empathetic towards students in the pandemic situation. Sometimes the student could be really in trouble, his or her parents or relatives could be affected in COVID-19 or himself or herself could be covid positive. In such situation the teacher needs to handle the situation sensibly just for the doubt of fairness the teacher should not behave rudely with the student (Glazier, 2016). In addition, teachers need to make the online classes interactive so that they can understand the condition of the students whether they are understanding the lectures or not. For that they can use different strategies so that students get motivated to participate in class. For example, there could be activities like storytelling, group works, sharing opinions, discussion boards etc. However, in such activities the teacher needs to be

very alert to ensure that everyone is interacting and working their parts properly. Also, the teacher can help and to students through which there will be interaction between teacher and students as well (Noor, Ali & Husnine, 2020). The researchers are expecting by implementing these recommendations there will be improvement in the online learning system.

### ***2.3.2 Features of face-to-face classes***

#### *2.3.2.1 Advantages of traditional classes*

Traditional learning is the earliest method in which students were taught in face-to-face classes. It is also considered as one of the best ways of teaching-learning process according to Amarneh, Alshurideh, Al Kurdi and Obeidat (2021). They also mentioned that other models of learning and teaching are considered as less efficient than the traditional one. On the contrary, according to Fischer, Rodriguez, Denaro and Warschauer (2020) e-learning or technology-based models are as good as the traditional one and there is no way to represent those models inferior to the later one.

Learning in face-to-face classes obviously has various advantages which kept this method as the most used one for centuries. Serhan (2020) in his paper discussed some advantages and disadvantages of traditional learning. One of the beneficial sides of traditional learning is that students remain attentive in traditional classes much more than the online classes. From the interviews of students Sadeghi (2019) stated that students get distracted very easily when they attend online classes because most of the time the teacher cannot observe what the students are doing. Whereas in face-to-face classes, even if they do not want to concentrate in the lectures, they have to listen since they do not have other sources of distraction there. Another positive side of traditional learning is that students tend to complete the courses 5 times higher in face-to-face classrooms than an online based course (Dumford & Miller, 2018). In an online course, it happens that the students might feel bored, keep the tasks incomplete to finish those later on,

but eventually some of them never complete those and some do lately. On the contrary, in traditional classroom settings they do not have the luxury and even if they do not wish to work on those, they have to do it within the class time. As a result, they complete the course on time. However, online courses can be beneficial for those who are self-sufficient, they do their tasks seriously on time.

#### *2.3.2.2 Disadvantages of traditional classes*

Despite traditional learning having a bunch of positive sides, there are few features which are not really drawbacks of traditional classes, rather a bit advantageous for online classes. In this regard, Quimí and Alexandra (2022) in their paper stated that taking classes as well as exams are both quite expensive in traditional classroom settings. Often teachers have to provide papers containing lecture sheets, exercises or notes to students. Examinations are also costly in traditional ways for renting venues, hiring invigilators, expense of question paper and answer sheets and so on (Libreros & Schrijver, 2021). Whereas all of these expenses can be saved if the examinations can be taken through online platforms. However, there are other problems which are difficult to tackle in online classes but easy for traditional ones. In online examinations, ensuring academic integrity is one of the challenging issues but it can be easily maintained in traditional exam settings. Though there are different ways through which we can control plagiarism in online settings such as creating different question sets, having viva, presentations and so on, many teachers prefer to take exams in traditional classroom settings (Al Rawashdeh, Mohammed, Al Arab, Alara & Al-Rawashdeh, 2021). Another disadvantage of traditional classes is that it has a certain time and location constraint both for teachers and students (Mukhtar, Javed, Arooj & Sethi, 2020). In traditional classes, most of the time classes are lined up after one another in the same classroom. As a result, even if the teachers and students want to continue the discussion, most times it is not possible for them in traditional classes. However, in the case of online classes they have this liberty. Obviously, they have

fixed timing for online classes as well, but if the teacher and students want, they can continue their class to end their discussion. Hence limited time and location is a great problem in traditional learning.

## **2.4 Part 3: Education of Bangladesh in COVID-19 pandemic**

### ***2.4.1 Bangladesh's education system in COVID-19 pandemic***

Education systems of all over the world changed drastically when COVID-19 started spreading. In Bangladesh the change was quite noticeable since other developed countries are used to online and blended learning methods. However, in Bangladesh such change was evident during the pandemic time because online or blended learning was not so popular in Bangladesh before the pandemic time (Khan, Rahman & Islam, 2021).

The Government of Bangladesh declared lockdown on 18 march, 2020 which resulted in the closure of all the educational institutions including schools, colleges and universities of the country (Emon, Alif & Islam, 2020). Consequently, the lockdown not only affected students' studies but also their mental and physical health. Many children could not go back to studies even when the school reopened because they had to support their family financially due to the extreme economic crisis during the pandemic (Sarkar, Das, Rahman & Zobaer, 2021). However, to continue the studies of school children during the lockdown period, the government started broadcasting "(Esho Ghore Boshe Shikhi) My School at My Home" on national television with the help of governmental agency (Dutta & Smita, 2020). This television program consists of several pre-recorded lectures of different classes including for both primary and secondary students. This program was taken into action within one month of closure of schools due to lockdown (Shrestha, Haque, Dawadi & Giri, 2022). Besides, the government also instructed schools to take preparations for taking online classes.

However, taking online classes for school students is not an easy task to do for a developing country like Bangladesh because there are a lot of obstacles which need to be faced in order to deliver proper online education. Khan, Bashir, Basu and Uddin (2021) explain different challenges and some recommendations for those problems of online teaching in their paper. Some of the challenges are lack of resources, lack of technological competence, barriers to pedagogy and materials, barriers to online assessment, psychological problems. Both teachers and students had to face difficulty to get adjusted with the online module. Though online education is quite difficult and new for school levels, tertiary level teachers and students are not so unfamiliar with the e-learning concept.

However, online education is not an entirely new concept for tertiary level education of Bangladesh. Though they were never holistically dependent on online modules, they had some contributions of technology in their course works mostly with private universities of Bangladesh. Nevertheless, during the pandemic they had no other option than shifting to online mode of education. In this regard, private universities started their transformed education through online very soon after the COVID-19 outbreak. Whereas, public universities were quite behind in this race against private universities (Al-Amin, Jahan, Rabbi & Islam, 2021). Even when different schools started taking online classes, some public universities were still not ready to start their online education. Some of the main reasons behind these are most of the students living in the remote areas, not having electrical gadgets, unstable internet connection and so on (Farhana, Tanni, Shabnam & Chowdhury, 2020). Moreover, Asgher and Hanif (2021) in their article mentioned that different online platforms such as Zoom, Google Meet, Google classroom, Facebook, Messenger, YouTube, WhatsApp are used by both teachers and students for sharing lectures, communication purposes. Besides, teaching in classrooms and online platforms are quite different in terms of approaches, assessments and so on. In this regard, Babbar and Gupta (2022) describe how covid has

transformed our education system. In their paper, they also talked about how teaching approaches have been changed, changes in learning styles, changes in evaluation process, and the role of technology in education. In addition, whether the digital education will exist for lifelong or its for only the pandemic.

#### ***2.4.2 English language classrooms in Bangladesh during COVID-19 pandemic***

The way other countries' education had to suffer for COVID-19, Bangladesh as a developing country faced a lot of problems to continue their teaching-learning process in the online platforms and teaching English in online mode is not an easy task for Bangladeshi teachers. In this regard, Hossain (2021) in his paper explored the perception of both teachers and students on teaching English in virtual classrooms during pandemic. To investigate the issue, he chose fifty teachers and another fifty students as participants and took interviews of sample population of both teachers and students. From the response he found out that most of problems were common between teachers and students such as having internet connection issues, electricity issues. However, some of the dissimilar problems were students being unwilling to participate in online classes whereas teachers face challenges for not having enough teaching materials. Another researcher Afrin (2020) worked on the similar topic but she only considered students' perceptions on online classes. However, she focused on the tertiary level and she had sixty students as her participants. From the findings she mentioned that students had problems to access the class materials because of slow internet connection and having distractions in online classes.

However, in some cases teachers also had to face many difficulties while conducting classes in online platforms. For instance, Munni & Hasan (2020) in their study looked for the challenges which teachers faced while teaching English on Facebook groups during the COVID-19 period. By using qualitative method she found that teachers had to face difficulties while checking the

attendance of the students, slow internet connection and also unwillingness of the students' to participate in the classes. Besides, Kamal, Zubanova, Isaeva & Movchun (2021) used mixed method research to find out the challenges English teachers faced while teaching English in online platforms. To do so they interviewed thirty English teachers and found out that they were able to use the online platforms effectively, however the main challenges were lack of materials to teach English, students' lack of attention and not getting enough support from the educational institutions. In all of the studies mentioned above had one common problem that is slow internet issues and all of the studies suggested to improve the quality of internet connection which is a big hindrance for online learning in Bangladesh.

#### ***2.4.3 Teachers' and students' perceptions on transformed education system of Bangladesh***

Opinion of teachers and students on the transformed education is quite significant in order to make the education system more beneficial. Sarkar, Das, Rahman & Zobaer (2021) in their article mention quite a few points which he found out from teachers' interviews. One of the teachers explained how due to lack of technological knowledge some students face difficulties in exams as well as classes. In addition, all the students are not privileged enough to have their own devices. Moreover, electricity, internet create most of the troubles for both teachers and students. Often because of the unstable internet, power cut students are not able to submit their answers on time. Sometimes these could be accidents but it puts teachers into a dilemma whether the situation is at fault or the student is doing it to buy some extra time. It not only happens during the written exams, but also while taking the students' viva. The teachers mentioned that it becomes very difficult to understand for us whether the internet is unstable or the student is silent willingly.

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on students, whether students are copying from peers or plagiarising from the internet becomes a big question. Because of the internet issues, teachers cannot even rely on the webcam proctored exam. Hence it becomes very difficult for them to manage academic integrity since they do not know what students are doing without their supervision.

On the other hand, students are also not satisfied with online education. Khan, Basu, Bashir and Uddin (2021) in their paper stated that all the participants of his interviews mentioned that due to unstable internet and electricity problems they are not able to neither attend the classes peacefully nor they can attend the exams with calm mind. Some of them also said that sometimes they cannot submit the answers on due time because of electricity and internet issues. Asgher and Hanif (2021) in their article stated that students are getting more depressed during the pandemic period because some of their family members are affected, some do not have electric gadgets of their own due to which they cannot attend the classes and exams properly and eventually leading them to poor results.

## **2.5 Research gap**

Different scholars throughout the world have conducted research on pandemic and online learning issues. Some of them worked on how COVID-19 has changed the worldwide education sector, whereas some others have explored the perceptions of teachers and students regarding this change. Some researchers also explored the changes that took place in the education sector of Bangladesh during the pandemic period. However, no prominent studies have been found that focus on the issues of reopened schools. Hence, this study is expected to be very significant since it is filling the gap by providing information regarding the perceptions of secondary level students and teachers on their experiences of reopened schools. It also focuses on the challenges they faced while attending face to face classes. In addition, for analysing the data of this study, the researcher has followed a conceptual framework which is

a combination of the Blended Learning Assessment Framework (2014) and Learning Affecting Framework (1991) theories. This is also another contribution of this research since no other study has been conducted by following this framework.

## **Chapter 3**

### **Conceptual Framework of the study**

#### **3.1 Introduction**

Two theories have been chosen for this study from which relevant parts are taken to make the conceptual framework of this study. One of the theories are Blended Learning Assessment Framework (2014) which is introduced by Wong, Tatnall and Burgess. Another theory is learning affecting framework (1991) by Trigwell and Prosser. Both of the frameworks have some important elements related to this study for which these frameworks have been adopted for this study.

#### **3.2 Blended Learning Assessment Framework**

Blended Learning Assessment Framework (2014) is one of the most popular frameworks which is used for evaluating blended learning used in different educational institutions. In addition, this particular framework is espoused by various prominent researchers who conduct research on blended learning particularly Machado (2007); Carbonell, Dailey-Hebert and Gijsselaers (2013).

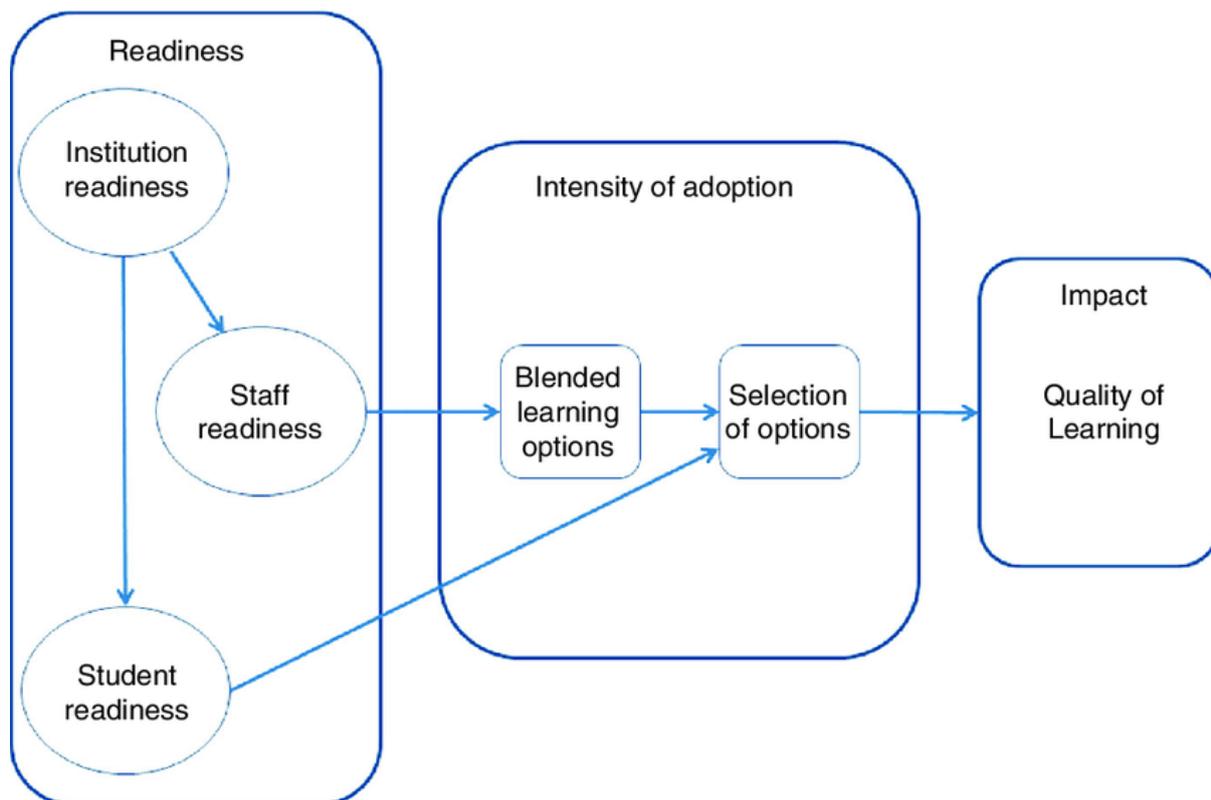


Figure 1: Wong, Tatnall & Burgess's Blended Learning Assessment Framework (2014).

In this framework there are three stages- Readiness, Intensity of adoption and Impact.

Readiness

In this stage of the framework, readiness refers to how prepared the stakeholders of the institution are, specifically how the students, teachers and authorities are dealing with blended learning. There are also different criteria through which the readiness of blended learning is assessed. Some of those are-

- content readiness: availability of essential materials
- students readiness: willingness, maintaining discipline and interest in online learning
- instructors readiness: trained teachers and their willingness for online classes

-cultural readiness: positive attitude towards online learning

-financial readiness: willing to spend funds according to needs

-management readiness: authorities in support of online learning and taking necessary steps

When all the criteria are fulfilled, institutions are considered to be ready for conducting blended learning.

### Intensity of adoption

This part of the framework is reflected by the decision of the institution on how the authorities plan to integrate blended learning. In this decision the teachers can have a major role since they are going to incorporate those into their curriculum. In addition, according to this framework students will be given options to choose the options that will be convenient for them. Afterwards teachers can keep the options which they choose along with the students' preferences or they can go for the students' chosen options.

### Impact

This part of the framework is more related with the students' learning outcomes. Once institutions and teachers finalize the options for blended learning, it depends on the students how they are utilizing those resources for their learning. In most cases, it is seen that those students who are more involved with the online resources along with the traditional classes, achieve better results than those who do not consult the resources (Buzzetto-More, 2008).

However, for this study intensity of adoption and impact part will be omitted since these two parts are not relevant with the study. The study focuses on teachers' and students' perception on reopened English classes for which it is essential to know whether both teacher and students

were prepared for the reopened classes or not. That is why, only readiness part would be included in the conceptual framework.

### **3.3 Learning Affecting Framework**

In Learning Affecting Framework, Trigwell and Prosser (1991) presented some of the factors which can be influential and can affect students' learning outcomes. Some of the important aspects of the framework are- location of the institution, sometimes if the institution's location is too far for the students, it might happen that though they might have good preparation for examinations, but because of the journey's tiredness they could not give their best and eventually might not get their desired result, which surely affects their learning outcomes. The second factor is characteristics of teachers and students. In this regard, teacher and students' traits are quite important and can be influential for students' results. For instance, if the teacher is not supportive enough to the students and does not provide any assistance to students when needed, most students will be affected through this, those do not have any additional help. In the same way, if the students are not interested or serious about their studies, does not matter how much effort the teacher is providing, it is quite difficult to improve those students' results. After that, the third influential factor is learning mode- it indicates the mode of the classes whether the classes are held online or offline. This portion is also important if students get their preferred mode of classes, they will enjoy the class and have better attention towards their classes which will be helpful for them to get better results. Hence context of the study can also influence students' learning outcomes.

