Lessons Learned from COVID-19 for a Blended Language Learning Model: Tertiary Level Students' Preferences for Online Synchronous and Asynchronous Learning

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
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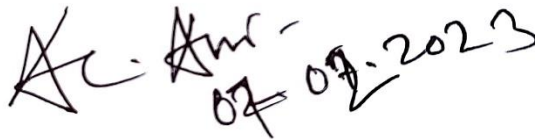
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Abstract/ Executive Summary

Education during the pandemic was challenging at many levels, but amidst the crisis, educational administrators worked hard in implementing a curriculum which is quite heavily reliant on computer-assisted language learning (CALL) techniques like online assignment writing, submissions, and feedback. The fact that, to an extent, Bangladesh has been able to transition to large-scale online learning has now opened several opportunities for the future. However, with COVID-19 receding today, there is a need to evaluate exactly which technologies and strategies used during the pandemic are well-served to stand the test of time and become a part and parcel of a hybrid (blending online and offline) learning model. In light of this, the purpose of this study is to draw out the positive aspects of online education—in both synchronous and asynchronous modes—specifically tertiary level language teacher trainees in Bangladesh. Therefore, this study investigated the lessons learned due to COVID-19 from the lens of blended learning with the use of Chaeruman et al.'s (2018) theoretical framework. In this regard, the study adopted a qualitative research approach while interviewing tertiary level students of Bangladesh via both individual semi-structured interviews as well as focus group discussions. Snowball and purposive sampling techniques were used, and data analysis involved thematic analysis of semi-structured interviews. It was found that both synchronous online learning elements—namely, live online classes, Zoom, Google Meet, breakout rooms, and the share screen option—and asynchronous online learning elements—namely, recorded lecture videos, discussion forums, and LMS—were perceived to be important lessons taught to Bangladeshi tertiary level learners during COVID-19. If some of these online synchronous and asynchronous elements can be incorporated into the tertiary level curriculum of Bangladesh, then a blended learning scenario built from the groundwork of the crisis learning during COVID-19 may manifest.

Dedication

I dedicate my thesis paper to my confidant and my better half, Muhaiminul Islam Neon.

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Chapter 1: Introduction

With the emergence of technology, communication techniques among humans have seen massive improvement. In particular, due to the mainstreaming of the internet, it is now explicitly evident that nothing is the same as before (Bishop & Verleger, 2013). The influence of the internet manifests in every part of life, with one salient part being in the educational sector. Undoubtedly, technological advancement in the realm of education needs to keep pace with the demands of the alpha generation. The coronavirus outbreak has triggered a global perception of a significant death toll, one that has been accompanied by widespread anxiety and skepticism. In particular, because of the COVID-19 pandemic, the crisis of e-learning or online learning was felt more than ever. According to the announcement of the United Nations (UN), approximately 1.6 billion students stopped going to schools to curve the infection rate (UN, 2020). Due to the current scenario, many nations across the world are tempted to eliminate the gap and reduce the harm to children (Archambault & Crippen, 2009). Even though governments all over the world had restricted all activities, education soon carried on with the online mode. Indeed, online education served as a substitute for traditional classroom teaching and provided a way for students and teachers to communicate during this tumultuous period.

The consequences of online education are not always beneficial for the academic environment, though, since they raise a number of difficult questions about the nature of online teaching and learning and promote public anxiety (Khan et al., 2021). Some issues of online learning include insufficient infrastructure, inadequate learning strategies, an absence of technical accompaniment, students' unwillingness to implement the online resource, mental problems, and a lack of emotional support for learners, which all result in low satisfaction with digital education (Mystakidis, 2020). Therefore, the quality of online

education is a crucial problem, and more strategies are required to find out what aspects boost students' engagement of online learning.

Despite these major problems, it is firmly thought that as the pandemic draws to a close, educational institutions should continue offering online services to develop creative and enticing ways of teaching. For example, Guri-Rosenblit (2005) said that the online and digital devices undoubtedly play a significant part in young students' lives nowadays. When students receive their education digitally, they do it outside of their academic institutions, using personal computers, laptops, or cellphones to access the internet (Anastasiades et al., 2010). During the height of the pandemic, because there were no alternatives that could educate students at institutions, the term 'digital teaching-learning' gained popularity in the education sector (Baiyere & Li, 2016). Indeed, without the online mode, education would have stood at a standstill for several months during COVID-19.

Another term has also gained popularity – blended learning or a hybrid mode of teaching and learning – which refers to the combination of the online and the offline mode (). In other words, it tries to maximise the positives of online learning while also having a traditional offline face-to-face learning mode. The ratio of online to offline learning does not have to be 50:50 or 1:1. On the other hand, it is also not something completely lopsided, like 5% online and 95% offline (Ahmed et al., 2022). For example, many universities in Bangladesh used email and social media platforms for updates, collaborative work, and even submissions (Adzharuddin & Ling, 2013). However, the proportion of online learning was not significant prior to the pandemic in Bangladesh. Therefore, there is a need to explore what proportion of online and offline learning is required in a blended learning scenario in the Bangladeshi tertiary level education scenario. To that end, two specific terms – synchronous and asynchronous – will be used to more specifically examine the issue.

The purpose of this study is to explore the perception of Bangladeshi tertiary level language students towards synchronous and asynchronous online learning. The study also delves into the learners' preferences for some of the elements of synchronous and asynchronous online learning from their experience with online learning during COVID-19. These preferences and attitudes are then related to how a hybrid synchronous and asynchronous online and offline language learning system can be developed in the future based on the lessons learned from the pandemic.

1.1 Background of the Study

The terms online synchronous and asynchronous learning are nothing new. Rather, these have been used by higher education institutions since 1990 (Deng & Tavares, 2013; Moore, 2013). The educational technologies that those institutions have been using include student online collaboration platforms as well as for tracking learners' development and Learning Management Systems (LMS) to assist online courses (Islam, 2012). In March of 2020, online learning suddenly transformed from a somewhat privileged option and supplemental scenario to a sudden exclusive alternative. It was forced to be implemented worldwide at all educational levels so that the quick spread of the virus can be controlled to some extent (Iyer & Chapman, 2021). In response, like the rest of the world, Bangladeshi teachers cooperated and attempted to minimize the distance between learners and teachers by adapting to synchronous and asynchronous learning elements in their online lessons.

Even though online learning during the pandemic was fraught with difficulty on several levels—such as lack of digital gadgets, internet connection, and difficulty in the sudden transition (Al-Amin et al., 2021)—there are many positive lessons we can take from it as well. For example, Khan and Abdou (2021) proposed a framework of the lessons the Bangladeshi higher education system can take from the pandemic. However, Ahmed (2022)

questions the very notion of blended learning in Bangladesh. In the very least, Bangladeshi people are suddenly familiar with video conferencing platforms like Zoom and Google Meet. Digital literacy as a whole has been improved. There are likely many other positive elements to take away from online learning in the pandemic.

1.2 Research Questions

The following are the research questions:

1. What are the preferred online synchronous learning elements experienced by Bangladeshi tertiary level language learners during the pandemic?

2. What are the preferred online asynchronous learning elements experienced by Bangladeshi tertiary level language learners during the pandemic?

Chapter 2: Literature Review

This section reviews the literature on the key areas of the study's topic: online synchronous and asynchronous learning, student perceptions of online learning in general, and how online learning became the norm during the pandemic. Although exclusive online learning is no longer the norm in 2022 and beyond, a significant research gap exists, which is also outlined here in this section.