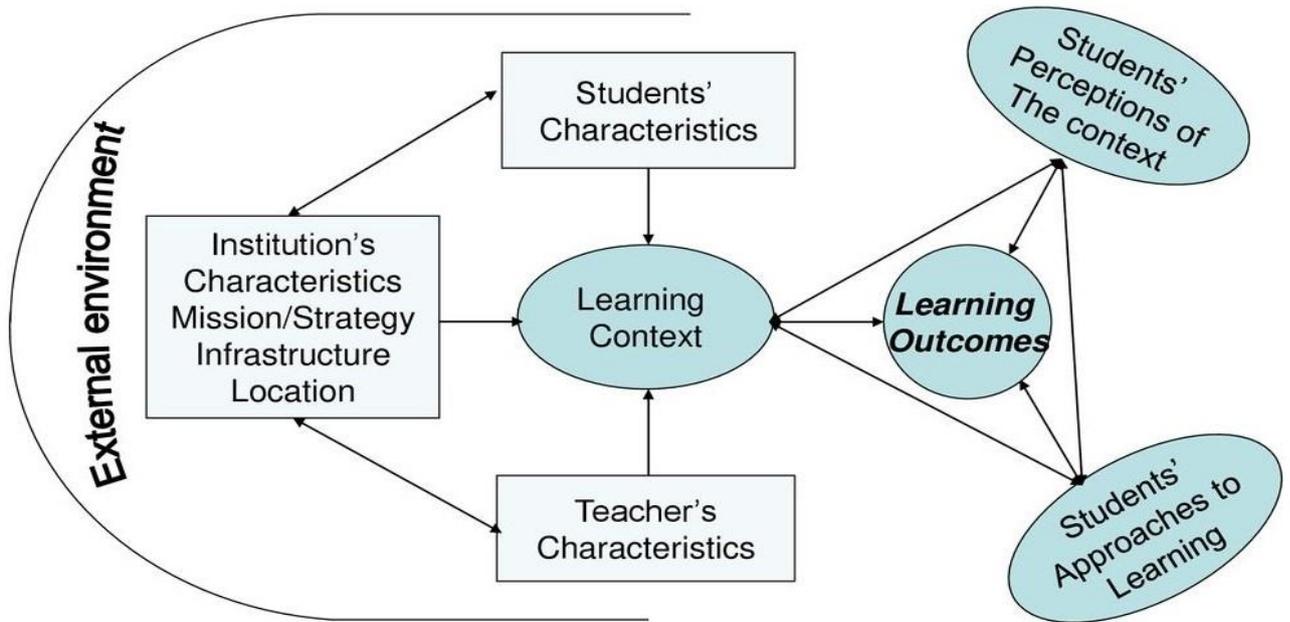


Figure 2: Trigwell and Prosser's Learning Affecting Framework (1991).

Next, students' way of studying can have a major effect on their results. Different students follow different ways of studying- where some like to read aloud, some like to read quietly, some enjoy to study in groups whereas some students are better at studying alone. In this regard, if the students have the freedom to study at their preferences, in that case the learning outcomes can be achieved in a better way. Lastly, students' perception of the context is also quite important. If the environment of the class is friendly, it automatically boosts students' confidence and help them to study better. Also, if the they are given the chance to study in their preferred mode of classes, it is seen that their results get better. Thus, students' perception of the context is also essential for better results.

For this study, institution's location, students' characteristics and teacher's characteristics are excluded since these parts are not directly relevant with the research. Since the main focus of the study is the thinking of the teachers and students on their reopened classes, in that case location of the institution, the teachers' behaviour towards the students also students' seriousness towards their study is not relevant to the study. Hence, only learning context,

learning outcomes, students' perceptions of the context and students' approaches to learning are included are in the conceptual framework.

### 3.4 Conceptual framework

The basis of this study's conceptual framework is on the research works of two major theorists. One of the research works is Wong, Tatnall and Burgess's Blended Learning Assessment Readiness Framework (2014). The other one is Learning Affecting Framework by Trigwell and Prosser (1991).

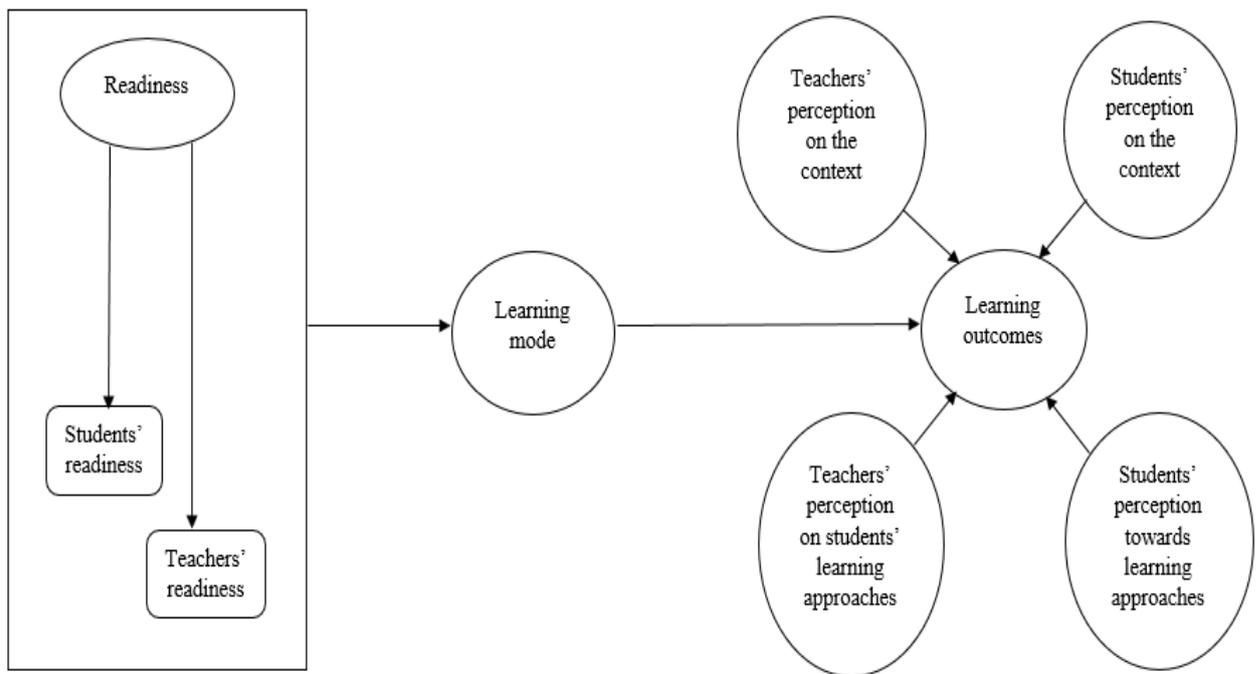


Figure 3: The Conceptual Framework of the Study

Blended Learning Assessment Readiness Framework (2014) mainly focused on evaluating implementation of Blended Learning in any institutions, whether the institutions are using the method properly or not. Also, the method would be helpful for the participants of those institution or not. In this regard, they (2014) developed the framework in a way where students and teachers' preparedness play a vital role. The first part of their framework is called readiness

and as the name suggests it is about the preparedness of students and teachers. Through this portion of the framework the researchers wanted to see whether both teachers and students were ready to adopt Blended learning in their education system or not. This part of the framework is essential for this study as well. Since this study focuses on the circumstances right after the schools reopening after having a long break for COVID-19 and its lockdown. In this regard, it is quite essential to find out whether the teachers and students are physically and mentally prepared for the face-to-face classes after such long break and having online medium of education. Hence, Wong, Tatnall and Burgess's Blended Learning Assessment Framework (2014) is important to be included in the conceptual framework of this study.

Learning Affecting Framework (1991) is mainly about the factors which can influence students' learning outcomes. Institution's location, students' characteristics. Teachers' characteristics, learning context, learning outcomes, students' perception of the context, students' approaches to learning are the influential factors for students' result. However, for this study last four factors are important which are- learning mode, learning outcomes, students' perceptions of the context and their approach towards learning. Students are having offline classes after the lockdown of the pandemic with a long gap. In this regard along with teacher and students' preparedness, it is also important to know what students prefer in terms of their learning mode, approaches to learning so that with their preferred choice, they can have good learning outcomes. Hence to learn about students' preferences and those leading them to a good result, these three factors have been chosen to include in this study's conceptual framework. Besides, teachers' perception of the context and teachers' perception on students' learning approach is added in the framework since along with students' perception the study is also focusing on the teachers' perception but those teachers' perception was not included in the framework. Hence these two parts are additional to the conceptual framework.

## **Chapter 4**

### **Methodology**

#### **4.1 Introduction**

In this section, all the steps of data collection and analysis procedure needed for this study are discussed thoroughly. The researcher has chosen qualitative multiple case study approach and social constructivism as the research paradigm for analysing the data of this study. The justifications for choosing this approach and research paradigm have been explained in the following sections. Besides, researcher's role, criteria for selecting participants, data collection process, data analysis procedure and how the credibility and trustworthiness of the study has been established are described in the following points.

#### **4.2 The Qualitative Paradigm and its Philosophical Assumptions**

A researcher needs to find appropriate philosophical assumptions and research paradigm for analyzing his or her collected data accurately. Among all the research paradigms, social constructivism is the one which has been chosen for this study to analyze the perception of the teachers and students regarding their reopened schools through their interviews. Social constructivism is also named as interpretivism (Creswell, & Miller, 2000). It is considered as the best suited paradigm for this study because according to this paradigm individual people have different understanding of the world in which they live or work (Goles & Hirschheim, 2000). It also allows people to have their individual views on their life experiences (Teddle & Tashakkori, 2011). As a result, through this paradigm the researcher can have participants' individual point of view on their experiences which they had in the reopened schools. In addition, it also suggests the researchers to depend on the interviewees' thoughts on the situations since they are the ones who were present in those situations and lived those

(McNicholl, Ellis & Blake, 2013). Besides, as per the paradigm the subjective views people make based on their experiences are formed with having interaction with others (Creswell, & Miller, 2000). Furthermore, researchers are suggested to make more open-ended questions for interviewing participants so that while discussion they can explain the meaning of the situations which they have experienced (Wilson, 2014). Also, researchers need to focus on the specific setting in which participants had those experience so that they can have better understanding of the interviewees' situation and interpret them in a better way.

Creswell and Tashakkori's (2007) "Philosophical Assumptions with Implication for Practice" table (p.17) has been followed to make the following table of philosophical assumptions of the study.

Table 1: The Philosophical Assumptions of the Study

Research Paradigm	Philosophical Assumptions			
	Ontological	Epistemological	Axiological	Methodological
Social Constructivism/ Interpretivism	Varied views of individuals make multiple realities	Evidences are attained through the personalized experiences of the interviewees	Along with participants' statements, values and biases of the researcher were considered	Qualitative Multiple Case Study Approach

Ontology as the first philosophical assumption refers to the nature of reality and how the reality is perceived through all the participants of a study (Tashakkori & Creswell, 2007). In this research ontological assumption has been used for collecting data by interviewing both teachers and students regarding their views on reopened schools. Since different people have different experiences based on the situations they face, through this assumption the researcher also got varied perceptions of individual students and teachers from their interviews. Besides this

assumption allows the researchers to collect and analyse the data with flexibility as they can use different themes of the findings as various realities by referring to participants' statements. Hence ontological assumption helps the researcher to present multiple realities with the help of the different experiences the participants have in their own situation.

Epistemological assumption is having knowledge which is connected to experience (Lee, 2012). According to this assumption knowledge can be attained through social experiences. Since people experience different situations in life, it makes people having different knowledge regarding various realities (Morgan, 2014). Hence the researcher tried to analyze varied knowledge which were gained by people having different experiences. Besides for better understanding the subjective experiences of the participants the researcher needs to get close with the participants while collecting data (Goldkuhl, 2012). For that the researcher tried to take the piloting interviews with some of the participants to make them comfortable with her before the final one.

Next the axiological assumption is clearly stating the positions and influences of the researchers have in the study. Through this assumption the researcher has clarified the level of her own values and biases contributed in the study. Also, for having this clarification the reliability and validity of the study gets upgraded.

Lastly case study has been chosen as a methodological approach for this study. With the help of this approach perceptions of teachers and students can be investigated with the multiple experiences of teachers and students which they had while attending reopened classes. Also, this method is considered as one of the best approaches since it has multiple dimensions to analyze the data. Besides, this approach allows the researchers to investigate one or more cases to examine that phenomenon thoroughly and for that they can collect data from more than one sources. For example, in this study the researcher has collected data from both students and

teachers and she could cross check the information from both parties to verify the authenticity of the data which will make the study more trustworthy. Furthermore, to follow the multiple case study approach researchers focus on one topic and can take more than one cases to investigate a certain phenomenon (Creswell and Tashakkori, 2007). In addition, through this approach researchers can present a variety of viewpoints on the particular aspect. By following the multiple case study approach the researcher explored the phenomenon of teachers' and students' perceptions on the reopened schools and presented different aspects of this issue by analyzing multiple cases of teachers and students who had different point of views based on their varied experiences.

### **4.3 Research Design**

One of the key components needed for conducting any study is its research design. Mainly research design is the framework that directs the researcher which actions are necessary to achieve the study's objective. The research design of this study was created in accordance with the research questions, which were established by reviewing the literature (Nunan, David & Swan, 1992). As research paradigm, interpretivism has been used because it enables people to express their unique viewpoints on their life experiences. Through this paradigm the researcher was able to collect data by which were based on their real-life experience of reopened schools. The purpose of the study is to find out what teachers and students think about their reopened schools when they attended their in-person classes after a long time. For that the researcher has selected a qualitative multiple case study approach. According to Johnson (1997), qualitative research method is considered as the best method to understand participants' viewpoints. Since this study also focuses on exploring teachers' and students' perceptions, this method is the suitable one for analyzing the data of the study.

#### **4.4 Multiple Case Study Approach**

Case study is an approach which allows the researcher to analyze one or more cases deeply by using qualitative method (Rowley, 2002). Through this approach the researcher can use various ways for data collection procedure including interviews, documents, observations or audio-video recordings and so on (Creswell & Poth, 2016). Besides it is also considered as one of the suitable approaches to explore a current real-life event or incident. Furthermore Yin (2018) in his paper states that, to follow this approach three features need to be present in the research topic, those are-exploring topic need to be based on a real-life context, the data should be collected from multiple sources and the results should be analyzed through a theory. Also, the researcher can comprehend the phenomena by studying a limited group of people to understand the same case in a larger society.

For this study this case study approach has been chosen as all the above-mentioned features are applicable in this research and also advantageous for achieving the objective of the study. As the central focus of the research is exploring the perceptions of students and teachers regarding their reopened schools which is a real-life phenomenon, it fulfils one of the criteria for choosing this approach for a study. Besides the researcher has collected data from multiple sources such as interviewing both teachers and students, analysing their recorded audio clips which was required to follow this approach. Furthermore, transferability can also be applied in this study through which despite investigating the research on small scale can be applicable for larger scale as well by doing the study on similar context of reopened schools. Moreover, the researcher is considering multiple teachers and students for this study and analysing them as individual cases to see their individual experiences which is the same theme of the multiple case study approach and that has been applied in this study to have analyse the results in the best way.

According to Ghesquière, Maes and Vandenberghe (2004), there are three kinds of qualitative case studies. The first one is intrinsic case and it is usually used for uncommon cases. The second type is single instrumental case and through this one issue is explored at a time. After that third case is the multiple case study or collective case study which has been followed for this study and it refers to investigate one issue by analysing more than one case. Besides, often this approach is chosen to analyse with the interpretivism research paradigm so that the researcher can explore a real-life issue with individual views of participants based on their life experiences which is completely in favour of fulfilling the goal of this study. In addition, another reason to select this approach is that it allows the researcher to have the holistic and interpretive perspective of the study. For that the researcher tried to closely interact with the participants to understand their point of view and to interpret the results of this study according to their statements.

#### **4.5 The Researcher's Role**

The researcher had this topic in her (R) mind even before starting this study. Since she (R) is a student of Applied Linguistics and ELT, she (R) had to attend online classes for quite a long time during the pandemic, she could sense the changes came into her for attending online classes for long time instead of the face to face classes in which she was used to. She noticed some issues were creating problems for her which she did not have earlier such as increased numbers of spelling mistakes, facing hurdles to read from pdf version of books, concentrating on online classes and so on. At that point she thought despite being adult if she was facing these problems, then it would have been worse for the younger learners of school level. Also, when she heard about the announcement of government to reopen all the educational institutions, she was kind of worried to readjust with the face-to-face classes after attending online classes for so long and at that moment as well she thought of the students of schools how they will be able

to adjust with their reopened classes and how they would feel after going to their in-person classes after so long. Furthermore, she also thought that students only attend the classes and study those at their home, but still if they are worried about it and facing problems regarding it, then the teachers would have more challenges since they are going to conduct the classes and not only taking classes, they would have more responsibilities in the reopened classes. In that case how they would feel and how they would tackle all the hurdles of face-to-face classes. Thinking of all these the researcher was very curious to work on this topic. Also, she could not find any prominent studies which have been conducted in this area in the Bangladeshi context. In fact, in other countries as well not many studies have been done in this or similar topics, there are some which reflects the opinions of the exporters which they expected to happen in the reopened classes. That is why the researcher was fascinated to work on this particular topic.

In order to conduct the study, the researcher has maintained all the ethical issues to preserve the trustworthiness of the research. To do so the researcher has also followed a conceptual framework. For instance, Blended Learning Assessment Framework (2014) by Wong, Tatnall and Burgess and Learning Affecting Framework (1991) by Trigwell and Prosser were adapted as a conceptual framework and that has been followed for analysing the data. She did not try to manipulate the data or analysed those as she wanted rather, she sticks to all the actual data and analysed those through the conceptual framework as well as the data analysis framework of Griffiee (2012). Furthermore, she did not choose the participants as per her preference rather she selected those students and teachers who fulfilled the selection criteria for the participants. She also followed snowball method to have more participants who could provide her the needed information for the study. For not having any effect of the researcher's personal biases on the data or results she maintained all the above-mentioned procedures to make the study trustworthy.

## **4.6 Setting**

Since the focus of the study is on teachers' and students' perceptions on their reopened classes, the researcher chose the participants who must have the experience of reopened schools and also, she focused on having participants attending online classes. For that she has chosen participants of schools of Dhaka because in the schools of Dhaka had proper online classes and then they returned back to face-to-face classes, due to which they could give the relevant information required for in-person classes by relating those with the online classes. They would be able to describe the challenges clearly since they had online classes for long time, then they came to their physical classes after a long time for which they were mainly facing those problems. Also, since the researcher wanted to explore the English classes of reopened schools, she chose participants who were English teachers of Dhaka's schools.

## **4.7 Selecting the Participants**

Choosing an appropriate sampling technique is quite essential for getting relevant data of the study. For this research, the researcher has selected purposive snowball or chain sampling technique as a sampling technique because it is regarded as the ideal method for obtaining ample data from limited sources (Creswell, 2016). This snowball technique is one of the methods of the non-probability or non-random sampling method. Besides, Bengtsson (2016) stated that for data collection, choosing participants having experience related to study is beneficial for the researcher to get appropriate information from them. For this reason, the researcher selected the purposive snowball or chain sampling technique and had some selection criteria for choosing participants. The criteria of choosing participants are given below-

1. The participants have to be teachers and students of secondary level schools of Dhaka.
2. The teachers need to be the English teachers of secondary level.

3. Both teachers and students must have experience of attending and conducting online classes.
4. They need to attend and take classes in the face-to-face setting.
5. They have to be willing to be a part of this study.