2.1 Definition of Blended Learning

The term 'blended learning' especially refers to a learning design that intentionally, comprehensibly, and consistently combines different types of learning modes, including but not limited to traditional offline or face-to-face learning, to remote learning via the help of technology across real-world and virtual contexts (Policy on Blended Learning, 2021). This practice is driven by and informed by student requirements and support for intended active learning and academic achievement. Blended learning strives to tailor educational setting, duration, speed, material, and evaluation to meet the requirements of individual students and programs (Policy on Blended Learning, 2021). Based on learning goals, the level of flexibility for each learner must be decided. Nowadays, a blended learning program may incorporate one or more of the following approaches, even though blended learning was initially developed to connect traditional classroom instruction with online learning activities like asynchronous work (assignments students are able to complete wherever and whenever they like, within some given parameters such as a deadline (Singh, 2021).

i. Learning can take place both online and in a traditional classroom setting, or it can be blended with both. For example, live offline classes may take place along with materials available online.

ii.   Blending live, collaborative learning with self-paced learning: This form of blending may involve reading through significant literature on a new regulation or concept, accompanied by a monitored live or virtual peer-to-peer conversation.

iii.   Integrating unstructured and structured learning: Talks and materials from unstructured learning activities, such as conversations or emails, can be recorded and included with a textbook.

iv.   Blended personalized content with pre-made materials: Pre-made materials are frequently generic and affordable. In order to enhance learning while lowering expenses, general, self-paced information can be combined with real lessons learned in the classroom or online.

v.   The blending of learning, practice, and performance support: This method combines learning (planned before starting a new career activity) with practice (using models that simulate job-related tasks or business processes) and just-in-time performance support tools.

The committee recommends starting to combine on-site and off-site learning in reference with certain laws and procedures that guarantee a reliable evaluation system in institutions of higher education in Bangladesh. It was difficult to build other aspects of blended learning in the post-COVID-19 era; hence this study stresses adhering to this principle in the post-pandemic future. These can aid in enhancing Bangladesh's educational system's infrastructural capabilities and experiences.

2.2 Online Learning: Synchronous vs. Asynchronous

In synchronous classes, both the teacher and students attend the class from different locations in real-time on an online platform. In other words, the learning which happens online, and where the students and the teacher are interacting at the same time, is called synchronous learning (Ruiz et al., 2006). The authors add that the instructor normally uses

live audio and/or video featuring software for a synchronous online classroom environment. As for asynchronous online learning, it is not conducted in real time but students can have the access to the provided lecture from any location (Khan, 2006). The instructor uses different teaching tools to deliver his lessons such as YouTube, Google Drive, videotapes, podcasts, or email for asynchronous online learning (Raymond et al., 2016).

Both modes of online learning—synchronous and asynchronous—have particular advantages and disadvantages. Skylar (2009) stresses the advantages of using synchronous online learning and states that it helps both teacher and students to share knowledge, learn, and instantly ask questions to the instructor with received answers. According to global research such as of Zayapragassarazan (2020) and Zounek and Sudicky (2013), blended learning, due to its online component, makes it possible for students to participate from anywhere and at any time. Research in Asian contexts (such as Yang et al., 2019) as well as the Bangladeshi context (such as Chowdhury & Behak, 2022), have found the same benefit. Moreover, the asynchronous online component of blended learning allows the supplemental use of recorded video lecturers along with offline class lectures to aid in knowledge retention. This finding resonated in international studies such as of Whatley and Ahmad (2007), as well as Asian (Han, 2013) and local (Progga et al., 2020) studies. Finally, blended learning boosts learner autonomy, as found by Amiti (2020) in a global context, Wang et al. (2021) in the context of Asia, and Khalid et al. (2022) in the context of Bangladesh.

Unfortunately, numerous studies—such as Griffiths and Graham (2010), Rockinson-Szapkiw and Wendt (2015), and Strang (2013)—have found that online synchronous classes cannot compare with traditional face-to-face classes in terms of classroom interaction, quality of learning, and other reasons. Of course, asynchronous online learning is disadvantaged even more for some of these reasons since there is no interaction (Cahyani et al., 2021). Yet,

asynchronous online learning has other advantages like the flexibility of learning by allowing students to study at their convenience and being able to rewind lecture videos (Skylar, 2009).

Synchronous and Asynchronous Online Learning

Synchronous Online Learning:

1. Ask and get feedback instantly

2. Discussion between the classmates and instructor

3. Though possible, classroom interaction is not as effective as in traditional face-to-face classes

4. Requires particular time schedules

Similarities:

1. Need network connection

2. Can be accessed from anywhere and so traffic jams are avoided

3. Requires some level of technological expertise

Asynchronous Online Learning:

1. Can be accessed at any preferable time

2. Rewind and save lecture videos

3. Requires feedback through other means such as email
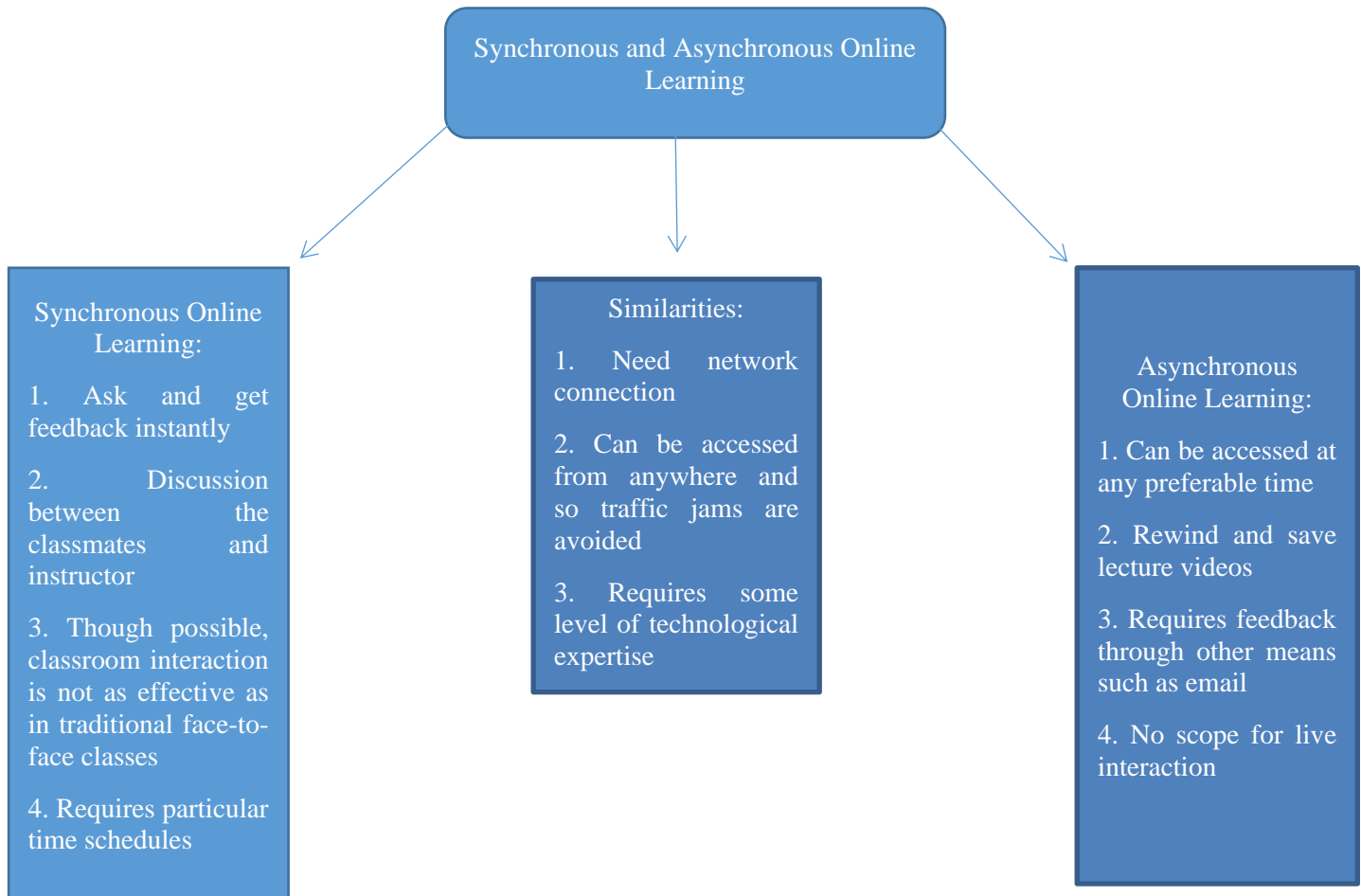
4. No scope for live interaction

Fig. 1 Synchronous and Asynchronous Learning: Elements and Similarities

Apart from that, Amiti (2020) claims that online synchronous learning does not always have the environment of instructor-centered discussion; rather, the students often take the lead and discuss among themselves, for example, in Zoom breakout rooms. Thus, student-centeredness—which is an important communicative language principle—is theoretically present in online synchronous learning. Overall, both online synchronous and asynchronous learning require the internet—online asynchronous learning requires an internet connection for at least accessing and downloading the content—and so they can be accessed anywhere in a flexible fashion.