For multiple case study, usually the number of the cases is flexible and depends on the accessibility of the relevant cases. However, it is advised to continue analysing data till the saturation takes place, which refers to the repetition of the same themes from participants' interviews (Galvin, 2015). In addition, in usual cases, saturation occurs after three to ten cases and the data analysis can be stopped at that point (Patton, 2002). Besides the saturation of data also indicates that sufficient data has been analysed for the research (Bengtsson, 2016).

To find participants for the study was not so easy for the researcher. Though it was bit easier to have students' participants, but in case of teacher participants it was quite difficult since at that time the schools were newly opened after the lockdown period and the teachers were quite busy with their school works. Despite contacting many English teachers of secondary level, unfortunately she could manage only three teachers because some of them were unavailable and some of the teachers had agreed for the interviews but later on, they could not manage time. Besides, the researcher also had to ensure that the teachers and students are fulfil the criteria of selecting participants to be able to provide necessary information needed for the study. Hence after having some participants the researcher asked those students and teachers to ask their colleagues and friends who may become interested to be a part of the study. That is how through purposive snowball technique or chain sampling technique, the researcher gained access to 10 participants.

#### 4.7.1 Participants' profiles

The following table includes the profiles of the participants, their educational institutions and professions.

Table 2: Profile of Participants

No	Name, Gender	Teacher/Student	School
1.	Priya (F)	Student	Viqarunnisa Noon School & College
2.	Nadia (F)	Student	Motijheel Government Girls' High School
3.	Abir (M)	Student	Motijheel Model High School & College
4.	Murad (M)	Student	Motijheel Model High School & College
5.	Nila (F)	Student	Bangladesh Bank High School & College
6.	Prachi (F)	Student	Ideal School and College
7.	Akash (M)	Student	Viqarunnisa Noon School & College
8.	Rina (F)	Teacher	Ideal School and College
9.	Rahim (M)	Teacher	Motijheel Government Boys' High School
10.	Fariha (F)	Teacher	Motijheel Model High School & College

## **4.8 Data Collection Procedures**

To conduct a research, data can be collected through various ways such as interviews, records, observation, documents and so on. The researcher has used interviews and audio recordings for collecting data from the participants. In the following segments the data collection process will be explained in detail.

### ***4.8.1 Semi-structured Interviews***

In qualitative research, interviews are one of the most convenient ways of data collection. There are multiple types of interviews which are suitable for different kinds of research. Some of the most well-known of interviews are structured interviews, semi-structured interviews, in-depth interviews, focus group interviews, and oral histories (Morgan, 2014). For this study, the researcher chose the semi-structured interview because it provides the researcher with the opportunity to create a friendly environment where the participants would be comfortable sharing their individual experiences with her (Tashakkori & Creswell, 2007). In addition, the researcher would provide the participants open ended questions so that they can open up and talk about their feelings without being limited to what they have been asked. In that process, even if the participants went beyond the asked questions, the researcher would not interrupt them, rather she would ask her prepared questions by relating them to the participants' speeches.

#### ***4.8.1.1 Developing the Interview Protocol***

Anne Galletta's framework (2013) of conducting interviews has been followed in this study. The reason for choosing this framework is that it is predominantly designed for qualitative research where the researcher can take interviews of participants on their experiences and it

goes well with this study. As stated by Galletta (2013), three parts are included in this framework-

- 1. Starting session:** Begin with introductory information to make the participants connected with the session.
- 2. Middle session:** Leading towards inclusive interview to achieve information needed for the study.
- 3. Closing session:** For clarification reconnecting participants with the basics and approaching towards conclusion.

For starting the interviews, the researcher first needs to have the signed consent form from the participants. After that, she appreciates participants' efforts for their contribution and talks about the goal, purpose and the usage of interviews for the study. Then the researcher makes the participants comfortable by ensuring the confidentiality of their identities. After that she starts the main session of interview by stating some basic information for example the classes in which they read in or the school in which they teach and so on. In this session the researcher does not expect from the participants to talk straight aligned with the research questions, rather they are allowed to say anything they feel to share with her regarding their experience so that they become free with her (The list of interview questions is given in the appendix section.)

Now the researcher turns to the next segment of the interview session which is the middle session. In this part she asks questions related with the research to get relevant answers needed for the study. Since both the interviewer and the participants are comfortable with each other, the researcher can move the complex questions and open-ended questions to understand the participants' point of view (Galletta, 2013). For example, the researcher can ask about the

challenges they faced while attending and conducting classes in the in-person setting. Besides she can also ask some prompt questions arise from the discourse of the interviewees.

In the last part of the interview, she has the opportunity to clear all her doubts and for that she can questions for participants' clarification. Also, she can ask relevant questions if she did not get sufficient answers of any questions. For this part Galletta (2013) stated that the researcher can ask participants if there is anything which they want to mention and it will make them to think if they forgot anything to share which will be beneficial for the researcher. Lastly the researcher thanks the participants for their valuable contribution to the study.

#### *4.8.1.2 Piloting the Interviews*

Before taking final interviews, the researcher piloted interviews with two of the student participants. The piloting of interviews was done to check if the interview questions were clear enough to be understood by the participants. In this regard, Alshenqeeti (2014) mentioned that piloting interviews plays a big role to obtain rich data since all the interview questions are already gone through the trial interviews which make them faultless for the final one. In one of the piloted interviews the researcher realised that participants are speaking about in-person classes but they are also referring back to their online classes. As a result, after one piloted interview, she included questions related to their online classes which brought her better response in the interviews. As a result, it can be said that the piloting interviews were useful for the researcher to have better result from the final interviews.

#### *4.8.1.3 Conducting the Final Interviews*

When all the participants agreed to give the interviews and sent back the consent forms, the researcher fixed time for the interviews. Since she conducted one to one interview, she gave a particular time to each of the participants as per their convenience. In addition, on the date of

the interviews the researcher reminded them the time. Since it is suggested by Talmy (2010) to complete the interviews within 30 minutes, the researcher tried to end each session within 25-30 minutes.

For conducting interviews Murphy and Dillon (2014) proposed to follow six stages- arrival, introduction of the study, starting of the interview, in middle of the interviews, end of the interview and after completion of the interview. At the beginning the researcher and the participants exchanged greetings and she thanked them for their valuable time by following the arrival part. Then the researcher gave a short introduction and described the purpose of the study. After that to start the main part of the interview the researcher asked them some basic questions regarding themselves such as the names of their schools, the class in which they read in and so on. In this regard Galletta (2013) suggested to keep the personal questions to a minimum limit so that they do not feel hesitate to share that information. Hence the researcher asked very limited questions which were related to their personal lives. In the middle of the interview, she asked the participants questions which were aligned with the research questions (see Appendix section for interview questions). After that the researcher gave the participants hints of time for wrapping the interview session. At last, after completing the interview the researcher showed her gratitude towards the participants for their valuable contribution in the study and also asked for permission to contact them further if needed.

#### **4.9 Data Analysis Procedures**

Several steps have been taken by the researcher to analyse the interview data of both teachers and students. In addition, she also followed a framework for data analysis purposes to have more accurate results. Those steps of data analysis are elaborated in the following sections.

#### ***4.9.1 Data Analysis Framework***

Choosing a suitable data analysis framework is quite essential to bring out the best results from any research. The framework helps the researcher not to affect his or her result of collected data with his or her own biases and to have accurate results based on the participants' statements. Griffie's data analysis framework (2012) has been followed for this study. This framework is especially designed for analysing interview data which goes perfectly with this study. Hence the research has followed all the five steps of this framework to analyse the data correctly and the steps are given below-

**Step 1:** Listening carefully the interview recordings of the participants and transcribing them as it is.

**Step 2:** Reading the transcripts for multiple times so that perception of the interviewees become clearer to the researcher.

**Step 3:** Creating codes from the interviewees' responses and making themes from those codes.

**Step 4:** A summary of the coded data should be written down.

**Step 5:** A memo can be written for the researcher's convenience.

Firstly, the researcher listens to the recordings and transcribe those conversation exactly how it was said in the interviews. Then she had to read the transcription several times to understand what the participants meant through their speech, also what they wanted to mean but might not be able to express through words. By doing so, she was able to find different codes from the participants' interviews and also by putting similar codes together the researcher brought themes out of those. After that the researcher wrote summaries for those themes and also made

a memo for herself where she included for shorter version of the summaries and highlighted the important parts according to her preference.

#### ***4.9.2 Analysis of Interviews***

For analysing the interview data of the teachers and students, firstly all the audio recordings were transcribed verbatim in the manual way. Two of the transcription are given in the appendix section as samples. Then, to code the transcriptions a seven-column coding template was followed. While coding the researcher used open coding and in-vivo coding in two cycles techniques (Saldaña, 2014). Afterwards she coded each participant's transcriptions for the first coding cycle. Then she selected the prominent codes from the transcriptions (see Appendix E.1). Next those codes were used for making emerging themes in each of the participant's case. In the next step all the themes were compared among all the cases to make a thematic pattern so that the researcher can organize the findings according to the research questions and the patters of the themes (see Appendix E.2).

#### **4.10 Ethical Considerations**

The researcher has maintained all the ethical issues carefully while working on this research. Firstly, she informed the participants about the objective of the study and the role of their interviews in it. They were also notified that their participation in this study is absolutely voluntary and their privacy will be strictly ensured by using pseudonyms for them and not using the data anywhere other than the study. In addition, if they become part of the study, the interviews will be recorded with their consent for further analysis. Finally, when they agreed to give the interviews, they were provided with the consent forms to sign (Appendix A).

#### **4.11 Establishing Credibility and Trustworthiness of the Data**

To make this study credible and trustworthy, the researcher had to take various steps. At first, she had to ensure the validity of the study by checking whether her collected data and the analysis of those data are answering her research questions or not (Tracy, 2010). In addition, to have the reliability of the study, the research should have transferability through which by following the same methodology similar results can be achieved in another setting (Shenton, 2004). Besides in case of qualitative research, validity is called trustworthiness and reliability is referred to as credibility. To make the study credible and trustworthy, the data of the researcher needs to have credibility, transferability, dependability, and confirmability (Leung, 2015).

To have the credibility of the study, the researcher adopted member checking, triangulation, and written document having a thick description of the research. According to Merriam (1998), for having credibility of a research, the findings of the study need to have reflection of the reality. Hence the researcher sent the transcriptions to the participants through emails so that they can see whether the transcriptions could show the reflection of their real experiences (please see the appendix section). Secondly, in various ways triangulation of a study can be done and some of the instances can be having two or more sources for data collection, using different methods, research paradigms, and approaches for analysing the data (Patton, 2002). Besides, according to Creswell and Miller (2000), triangulation can also be achieved by having triangulation of methods, triangulation of sources, triangulation of theories, or analyst triangulation.

The researcher used analyst triangulation to establish the credibility of the study and to do so multiple analysts need to use for analysing the data of the research. For this study intra-coder and inter-rater reliability have been used as analyst triangulation. The researcher first coded the

participants' interviews and then after ten days she again coded those interviews to check the similarities within the two codes for having intra-coding reliability. In addition, she sent some parts of the transcripts along with the themes to take expert's opinion to have the inter-rater reliability of the study (please see appendix section). Also, the rate of the expert's agreement on the themes is provided in the appendix. All these processes are followed to make the study dependable as well. Besides for having thick description of the research on some cases and details of conducting the study makes it creditable as well as transferable. Furthermore, having the competency to replicate the study in other contexts also establishes the transferability of the research. Apart from all of these, the researcher also maintained an electronic audit trail, which is recommended by Johnson (1997) as one of the best ways to have confirmability in a study (please see appendix section). All the above-mentioned steps have been taken by the researcher to make the study trustworthy and credible by ensuring the credibility, transferability, confirmability, and dependability of the study.

## **Chapter 5**

### **Results and Discussion**

#### **5.1 Introduction**

The purpose of the study is to represent the perception of teachers and students on their experience of resumed offline classes after lockdown. To explore that, the researcher interviewed the participants and tried to find out how interviewees felt about their reopened classes. In this chapter, the researcher illustrates the findings obtained from the participants' interviews along with referring to literature and conceptual framework. In addition, the findings are organized chronologically according to the research questions in this section. Also,

common perspectives of both teachers and students are discussed together afterwards. The research questions of this study are-

1. What perceptions do secondary level students have on reopened offline English classes during COVID-19 pandemic?
2. What perceptions do secondary level teachers have on reopened offline English classes during COVID-19 pandemic?

For understanding the participants' point of view, it is essential to have some background information of the participants such as professions of students' parents, who used to help students in online classes and who help them now in offline classes, also teaching experience of teachers. This information helped the researcher to analyse the interviews and understand the rationale behind their thinking (please see tables 4.7.1 and 4.7.2 Participants' profiles in chapter four).

Since without referring to online classes, the condition of offline classes could not be explained properly. Hence online classes are pointed out when necessary to present holistic view of offline classes and also for comparing with the online ones. Besides, before knowing about students' and teachers' perceptions on reopened schools, we need to know what the mode of learning was when the lockdown of COVID-19 ended and schools were ready to open. According to Trigwell and Prosser (1991), learning mode plays an important role in students' learning and their academic outcomes. If students get their preferred mode of classes, they will enjoy the class and have better attention to their classes which will be helpful for them to get better results. In this regard, the researcher asked the participants about the mode in which they had their classes- is it only offline, online or blended one. In the response, all the students said that currently they only have regular offline classes. However, just after lockdown when the schools reopened on 12th September, 2021 in Bangladesh (Riaz, 2021), participants mentioned

that at that time also they only had offline classes but that was not regular one, like initially they had only two days a week offline class. The reason behind this is that they did not want to risk their students' and teachers' lives with COVID-19. At first, they wanted to see how they can manage everything without out bursting COVID inflection rate among everyone. In this regard, they also continued online classes so that the learning of students does not hamper. As a result, they used to have traditional classes two days a week and three other days were allocated for online ones. However, when they saw that the infection rate of COVID is quite low, they totally shifted to offline ones. After that everything was offline including classes, lectures, activities and examinations. In this regard, Abir one of the student participants in his interview stated,

*For first few days I think for around one month could be bit more or less, I do not remember specifically. For around one month just after lockdown when immediately our classes started, we had both online and offline classes. Because those were for trial basis. They wanted to start bit slow, so there were just two days of offline classes and rest of the three days we had online classes (DU ABI 36).*

From the above-mentioned discussion, it can be said that when COVID-19 infection rate was low, the schools fully shifted to face-to-face settings including classes and assessments. This part of the discussion can be related to the second part of the conceptual framework which is the learning mode (please see 3.3 of chapter three). According to Trigwell and Prosser (1991) learning mode plays a major role in students' learning outcomes. If the students are taught in a way in which they were well accustomed, there will be high chances to have a positive effect on their studies as well as learning outcomes.

## **5.2 Section 1: Secondary students' perceptions on reopened schools**

### ***5.2.1 Reasons for preferring offline or online classes***

Taking feedback from teachers and students is always beneficial for improving the education system because they are the ones with whom the system flourishes or deteriorates (Zhang, Yan & Wang, 2021). According to Morton, Saleh, Smith, Hemani, Ameen, Bennie and Toro-Troconis (2016), when students are taught in a preferable module, the possibility of better learning outcomes increases. Following that the researcher tried to find out the preferable classes for student participants. In the response, most students replied in favour of face-to-face classes and the reasons why they prefer offline classes are mostly they get to see their friends and teachers, and building good relationships is easy in offline classes. As claimed by Subekti (2021), in most cases it is seen that in online courses rapport of teacher-student is not as good as in offline ones. In fact, he also mentioned that his teacher participants mentioned that those students who used to have good relationship with them, they saw difference in their interaction in online classes during pandemic which resulted in the rapport was not as good as in offline classes. Also, some of the participants mentioned that due to electricity and low internet speed they faced lots of difficulties in their online classes. So, they feel offline classes are much more feasible for them than online ones. In this regard one of the student participants Akash said,

*I think offline classes are far better than the online ones because I feel the holistic learning cannot be fulfilled without offline classes. Through offline classes students as well as teachers share a good bond which is usually missing in online classes. Also, it becomes very difficult to keep the concentration in online classes. That's why I feel offline classes are better (DU AKA 41).*

Among seven student participants, five students expressed their positive attitude towards face-to-face classes. However, two of the students were in favour of online classes. The main reason

behind their preference is that they are introverts and they do not feel comfortable to interact with others much. In addition, online classes used to allow them their convenient time and space to study which is mostly consumed by the traffic while travelling to attend offline classes. One of the participants Nadia who is a student stated in her interview,

*I think for me online classes are better. The reason is I am bit introverted and it takes me time to get mix with others. Honestly, when the announcement came that the school are going to reopen again, I was quite intimidated. For me doing classes at my home in online setting is far better than having offline classes. It is not like I do not like my school, but after attending online classes, I felt I am more comfortable with online classes than offline ones (DU NAD 42).*

From the above discussion, it can be said that most of the students prefer to have traditional classes and are happy to attend the resumed offline classes. However, very few students have other preferences to have online classrooms and they have their own reasons for that. Since most students are in support of offline classes, it can be assumed that it will positively affect their studies for having their preferable classes.

### **5.2.2 Students' readiness for attending resumed classes**

The contribution of teachers as well as students is equally important to have an improved teaching and learning environment in any educational institution (Rivers, Dunlosky & Joynes, 2019). However, to have that contribution it is important to update the education system by keeping in mind the betterment of students. If the students are not comfortable with the new changes in institutions or curriculum, there is a high possibility that those changes would affect their studies (Limniou, Schermbrucker & Lyons, 2018). According to An, Macaro and Childs (2021), it is necessary to know students' opinions whether they are comfortable with the new changes in the curriculum or not for ensuring their improvement. Besides, students' readiness

is one of the components of the conceptual framework which contributes much to the learning outcomes (please see 3.3 of chapter three). Hence, the researcher asked the participants how they prepared themselves to attend the face-to-face classes after having online classes for a long time. In this regard, all the interviewees mentioned that they had some sort of preparation for attending offline classes again. One of the participants Priya who is a student stated,

*Actually, there was some mental preparation since I was going to attend the offline classes after quite a long time, so I was getting bit of nervous like fear of interacting with teachers and all of that. Then I convinced myself that these things will be okay within few days. And also, earlier I used to go in school's van with other children but because of COVID-19 my parents did not want me to continue with the vans. So, they were concerned about who will go to pick up and drop me off. That's all about the preparation for attending offline classes (DU PRI 34).*

Just like Priya another interviewee Prachi also said that her parents were also worried for her because of COVID-19 influence. She was also not allowed to use school vans anymore rather her parents or brother or helping hand went to drop and pick her up. Among seven participants everyone mentioned that this travelling partner who will go to pick and drop them was the major issue as preparation before attending resumed classes. Other than that, they were mentally ready and excited for attending their offline classes.