2.3 Students' Perception of Online Learning

Although online learning on its own is not always suitable due to, for example, too many distractions (Serhan, 2020), a suitable online learning environment can play an important role in learning. Rojabi (2020) and Radovan and Makovec (2015) find that if students get support from the teacher, staff, and parents in developing the quality of the environment of online learning, they will be enthusiastic about learning. Besides the environment, it is also important to remedy the lack of classroom interaction in online classrooms. For instance, Lin and Lin's (2015) study confirms that students find it beneficial in student-student as well as teacher-student interaction, which facilitates and develops communication and helps in performing the class activities.

Apart from the inherent advantages of synchronous online learning over asynchronous online learning in terms of attentiveness, Chen and You (2007) and Hrastinski (2010) discover that assignment submission rate and even course completion rate are better in synchronous online learning than asynchronous online learning. On the other hand, Arbaugh (2004) claims that learners who partook in asynchronous online courses find autonomous learning something new, in a positive light, and felt the urge to modify their thinking regarding online learners. Garrison and Cleveland-Innes (2005) extend the discourse of the advantage of learner autonomy in asynchronous online learning. They find that learners either follow the uploaded materials or become autonomous learners and study relative learning content and tasks online on their own.

Moreover, several researchers find that students find that blended synchronous learning tends to be more beneficial in enclosing the gap between online learning and traditional learning. Han's (2013) study claims that learners feel distant if the instructor does not include any video lecture along with the class lecture. A similar study by Moore (2013)

also claims that the level of students' feeling of disconnection with the teacher may vary on the amount of shared discussion, the level of independence in a course, and the materials that the teacher provides to them. Both Yang et al. (2019) and Salman and Aziah (2012) state that students find blended synchronous learning flexible in accessing the teaching contents and lessons from any location, at any time, and in any possible way. Yang et al. (2019) further add that this type of online learning helps students to get quick feedback from the teacher during the class which bridges some gaps between online synchronous and face-to-face traditional classrooms.

However, Iyer and Chapman's (2021) study find some disadvantages in that students get confused if different course teachers use different synchronous collaborative platforms like Zoom, Google Meet, Microsoft Teams, and Webex. Besides, students feel that teachers are not well prepared for the content they are about to deliver in the class. The authors' suggestion matches that of Nugroho et al. (2020). In Nugroho et al.'s (2020) study on 100 English study program students, it is found that if the teacher uses both synchronous and asynchronous modes for delivering lectures and content, 90% of the learners feel content. Thus, the existing literature points to a blended learning scenario where a combination of synchronous and asynchronous online learning leads to optimal results.

2.4 Mainstreaming of Online Learning due to COVID-19

COVID-19 has created a massive worldwide impact on the education system, with more than 190 nations shutting down their educational institutions which affected over 7 billion students (The World Bank, 2020). In Bangladesh, the response to the COVID-19 pandemic was "too disorganized, uncoordinated, and chaotic" (Khan et al., 2021, p. 443). The Bangladesh government declared a nationwide lockdown on March 26, 2020 along with closing all educational institutions including schools, colleges, universities, and madrasahs

(Dutta & Smita, 2020). Since Bangladesh is an overpopulated country, people had to follow several declarations of home quarantine to ensure that social distancing was well maintained. Though other institutions were gradually running for the last two years when the lockdown was lifted, it took the beginning of 2022 for education institutions to open (Das, 2021). To adapt to the situation and have uninterrupted learning, the Ministry of Education announced online learning and teaching at all educational levels in mid-2020 throughout the whole of 2021 (Priyo & Hazra, 2021). Therefore, for more than 1.5 years, students from all levels were dependent on online learning until the opening of all educational institutions in 2022.

Both synchronous and asynchronous modes were used in online education in Bangladesh during COVID-19. On the other hand, traditional offline face-to-face classes were almost at 0% whereas online learning was used by 100% of formal educational institutes (Priyo & Hazra, 2021). Academic institutions in Bangladesh started relying completely on several online platforms such as Zoom, Google Meet, and their own Learning Management Systems (LMS) in addition to other common platforms like email and social media (Dutta & Smita, 2020). However, the effectiveness of these initiatives has not been up to the mark. For example, in Khan et al.'s (2021) study, it is expected and evident that learners outside the capital interact less in the classroom, and nothing much can be done about it. Moreover, more than three-fourths of students prefer offline classes due to many reasons such as around half of them not having available gadgets and not attending online classes due to internet availability.

The Bangladesh Education Board took the initiative to telecast classes through Sangsad TV (Khan et al., 2021). Besides public educational institutions, some private institutions also conducted online classes. Though the government took the initiative of remote learning, the majority of the students did not participate in online classes or watching Sangsad Television in 2020 (Brac.net, 2020). It is also evident that the percentages of the

non-participation are largely from rural areas due to unavailability of electricity, TV, or the internet, not being well informed about the class schedule, and reluctance to learn in the harrowing times of the pandemic (Khan et al., 2021). However, even though participation in online classes is generally low, a large study—with 855 students—found that over half of them consider online learning to be effective (Brac.net, 2020). Now that educational institutes are once again open after a drought of over 1.5 years, there is a need to use the forced online learning skills Bangladeshi people developed in the pandemic.

2.5 Need for Blended Learning in Bangladesh

Due to its high rate of acceptance, popularity, and perceived benefits, the blended learning method is recognized by many researchers as 'the new normal' (Dziuban et al., 2018) in education. However, the integration of technology into education and the consequent online feature has caused some degree of anxiety to students, instructors, and teacher educators. For instance, since they must manage and complete their studies independently assigned by their teacher, within their own pace, and employing online technology outside of their face-to-face lessons, it becomes essential for students to possess self-regulation abilities and technological proficiency (Rasheed et al., 2020). Therefore, as in Massively Open Online Courses (MOOCs), only the most studious of students may benefit, as opposed to the general student body (Kang, 2020).

Next, it becomes essential for instructors to possess technological proficiency in order to manage and use technology for teaching efficiently alongside the ability to generate and upload learning materials to pupils (e.g., creating quality online videos) (Rasheed et al., 2020). Finally, educational institutions are responsible for ensuring that instructors and students have access to the appropriate technology assistance and training to make the most use of the tools at their disposal as well as to effectively use the digital module sessions (Rasheed et al., 2020). Even though the general teacher in Bangladesh does not have good

digital literacy, after the COVID-19 pandemic (Aziz, 2020), it is high time they incorporated online learning elements to create a hybrid or blended learning scenario.

2.6 Synchronous and Asynchronous Aspects of Blended Learning: A Theoretical Model

There exist some theoretical frameworks for blended learning. However, few models exist that take into account the synchronous and asynchronous elements of blended learning. One of them is Chaeruman et al.'s (2018) model of blended learning, as depicted below.

Fig. 2 Quadrant of Blended Learning Setting
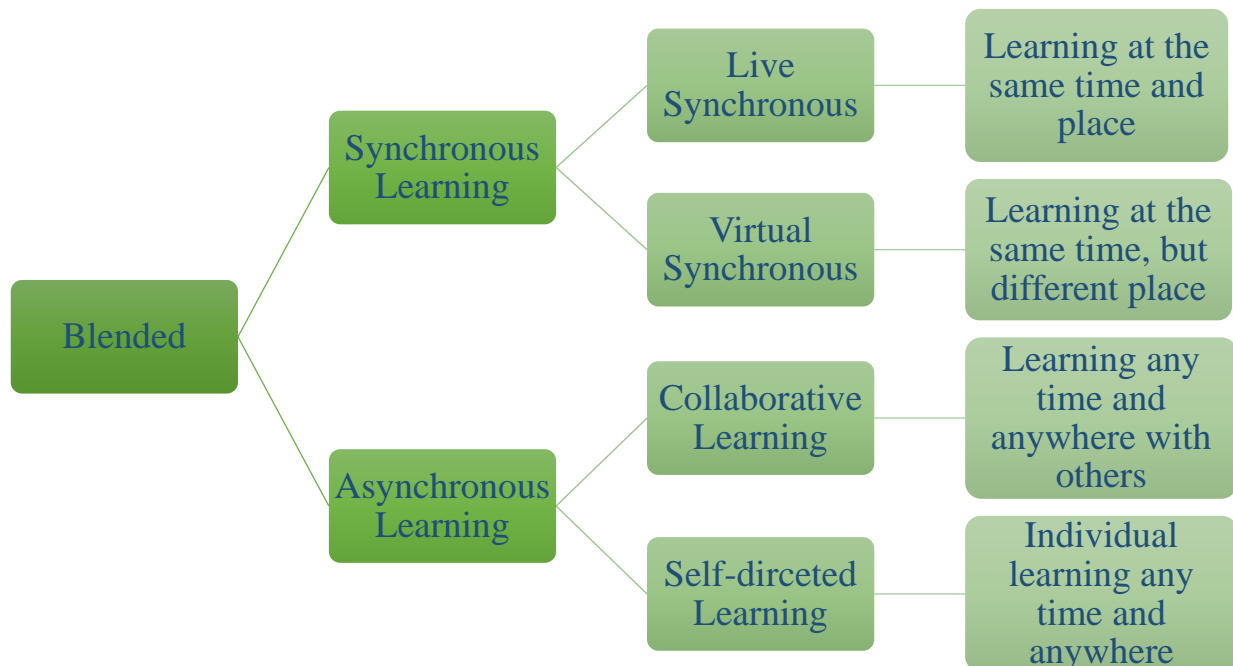

Fig. 2 depicts a blended learning model that may be subdivided into the following four aspects (Chaeruman et al., 2018):

•	Live Synchronous Learning (LSL): LSL refers to a learning process that happens simultaneously between the student and the learning materials (such as teachers and textbooks). LSL classes are essentially traditional face-to-face instruction and include in-class

lectures, in-class discussions in groups, in-class or on-campus lab work and fieldwork, among others.

• Virtual Synchronous Learning (VSL): VSL is a learning process where the student and the learning resources are simultaneously present, but in different locations. Synchronous remote learning tools include webinars in either an audio or video conferencing format, and VSL incorporates such online platforms to facilitate an environment for learning. VSL can either cater to individual or group learning. Typically, VSL classes happen similar to offline synchronous or LSL classes where the entire class is present in an audio or video conferencing platform like Zoom or Google Meet. In other words, VSL classes are more often concerned with whole-class online seminars, meetings, or classes instead of individual tutoring sessions. Still, VSL may not always be for individual learning; there is also an aspect of collaborative learning. This subdivision of collaborative and individual learning is not present in Chaeruman et al.'s (2018) framework, and is instead an addition in this study by the researchers.

• Collaborative Asynchronous Learning (CAL): CAL relates to collaborative learning experience, which involves the learner engaging with the learning materials in pairs or groups (not individual) at any time or any location. Asynchronous learning resources like assignments given online, forum discussion, mailing lists, etc. can be used to facilitate CAL. To clarify, CAL requires the mode to be online and for there to be a collaborative (not individual) function.

• Self-directed Asynchronous Learning (SAL): A self-directed, self-controlled learning experience, or SAL, takes place between the student and the educational materials at any time or location. SAL can be assisted by a range of high-quality learning materials offered in a variety of relevant media formats, including textual, visual, and a combination of them. Even

animated or simulated materials may be used. Both CAL and SAL are parts of e-learning, and they only differ in terms of the individual or collaborative learning aspect.

Researchers—including the authors who developed the theoretical model (Chaeruman et al., 2018)—defined blended learning as a mode of learning that effectively integrates the best potential of synchronous learning strategies with the best potential of asynchronous pedagogical approaches to produce the best learning opportunities that serve to accomplish pre-determined learning objectives. This concept is a reference of the four quadrants of blended learning settings that are discussed above.

2.7 Research Gap

Though there are numerous research studies existing on blended learning, most countries in the world cannot successfully adapt or implement blended learning in their curriculum. Blended learning is still a mainstream topic and very few studies have been conducted regarding tertiary-level language students in Bangladesh. In addition, there is a scarcity of research exploring various online programs or assessments that language students experienced during COVID-19 and which of them can be used in the post-pandemic online learning environment. Moreover, though most studies have focused on the negatives and challenges of online learning during the pandemic, there are positive ones as well. In particular, there is a scarcity of research exploring particular language skills such as reading, writing, speaking, and listening that language students experienced during COVID-19, and which of them can be used in the post-pandemic online learning environment. In other words, there is a need to re-examine the lessons learned from the pandemic in the field of language learning. Therefore, the present study aims to explore the perception of tertiary level language students regarding synchronous and asynchronous learning and what lessons can be incorporated in the post-COVID-19 situation.

Chapter 3: Methodology

This chapter describes the approach and design of the research study. Secondly, it presents a participant profile. Next, the data collection procedure is explained, followed by the data analysis method. Finally, some ethical considerations are outlined.

3.1. Research Design

This is a qualitative study that uses an inductive approach to explore the established research questions. This sort of emic perspective on language students' attitudes toward asynchronous learning can be explored with open-ended interviews in a qualitative approach. To triangulate the results to some extent, individual interviews are coupled with focus group discussions. This approach is qualitative since the goal of this study is to perceive, explore, gather and present—all of which can be explored through semi-structured interviews and focus group discussions by analyzing and finding out the authentic context (Creswell, 2012).

3.2 Participants of the Study

There were 26 participants selected for this study. The main criteria for choosing the participants for this study are (a) they have experienced the COVID-19 pandemic, (b) they all have the experience of participating in online classes as tertiary level students at a private university in Bangladesh, (c) all of them have completed at least one language course online during the pandemic, (d) they have experience in online class activities and assessment—that is, they submitted online assignments and gave online quizzes and exams. There were 10 participants in individual interviews—referred to as I1 (Individual Interviewee 1), I2 (Individual Interviewee 2), and so on—and 4 sets of focus group discussions with minimum 3 or 4 participants in each session—the participants being referred to as FG1 (Focus Group 1), FG2 (Focus Group 2), and so on. As the main purpose of this study is to find out the positive aspects of online learning and lessons that can be carried forward to hybrid learning model

post-pandemic, the researcher thoroughly verified all the mentioned criteria while selecting

the participants. The following participant profile depicts the relevant participant information.

Table 1: Participant Profile

Participant	Gender	Number of Online Courses Done During COVID-19	Number of Online Language Courses Done During COVID-19	Status of Present Education
Individual Interviews				
I1	Male	18	2	Master of Arts in English
I2	Female	23	3	Bachelor of Arts in Economics
I3	Female	15	2	Bachelor of Arts in in Economics
I4	Female	17	1	Bachelor of Arts in English (Graduate)
I5	Female	15	3	Bachelor of Arts in English
I6	Female	8	3	Bachelor of Arts in English
I7	Female	7	1	Bachelor of Arts in English
I8	Female	4	2	Bachelor of Arts in English
I9	Male	4	3	Bachelor of Arts in English
I10	Male	12	1	Bachelor of Arts in English
Focus Group Discussions				
FG1	Female (4)	8	2	Bachelor of Arts in English
FG2	Female (2) Male (1)	8	2	Bachelor of Science in Computer Science and Engineering
FG3	Female (3) Male (2)	24	3	Bachelor of Arts in English
FG4	Female (3) Male	24	3	Bachelor of Arts in English

	(1)			

3.3 Data Collection Procedure

This study used two data collection sources: semi-structured interviews and focus group discussions. The interview questions were constructed based on the research questions mentioned above. The participants were given the choice of choosing whether they would like to participate in individual interviews or take part in a focus group discussion. This provision of freedom to the participants is considered by some scholars to be a positive research practice (Nyumba et al., 2018). In particular, there were 13 interview questions in addition to some background information questions. The entire interview sessions were conducted online with a synchronous video conferencing software called Zoom, which has a recorder feature to store the data in a neutral and objective manner (Ritchie & Lewis, 2003).