In the above-mentioned comments, participants talked about their readiness and how they prepared themselves for attending resumed offline classes. This part of the discussion can be related to the first part of the conceptual framework which is readiness, to be more precise students' readiness (please see 3.3 of chapter three). According to Wong, Tatnall and Burgess (2014), students' readiness plays a major role in students' learning outcomes. If the students are ready to accept the new changes in the institution or curriculum, it affects their studies

positively. Since the student participants were ready to attend their resumed classes, it can be expected that it will have a positive impact on their academic results.

### ***5.2.3 Problems faced while attending offline classes***

After COVID-19 outburst, worldwide all the educational institutions were compelled to shut down and shifted to online education. However, after studying for more than two years in online mode, it is quite obvious that after going back to face-to-face classes, students will face problems getting used to traditional classes. Students in their interviews mentioned some of the problems they faced during the initial classes of face-to-face faces. Those problems include concentrating in class, getting afraid to interact with teachers, and facing some writing problems in traditional classes. These problems will be elaborately discussed in this portion of the chapter.

#### ***5.2.3.1 Concentrating in face-to-face classes***

Among various problems which students faced while attending classes just after reopening schools, one of them was concentrating in face-to-face classes. Students were not attending offline classes for more than two years and in the meantime, they had to accustomed to online classes which were completely new for both teachers and students of Bangladesh. During online classes they had liberties in various aspects for example- they could attend the classes from their home at their ease, they could complete their studies according to their convenient time, also they had the opportunities to rewatch the lectures with recordings. These opportunities were not there in the offline classes. Hence it was quite obvious that they may face different problems while attending face-to-face classes after so long. To find those problems the researcher asked the student participants about the problems they faced in traditional offline classes. In the response, most students mentioned that they face problems

while concentrating in classes. They also mentioned the reasons why they having this problem. One of the student participants Akash said in his mentioned,

*Actually, we went back to classes after so long, so we friends were so interested to talk with each other that we could not concentrate in classes, rather looked for opportunities to talk to each other. Also, I felt after online classes, offline classes seem bit boring to me since in offline classes more focus was given to textbooks (DU AKA 62).*

Like Akash other students also expressed their similar problems. Another student Nila said that she thinks they become habituated to online classes, sudden transition to offline classes will take some time for them to cope with. She also stated that in online classes students were kept muted unless they raise hands to say anything, as a result there was no other noise to distract. However, in offline classes, students speak to each other, laugh, do mischiefs which make it difficult to give full concentration to the class. Besides among seven student participants, four interviewees mentioned another problem that they faced difficulty in understanding teachers' lectures. In the online classes they had the opportunity to watch the lecture as many times as they wanted to clear their confusion, but in the offline classes they mostly missed this advantage of online classes. As a result, by only depending on teachers' lectures, students had to struggle to clear their confusion.

#### *5.2.3.2 Fear of interaction in offline classes*

Along with concentrating in classes, students were also afraid to interact with their teachers, for some of them this fear was also for their classmates. According to their interviews, in the online classes, often they did not notice how others were speaking other than their teachers, also many times videos are kept off for which they mostly did not give any attention to the other speakers. As a result, for the student speakers, it was creating less anxiety since in online

classes they were not physically present and most often students do not recognize or notice the speaker. Also, they become relaxed thinking that they will not be judged like offline classes since students are not well familiar with each other in online classes. In this regard, Xie and Jiang (2021) said that one of the common reasons why students do not want to participate in class is for the fear of their peers as well as their teachers' reaction. This indicates that peer pressure and their reactions were the main reasons behind students' fear for interaction. In this regard one of the student participant Prachi said,

*I was very nervous in the initial days since there was a long gap in the offline classes. I was constantly thinking about how I will answer if my teacher asks me something, what if I gave the wrong answer and how will my classmates react to it. In the online classes, I was so relaxed, I did not have to worry about all of these problems (DU PRA 65).*

Just like Prachi other five students among seven expressed their fear of communicating with teachers in the offline classes. One of the participants Abir speaks about his nervousness to interact with not only his teachers but also his classmates. He further explains the reasons for his fear of communication by saying that while saying anything, be it answering questions of teachers or asking questions, sharing his thoughts or speaking to his classmates, he always thinks of how his talks might affect the person he is talking to or what will be his impression if he says anything wrong to his listener what if they laugh at his mistakes. Thinking about all of these he remains silent in the class more often despite knowing correct answers. He also added that these thoughts are affecting his self-esteem in a deeper level and cannot control his thoughts despite trying multiple times. Dogan and Yucel-Toy (2021) also in this matter shared same thoughts by saying often it is seen that students lose their self-confidence and stop trying because of the behaviour or reaction they get from their teachers and classmates.

### 5.2.3.3 Writing problems in face-to-face classes

Another major challenge faced by the students is having different problems while writing in the offline classes. Students did not have offline classes for more than two years and in the meantime, they had to learn through online classes. According to all the student participants' interviews, during online classes mostly they did not used to take notes of class lectures since they used to get the recordings of the live classes from which they could easily watch those lectures as many times they wanted, leading them to not take any notes other than most important topics. Through this practise, when the school reopened and they did not have the recording option any more, they had to take notes from class lectures, then they struggled a lot due to lack of practice during online classes' period. In the interviews all the participants mentioned different types of writing problems they faced in the face-to-face classes. For example- some of them said that they noticed their handwriting became very slow due to which they could not take their notes, often they had to leave their lines incomplete so that they could catch their teachers' next line. In this regard Murad one of the student participants told in her interview,

*As we went back to the offline classes after a long time, I noticed my writing speed was very slow. Before pandemic, I had never experienced such issues. I could complete taking my notes along with my teachers' writing, but after the reopening I was struggling to cope up with my teachers' write up. Many times, I could not even complete my writing because of the slow writing (DU MUR 58).*

Some of them also said that they observed while writing they were struggling to remember spelling of regular used words, they were also making much more spelling mistakes than before. Because of forgetting these spelling and remembering those make their writing even slower which leads to incomplete class notes. Another reason behind this problem is that during

online assignments they could take help from books as well as from their siblings who helped them to correct their spelling. Eventually, when they started writing for taking class notes in short time, also without having time to check the spellings from their books or any help from siblings, they made lots of spelling mistakes and even kept blank spaces to write those words later or underlining those to correct later after their classes.

From the above-mentioned discussion, it can be said that the main problems students faced in offline classes were concentrating in classes, getting afraid to communicate with teacher and classmates and having different writing problems. Also, it is clear that these problems were faced by them because of having offline classes after long period, difference of online and offline classes and having different activities, practices of online classes for long time.

#### ***5.2.4 Solutions for obstacles of reopened classes***

In the previous point, students' different problems were mentioned which they faced while attending offline classes. Along with problems there are always solutions for those problems. When the researcher asked how they solved those problems, in the replied they said that there were some ways which they applied to seek help from their teachers to overcome those problems.

For the first problem which was concentrating in offline classes they took some steps and some steps were taken by their teachers to make the students attentive in class. At first some students mentioned that when they themselves could realize their inability to concentrate in their offline classes, they tried to convince their minds to control their gossiping by providing themselves sometime after the class time of schools so that they could talk in that time. They thought this might help them bit to concentrate in class. Among seven student participants only two students could control themselves and their gossiping got lessen by applying these methods. When they saw most of the students were not benefitted by this way, they thought of another idea which

might help them. The idea was if any of their friends try to talk in class during teachers' lectures, other friends will prohibit that friend not to talk in class. Though earlier they could not control themselves, but in this way, they can control their friends. Through this way other three student participants could control themselves with their friends' help. However, this trick also did not work on other two students for whose earlier method also did not work. Then the researcher asked them then what worked on them. That two students replied with a smile that only our teachers' punishment could make us stop. Through all these three methods they could bring their concentration in offline days and attentiveness got better with more classes.

For the second problem which was fear of interaction with teachers and for some also with students, they made their minds relaxed first to overcome the problem. After that among seven students, five students shared their problem with their close teachers. Their teachers empathetically hear them out and motivate them so that they try to connect with their teachers and peers. They encouraged the students to take the risks and participate in the class even if they do not know the correct answer. In this regard Toro, Camacho-Minuche, Pinza-Tapia and Paredes (2019) said that pair works and groups works are popular ways to make students interact with each other even if they do not want to. In addition, only students' efforts will not make a class interactive rather the teachers also need to motivate and praise their efforts, that would be work like a magic for making an interactive class where no one will hesitate to participate in class (Asad, Hussain, Wadho, Khand & Churi, 2020). Hence along with students' attempts teachers have roles to play for making students interact with them as well as with other classmates. They need to create the learning environment comfortable, friendly so that students do not hesitate to talk about their opinions.

Lastly, the students were having different problems in writing while attending offline classes including slow writing, incomplete note taking, not remembering spellings of common words,

spelling errors. Upon sharing these problems to their teachers, they suggested them to practise more writing at home, increased amount of their home works and also to support them provided class lecture notes for first two weeks so that they get some time to cope up with offline classes. By following these steps, all the seven student participants mentioned that they could improve their writing a lot with increased number of classes. After one week they could fully take their class notes though there were problems in their writing like spelling, grammatical errors but they could complete their note taking with their teachers' speech or writing. With the help of teachers along with their own efforts, students could mostly overcome the problems they faced while attending first face to face classes.

### **5.3 Section 2- Secondary teachers' perceptions on reopened schools**

#### ***5.3.1 Reasons for preferring offline classes***

In most cases, people work better if that is their preferable area or where their interest lies (Khatoony & Nezhadmehr, 2020). This also works with students as well as teachers. If any teacher gets the chance to teach his or her students in his or her preferable way or setting, it will definitely have a positive impact not only on the teacher but also in teaching consequently on his or her students (Potra, Pugna, Pop, Negrea & Dungan, 2021). Following that the researcher tried to find out the preferable classes for teacher participants. In the response, all the teachers replied in favour of face-to-face classes and the reasons why they prefer offline classes are in face-to-face classes they have better interaction with their students, students remain more attentive in offline classes, improves social skills. having a routine life for both students and teachers.

One of the main reasons for preferring offline classes are that students remain attentive in traditional classes much more than the online classes. Students get distracted very easily when they attend online classes because most of the time the teacher cannot observe what the students

are doing. Whereas in face-to-face classes, even if they do not want to concentrate in the lectures, they have to listen since they do not have other sources of distraction there or the teacher can immediately see who are attentive and who are not. Another reason which teachers mentioned in their interviews was that interacting with students in face-to-face setting. During the online classes, all the teachers said that they observed students were not so responsive towards their questions. They keep asking sometimes everyone remains silent, sometime one or two people speak. However, in case of offline classes, since everyone is in the same class, even if the student does not want to interact for the sake of teacher's respect or thinking or his or her peers' reaction, that student would try to response. Besides, in offline classes students get more responsible and organised towards their studies, activities and so on. In an online course, it happens that the students might feel bored, keep the tasks incomplete to finish those later on, but eventually some of them never complete those and some do lately. However, in case of traditional classroom settings they do not have the luxury and even if they do not wish to work on those, they have to do it within the class time. As a result, they complete their studies as well as activities on time which also contributes to achieve better results.

From the above discussion, it can be said that all the teacher participants prefer to have traditional classes. Since all the teachers are in support of offline classes and they are getting that, it can be assumed that it will positively affect their teaching which will be eventually good for students to have better learning outcomes.

### ***5.3.2 Preparation for conducting offline classes***

Just like students, teachers also needed to prepare themselves for offline classes. In fact, they need to prepare a lot more than students, also their preparation is quite different from students since students only need to attend the classes but teachers have to make new lessons plans, conducting classes following them, preparing lectures, preparation for assessing students and

so on. Besides, teachers' readiness is one of the components of the conceptual framework which contributes much to the learning outcomes because if the teacher is mentally and physically ready to deliver his or her best lecture, that would help the students to make good results (please see 3.3 of chapter three). Hence, to learn about the teacher participants preparation for the face-to-face classes, the researcher questioned them regarding how they prepared themselves for conducting classes in offline mode. In the response teacher participants talked about their different preparations they took for offline classes. For example, some of them talked about preparing lectures according to offline classes, some talked about preparing new lesson plans and class activities by keeping in mind the setting of the class. In this regard, one of the teacher participant Rahim said,

*I was quite anxious to go back the offline classes again because I was constantly thinking whether students will behave like earlier or not, I will be able to manage the offline classes properly or not, whether my lecture delivery would be good or not, how the students will interact all of these (DU RAH 40).*

Similarly, another teacher participant Rina said that she mainly took preparation of those which she would need in her reopened class. For example, preparing lesson plans according to offline class time and setting, designing group or pair tasks for the lessons of offline classes. She also mentioned that she thought of some strategies to keep students attentive like sharing own covid time stories, asking them to tell their owns, asking students whether they learnt anything new during lockdown, how did they find online classes and how they are feeling in offline ones, also if they could see any difference in online and offline class or not. She also thought to ask her students what they like to do the first offline class. The reason behind all of these activities is to keep students attentive and engaged with the class so that they do not feel bored in the reopened class.

In the above discussion participants talked about their readiness and how they prepared themselves for conducting resumed offline classes. This part of the discussion can be related to the first part of the conceptual framework which is readiness, to be more precise teachers' readiness (please see 3.3 of chapter three). According to Wong, Tatnall and Burgess (2014), teachers' readiness plays a major role in students' learning outcomes. If the teachers are ready to accept the new changes in the institution or curriculum and to conduct their classes according to the new setting, it affects their teaching positively and eventually will have a positive impact on students' academic results.

### ***5.3.3 Problems faced while conducting offline classes***

Due to COVID-19 transmission, all the educational institutions around the world were compelled to shut down and shifted to online education. However, after conducting classes for more than two years in online mode, it is quite obvious that after going back to face-to-face classes, teachers will face some problems getting used to traditional classes. Teachers in their interviews mentioned some of the problems they faced during the initial classes of face-to-face faces. Those problems include maintaining discipline in offline classes, losing track of speech while taking classes, and preparing new lesson plans for reopened classes. These problems will be elaborately discussed in this portion of the chapter.

#### ***5.3.3.1 Maintaining discipline in offline classes***

Among various problems which teachers faced while conducting classes just after reopening schools one of the big challenges was maintaining discipline in the face-to-face classes. Students were not attending offline classes for more than two years and in the meantime, they had to accustom to online classes which were completely new for both teachers and students of Bangladesh. During online classes they had liberties in various aspects for example- they could attend the classes from their home at their ease, they were not observed all the time by

the teacher, also they had the opportunities to rewatch the lectures with recordings. These opportunities were not there in the offline classes. Hence when they came back to the offline classes, they were looking for those opportunities and having relaxed classes which they used to do during online classes. As a result, they were not able to concentrate in their class. In this regard, Rahim one of the teacher participants said that he was very happy to resume his classes. However, after passing sometime in the class he realized that most of the students have forgotten the classroom ethics. They are busy talking with their friends whom they are meeting after so many days. He understands those emotions of students. Besides, students completely forgot that they are in their class and their teacher is in front of them. Even with warnings they are not listening to him, it was getting difficult to manage the classroom discipline. Eventually to maintain the discipline he had to be strict and give punishment for extreme behaviour.

Another interviewee Fariha mentioned,

*One thing was quite surprising that after the pandemic I considered the students for two to three days, I thought since they met after so long, I could be flexible for a few days. To my utter surprise they are not stopping gossiping even after four/five days. More astonishing thing was students who were quite obedient earlier they were also behaving in the same manner. As a result, I had to shout to make them stop and give punishments where necessary though I did not want to do that (DU FAR 25).*

From the above-mentioned discussion, it is quite clear that after the reopening of the schools managing the classroom became the new headache for the teachers as most students became disobedient due to the long gap from academic discipline.

### 5.3.3.2 Anxiety while delivering lectures in face-to-face classes

Along with maintaining discipline teachers faced another problem in the reopened classes that is losing track of speech in the middle of giving lectures. In the online mode some teachers provided recorded lectures, some gave live lectures. In case of online classes since students were not in front of them and they could conduct the classes at their ease, in that way taking classes was easier for them specially if they are novice teachers. Also, after taking online classes for so long, when they will have sudden change in their mode of classes, it is quite obvious to have some problems. Whereas students are facing problems in the reopened classes only to understand and attending the classes, there teachers are the ones who will prepare the lesson plans, lectures, delivering those, clearing students' doubts- to do all of these in a different environment would be bit challenging for them it is quite normal. In this regard, Fariha a teacher participant commented,

*I was facing difficulty while delivering lectures. I kept forgetting what I wanted to say in the middle of the lectures for the first few days. I was quite nervous in the initial days of reopened classes (DU FAR 50).*

Then the researcher asked what could be the reasons she thinks for these problems. In the response she said that maybe after a long time she was giving face to face lectures that is why she was struggling to give lectures. Wakui, Abe, Shirozu, Yamamoto, Yamamura, Abe and Kikuchi (2021) in their paper stated that anxiety as one of the reasons for which teachers might face difficulty in the post covid situation while delivering lectures. Another interviewee Rahim said that he feels anxiety while giving lectures in the first few weeks. In addition, he mentioned that while giving lectures on the online platforms he never felt like this. Therefore, anxiety could be the reason behind his difficulty in delivering lectures.

From the above-mentioned discussion, it could be noticed that after the reopening of the schools some of the teachers faced difficulty to deliver lectures in front of the students and possible reasons for the problem could be anxiety and taking offline classes after a long gap.

#### *5.3.3.3 Preparing new lesson plans for reopened classes*

Another major challenge faced by the teachers is preparing new lesson plans for reopened face to face classes. According to Akçayır and Akçayır (2018) preparing lessons plans for classes is one of the difficult tasks for novice teachers. Due to COVID-19 outburst when the whole education system went to online format, since in Bangladesh online education was not practised much, teachers as well as students had to struggle a lot to cope up with the big change. For online teaching, teachers had to prepare themselves in a different way to conduct classes in online platforms. Also, they had to prepare lesson plans and activities which would be suitable for online classes. With lots of challenges when they finally got accustomed with the online teaching, sudden declaration of government to reopen the schools changed all of their plans. For reopened offline classes they had to prepare themselves and their teaching materials once again according to face to face setting. As a result, when the researcher asked the teacher participants about the problems they faced while conducting traditional offline classes. In the response, all the teachers mentioned that they faced problems to create new lesson plans, activities, lectures according to offline context. They also had to struggle to implement the new lesson plans and activities in the reopened classes. The teachers in their interviews stated that they were not being able to maintain the class time according to their lesson plans. For example, one of the teacher interviewee Fariha said,

*I had prepared new lesson plans for reopened offline classes, but I was struggling to complete the tasks and assigned lesson within the time which I had decided for the lesson plan (DU FAR 59).*

She also told that one of the main reasons for her not being able to follow her lesson plan was for maintaining discipline of the class. The students in the reopened classes totally forgot their manners of class. Even with warning they continue to gossiping with their friends. As a result, to make them stop the teachers had to struggles for completing the assigned lessons for the day.