3.4 Data Analysis

This study has adopted Chaeruman et al.'s (2018) theoretical framework of blended learning (see 2.6). The findings of the study are discussed in terms of the four key terms of the selected model: Live Synchronous Learning (LSL), Virtual Synchronous Learning (VSL), Collaborative Asynchronous Learning (CAL), and Self-Directed Asynchronous Learning (SAL).

This study selected Braun & Clarke's (2006) thematic analysis framework which has five stages. According to these five steps, first, through transcribing and looking over the data again and again, the researcher became familiar with the collected data. Rechecking the entire data was done as it is important for generating codes and finding out meanings and patterns (Sgier, 2012). A three-phase theme generation plan was followed: first, creating a fundamental coding stage, then defining and titling themes, and, finally, analyzing themes.

As per Chamberlain's (2015) advice, the researcher named and organized the collected qualitative data to determine and display different themes and connections between them (Chamberlain, 2015). Having manifested the themes and analyzed them, the final step involved writing this research report (Braun & Clarke, 2006).

3.5 Ethical Considerations

First, the researcher emailed a consent form to each of the participants. After the participants signed the form, they were asked when they would like to sit for the interview. They were well informed about the purpose of the study and their rights as participants by this point. Moreover, the researcher used codenames like I1 and I3 so that the participants' privacy is not compromised. Plus, the participants were allowed to withhold some information from being used as data—for instance, they were given the freedom to go off the record if they wished during the interviews regarding any controversial opinion or personal information.

Chapter 4: Results

This section presents the findings of the study according to the research questions and the generated themes. Since this study focuses on the advantages of online learning during COVID-19, the disadvantages of online learning are not discussed at great length unless they are relevant. The participants reported that several changes were made to courses, including language courses, due to the pandemic. All of the participants expressed that as there were no face-to-face exams or quizzes, they felt the amount of assignment submissions doubled. I1 pointed out that there were no consultation hours for the students in the online language course he did, though in offline education, consultation sessions were usually available. Instead of providing consultation hour for the students, there were "four-hour troubleshooting sessions" before the exam for the students (I1). However, needless to say, traditional offline education was not faultless either, and all participants felt that offline learning is better in at least some areas. This section has therefore highlighted the privileges of online classes that can be incorporated into the curriculum, facilitating a future blended learning scenario in Bangladesh.

4.1 Preferred Online Synchronous Learning Elements

There were various elements of online synchronous learning that were viewed positively and desirable by many participants.

4.1.1 Desire to Participate in Live Online Classes in the Future

By far the most positive result that came out from the participants was regarding live online classes. Three out of four participants showed interest in doing online classes in the future. Most of the participants claimed that they find live online classes more convenient for online learning because they can join the classes from anywhere. There were many other factors besides convenience in joining, though. For example, I1 prefers live online classes to

traditional face-to-face classes. According to him, "Live online classes are more useful [than traditional face-to-face classes] because you can ask and get your answer from your teacher."

The other participants gave different reasons. I2, for instance, mentioned the benefits of being able to write comments in the chatbox using video conferencing software like Zoom and Google Meet. I2 also added that students can also send peers a personal message by directing their message to one or more classmates rather than sending the messages to everyone. According to I1, since most students keep their digital cameras off during online classes, this sort of class participation may be "a blessing for introverts who do not want to draw attention to their faces in the public." As for I3, she claims that she "is not getting this version [of learning] anywhere else." To elaborate, I3 thought that, being an introvert, online classes were helpful for her as she did not have to show her face or speak in front of everyone. While "keep[ing] low profile," she felt that her "confidence was better" at the same time as she merely had to be present in the class and submit assignments.

When the participants were asked to make a choice between doing online courses and offline courses, there was a 50-50 split in the decision. While I2 and I4 do enjoy certain elements of online learning, they picked traditional face-to-face classes over online classes. Regarding I1, he mentioned the convenience of doing online classes, like not having to deal with traffic, and his own personal preference of partaking in classes at home on his personal computer. He also mentioned some logical reasons:

> If I feel like it will help me in the future if it help me boost my CV or if it will be a good learning experience, then I'm looking forward to doing some international courses in the future which have to be live online because I just cannot go abroad; it's not easy to go abroad.

I3, on the other hand, has extensive experience doing international online courses. She said that the rich content and flexible nature of the course "made [her] feel like [she] was achieving something." She also said that she not only finds online courses "flexible" and feels "more freedom" from doing them, but also that it takes less time to complete an online course than an offline one, for which reason she has been able to do many online courses during the pandemic. As for I4, though she would not pick an online course over an offline one, she would be willing to enroll in an online course "if the course is international or conducted in another district." In short, there were utilitarian, subjective, and 'if-needed' reasons that fueled the desire for the participants to participate in live online classes in the future.

4.1.2 Zoom: The Most Popular Platform for Future Online Learning

One of the first questions the participants were asked was what new educational platforms they were exposed to during the pandemic. Every single participant mentioned Zoom and Google Meet, which are both video conferencing software. When asked to pick the platform which they most prefer and desire to use in the future, everyone picked Zoom. The participants reasoned that Zoom offers the function to record the session. Although Google Meet also has this option, it is no longer available in the free version. According to I1, he still uses Zoom for multiple reasons like taking interviews and recording tutorial sessions for his students. In his words, it is "so flexible," and he even goes so far as to comment, "I will use Zoom and Google classroom beyond the pandemic. Like 10 or 20 years from now, I think I will be using software like these." I2 also spoke about many benefits of Zoom, including "the ability to respond right away" and interaction between students themselves and with the teacher. In the other participants' minds as well, Zoom is the best way to conduct live online classes.

One particular feature of Zoom that received quite positive comments was its breakout room function. Breakout rooms refer to a tool within Zoom that automatically divides the students in the class into separate groups or rooms. According to I1, this randomization is a positive because, if the students are given a choice of picking their partners, then they would almost certainly choose their close friends. This may also lead to weaker students teaming up and skewing the balance. Moreover, I1 continued, if the random groups assign above-average students with weaker ones, then the latter can learn from the former. I1 also pointed out that collaborative tasks are much more convenient for introverts as they "do not have to socialize" in breakout room discussions than in traditional face-to-face classrooms. Despite I1's great enthusiasm for breakout rooms, I3 and I4 did not express a positive attitude toward the feature. Thus, the synchronous online learning element of breakout rooms, and Zoom as a whole, is not inherently a desirable lesson, but needs to be implemented well for positive results.

4.1.3 The Multifaceted Advantages of the Share Screen Option

Yet another function of Zoom, though not limited to it, is the share screen option. This option allows the user, provided the host of the video conference permits it, to share their screen. While I4 said it is "not very useful," and I2 said it "depends on the faculty," the other two participants had rave reviews of this synchronous online learning element. I3 said that the share screen option is "pretty useful" and "less time consuming" since students neither need to log in to their g-mail account on the classroom computer—when compared to sharing files in face-to-face classrooms—nor carry a pen drive with them. Instead, they can simply click a button and share their screen in front of the digital class.

I1 also talked at length about the positives of this synchronous online feature: "Compared to a regular face-to-face tutorial session and presentation, the share screen option in online classes is the best." He also added that there are privacy issues and virus threats

when using a pen drive on another computer, which is a regular occurrence in face-to-face class presentations. There is also the issue, I1 continued, of the other computer not having the latest Microsoft Word or PowerPoint version, resulting in format changes and even worse ramifications. In particular, I1 suggests the share screen option to be used during online presentations and for "troubleshooting sessions where students show the teacher their essays or term paper drafts or other research work like questionnaires."

4.2 Preferred Online Asynchronous Learning Elements

Like the many perceived benefits of synchronous aspects in online education, a variety of online asynchronous learning elements were also considered quite positive lessons learned during the pandemic.

4.2.1 Quality LMS, But More Score for Improvement

First, the participants talked about the importance of a Learning Management System (LMS). The participants had positive views on LMS as it has the option of uploading materials, getting the instructions of the assignment, and an assignment upload option. One participant was so positive about LMS that she said, "Our learning management system is one of the best things that came out of our university." I3 also mentioned another positive side of her university LMS. There is a tick mark that automatically shows whenever a reading material is read or a lecture video is watched for the corresponding week. According to I3, the tick marks motivate students to learn as they save students' progress and remind them what materials they have covered and what are remaining.

I1 not only has firsthand experience using the services of his university LMS as a student but also as a materials designer. His job entailed the creation of lecture videos and reading materials. I1 said, "For the videos, I uploaded them on my YouTube channel and then post the link to our LMS course page." Regarding the reading materials, I1 read "textbooks,

blog articles, and [did] some google searches" to scour existing information on the topic. Afterward, he would select portions from the best sources and "add in some tweaks as well from [his] own knowledge of materials design."

On the other hand, some of the participants studied at universities which did not own an LMS website. Such students, however, were exposed to Google Classroom. In fact, FG4 and FG5 participants proclaimed Google Classroom to be their LMS. Indeed, many of the features that Google Classroom has can be compatible with the university's LMS. According to the FG4 participants, by using Google Classroom they could track their assigned classwork given by their teacher and could also submit assignments with the "turn in" option. Participants of FG5 further added that they could check the originality of their writing if the teacher turned on the originality report of their assignment—which was something quite helpful for them. Furthermore, they also could see the teacher's feedback, if the teachers provided any, and if the grades were shared by the teacher. Moreover, whenever the teacher shared any announcement, class materials, YouTube videos, or uploaded any discussion forums and other resources, Google Classroom, just like LMS, could help them to be informative and communicative among themselves and with their teachers as well.

However, all the participants were also aware that their university LMS and Google Classroom have much room for improvement. In particular, I3 lamented that their university LMS was not used as effectively as possible. She compared her experience with a Harvard international course and claimed that her university's LMS could be much more effective and organised.

4.2.2 Can Online Discussion Forums Measure up to Face-to-Face Group Discussions?

The asynchronous element of online discussion forums was preferred by most participants. For example, I3 said that students can prepare answers beforehand and structure

them before posting comments in discussion forums, whereas in traditional face-to-face group discussions, the interaction is more spontaneous but less efficient and more chaotic: "the privilege of thinking and studying is absent in face-to-face group discussions and I sometimes feel inferior which makes me less enthusiastic in participating face-to-face group discussion" (I3). I1 also opined that googling the topic before asking is not a negative outcome, since the discussion forum is not a high-stakes test and, therefore, the aim is for students to learn rather than score high marks. Moreover, introverts may prefer discussion forums as they do not have to socialize with their peers face-to-face. I2 mentioned other reasons why discussion forums are superior. According to her, these are "flexible, autonomous, and fewer people would judge" students in such contexts in comparison to face-to-face group discussions.

Besides the extreme positive views on forum discussions, I1 raised some concerns: "I really like discussion forums and think they are helpful. However, a lot of times, everyone simply paraphrases another student's answer. And, sometimes, the teacher just asks close-ended questions which do not have room for discussion." Thus, I1 suggested that there should be some ground rules and a moderator to enforce those rules. First, according to him, the discussion question should ask for opinions with rationale; second, an assigned moderator should ensure no student copies another's points deliberately but instead should carry forward the discussion in a healthy direction; and third, that no fights break out due to heated tensions or misunderstanding.

4.2.3 Video Lectures and YouTube Videos: Rewatchable and Rewindable

The next asynchronous element preferred by students was video lectures. As established in the literature and a matter of common sense today of every student during the lockdown, video lectures are convenient in that they can be watched anytime and at any place. There is also the function of rewinding—fast-forwarding and going back. The

participants also mentioned other benefits. For example, I1 mentioned that video lectures and YouTube videos prevent the need to have to ask the teacher time and time again, "which, first of all, can really irritate them; secondly, can irritate the other students; thirdly, even if no one is irritated, I feel insecure for exposing myself in public." Besides these manifold reasons, I2 said that "being informed about the class lectures" is helpful and releases stress. Moreover, according to I1, the inclusion of video lectures and YouTube videos makes learning more creative and enjoyable.

In addition, I3 said that online live classes should be recorded and the recordings should be provided to the students. According to her, though it may not be difficult to pay attention in the class, someone may lose concentration for several reasons. For them, going through the class recording will not only help bridge the gap between attentiveness and inattentiveness but also refresh the class content in their minds. I3 also mentioned another benefit of video lectures: "The video lectures included slides with a summary of the content. So, it was more useful for me as I could give more attention to the teacher's lectures rather than focus on writing in my notebook." In other words, taking notes is also a cognitively demanding task which may ironically cause one to lose attention to the lecture. Thus, having access to the recordings of online classes is an appealing prospect on many accounts, though I1 did point out that if class recordings are always provided, attendance will be low.

4.2.4 Lessons Particular to Language Learning

Again, since listening was neither assessed nor taught in particular to any of the participants during the pandemic, it is not discussed in this subsection.

4.2.4.1 Reading. When it came to how reading was assessed during the pandemic, there were several changes. Normally, seated exams were the norm for all courses including language courses. When learning shifted to the online mode, the exams were also conducted

online. While many courses took assignments instead of timed exams, many parts of the language courses which the participants did had synchronous assessments as well. For example, the participants recalled how one language exam was strictly proctored by their teacher. They had to keep their digital cameras on throughout the exam duration, which means any noticeable unfair means during the exam would be caught. I1 enjoyed such strict monitoring of exams and wishes that other online exams were "as rigidly proctored as possible and as close to real-life proctored hall exams." He claimed that he prefers online classes for developing his writing especially if fairness is ensured in assessment.

For developing reading, the participants received textual and video materials. According to I1, the textual materials consisted of reading practice exercises, reading assignments, and "helpful reading tutorials in the form of blog articles." Regarding video materials, there were YouTube videos and recorded lecture videos on reading. According to I1, the particular topics were reading strategies like skimming, scanning, and inferring. The materials were stored and available on the university LMS. As discussed in 4.2.1, the participants expressed mostly positive views on LMS.

4.2.4.2 Writing. Two types of asynchronous writing aid were provided to the participants: YouTube videos and recorded video lectures. I1 suggested teachers use screencast tutorials and screencast feedback to "show how and where to improve in hands-on videos." The participants were taught a range of writing skills: how to do free writing, how to write different types of paragraphs and essays (such as narrative, expository, and argumentative), how to identify and write in different writing styles, how to identify and write in different tones, how to write a book review, and how to write a term paper. Many participants are thankful to have done such an extensive writing course.

A significant change in online courses, in general, was assignment overhaul, and a research paper was often the final assignment for many courses. For many participants, writing a term paper was a new experience. Though I1 had written term papers before and after that language course, it was the first time he conducted a quantitative survey using Google Forms: "I am so glad I had this experience. Google Forms is so convenient! I never would have guessed had I never used it!" As for I3, she claimed that the language course helped her learn the structure of an academic research paper and that she had amassed an "in-depth knowledge about the APA format and plagiarism." Since the focus on research paper writing increased so much, the website TurnItIn entered the discourse of almost every university student in their online classes during the pandemic.

Like reading, writing exams were also strictly proctored, and I3 said that writing was more strictly checked as well, especially as the teacher's expectations were raised due to the knowledge that students had access to google. However, unlike reading, few writing class activities were present. There was one homework activity given, though, which required synchronous collaboration. This was a pair story-completing activity where one pair member would write one paragraph of a story in one tone, and the other member would bring a twist to the story by shifting the tone and writing another paragraph. I4 enjoyed the activity and felt it was "fun and creative." Such collaborative writing tasks were usually assigned to be done asynchronously—the partners would have to work on a piece of writing separately and then discuss their individual parts before submitting a cohesive piece. However, one English teacher gave I1 and I3 a collaborative writing task to be done on Google Docs. The two participants immensely enjoyed this due to the synchronous aspect of this activity—the pair could work together simultaneously and see each other's writing as they wrote it live. A similar platform—Team Viewer—was also mentioned by I1, which provides the synchronous

writing facility as well. In other words, participants tended to prefer synchronous mode of writing tasks rather than asynchronous ones.