From the above-mentioned discussion, it can be said that the main problems teachers faced in offline classes were maintaining discipline in classes, anxiety while delivering lectures and preparing new lesson plans, implementing those in the reopened classes. Also, it is clear that these problems were faced by them because of having offline classes after long time, difference of online and offline classes and having different activities, practices of online classes for long time as well as for disobedient students.

#### ***5.3.4 Solutions for obstacles of reopened classes***

In the previous point, teachers' different problems were mentioned which they faced while conducting offline classes. Along with problems there are always solutions for those problems. When the researcher asked how they solved those problems, in the replied they said that there were some ways which they applied also some problems were solved with some time. For the first problem which was maintaining discipline, the teachers applied some strategies to make students engaged with the class. At first, they explained students with patience that the teachers understand their excitement to meet their friends and sitting with them for classes after so long. They also considered students while talking with their friends for the first two days. After that they talked and made the students understand that they already had lost lots of time during the pandemic, so now they need to be serious towards their studies since their examination is knocking at the door. Teachers also shared some interesting incidents of lockdown so that they can engage the students with class. Also asking students to share their memory or incidents of lockdown, whether they learnt anything new during lockdown or not, or any other thing which

they want to share- all of these were teachers' strategies to make students participate in the class also prevents them from gossiping with friends. The teachers mentioned that after this discussion some of the student understood and they became attentive in the class. However, some stubborn students did not listen to them, even with warning they cannot stop talking. As a result, though the teachers did not want to do, still they had to punish some students for the sake of maintaining the class discipline.

Next, for the second problem which was losing track of speech while delivering lectures, all the teachers mentioned that they think the problem was occurring since they were coming back to the offline classes after a long time. Also, sometimes students ask questions in the middle of the lecture which makes the teacher forget what he or she was talking about. In addition, students' talking to others also interrupt the teacher's lecture. Often the teacher had to stop his or her lecture and make the students quiet, then when she or he goes back to their lecture, they lose the track of their lecture. Besides, giving lecture in online platform and face to face classes are different. Where the students only attend the classes are facing problems due to sudden change of learning mode, there teachers who have to give the lectures, maintain class discipline, monitoring students, facilitating class activities while doing all the tasks in a different format it is quite obvious to have some difficulty for the initial days. All the teachers in their interview mentioned that the problem of losing track of speech while giving lecture was solved within few days of offline classes with more practice.

For the last problem which were preparing new lesson plans and implementing those in the reopened classes, the teachers had to take some time to think how they want to conduct the offline classes so that students remain engaged with the classes and do not feel bored. They also took help from online sources to make their classes interesting, consulted with other colleagues to know how they are planning their classes. By doing all these they prepared their

new lesson plans but then they realized that they are facing problems to implement those. Since conducting classes on online platforms and offline setting are quite different. Also, in offline classes sometimes, time cannot be managed because students can ask questions, might not understand the concepts in one go, then repeating those take some extra time for which they faced the problems. Besides, to maintain the discipline of class some more time are also taken by the teachers. However, all the teachers mentioned that since they were taking classes in the offline mode after a long time, that's why the problems were arising but with some days everything settled down in place and they could handle the reopened offline classes in a better way.

## **5.4 Section 3: Some common perceptions among teachers and students regarding reopening schools**

### ***5.4.1 Feelings of returning back to schools after lockdown***

To learn about a person's thinking on a particular topic, the best way of getting response is relating the topic somehow with his or her personal life (Edelhauser & Lupu-Dima, 2021). Following that the researcher focused on students' and teachers' experience of getting back to classes after more than a year. In the response, all the interviewees mentioned that they were on top of the world for going back to their classes. In this regard, Öztürk and Mutlu (2010) stated that as human beings, majority of the people become happy when they come in contact with other people. He further said that this trait is mostly found among extrovert people who become really cheerful when they interact with other people. In this regard, one of the participants Nila who is a student stated,

*My happiness knew no bounds on the first day of school after reopening schools. I was so happy that I will be able to see my friends, teachers after so many days. After so long*

*I will be able to go out and talk with my friends. I was really happy after returning back to my school (DU NIL 48).*

Moreover, just like Nila, other interviewees also expressed their feelings in the same way as mentioned above except for one interviewee. According to him, online classes are more preferable for him since it allows him to attend the classes from home and study at his own pace. Also, it makes him relaxed when he does not need to interact with others in face-to-face setting. In this regard, one of the student participants Murad said,

*It is not that I am not happy with the reopening of schools, but you know I am more of an introverted person and I prefer to have online classes where I can study at my preferred time without interacting with others that much (DU MUR 50).*

In this regard teachers also shared feelings in a similar way where one of the teacher participants Rahim said that going back to his class after so many days was a delightful moment, not only for him but for all the teachers and students. Though he was taking classes through online platforms, that never gave him the joy of conducting classes in person. In addition, he stated that his students also expressed to him their happiness to be back in the class.

From the above discussion, it can be said that most of the students as well as teachers prefer to have traditional classes and are delighted to have that. However, very few students have other preferences to have only online classrooms. This part of the discussion can be related to the third part of the conceptual framework which is students' perception on the context and teachers' perception on the context (please see 3.3 of chapter three). According to Trigwell and Prosser (1991), students' perception on the context plays a major role in students' learning outcomes. Along with students' perspective, teachers' point of view is also important in this aspect since they contribute a lot for the growth of students. If the students have a positive point

of view towards their learning surroundings, it positively affects their studies. Also teachers have positive attitude towards the environment of the reopened schools. Since most of the student participants and teachers have favourable perspective on their institution's environment, it can be expected that it will have a positive impact on students' learning.

#### ***5.4.2 Safety arrangement of schools after reopening***

To provide a standard learning and teaching environment, institutions have a major role to play (Coelho & Menezes, 2021). If the institution cannot provide the resources, setting to the teachers and students to improve, the education quality will deteriorate (Lakshmi & Paul, 2018). Hence the researcher asked the participants to comment on the safety measurements of their schools after reopening whether their schools took all the necessary steps to protect their students and teachers from COVID-19. In the response, the student participants replied in a positive way. They said that their school was completely ready with safety arrangements so that their students and teachers do not face any problems. They also mentioned that there were sanitisers, extra masks for everyone. Also, the school authority had appointed a doctor for emergency cases which they did not have in the school before. Along with that, standing positions were marked for students to maintain social distance. In addition, in the first-class teachers instructed the students about all the protocols they need to follow for everyone's safety purpose. Teachers also instructed them to seat on the benches by keeping distance among themselves and also there were marks where to indicate where the students need to sit. In this regard one of the student participants Abir in his interview said,

*Actually, the safety arrangement was quite good actually. In fact, I did not expect to be that good. There were guards who used to measure our temperature while entering in the school. Also, there was an emergency doctor arranged for us after reopening the*

*school. In addition, we had sanitisers in front of every class. So, for me the arrangement was quite good (DU ABI 52).*

Just like Abir, all the student participants were quite pleased with their schools' safety arrangements. Even most students mentioned that they did not expect such well-executed arrangement which indicates that all the students had positive perceptions regarding the safety measurements of the school after reopening. Along with students, teachers also expressed that they were content to see the arrangements their school did for reopening schools. The authority tried to take all the steps necessary for protecting students, teachers and staff from the transmission of COVID-19. All of the teacher participants showed their satisfaction and happiness while giving interviews to the researcher. They also mentioned that before reopening they had several meetings with the principal to be briefed about all the safety protocols which they need to follow as well as to make sure students not facing any difficulty and everything should be carefully observed so that there should no chance of getting affected by COVID-19 after reopening schools. They also stated that their schools made collaborations with the nearby hospitals to get instant support from them in case of emergency. Besides, emergency doctor was appointed for the school time if any sudden urgency occurs.

From the above discussion it can be seen that all the students and teachers have positive perspective on the safety arrangement of their schools. This part of the discussion can be related to the third part of the conceptual framework which are students' perception on the context and teachers' perception on the context (please see 3.3 of chapter three). According to Trigwell and Prosser (1991), students' perception on the context plays a major role in students' learning outcomes. Along with students, teachers' perceptive is also important in this aspect. When students and teachers see that during the time of pandemic their school took all the steps for ensuring their safety, they as well as students' parents will be content and relaxed. As a result,

they will be able to give their full concentration on their teaching and learning process which will have a positive impact on students' learning.

#### ***5.4.3 Teaching strategies in reopened classes***

For achieving good learning outcomes, teachers need to apply appropriate teaching strategies in their classes (Paolini, 2015). Only the teacher knows his or her students well and can take the right decision of applying suitable teaching method for them which will bring the best version of his or her students. To learn about the teaching strategies of teachers in the reopened classes, the researcher asked both the students and teachers about it to learn about the actual scenario of classes. In the response, the researcher could see similarities in both teachers' and students' interviews. Both teachers and students said that all the four skills were taught in the reopened English classes.

For teaching reading skills, teachers used two ways for making students read. One of the ways was silent reading and another way was reading aloud. For silent reading students were given a certain time and particular passage to read within the time period. Mostly it is done in groups, sometimes they are assigned in pairs or individually to complete the task. Through silent reading students take responsibility to learn and understand lessons by themselves (Brevik, 2019). Besides, in reading aloud students are required to read a particular passage or paragraph loudly and then try to explain what she or he understood, then other students might add to their explanation. Afterwards if needed, the teacher would add her opinion. Sometimes the teacher also read out the passages and make us understand the meaning. According to both teachers' and students' interviews, in this way their reading skills were practised in reopened English classes.

Then for written skills students were assigned different written assignments of all subjects in weekly basis. For example, in one week they were assigned English assignment which they

needed to complete within one week. In the next week they were assigned Bangla assignment to complete by one week. In this circle, they had to do assignments of every subject in every week. In this way their writing was practiced, other than this way they also had activities of writing in English classes. For example, once in a week they practise semi-guided writings where the teacher use PowerPoint to show some pictures or asks students to draw their favourite things. Then teacher ask them some questions regarding those pictures and they were given time to think the answer, after that they are asked to write a paragraph based on what they understood from those pictures. In addition, sometimes the teacher writes some vocabularies to help the students so that they can use those words to easily express their feelings, also sometimes the teacher makes the task bit difficult by asking them mandatorily to use those words. Besides they need to complete the task within maximum 15-20 minutes. Then randomly some students are chosen to present their write up. Through this method, students' writing as well as speaking skills are practised along with brain storming. Apart from these, students also practise writing by solving model questions from their preferred textbooks. In addition, sometimes they were asked to write paragraph, essay or application which are included in their syllabus. In these ways students' writing skills were practised in reopened classes.

Moreover, for speaking and listening skills all the teachers and students mentioned that they had only one class in a week. In different ways speaking skills were practised in the reopened English classes. For example, in one-week students are asked to act out or read dialogues of a particular scene in pairs, whereas another week they were asked to speak for one minute in any random topics. For listening skills, the teacher used CDs for playing the listening tracks, paper and pen for fill in the blanks or true-false. Besides, they had very few classes for listening skills. One of the student participants Priya in this regard said,

*One day in a week is allocated for our speaking and listening classes. For speaking, we were assigned different topics to speak about one minute. I would say we had very less classes on listening skills, still which were held on those the teacher would play CDs containing different topics. Before playing the teacher provided us with a paper having on questions like fill in the blanks, true-false on the topics which will be played. That CD would play three times so that we could catch what the speaker is saying and write the answers in the papers (DU PRI 40).*

In this regard teachers shared one of their observations that in speaking, listening activities students do not come forward to participant. As a result, they have to choose randomly or make groups or pairs so that they work together and get interested in the tasks and do not hesitate to participate in those activities. Besides these four skills of English, students also mentioned that for teaching grammar teachers first teach them the rules along with examples, then they practise some exercises in class and left ones are given as home work. Other than these methods, two of the student participants said that their teachers gave them a list of vocabularies to memorise with meaning and synonyms. Then in the next class they are asked to write some sentences using those vocabularies. However, they also mentioned that this vocabulary task was for first few days, then they were not asked to read those. As a result, they did not read those further.

#### ***5.4.4 Course contents and students' approaches towards completion***

Due to COVID-19 outburst, school were shut down for a long time and Bangladeshi government also took long time to figure out how they could continue teaching-learning process without face-to-face setting. After a while they started online learning in every educational sector of Bangladesh. Although both students and teachers had to struggle to cope up with the new system of learning, at least their teaching-learning process could begin after schools being shut down.

**Course contents:**

After starting online classes, students were given assignments based on their classes and those assignments were provided from the Education Ministry of Bangladesh which means all the schools of same classes had to follow the same assignment. Along with other classes, secondary level students had to do those assignments on weekly basis and they had assignments on different subjects on different weeks. For example, in one week if the assignment is on Math, next week they will have assignment on English or any other subject than Math. In this way, they had assignments during the whole lockdown, also they had to continue these after reopening of the schools. These portions were same in both teachers' and students' interviews. However, teachers also included that they were provided an “**Assignment Grid**” which they were required to follow to assess the assignments of students. After reopening of the schools, along with these assignments students' final examination was also taken to properly assess their learning and promoting them to next class. However, this final examination was not same as their usual examinations which they used to give earlier rather for this examination, their syllabus was revised. Since during the pandemic students lost a lot of time and went through mental trauma who lost their loved ones, through these their studies were hampered. As a result, the education ministry decided to shorten the syllabus as well as subjects to reduce students' pressure. Usually in class six there are thirteen subjects which students need to study and we had to do the assignments on all of these subjects. However, for final examination they only had three subjects according to the revised syllabus. Those are- Bangla (1st and 2nd), English (1st and 2nd) and Math.

**Students' approaches towards completion of course contents:**

After knowing about the revised syllabus and assignments, the researcher asked the students about their approaches how they completed those assignments as well as syllabus for their final

examination. In the response they talked about ways how they completed their contents. One of the student participants Murad said that for completing the syllabus of final examination, he had first focused on the syllabus means the revised short syllabus which was provided from the school. First, he understands what are the topics which they had to complete for examination. Then he looked into the books for those topics and also went through his class notes to see what they were taught in the class. Then I combined both of these and started with the topic which seems to be important for the examination. At first, he read the topic once and pointed out which parts he felt difficult. Then he went back to those parts again. If that is still not clear in that case, he took help from his siblings. Also, he mentioned that he used to write and make notes on important topics. Other five students also mentioned that the same way in which they studied for completing their syllabus. However, two of the students talked about their private tutor, at first their tutor saw the syllabus. Then he or she taught the topics which are important for the examinations. After that the students read those topics at home and the next day, they used to write those topics in front of their teachers. In this way they completed their syllabus. In case of completing syllabus both teachers and students talked about similar things like they started with the important topics and took help from siblings or private tutors. However, for competing assignments, there were some differences in teachers' and students' comments. For example, all of the students mentioned that their siblings or private tutors those who had, helped them to complete the assignments while they were struggling to understand. Nevertheless, the teachers mentioned that in many assignments they found similar with other students which indicates either they copied each other's assignment or they copied from the same place. They also mentioned since the same assignments were given to all the schools, there were many library shops where the answer of these assignments was found. In fact, two of the teachers were asked whether they need those or not by the shopkeepers which amused them. Also, those answers could be found online as well, there are numerous videos on the answers of the

assignments. According to the teachers, it would be better if the assignments were prepared by the individual teachers for their individual schools. In that case they think the answers would not be this much available where students do not need to struggle to get the answers rather those are so available that anyone can get those very easily.

From the above discussion it could be noticed though teachers' and students' statements were same for completing syllabus but in case of assignments the similarity was not there, perhaps if the students had taken help from the online sites or in other means, they are not accepting it. This part of the discussion can be related with the third part of the conceptual framework which is students' perception towards learning approaches and teachers' perception on students' learning approaches (please see 3.3 of the chapter three). According to Trigwell and Prosser (1991), students' perception towards learning approaches plays a major role in students' learning outcomes. If the students have a positive and honest attitude towards their learning, it will positively affect their studies. Also, teachers' perception on students' learning approaches is important in this aspect. Since all of the student participants talked about their positive attitude towards their learning that was good for their learning outcomes. However, if they had employed online sources or shop's answers as mentioned by the teachers, that would make their learning incomplete and will have its bad effect in their next years' studies.

#### ***5.4.5 Assessment after reopening schools***

Since the syllabus of the final examination and the assignments patterns were discussed in the earlier point, in this portion how the assessment was done on those syllabus and assignment that would be explained from both students' and teacher' point of view. Due to COVID-19 outbreak along with classes and syllabus, changes came into assessment system as well. In the 2020 the year in which COVID was identified, because of high transmission rate that year there was no final examination, students were auto-passed and promoted to the next year to avoid

high risk of COVID infection. However, in the next year 2021 students were assessed but not in usual ways, rather the syllabus and subjects were reduced. Hence the marks for the final examination were also shortened. Earlier final examination used to have 100 marks. More specifically Earlier where only English 1st paper used to have 100 marks for finals, now both English 1st and 2nd are combined for assessing on 50 marks. From this comparison the difference of volume of earlier contents and the revised one can be noticed. Also, earlier they had to give final examination on thirteen subjects, during COVID the subjects were reduced and they only had to appear for examinations on three subjects which are Bangla, English and Math. For Bangla and English both 1st paper and 2nd papers were included within these 50 marks of final examination. In Bangla for 1st paper written they had 20 marks, for 2nd paper written they had 15 marks and for combined multiple-choice questions they had 15 marks, in total 50 marks for Bangla 1st and 2nd paper. Then for English 30 marks were allocated for English 1st paper where they had both seen and unseen comprehensions, from those they had to answer multiple choice questions, question-answers, information transfer and a paragraph. Then for 2nd paper they had 20 marks including different grammatical items which are- articles, right form of verbs, changing sentences and punctuation. In total 30 marks for English 1st paper and 20 for 2nd paper, combinedly 50 marks for both English 1st and 2nd paper final examination.

Then the researcher also asked both teachers and students regarding their marks of online assignments and offline final examinations in which one they scored better and possible reasons behind the difference of the both results. In the response all the students and teachers said that students did better in the online assignments than offline final examinations. However, while stating the reasons teachers' and students' comments were different. For example, all the students mentioned that for the online assignments they used to get a whole week to complete that, also some of them had siblings, some had private tutors from whom they used to take help.

In case of offline final examinations, they had to struggle with the time management since they were attending offline examinations after a while due to pandemic. Also, they were quite anxious for the environment of the examination. Because of all these students think they got less marks in offline examination. Whereas according to teachers, they also mentioned the reasons which students said but along with these teachers also highlighted that for completing assignments along with siblings or private tutors' help, they took help from online sources. There are plenty of sources from which they could easily get the answers of the assignments. Besides, they also highlighted that some of the students did not study at all during the whole pandemic time. Not only this, some of the students did not take help from siblings to do the assignments, they directly got the assignments completed by them. Since all of these facilities were not available for those students in the offline final examinations, teachers think that for these reasons some students could not do well in the examination despite having short syllabus and reduced number of subjects.

Lastly, as a researcher I think the online assignments should have been designed differently. For example, teachers could have been assigned for different weeks and different assignments for their own institutions because if the assignments were different among the institutions, students would not have got the answers of the assignments so easily. Also, during online classes there should have been some formative assessment like small quiz type of examinations and that marks would have been added to their final examination. Through this way students could have been better involved with studies because not everyone has siblings to look after their studies, nor everyone's financial condition is same to hire private tutors during pandemic. I think if in these ways assessment process was designed, it would have been fairer, students would have been more serious about their studies and their learning outcome would have been even better.

On the next page, figure 5.1 represents the emergent themes of the study, which have been discussed in this chapter thoroughly.

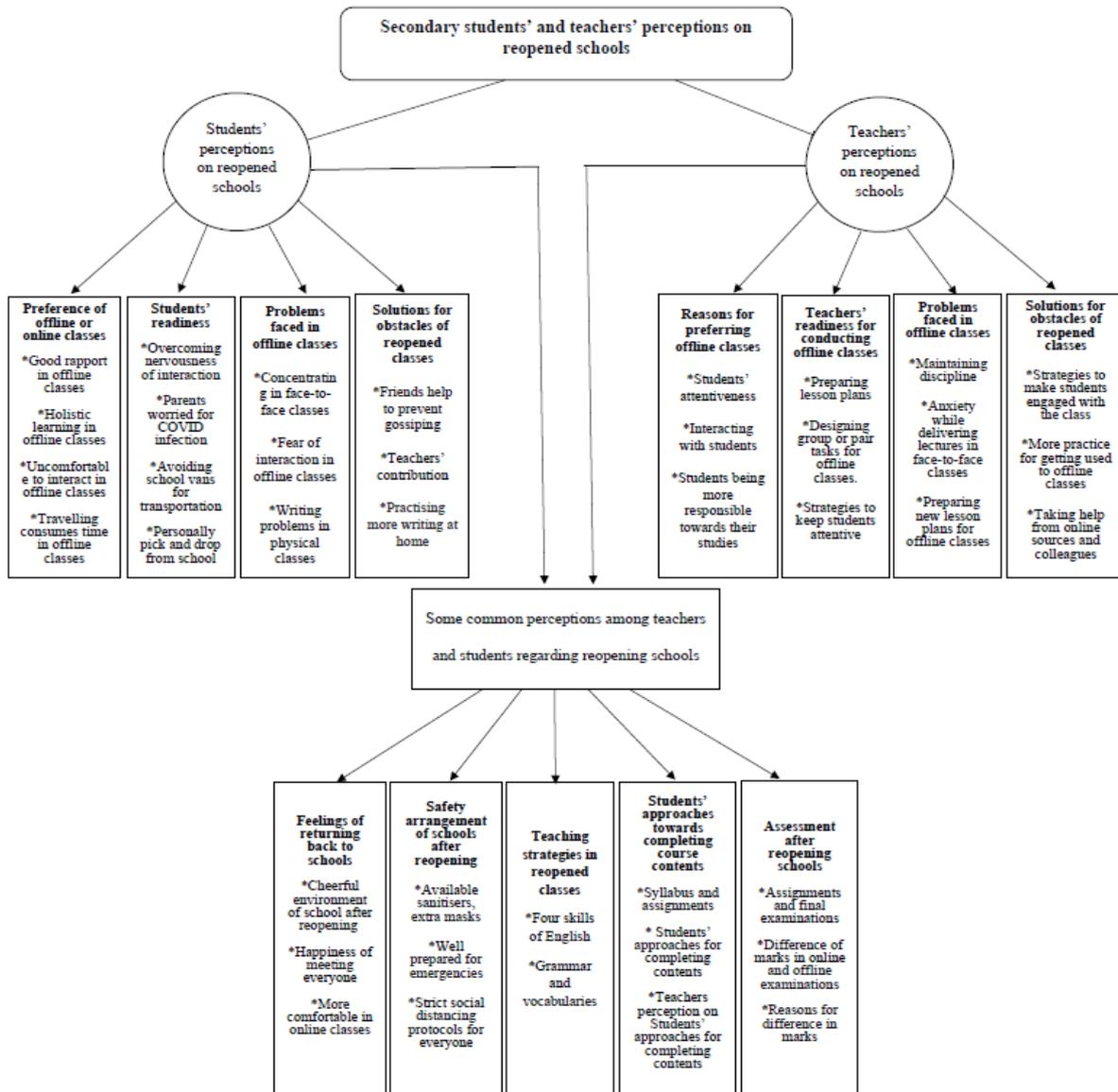


Figure 4: Emergent Themes of the Study

## **Chapter 6 Conclusion**

### **6.1 Implications for the study**

This study reflects the perception of both students and teachers on their reopened classes which portrays the real scenario of the post-lockdown secondary level classes of our country. This study has different implications which can benefit people of different levels related to the educational sector. Those implications are discussed below.

#### ***6.1.1 Social Implications***

As the study focuses on students' and teachers' perceptions and their challenges, school authorities can be benefited through the study. They will be able to learn what their teachers as well as students thinking of their arrangements for reopening schools. Also, from their challenges authorities will be able to identify the areas where they have to work to improve their services. Not only for school authorities this study is also fruitful for the policymakers and governmental officials of Education ministry. By learning both perspectives of teachers and students, they will have some idea regarding the students' and teachers' perspectives on the decisions they made regarding reopening schools and how those protocols affected them. For example, not having proper environment, training, equipment, insufficient electricity, slow internet made online learning difficult for both teachers and students. After that when the schools were reopened, due to short syllabus and less number of subjects, students' learning remained incomplete in most of the subjects' content. These problems will make the officials to rethink about the existing policies, also it can be expected that the future policies can have the solutions of these problems. Moreover, from this study researchers can find new information on the very recent scenario of reopened classes which will help them to work further who are interested in similar topics. Also, from this study they can have some ideas of relevant works of other researchers on this topic.

### ***6.1.2 Pedagogical Implications***

Since the study is about the experiences of teachers and students in their reopened classes, this study can help both teachers and students to understand each other's point of views. From the findings of the study the teachers can get some idea regarding the problems their students are facing which will help them to design their courses, classes in a way so that their problems can be solved. Also, the students get to learn the challenges of their teachers, through which at least some students might cooperate with their teachers in a better way so that with the contribution of both teachers and students their teaching-learning process could improve. Besides, novice teachers can also get benefitted through the study since they get to know some of the challenges of the teachers which faced in the online and reopened classes. By knowing these problems, they can prepare themselves for these future challenges and also can find ways so that they do not have to face these problems and even in case they face, they can easily overcome.

### ***6.1.3 Theoretical Implications***

For this study two theories have been followed and relevant parts of these two theories are taken to make the conceptual framework. One of the theories are Blended Learning Assessment Framework (2014) which is introduced by Wong, Tatnall and Burgess. Another theory is learning affecting framework (1991) by Trigwell and Prosser. Both of the frameworks have some important elements related to this study for which these frameworks have been adopted for this study. In Bangladesh the researcher has found different articles where these theories have been used for their studies but separately. No prominent studies have been found where these two theories are used in the way these are used in this study. However, the researcher has carefully chosen elements of the two theories which are essential for answering the research questions of the study. Besides, she had to include some interview questions (Please check Appendix B for interview questions) which were related to the conceptual framework and

necessary to answer the research questions. As a result, best to the researcher's knowledge this is only research where this conceptual framework has been implemented to achieve the research objectives. Hence the application of the conceptual framework is another contribution of this study.

## **6.2 Recommendations**

The researcher would like to provide some fruitful suggestions based on the findings of the study, which are expected to be beneficial for teachers, students, school authorities, governmental officials and other stakeholders.

1. After the COVID-19 attack, a special focus should be given to design courses in a way in which courses could be run in online platforms easily. Along with courses, proper assessment system should be prepared as well so that we do not have to wait for reopening of schools or auto passing students rather alternative assessment or online assessment could be used fairly for continuing teaching-learning process. It is high time for our government to take steps to develop online or blended learning resources so that those could be used in case of any future emergencies and to standardized our education system like other developed countries.

2. Government can take steps for providing high speed internet and to reduce electricity problem which will lessen much of the problems which occurs to implement online or blended learning. Also, Govt officials of education ministry can collaborate with other ministries or educational NGOs, banks or financial institutes to introduce educational loans with instalments so that students can buy their own digital devices with instalments which will be helpful for them to adapt online learning.

3. Besides, teachers' need to identify the learning shortcomings students have due to academic changes during COVID-19 outburst. Then readjusting the whole curriculum of next year with

a special concertation on the incomplete learning of last year. Also, students' and school authorities' feedback can be taken for proper modification.

4. Teachers should be trained for providing academic and psychological support to the students. During the COVID-19 lockdown, students' mental health and academic condition was not so good they need extra assistance from their teachers to cope up with the changes of reopened classes. Hence teachers need to support their students empathetically and for that they need proper training of empathy and psychological well-being. Also, they need to be trained for online or blended learning for gradually adapting blended learning into our education system.

5. School authorities can provide school buses for students so that they stay safe during travelling by maintaining social distancing where school officials will be present to monitor if everyone is maintaining social distancing or not. This step will help to lessen the anxiety of the parents' that their children are safe from the COVID-19 infection.

### **Further Study**

As the study has been conducted following qualitative methods, further studies can be done in quantitative or mixed-method which might provide researchers with new information on similar topics. Also, this study can be a guide to the new researchers are interested to work further on related concern.

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## Appendix A.

### Letter Of Consent for Participants

Dear Sir/Madam,

I am Israt Jahan Promi, a graduate student of Applied Linguistics and ELT at the Department of English and Humanities, School of Humanities and Social Sciences, Brac University.

As a part of our degree, we have to complete a thesis for which I have chosen the topic “Back to English classrooms: Teachers’ and students’ perceptions on reopened schools”. I would like to invite you to be a part of a small interview and share your valuable experience regarding various teacher trainings you have received in your career.

The interview can be taken in face-to-face setting, if you are comfortable with it. Otherwise, it can be a telephone interview as well. The interview will be recorded only for analyzing the data and will not be shared with anyone. Please note that the information gathered from you will be used anonymously only for the purpose of the study. I can assure you that none of the information will be misused.

If you would like to participate in the study, please read the details of the consent form on the next page and sign it. Your contribution to this study will be much appreciated.

Thanking you,

Israt Jahan Promi,

Department of English and Humanities,  
School of Humanities and Social Sciences,  
Brac University.

Phone No. 01521332353

E-mail: [israt.promi@gmail.com](mailto:israt.promi@gmail.com)

### Research Participation Consent Form

Please read the following statements and tick in the boxes.

Statements	Agree
1. I have read the description and understood the researcher’s stance of the study and data collection procedure.	
2. My participation is voluntary and no pressure was created to participate in the interview.	
3. I agree to be video and audio taped for my voice and face if the researcher wants to.	
4. The researcher has my permission to contact me if she needs any further clarification, through the following phone number or email address.	

Phone No.

E-mail address:

Date:

.....

Name

.....

Signature

## Appendix B

### Interview Questions for Participants

#### Research questions

1. What perceptions do secondary level students have on reopened offline English classes during COVID-19 pandemic?
2. What perceptions do secondary level teachers have on reopened offline English classes during COVID-19 pandemic?

#### Interview Questions for Participants (Students)

Interview Questions (IQs)	Background Information	Research Question (RQ) 1
1.Name of the institution and the class in which you currently read in?	*	
2.What is your medium of instruction in your classes?	*	
3.During lockdown, how your classes were conducted? Did your school organized online classes?	*	
4.If yes, how were the classes conducted?	*	
5.How the four skills of English were taught during your online classes?	*	
6.How many days you had online classes weekly?	*	

7.Which platforms were used for the online classes?	*	
8.Were you comfortable/familiar with the platforms in which the online classes were conducted?	*	
9.Did you need any help from your family members to use the online platforms in which your classes were taken? Or you could manage by yourself?	*	
10.How were you assessed during online classes?	*	
11.Did you submit assignments for it or examinations were taken?	*	
12.How did you complete your assignments for online classes?	*	
13.Did you complete the assignments by your own or you needed any one's help?	*	
14.Did you take help from any online sources?	*	
15.How were your scripts checked during online classes?	*	
16.Did you get any feedbacks from your teachers for any assignments or examinations of online classes?	*	
17.If yes, how you were given the feedbacks during online classes?	*	
18.After the lockdown, when the schools started to resume classes, did you immediately start going to classes in face-to-face setting?	*	
19.If yes, did you take any preparation for your traditional classes after a long break due to the lockdown? Mentally or physically?	*	
20.If yes, how did you take the preparation to resume your classes on school campus?	*	

21.After lockdown, did your school only offer face to face classes or online classes were also available?	*	
22.If both were available, how many days classes were taken in online mode and how many for offline mode? (Related to conceptual framework)	*	
23.What teaching strategies did your teacher follow? / How you were taught English in the reopened classes?		*
24.Since you have attended both online and offline classes, which one do you feel better medium for students' learning. Please state the reasons in details, if possible, provide examples from your experience. (Related to conceptual framework)		*
25.Did you find online classes effective along with the traditional ones? State the reasons.	*	
26.After lockdown how did you feel going back to your school after so long?		*
27.How was the safety arrangement of your school after reopening? (Related to conceptual framework)		*

28. Did you have same teachers' classes in both online and offline classes?	*	
29. If yes, did you find any difference in their teaching or interaction in both mediums?	*	
30. Was any new teacher appointed in your school right after resuming the classes? Or you got any new teacher's classes in the offline mode?	*	
31. Was any of your old teachers missing in your offline classes? Did you notice anything like that?	*	
32. Did you face any problems while attending the classes after so long in face-to-face setting?		*
33. If yes, what you did to overcome those problems?		*
34. How were you assessed after resuming your face-to-face classes? Please state in details. How your learning was tested by your teachers after resuming your face-to-face classes? Please state in details. (Probe question)		*
35. How did you complete your syllabus of final examination where you have less contents and less subjects than usual contents?		*

36.In which mode did you get more marks? In Online or offline mode?	*	
37.What do you think of the reasons for such difference in your online and offline examinations' marks?	*	
38.Was anyone in your family affected by COVID-19? Or you infected by the COVID-19? Or anyone died in your family because of it? (Probe question?)	*	
39.If yes, what impact it had on you and your family?	*	

### Interview Questions for Participants (Teachers)

Interview Questions (IQs)	Background Information	Research Question (RQ) 2
1.Please share your educational background.	*	
2. How many years of experience do you have in the teaching profession?	*	
3. Name of the institution where you teach currently and the classes you teach?	*	
4. For how many years are you teaching in the same institution?	*	
5.What is your medium of instruction in your classes?		
6. Did you take classes when schools were shut down due to COVID-19?	*	
7. If yes, how did you take the classes during lockdown? How did you teach the four skills of English during your online classes?	*	
8.Did you take the online classes from your home or your institution had the arrangements in your school?	*	
9.Were you provided any gadgets from school to take the online classes or you had to purchase gadgets for your classes?	*	
10.Which platforms did you use for online classes? And why?	*	
11.Were your students comfortable/familiar with the platforms you chose?	*	
12.How many classes did you take during lockdown?	*	
13.How did you assess your students in online classes?	*	

14.How did you check the scripts during online classes?	*	
15.How did you provide feedbacks to your students during online classes?	*	
16. Did you attend any training on online classes? If yes, please elaborate the details.	*	
17. After the lockdown, when the schools started to resume classes, did you also start taking classes in face-to-face setting?	*	
18.If yes, did you take any preparation for your traditional classes after a long break due to the lockdown?	*	
19.If yes, how did you take the preparation to resume your classes on school campus? (Related to conceptual framework)  How did you prepare yourself physically or mentally to resume your classes after so long? (Probe Question)	*	
20. After lockdown, did your school only offer face to face classes or online classes were still available? (Related to conceptual framework)	*	
21. If there were online classes as well, how many days do you take classes in traditional setting and how many for online mode? (Probe Question)	*	
22. What teaching strategies did you follow in the reopened classes? / How did you teach English in reopened classes?		*

23. Since you have both experience of taking classes on online and offline mode, from your perspective which one did you feel better medium to teach students. Please state the reasons in details, if possible, provide examples from your experience.		*
24. Did you find online classes effective along with the traditional ones? State the reasons.	*	
25. After lockdown how did you feel going back to your school after so long?		*
26. How was the safety arrangement of your school after reopening? (Related to conceptual framework)		*
27. Did you face any problems while taking classes after so long in face-to-face setting?		*
28. If yes, what were those problems and how did you overcome those problems?		*
29. How did you assess your students after resuming your face-to-face classes? Please state in details.		*
30. What do you think of the approaches students might have taken for complementing the assignments during online classes?	*	

<p>31.Do you think they might have taken help from online resources? Or from their parents or siblings or private tutors? (Probe question)</p>	<p>*</p>	
<p>32.What do you think of students' learning approaches towards completing short syllabus of examination and also reduced number of subjects on examination?</p>		<p>*</p>
<p>33.What do you think of students' results of both online and offline examinations?</p>	<p>*</p>	
<p>34.Which one do you think they make better result in? online assignments or offline final examinations?</p>	<p>*</p>	
<p>35.What do you think of the reasons for such difference in their online and offline examinations' marks?</p>	<p>*</p>	
<p>36.Was anyone in your family affected by COVID-19? Or you infected by the COVID-19? Or anyone died in your family because of it? (Probe question?)</p>	<p>*</p>	
<p>37.If yes, what impact it had on you and your family?</p>	<p>*</p>	

## Appendix C

### Notational Conventions of The Interview Transcripts

	<b>Notation</b>	<b>Meaning</b>
1.	DU	Discourse Unit
2.	I	Interviewer
3.	[ ]	For showing actions [Laughs]
4.	Umm...	Thinking
5.	,	Small pause
6.	DU PRI 50	DU <space> student name's first three alphabets <space> DU number. DU PRI 50 refers to PRIYA's DU number 50.