Finally, in an international writing and editing course I1 partook in during the pandemic, he was exposed to line-by-line editing and proofreading of writing. Working with an American newspaper editor, he spent four-hour long editing sessions giving and receiving detailed writing feedback in the online language course. In his opinion, "such continuous assessment practices and draft-feedback-second-draft-feedback-final-draft cycle" are not only beneficial for learning better English, but also "instills rigor" in students' spirits. Thus, I1 suggests teachers use prolonged tutorial sessions centered on continuous assessment.

4.2.4.3 Speaking. The participants only mentioned one asynchronous speaking activity, that being recorded presentations. In one language course, the participants had to make a short two-to-three-minute introductory video of themselves. The content was quite simple, as it was simply to introduce themselves to the rest of the class by giving some background information and naming some hobbies. According to I1, it was quite a new and enjoyable experience for him: "I enjoyed it a lot, especially because making videos is such a great skill to have in today's world." However, not everyone had a positive attitude to the recorded presentations, as I3 said that she focused more on content rather than delivering the presentation. The other participants also agreed that presentation skills were not taught in the course, but they did have quite a lot of practice in speaking.

There were two types of speaking activities that the participants experienced in their online language courses during COVID-19: synchronous presentations and recorded individual presentations. Regarding the in-class online presentations, the participants gave either individual or pair presentations. I3 claimed that there was a presentation in every class. I1, however, only recalled three in-class presentations in the language course he did. I1's

experience of giving online presentations is mixed; he enjoyed the share screen option and presenting, but he tended to write scripts and memorize them: "Even though I want to practice my speaking skills, I also want to get high marks. I also don't want to risk my scholarship, you know? So, I end up writing scripts and reading them during online presentations." I1 did have one positive to say about the online presentations: feedback and even grades were given in the very same classes that the presentations took place—which was extremely rare for them as most other course teachers tended to delay grading and even forego feedback altogether during the pandemic.

Regarding class participation, there was overall less participation in online classes. I1 and I3 said that this is helpful for introverts, especially as their faces are not seen. I3 also mentioned one reason why she used to practice English more in online language courses: "I used to take extra preparation for speaking as our teacher knew my name and she used to call my name in the class and asked questions." As for I1, he tends to speak extensively in the class, and he said that it also helps develop his speaking skills and makes him become more comfortable talking in public. The hand raise option in Zoom and Google Meet, according to I1, is quite useful for drawing the teacher's attention without having to interrupt them, especially if the cameras are turned off.

4.1.4.4 Listening. Unlike the other three skills, most of the participants said that they preferred online listening classes compared to offline listening classes. The main reason they voiced this sentiment was that they found the sound system in online listening classes to be quite clear and easy to comprehend. Most participants of the individual interviews as well as focus group discussions agreed that the online listening mode is easier to listen to audio clips with the use of earphones. In offline classes, none of them were provided any earphones; rather, they had to do listen to the computer speaker attached to the wall. The speaker, the participants added, at times contained static noises, echo, and with an irregularly high bass.

Due to technical sound difficulties, often the IT specialist needed to be called to fix the situation. Before the students could answer properly, the audio clips would finish and it was "quite frustrating" (FG4) and "demotivating" (FG5) for the students.

Though the attitudes to online learning for three of the language skills—reading, writing, speaking—were negative, the attitude toward online listening classes was quite positive. According to FG5, the online listening classes was similar to IELTS listening classes. They had to listen to the audio clips and had to answer accordingly on their copy. In other words, the questions were based on the audio clips, and the students were simultaneously required to fill the answers to the questions while listening to the audio clips. They practiced on a regular basis during the listening class which seemed like the students are giving "mock listening test practice in the classroom." Moreover, students' listening skills were assessed on Google Forms and they had a particular set of time within which they had to listen to the audio clips, answer the questions, and submit the answer paper.

4.3 Desire for a Blended Learning Scenario

Having discussed the lessons learned from the pandemic regarding online learning, it is worth reiterating that none of the participants desire a complete shift to online learning. However, they also do not consider traditional offline learning to be ideal. Instead, they vouched for a blended learning scenario in the future.

In their online language courses, the participants said that they had some reading materials which they had to read before joining the class, and then in the class, they would have to discuss the materials. This form of flipped classroom element, however, was not uncommon to the participants at their university, but this was more used during the pandemic in their online language courses. I1 said that besides out-of-class reading assignments, students also had "mini reading sessions in the class." The pre-class reading assignment

constitutes asynchronous learning, whereas the class discussion and troubleshooting session on the pre-class reading assignment is a form of synchronous learning—thus combining to make a blended learning scenario.

It should also be noted that lecture videos may not necessarily require internet connectivity for access. If they are downloaded when students have Wi-Fi, then they can watch them without turning on their mobile data or having access to Wi-Fi. I1, for example, remarked that he has used it "during commutes, on Uber rides and even on the bus to catch up on course materials."

Besides these two hybrid learning elements, the participants expressed their desire explicitly for a blended learning scenario or a curriculum where both online and offline elements will exist. First, the participants said that blended learning is the most flexible of all learning modes. When asked whether offline face-to-face classes are better than video lectures or YouTube videos, three participants answered that they would like to see a combination of these three. For example, I1 expressed his desire to do both online and offline courses in the future, and ideally hybrid courses: "Sometimes going to the university—for example, once a week or sometimes even thrice a month and the other day like online classes. We can have asynchronous class recordings, and then YouTube videos."

Chapter 5: Discussion

On the whole, both online synchronous and asynchronous elements were perceived to be beneficial to some extent, though not always. There is a need to see exactly how this study contributes to the literature by identifying which previous findings are confirmed and which are refuted. First, the four key terms of the theoretical framework are discussed.

Live Synchronous Learning (LSL) elements were overall preferred by the participants. Most participants said that if given the chance between participating in either online or offline classes, they would choose the latter. The reasons they cited included the fact that in traditional offline classes or LSL classes, students are able to clarify their queries live (in synchronous fashion), can connect with the teacher more directly and understand the lessons, and can have an interruption-free class session as there is no danger of electricity or the internet going out. These findings match with those of Griffiths and Graham (2010), Rockinson-Szapkiw and Wendt (2015), and Strang (2013) as they also said that online synchronous classes cannot be on an equal level to traditional face-to-face classes in terms of classroom communication, quality of education, and other criteria.

Regarding perceptions of language skills, the participants desire LSL elements for three out of the four language skills: reading, writing, and speaking. For instance, it was found that for speaking presentations, the majority of tertiary level students in Bangladesh tend to write a script and then give their speech by reading verbatim from it. Consequently, little to no language development occurs. However, LSL classes were not preferred for the language skill of listening, but were instead preferred online—VSL.

Overall, Virtual Synchronous Learning (VSL)—which refers to live online classes—received mixed to negative responses from the participants. It appears that Bangladeshi tertiary level students have become disillusioned with live online classes the most due to their overall negative experiences during COVID-19. For instance, many participants complained

about the lack of connection they felt with their online education during the pandemic, including the difficulty of holding attention during the online sessions. This confirms other findings such as Serhan (2020) which say that too much distraction hampers online learning. However, some participants stated that they would like to participate in live online classes in the future in case of a crisis like COVID-19. Some others said that in certain situations, such as for tutorial sessions (individual VSL) or for makeup classes (group VSL), live online classes or VSL classes are helpful. In particular, Zoom is preferred for VSL.