## Appendix D

### Sample Interview Transcription of Priya

DU	Participants	Questions and Answers
1.	I	Hello, Priya. How are you?
2.	PRIYA	Hello Apu, Assalam alikum. I am fine. What about you?
3.	I	Waalikum Assalam, Priya. I am fine too. Can you hear me clearly?
4.	PRIYA	Yes. I can hear you.
5.	I	Ok, then, can we start now?
6.	PRIYA	Yes. You can.
7.	I	Okay, so let's start with very basic information. Tell me the name of your school and the class in which you currently read in.
8.	PRIYA	Okay, Apu. I read in X school and I am in class seven now.
9.	I	Okay, that's great. Could you please tell me now what is your medium of instruction in your classes?
10.	PRIYA	Well, since my one is a Bangla medium one, usually we as well as our teachers use Bangla as our medium of instruction. However, on speaking classes which is held once in a week, we try to use English for our communication purposes.
11.	I	That's good. During lockdown, how your classes were conducted? Did your school organized online classes?
12.	PRIYA	Umm... Actually it took a long time to start the online classes but it was not only for my school, all the schools of Dhaka city took a long time to figure out how they can take the online classes. After figuring it out, though teachers

		as well as we the students also had to struggle to get used to the usage of the online classes. Once we started using it, it became easier for us with passing days.
13.	I	Yeah, since our country specially in secondary level was not used to online classes at all, it took a while to manage everything. Now could you briefly tell us about how your classes were conducted? How many days you had online classes weekly?
14.	PRIYA	For online classes, we had official messenger group where along with students, teachers were added. Through that group we used to get all the information of our classes like routines, assignments and other things. Besides, we had five days a week online classes and timing was around 8 to 12 PM.
15.	I	Okay, then which platforms were used for the online classes?
16.	PRIYA	As I said earlier, Facebook messenger group was used for sharing information and for conducting online classes mostly zoom was used. At first Facebook live was proposed but later on zoom was finalized for attending online classes.
17.	I	Were you comfortable/familiar with Zoom in which the online classes were conducted? Did you need any help from your family members to use the online platforms in which your classes were taken? Or you could manage by yourself?
18.	PRIYA	Actually no, I was not even aware of the name of the app Zoom. At first my elder sister helped me to join the classes and showed me how I can do it by myself. She helped me quite a few days. After that, I could join the classes on Zoom by myself.
19.	I	Okay, now tell me how the four skills of English were taught during your online classes?
20.	PRIYA	Okay in online classes I would say all the four skills were not focused. For example, speaking and listening skills were not emphasized during online classes because most of the students do not have stable internet connection. Written skills were taught through the written assignments and for reading skills for sometimes the teacher would read out the passages and make us understand the meaning. Sometimes she would ask random students to read out the passages and then try to explain what she or he understand, then other students might add to their explanation. Afterwards if needed, the teacher would add her opinion. In this way our classes were conducted.

21.	I	Okay now tell me how were you assessed during online classes? Did you submit assignments for it or examinations were taken?
22.	PRIYA	For assessment purposes, mostly we were given weekly assignments on every subjects. Other than that, we were also taken oral tests sometimes but that was not official. It was just for ensuring whether we are studying regularly or not.
23.	I	How did you complete your assignments for online classes? Did you complete the assignments by your own or you needed any one's help? Did you take help from any online sources?
24.	PRIYA	For completing the assignments, honestly my elder sister used to help me because most of the assignments were bit analytical which requires us to think critically. Therefore, sometimes I took my sister's help. And about online sources, I heard many students of our classes found answers online but I did not go for that since my sister was there to help me.
25.	I	Okay so how were your scripts checked during online classes?
26.	PRIYA	The online assignments we were given, we used to get one week time for completing those. After completing we had to submit the writings in our school to the subject teacher and then she or he checked those hardcopies.
27.	I	Okay what about feedbacks? Did you get any feedbacks from your teachers for any assignments or examinations of online classes?
28.	PRIYA	Actually, in case of feedbacks most of the times we used to get oral feedbacks. The subject teacher used to tell us during our online classes where most of us made mistakes.
29.	I	So, you did not get any written feedbacks on any of your examinations or assignments?
30.	PRIYA	During the online classes, no we did not get any feedback on written form. All the feedbacks were told by our teachers.
31.	I	After the lockdown, when the schools started to resume classes, did you immediately start going to classes in face-to-face setting?
32.	PRIYA	Yeah, since I did not have any health issues, I was happily ready to attend face to face classes.

33.	I	Okay, that's great to hear. Since the offline classes were held after a long time, did you take any preparation for your traditional classes? Mentally or physically? If yes, how did you take the preparation to resume your classes on school campus?
34.	PRIYA	Well, there was some matter of preparation. I won't say about physical or mental. Actually, there was some mental preparation since I was going to attend the offline classes after quiet a long time, so I was getting bit of nervous like fear of interacting with teachers and all of that. Then I convinced myself that these things will be okay within few days. And also about the preparation I was about to mention is that earlier I used to go in school's vans with other children but because of the COVID-19 my parents did not want me to continue with the vans. So, they were concern about who will go to pick and drop me. First few days were difficult for everyone to cope up, but with time everyone was comfortable and sometimes my parents, sometimes my sister would come for me. That's all about the preparation for attending offline classes.
35.	I	Well, I must say you answer was very organized. Now tell me after lockdown, did your school only offer face to face classes or online classes were also available?
36.	PRIYA	For first few days I think for around one month could be bit more or less, I do not remember specifically. For around one month just after lockdown when immediately our classes started, we had both online and offline classes. Because those were for trial basis. They wanted to start bit slow, so there were just two days of offline classes and rest three days we had online classes.
37.	I	Okay, afterwards all the classes now are shifted into offline version, right?
38.	PRIYA	Yes, right.
39.	I	Okay, so tell me what teaching strategies did your teacher follow? / How you were taught English in the reopened classes?
40.	PRIYA	During offline classes all the four skills were taught. For example, one day in a week is allocated for our speaking and listening classes. For speaking, we were assigned different topics to speak about one minute. I would say we had very less classes on listening skills, still which were held on those the teacher would play CDs containing different topics. Before playing the teacher provided us with a paper having on questions like fill in the blanks, true-false on the topics which will be played. That CD would play three times so that we could catch what the speaker is saying and write the

		answers in the papers. Then for written skills we were taught through the written assignments and for reading skills for sometimes the teacher would read out the passages and make us understand the meaning. Sometimes she would ask random students to read out the passages and then try to explain what she or he understand, then other students might add to their explanation. Afterwards if needed, the teacher would add her opinion. In this way our classes were conducted during offline classes.
41.	I	Okay, that's fine. Since you have attended both online and offline classes, which one do you feel better medium for students' learning? Please state the reasons in details, if possible, provide examples from your experience.
42.	PRIYA	I think offline classes are far better than the online ones. Though many people in my class prefer online classes but I think the wholistic learning cannot be fulfilled without offline classes. Now the reason why I prefer offline classes more is that through offline classes students as well as teachers share a good bond which is usually missing in online classes. Also, it becomes very difficult to keep the concentration in online classes. First few minutes are fine but after that I cannot give the whole concentration to the online class. That's why I feel offline classes are better.
43.	I	Did you find online classes effective along with the traditional ones? State the reasons.
44.	PRIYA	Yes, I think having both online classes and offline classes are effective. For example, someone is sick and not able to attend the classes, for that student if there is arrangement of online classes that would be really helpful for her or him. Also, it is helpful for introverted students who do not like to interact much in face-to-face setting. I have seen some students who did not prefer to participate in class during offline classes but they were interested to share their side of stories during online classes. So I think having both online and offline classes are for good.
45.	I	After lockdown how did you feel going back to your school after so long?
46.	PRIYA	I was bit nervous, but along with that I was extremely happy to get back to my school after so long.
47.	I	That's great, how is the environment of your class after reopening the school?
48.	PRIYA	Well, I would say the environment was just fantastic. Everyone teachers, students were so happy to be back in the school again. I felt so good I cannot even explain. I met with my friends after so long. I was just so happy and others as well. We enjoyed doing classes as well. [ ]

49.	I	Okay, I can see the happiness in your face right now. Now tell me how was the safety arrangement in your school? Like sanitization and all of those things.
50.	PRIYA	Umm...safety arrangement was quite good actually. In fact, I did not expect to be that good. There were a guard who used to measure our temperature while entering in the school. Also, there was an emergency doctor arranged for us after reopening the school. In addition, we had sanitizers in front of every class. So, for me the arrangement was quite good.
51.	I	Did you have same teachers' classes in both online and offline classes?
52.	PRIYA	Yes, in fact most of my online and offline teachers are same.
53.	I	Okay then, did you find any difference in their teaching or interaction in both mediums?
54.	PRIYA	Umm... I did not find much difference. However, I noticed one of our teachers who used to talk to us freely before COVID time, he was also friendly during online classes. But after reopening for first few classes, he was not that much friendly, I do not know whether his mood was not good or what, but that was noticeable.
55.	I	Was any new teacher appointed in your school right after resuming the classes? Or you got any new teacher's classes in the offline mode?
56.	PRIYA	I am not sure about the number, but I got one new teacher's class.
57.	I	Was any of your old teachers missing in your offline classes? Did you notice anything like that?
58.	PRIYA	I don't think any of my old teachers were missing. In fact I met with all of them after resuming the offline classes after the lockdown.
59.	I	Did you face any problems while attending the classes after so long in face-to-face setting?
60.	PRIYA	Problems. I had one major problem that is after meeting my friends after so long, I just wanted to talk to them. So I had problem with concentration. Other than that, I did not face any problem.
61.	I	So what you did to overcome those problems?

62.	PRIYA	Honestly, I did not do much. Few times my teacher had forbidden to talk. Then I convince myself that I will get time to talk to her later. But if I had talked more then my teacher would have punished me. So that's the main secret. [ ]
63.	I	How your learning was tested by your teachers after resuming your face-to-face classes? Please state in details.
64.	PRIYA	After resuming our classes, we had assignments like online ones. Along with that sometimes teachers would take oral tests to check our learning. In addition, we also had final examinations. However, since our studies were hampered a lot for lockdown and COVID-19, we had small syllabus for final examinations and also the number of subjects were reduced.
65.	I	How did you complete your syllabus of final examination where you have less contents and less subjects than usual contents?
66.	PRIYA	For completing the syllabus of final examination, I had first focus on the syllabus I mean the short syllabus which was provided from the school. Then I looked into the books for those topics and also went through my class notes to see what we were taught in the class. Then I combined both of these and started to read from first topic. At first, I read the topic once and pointed out which parts I felt difficult. Then I went back to those parts again. If that is still not clear in that case, I took help from my sister.
67.	I	So, it seems like your sister is like your guide for studies? You take help from her if you need anywhere, right?
68.	PRIYA	Absolutely, my sister is my saviour in case of everything.
69.	I	That's great. You are lucky as well. In which mode did you get more marks? In Online or offline mode?
70.	PRIYA	For me, my online assignments had more marks than the offline ones.
71.	I	What do you think of the reasons for such difference in your online and offline examinations' marks?
72.	PRIYA	Because for online assignments we got plenty of time and also my sister was there for my help. However, in offline exams the time was very limited also for a long time we did not take such examinations, that's why I think I could not cope up with the examination environment also had problems with time management. Hence my offline marks were less than the online ones.

73.	I	Was anyone in your family affected by COVID-19? Or you infected by the COVID-19? Or anyone died in your family because of it?
74.	PRIYA	In my immediate family by the grace of Allah no one was infected by COVID-19. But in distant relatives, many people suffered for this COVID.
75.	I	Okay then, I think I got all the answers which I needed from this interview. Thank you so much for your cooperation, Priya. I really enjoyed talking to you.
76.	PRIYA	Same here, Apu. I also enjoyed the interview session and you do not need to thank me at all. You can knock me anytime if you further need to know anything. I would be more than happy to help you.
77.	I	That's so sweet of you, Priya. I can't thank you enough for your help.
78.	PRIYA	No problem at all, Apu. You are always welcome apu and let me know if I can help you with anything.
79.	I	Definitely apu, if needed I would definitely knock you again.
80.	PRIYA	Anytime apu.
81.	I	Okay, then I think we might end the interview here.
82.	PRIYA	Yes, apu if you want to.
83.	I	Okay, then take care and hope to see you soon.
84.	PRIYA	Yeah apu, you too take care and let's meet up soon.
85.	I	Definitely very soon.
86.	PRIYA	Okay apu.
87.	I	Okay then, bye.

88.	PRIYA	Bye apu, take care.
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### Sample Interview Transcription of Nadia

DU	Participants	Questions and Answers
1.	I	Hello, Nadia. How are you?
2.	NADIA	Hello Apu, Assalam alikum. I am fine. What about you?
3.	I	Waalikum Assalam, Nadia. I am fine too. Can you hear me clearly?
4.	NADIA	Yes. I can hear you.
5.	I	Ok, then, can we start now?
6.	NADIA	Yes. You can.
7.	I	Okay, so let's start with very basic information. Tell me the name of your school and the class in which you currently read in.
8.	NADIA	Okay, Apu. I read in X school and I am in class seven now.
9.	I	Okay, that's great. Could you please tell me now what is your medium of instruction in your classes?
10.	NADIA	Well, since I study in a Bangla medium school, usually we as well as our teachers use Bangla as our medium of instruction. However, on speaking classes which is held once in a week, we try to use English for our communication purposes.
11.	I	That's good. During lockdown, how your classes were conducted? Did your school organized online classes?
12.	NADIA	Umm.. Actually it took a long time to start the online classes but it was not only for my school, all the schools of Dhaka city took a long time to figure out how they can take the online classes. After figuring it out, though teachers as well as we the students also had to struggle to get used to the usage of the online classes. Once we started using it, it became easier for us with passing days.

13.	I	Yeah, since our country specially in secondary level was not used to online classes at all, it took a while to manage everything. Now could you briefly tell us about how your classes were conducted? How many days you had online classes weekly?
14.	NADIA	For online classes, we had official messenger group where along with students, teachers were added. Through that group we used to get all the information of our classes like routines, assignments and other things. Besides, we had five days a week online classes and timing was around 8 to 12 PM.
15.	I	Okay, then which platforms were used for the online classes?
16.	NADIA	As I said earlier, Facebook messenger group was used for sharing information and for conducting online classes mostly zoom was used. At first Facebook live was proposed but later on zoom was finalized for attending online classes.
17.	I	Were you comfortable/familiar with Zoom in which the online classes were conducted? Did you need any help from your family members to use the online platforms in which your classes were taken? Or you could manage by yourself?
18.	NADIA	Actually no, I was not even aware of the name of the app Zoom. At first my elder brother helped me to join the classes and showed me how I can do it by myself. He helped me quite a few days. After that, I could join the classes on Zoom by myself.
19.	I	Okay, now tell me how the four skills of English were taught during your online classes?
20.	NADIA	Okay in online classes I would say all the four skills were not focused. For example, speaking and listening skills were not emphasized during online classes because most of the students do not have stable internet connection. Written skills were taught through the written assignments and for reading skills for sometimes the teacher would read out the passages and make us understand the meaning. Sometimes she would ask random students to read out the passages and then try to explain what she or he understand, then other students might add to their explanation. Afterwards if needed, the teacher would add her opinion. In this way our classes were conducted.
21.	I	Okay now tell me how were you assessed during online classes? Did you submit assignments for it or examinations were taken?

22.	NADIA	For assessment purposes, mostly we were given weekly assignments on every subjects. Other than that, we were also taken oral tests sometimes but that was not official. It was just for ensuring whether we are studying regularly or not.
23.	I	How did you complete your assignments for online classes? Did you complete the assignments on your own or you needed any one's help? Did you take help from any online sources?
24.	NADIA	For completing the assignments, honestly my elder brother used to help me because most of the assignments were bit analytical which requires us to think critically. Therefore, sometimes I took my brother's help. If sometimes he was not available, then I had a private tutor, I used to take from her. And about online sources, I heard many students of our classes found answers online but I did not go for that since my brother and private tutor were there to help me.
25.	I	Okay so how were your scripts checked during online classes?
26.	NADIA	The online assignments we were given, we used to get one week time for completing those. After completing we had to submit the writings in our school to the subject teacher and then she or he checked those hardcopies.
27.	I	Okay what about feedbacks? Did you get any feedbacks from your teachers for any assignments or examinations of online classes?
28.	NADIA	Actually, in case of feedbacks most of the times we used to get oral feedbacks. The subject teacher used to tell us during our online classes where most of us made mistakes.
29.	I	So, you did not get any written feedbacks on any of your examinations or assignments?
30.	NADIA	During the online classes, no we did not get any feedback on written form. All the feedbacks were told by our teachers.
31.	I	After the lockdown, when the schools started to resume classes, did you immediately start going to classes in face-to-face setting?
32.	NADIA	Yeah, since I did not have any health issues, I was happily ready to attend face to face classes.
33.	I	Okay, that's great to hear. Since the offline classes were held after a long time, did you take any preparation for your traditional classes? Mentally or physically? If yes, how did you take the preparation to resume your classes on school campus?

34.	NADIA	Well, there was some matter of preparation. It is not about physical or mental. Actually there was some mental preparation since I was going to attend the offline classes after quiet a long time, so I was getting bit of nervous like fear of interacting with teachers and all of that. Then I convinced myself that these things will be okay within few days. And also about the preparation I was about to mention is that earlier I used to go in school's vans with other children but because of the COVID-19 my parents did not want me to continue with the vans. So, they were concern about who will go to pick and drop me. First few days were difficult for everyone to cope up, but with time everyone was comfortable and sometimes my parents, sometimes my brother would come for me. Also, few times our helping hand went to pick and drop me. That's all about the preparation for attending offline classes.
35.	I	Well, I must say you answer was very organized. Now tell me after lockdown, did your school only offer face to face classes or online classes were also available?
36.	NADIA	For first few days I think for around one month could be bit more or less, I do not remember specifically. For around one month just after lockdown when immediately our classes started, we had both online and offline classes. Because those were for trial basis. They wanted to start bit slow, so there were just two days of offline classes and rest three days we had online classes.
37.	I	Okay, afterwards all the classes now are shifted into offline version, right?
38.	NADIA	Yes, right.
39.	I	Okay, so tell me what teaching strategies did your teacher follow? / How you were taught English in the reopened classes?
40.	NADIA	During offline classes all the four skills were taught. For example, one day in a week is allocated for our speaking and listening classes. For speaking, we were assigned different topics to speak about one minute. I would say we had very less classes on listening skills, still which were held on those the teacher would play CDs containing different topics. Before playing the teacher provided us with a paper having on questions like fill in the blanks, true-false on the topics which will be played. That CD would play three times so that we could catch what the speaker is saying and write the answers in the papers. Then for written skills we were taught through the written assignments and for reading skills for sometimes the teacher would read out the passages and make us understand the meaning. Sometimes she would ask random students to read out the passages and then try to explain what she or he understand, then other students

		might add to their explanation. Afterwards if needed, the teacher would add her opinion. In this way our classes were conducted during offline classes.
41.	I	Okay, that's fine. Since you have attended both online and offline classes, which one do you feel better medium for students' learning. Please state the reasons in details, if possible, provide examples from your experience.
42.	NADIA	I think for me online classes are better. The reason is I am bit introvert and it takes me time to get mix with others. Honestly, when the announcement came that the school are going to reopen again, I was quite intimidated. For me doing classes at my home in online setting is far better than having offline classes. It is not like I do not like my school, but after attending online classes, I felt I am more comfortable with online classes than offline ones.
43.	I	Did you find online classes effective along with the traditional ones? State the reasons.
44.	NADIA	Yes, I think having both online classes and offline classes are effective. It is helpful for introverted students who do not like to interact much in face-to-face setting. I have seen some students who did not prefer to participate in class during offline classes but they were interested to share their side of stories during online classes. So I think having both online and offline classes are for good.
45.	I	After lockdown how did you feel going back to your school after so long?
46.	NADIA	I was bit nervous, but along with that I was extremely happy to get back to my school after so long.
47.	I	That's great, how is the environment of your class after reopening the school?
48.	NADIA	Well, I would say the environment was just fantastic. Everyone teachers, students were so happy to be back in the school again. I felt so good I cannot even explain. I met with my friends after so long. I was just so happy and others as well. We enjoyed doing classes as well. [ ]
49.	I	Okay, I can see the happiness in your face right now. Now tell me how was the safety arrangement in your school? Like sanitization and all of those things.
50.	NADIA	Umm...safety arrangement was quite good actually. In fact, I did not expect to be that good. There were a guard who used to measure our temperature while entering in the school. Also, there was an emergency doctor arranged for us

		after reopening the school. In addition, we had sanitizers in front of every class. So, for me the arrangement was quite good.
51.	I	Did you have same teachers' classes in both online and offline classes?
52.	NADIA	Yes, in fact most of my online and offline teachers are same.
53.	I	Okay then, did you find any difference in their teaching or interaction in both mediums?
54.	NADIA	Umm... I did not find much difference. However, I noticed one of our teachers who used to talk to us freely before COVID time, he was also friendly during online classes. But after reopening for first few classes, he was not that much friendly, I do not know whether his mood was not good or what, but that was noticeable.
55.	I	Was any new teacher appointed in your school right after resuming the classes? Or you got any new teacher's classes in the offline mode?
56.	NADIA	I am not sure about the number, but I got one new teacher's class.
57.	I	Was any of your old teachers missing in your offline classes? Did you notice anything like that?
58.	NADIA	I don't think any of my old teachers were missing. In fact, I met with all of them after resuming the offline classes after the lockdown.
59.	I	Did you face any problems while attending the classes after so long in face-to-face setting?
60.	NADIA	I had one major problem that is after so long we had gone back to offline classes. I was not able to interact with my teachers. I was afraid of talking to them. With some teachers I was so close but I do not know why I could not anything to them.
61.	I	So what you did to overcome those problems?
62.	NADIA	Honestly, I did not do anything consciously. When the teacher with whom I was quite close, I could share any problem with her, when she noticed that I was not being able to interact with her, she called in outside the class and asked me whether anything happened or not, why I was so silent. Then I told her about my hesitation. She comforted me and

		made me so relaxed. She told me that it happens and it happens with teachers as well. So I do not need to worry at all. After that within few days I was again like before, I became comfortable with my teachers.
63.	I	How your learning was tested by your teachers after resuming your face-to-face classes? Please state in details.
64.	NADIA	After resuming our classes, we had assignments like online ones. Along with that sometimes teachers would take oral tests to check our learning. In addition, we also had final examinations. However, since our studies were hampered a lot for lockdown and COVID-19, we had small syllabus for final examinations and also the number of subjects were reduced.
65.	I	How did you complete your syllabus of final examination where you have less contents and less subjects than usual contents?
66.	NADIA	For completing the syllabus of final examination, I had first focus on the syllabus I mean the short syllabus which was provided from the school. Then I looked into the books for those topics and started to read from first topic. At first, I read the topic once and pointed out which parts I felt difficult. Then I went back to those parts again. If that is still not clear in that case, I took help from my private tutor and if still it is not clear I go to my brother for his help.
67.	I	That's great. In which mode did you get more marks? In Online or offline mode?
68.	NADIA	For me, my online assignments had more marks than the offline ones.
69.	I	What do you think of the reasons for such difference in your online and offline examinations' marks?
70.	NADIA	Because for online assignments we got plenty of time and also my brother was there for my help. However, in offline exams the time was very limited also for a long time we did not take such examinations, that's why I think I could not cope up with the examination environment also had problems with time management. Hence my offline marks were less than the online ones.
71.	I	Was anyone in your family affected by COVID-19? Or you infected by the COVID-19? Or anyone died in your family because of it?

72.	NADIA	In my immediate family by the grace of Allah no one was infected by COVID-19. But in distant relatives, many people suffered for this COVID.
73.	I	Okay then, I think I got all the answers which I needed from this interview. Thank you so much for your cooperation, Nadia. I really enjoyed talking to you.
74.	NADIA	Same here, Apu. I also enjoyed the interview session and you do not need to thank me at all. You can knock me anytime if you further need to know anything. I would be more than happy to help you.
75.	I	That's so sweet of you, Nadia. I can't thank you enough for your help.
76.	NADIA	No problem at all, Apu. You are always welcome apu and let me know if I can help you with anything.
77.	I	Definitely apu, if needed I would definitely knock you again.
78.	NADIA	Anytime apu.
79.	I	Okay, then I think we might end the interview here.
80.	NADIA	Yes, apu if you want to.
81.	I	Okay, then take care and hope to see you soon.
82.	NADIA	Yeah apu, you too take care and let's meet up soon.
83.	I	Definitely very soon.
84.	NADIA	Okay apu.
85.	I	Okay then, bye.
86.	NADIA	Bye apu, take care.

## Appendix E.1

### Sample Of Coding Template by The Researcher

RQ. 1. What perceptions do secondary level students have on reopened offline English classes during COVID-19 pandemic?

#### Coding of Priya's interview

Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Since the offline classes were held after a long time, did you take any preparation for your traditional classes? Mentally or physically? If yes, how did you take the preparation to resume your classes on school campus?	*Preparation for offline classes	<p>*Overcoming nervousness of interaction</p> <p>*Parents worried for COVID infection</p> <p>*Not using school vans for transportation</p> <p>*Personally pick and drop from school</p>	Well, there was some matter of preparation. I won't say about physical or mental. Actually, there was some mental preparation since I was going to attend the offline classes after quite a long time, so I was getting bit of nervous like fear of interacting with teachers and all of that. Then I convinced myself that these things will be okay within few days. And also about the preparation I was about to mention is that earlier I used to go in school's vans with other children but because of the COVID-19 my parents did not want me to continue with the vans. So, they were concern about who will go to pick and drop me. First few days were difficult for everyone to cope up, but with time everyone was comfortable and sometimes my parents, sometimes my sister would come for me. That's all about the preparation for attending offline classes.	<p>*Getting rid of nervousness</p> <p>*Fear of interaction</p> <p>*Parents' concern</p> <p>*Avoiding school vans for fear COVID infection</p> <p>*Deciding drop off and pickup person</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	DU PRI 34

## Appendix E.2

### Sample Theme Generation Template

#### Research question 1:

What perceptions do secondary level students have on reopened offline English classes during COVID-19 pandemic?

#### Interview Question:

Did you face any problems while attending the classes after so long in face-to-face setting?

Priya (C1)	Nila (C2)	Abir (C3)	Nadia (C4)	Murad (C5)	Prachi (C6)	Akash (C7)	Themes
<p>I had one major problem that is after meeting my friends after so long, I just wanted to talk to them. So I had <b>problem with concentration</b>. Other than that, I did not face any problem. (PRI 60)</p>	<p><u>Actually</u> for me, only problem was having <b>interaction with my teachers</b>. Honestly, it was not for only the teachers, I was kind of scared to talk with my classmates as well. I was like if I do not have to speak with anyone other than my close friends, then I am relaxed. Otherwise, I become anxious. (NIL 55)</p>	<p>I noticed despite trying a lot, I <b>could not concentrate</b> in my classes for long time. For example, highest ten minutes, then I do not know from where I think about this and that. It is not like I did not want to focus on the class, I wanted still could not. (ABI 57)</p>	<p>I had one major problem that is after so long we had gone back to offline classes. I was <b>not able to interact with my teachers</b>. I was afraid of talking to them. With some teachers I was so close but I do not know why I could not anything to them. (NAD 60)</p>	<p>I think when I heard about the reopening of classes, first thing came into my mind was how I will face my teachers after so long in face-to-face setting. I was quite <b>afraid to interact with my teachers</b>. Though after few days I could overcome that, but initially I was so stressed about it. In addition, I had also <b>problem with concentrating in classes</b>. It was difficult for me to hold my concentration after first few minutes. I had this problem during online classes also. But I thought it was only for online ones, later on I had to experience it on offline classes as well. Actually, not only me, my friends also told me that after few minutes they were also struggling with concentrating in classes. (MUR 59)</p>	<p>As we went back to the offline classes after a long time, I noticed <b>my writing speed was very slow</b>. Before pandemic, I had never experienced such issues. I could <b>complete taking my notes along with my teachers' writing</b>, but after the reopening I was struggling to cope up with my teachers' write up. Many times, I could <b>not even complete my writing</b> because of the slow writing. (PRA 58)</p>	<p>For me, I think <b>concentrating in classes was quite difficult</b> for me in the initial days. For example, it was like for first few minutes I was very serious and have full focus on the class, but just after 10-15 minutes, it was like I am looking at the teacher and hearing what he or she is saying but nothing goes in my head. Also, I realised after two or three classes that <b>my writing speed was so slow</b> that I could barely complete sentences for note taking. Most of the sentences I had to keep incomplete and jump into the next one for <b>copied up with the teacher's lecture</b>. (AKA 61)</p>	<p>*Concentration was the major problem in offline classes.</p> <p>*Fear of interaction creating obstacles in face-to-face classes.</p> <p>*Difficulty in taking notes for slow writing in offline classes.</p>

## Appendix F.1

### Rating For Students' Interview by Rater Teachers-students' perception on reopened schools after lockdown

Please respond to the following themes by choosing "Agree" or "Disagree". Your suggestions will be appreciated on the comment's column.

RQ. 1. What perceptions do secondary level students have on reopened offline English classes during COVID-19 pandemic?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/Suggestions
				Agree	Disagree	
IQ: Since you have attended both online and offline classes, which one do you feel better medium for students' learning?						
<p style="text-align: center;">Students preferring offline classes</p> <p style="text-align: center;">Reasons for preferring face to face classes over online classes</p>	<p style="text-align: center;">Preferring offline classes</p> <p style="text-align: center;">Positive teacher-student rapport</p> <p style="text-align: center;">Distraction in online classes/ better concentration in offline classes</p>	<p style="text-align: center;">PRI 42</p> <p style="text-align: center;">ABI 40</p>	<p>"I think offline classes are far better than the online ones. The reason why I prefer offline classes more is that through offline classes students as well as teachers share a good bond which is usually missing in online classes."</p> <p>"For me, face to face classes are better than the online classes. One of the main reasons behind is that it becomes very difficult to keep the concentration in online classes. First few minutes are fine but after that I cannot give the whole concentration to the online classes. Also, I think in online ones there are so many things to distract which we cannot control even if we want to. That's why I feel offline classes are better."</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">/</p>		
IQ: How is the environment of your class after reopening the school?						

<p>Cheerful environment of school after reopening</p> <p>Happiness of meeting friends and teachers</p>	<p>Happiness</p> <p>Joyful environment</p> <p>Delighted to meet everyone</p>	<p>PRA 48</p> <p>MUR 45</p>	<p>“Well, I would say the environment was just fantastic. Everyone teachers, students were so happy to be back in the school again. I felt so good I cannot even explain. I met with my friends after so long. I was just so happy and others as well.”</p> <p>“I was so happy to be back in my school again. I was so bored to be at home all the time, could not meet my friends. I was so happy to meet my friends after so long. I was also happy to see my teachers again after so long. Overall it was so good to see everyone again and everyone was so happy that made to even more happy.”</p>	<p>/</p> <p>/</p>		<p>Partially agree because the participants are talking about happiness and that is not the environment.</p>
<p>IQ: How was the safety arrangement in your school?</p>						
<p>Safety arrangement of school after reopening</p> <p>Well prepared for emergencies</p>	<p>Measuring temperature</p> <p>School doctor</p> <p>Availability of sanitizers</p>	<p>NAD 57</p> <p>AKA 60</p>	<p>“Umm...safety arrangement was quite good actually. In fact, I did not expect to be that good. There were a guard who used to measure our temperature while entering in the school. Also, there was an emergency doctor arranged for us after reopening the school. In addition, we had sanitizers in front of every class. So, for me the arrangement was quite good.”</p> <p>“I think there was a good arrangement for safety purposes in my school. For example, we did not have any doctor present in our school earlier. However, now there is a doctor present in the school during school hours. Then in every class there is a sanitizer for our usage. So, I think my school has good arrangement for protecting us from COVID.”</p>	<p>/</p> <p>/</p>		
<p>IQ: Did you face any problems while attending the classes after so long in face-to-face setting?</p>						
<p>Difficulties in offline classes</p>	<p>Fear of interaction</p>	<p>NIL 55</p>	<p>“Actually for me, only problem was having interaction with my teachers. Honestly, it was not for only the teachers, I was kind of scared to talk with my classmates</p>	<p>/</p>		

	Concentration problem	ABI 57	<p>as well. I was like if I do not have to speak with anyone other than my close friends, then I am relaxed. Otherwise, I become anxious.”</p> <p>“I noticed despite trying a lot, I could not concentrate in my classes for long time. For example, highest ten minutes, then I do not know from where I think about this and that. It is not like I did not want to focus on the class, I wanted still could not.”</p>	/		
IQ: What do you think of the reasons for having difference in your online and offline examinations’ marks?						
Causes for marks difference in online and offline mode	Sufficient time for online assignments	PRI 72	“I got more marks in online examination because for online assignments we got plenty of time and also my sister was there for my help. However, in offline exams the time was very limited also for a long time we did not take such examinations, that’s why I think I could not cope up with the examination environment also had problems with time management. Hence my offline marks were less than the online ones.”	/		Write theme in full form.
	Help of others (siblings) Time management problem in offline examinations Anxiety for offline examinations Limited time	NIL 77	“I think in online assignments we had more time than offline ones. Also, my brother helped me whenever I needed. But these opportunities we did not have in offline examinations. Also, it was so stressful to complete offline examinations after so long that too within such short time.”	/		

Name of the Rater: Dr. Sabreena Ahmed

Date: 4th August 2022

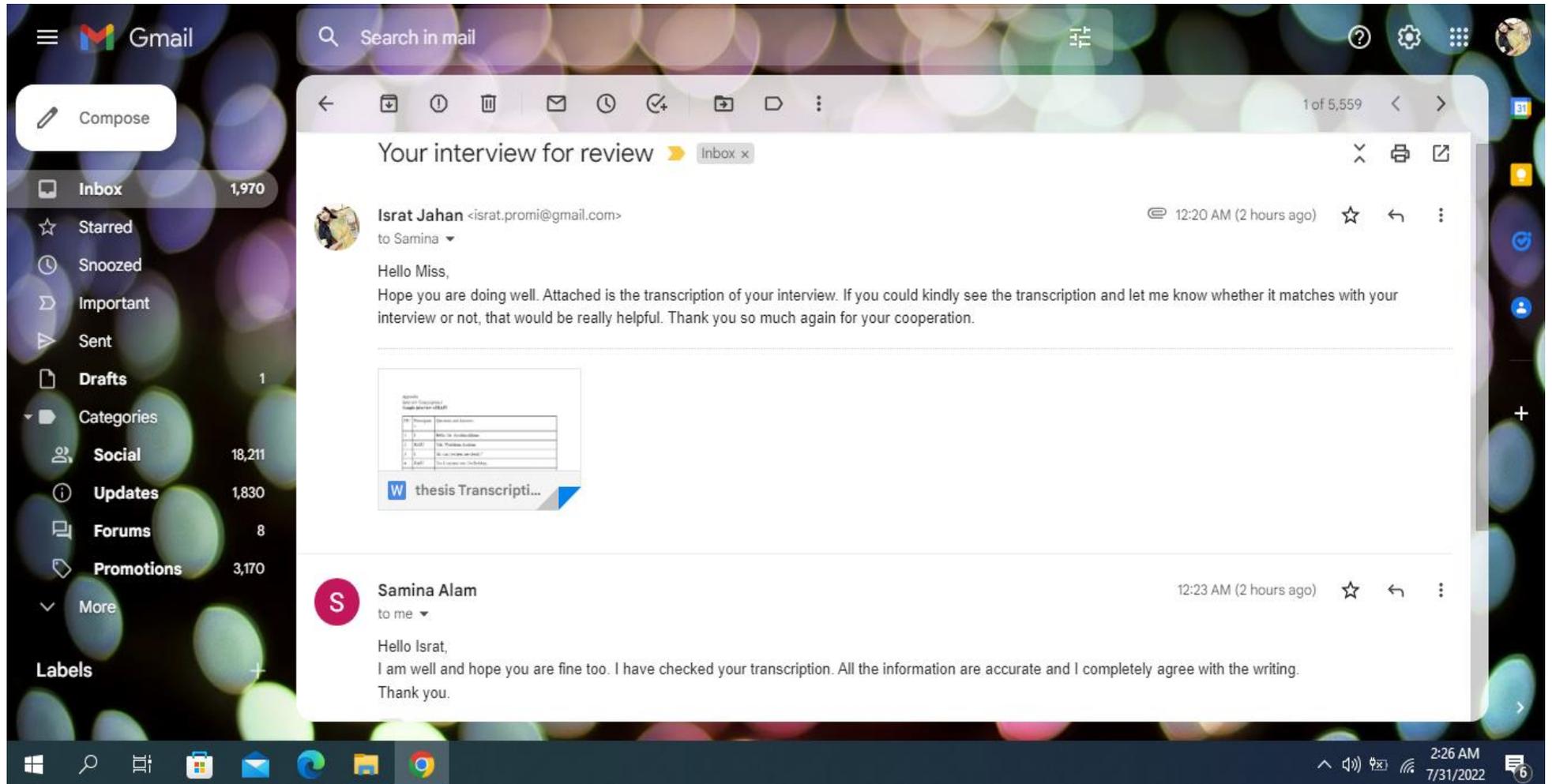
**Appendix F.2**

**Inter-Rater Reliability Calculation for Students' Interviews**

	<b>Percentage of agreement (Total number of agreement/Total number of responses) x100</b>
<b>Inter-rater</b>	<b><math>(8/10) \times 100</math> <math>= 80\%</math></b>

## Appendix F.3

### Sample Of Email for Member Checking



## Appendix G

### Audit Trail of The Study

No	Date	Activities	Records
1.	1 <sup>st</sup> July to 7th July	Contacting teachers, students and asking for help to contact more teachers, students	Messages, email
2.	16th July to 26th July	Recordings of interviews	Audio files
3.	27th July to 30th July	Transcribed interviews of participants	Transcripts
4.	31st July to 6th August	Member checking and incorporating corrections given by participants	Emails
5.	4th August to 6th August	Contacting rater, sending interviews for rating and receiving inter-rater's feedbacks	Emails, messages