Third, Collaborative Asynchronous Learning (CAL), it was mostly not preferred over its synchronous counterpart. Often, tertiary level students in Bangladesh are given take-home assignments where they are required to collaborate with their pair or group members and complete a task or project. Either written assignments or speaking presentations are usually assigned, and the CAL element is for the tertiary level Bangladeshi students to write their own part and then share among themselves via mail or other social media platforms. However, many participants found this to be cumbersome and time consuming. Instead, they prefer these to be done synchronously. In particular, two platforms were suggested: Google Docs and Team Viewer. With the use of Google Docs, one can write on the same word document at the same time. This means that in pair or group writing tasks, there is no need of going to the hassle of sending the other team member(s) one's individual part via mail and then comparing different word documents which may also lead to confusion (Oloyede et al., 2022). Instead, one can conveniently write in the same document and can simultaneously see what the other member(s) are writing. In Team Viewer, some of these facilities exist, but only one person can type at any given time. Team Viewer, however, allows one to share their screen, and so there is the added benefit of developing more than just writing skills (Oloyede et al., 2022).

Finally, Self-Directed Asynchronous Learning (SAL) was desired in numerous areas, ranging from watching recorded video lectures—made in the form of YouTube explainer videos—to recorded class lectures—asynchronous records of the synchronous online classes—to self-paced learning as facilitated by LMS or Google Classroom. In LMS and Google Classroom, the weekly topics, along with the materials, of every course are listed, and students can study the topics at their own pace (though deadlines are certainly there) (Borova et al., 2021). Thus, SAL elements can promote learner autonomy, as the students are responsible for directing their own learning and are unbound by the constraints of time and space. Therefore, besides CAL, tertiary level students in Bangladesh desire a blended learning model with both synchronous and asynchronous online learning elements mixed with traditional offline education.

Now the discussion turns to the portion where this study's findings are related to the literature. Han's (2013) study claims that the lack of video lectures may make learners feel less engaged with the course. This study supports this finding because every participant has a positive attitude toward video lectures and would like to receive them in the future. This may happen because when the teacher uploads or provides video lectures, the learners can be assured of what they are learning. Some may not be present in the class or are unable to follow the instruction; the uploaded content by the instruction would solve those issues. Some might take this advantage for granted, assuming that they can sit for the exam without attending the class. To avoid this type of scenario, class attendance should be mandatory and some activities can be given by the teacher after each video lectures. In fact, in the context of Bangladeshi tertiary level education, most universities had a relaxed attendance policy at the beginning, but at the end of one year, had a stricter one.

Another positive of video lectures that emerged from this study was the advantage that they can be accessed anywhere and at any time. This confirms Yang et al.'s (2019) and

Salman and Aziah's (2012) studies. Blended learning thus should be designed in a way to maximise the synchronous and asynchronous online elements, such as there being some remote online classes so that it can help the students to join the class from anywhere and avoid coming to the university which requires a lot of time and effort, not to mention combatting the traffic jam. While the two aforementioned studies were written before the pandemic, now this lesson is almost common-sensical knowledge of every student across the world who has been exposed to lecture videos. On a similar note, Skylar (2009) said that the privilege of studying at a convenient time and place boosts learner autonomy. This study also echoes this finding since some participants have expressed their desire for online learning in order to be more autonomous about their learning.

Regarding synchronous online learning, one advantage of live online classes, according to Yang et al. (2019), is the scope for getting prompt teacher feedback. This study confirms this finding since the participants mentioned that they received feedback and even marks on the same day they gave their live online presentations. Overall, the disadvantages of synchronous online learning have given quite significant attention, as Griffiths and Graham (2010), Rockinson-Szapkiw and Wendt (2015), and Strang (2013) doubted online classes in regards to the following: inability to compare with traditional face-to-face classes in terms of classroom interaction, quality of learning, and other reasons. However, this study refutes this finding. It could be that before 2015, when the latest of the aforementioned studies was written, online technologies were not sufficiently advanced, or at least implemented effectively enough. Nowadays, especially due to the forced online lessons from COVID-19, there is much more scope for online learning, but there still needs to be effective implementation measures for facilitating a blended learning scenario in Bangladesh.

Chapter 6: Conclusion

In summation, though there are definite disadvantages of online education, we should not disregard the several positives as well. To be clear, this study is not recommending an exclusive return to the online mode. Rather, this study was an endeavor to find such lessons learned during the pandemic. In particular, the synchronous online learning elements preferred by the participants were live online classes, Zoom, and the share screen facility. As for asynchronous online learning, the preferred elements were lecture videos, discussion forums, and LMS. Of course, simply relying on any of these elements without a systematic plan of implementation is a fallacy and will only lead to a repeat of online learning fatigue like during the pandemic. Future language learning courses should thus have a blended learning scenario by incorporating such wonderful online synchronous and asynchronous elements into the curriculum.

Regarding the limitations of the study, the participants came from only three departments: English, Economics, and Computer Science and Engineering. In particular, the number of English department participants—accounting for 31 out of 36 participants—overshadow those of the others. Thus, future researchers are invited to bring more heterogeneity in their sampling. Moreover, data could be triangulated with various data collection methods to supplement the individual interviews and focus group discussions, such as surveys and classroom observations. Since the pandemic had already slowed down by the time of the data collection, most online components were no longer in use, resulting in the student participants having to recollect their experiences of e-learning during the height of COVID-19. If some concrete primary data, such as uploaded video lectures and recorded live classes, are used by future researchers, then the findings would have been stronger. Future research is also recommended to be conducted from the teachers' point of view, whereas this study is dedicated to that of tertiary level students.

The recommendations of this study are, first, that Bangladeshi tertiary level learners should not be dismissive of online education just because they have been forced to practice online learning for almost two years. In particular, this study recommends Zoom (synchronous), the share screen option (synchronous), recorded video lectures (asynchronous), and LMS (asynchronous). Indeed, crisis learning and a systematic blended learning scenario are not the same. If a thoughtful hybrid learning model is created, then we all, not only tertiary level language learners, may benefit from countless benefits as found in this study.

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Appendices

Appendix A: Research Participation Consent Form

Please go through the following terms of agreement carefully. Write 'Yes' if you agree to the term, and 'No' if you do not. The terms (2), (3), and (4) are optional, whereas the first term (in the light-yellow box) is mandatory.

Terms of Agreement	Your Response (Yes or No)
1. I am voluntarily willing to participate in this research study. In other words, I am willing to participate in an interview session. [Mandatory]	
2. I agree to have my voice recorded.	
3. I agree to keep the camera on during the interview session.	
4. After a few days upon the completion of the interview, I am willing to be contacted by the researcher for confirming some information.	

Name: _____

Date: _____

Appendix B: Interview Questions

Background Questions

Gender:

University:

Current Semester:

Number of courses done online:

Number of language courses done online:

Interview Questions	RQ1	RQ2
Overall Experience of Online Learning		
1(a) What are the new educational platforms you have been exposed to during the pandemic? Probing Elements: Zoom, Google Meet, Google Classroom, TurnItIn, Slack, Discord, 1(b) What do you think about these platforms you mentioned? Which one do you find more useful for learning and why? 1(c) Which of them do you want to use for learning in the future?	X	X
2(a) Do you prefer live online classes or traditional face-to-face classes? And why so? 2(b) Would you want to do live online classes in the future? And why so?	X	
3(a) Which one is more flexible for learning between offline face-to-face classes and recorded video lectures or YouTube videos? And why so?	X	X
		X
3(b) Which one do you find more useful between live online classes and recorded video lectures? 3(c) Would you like to receive recorded video lectures and YouTube videos in your syllabus in the future? And why so?		X
4(a) Do you have experience of participating in online discussion forums? If yes, do you prefer them compared to traditional face-to-face group discussions? And why so?		X
		X
4(b) Would you like to participate in online discussion forums in the future? And why so?	X	
4(c) Do you have experience of online breakout room discussions? If yes, do you prefer them compared to traditional face-to-face group discussions? And why so? 4(d) Would you like to participate in online breakout room discussions in the future? And why so?	X	
5(a) Does your university have a separate website or learning management system where class lectures and materials are stored? What do you think about this? 5(b) Do you think this type of online website or learning management system should exist now and in the future?		X
6. Live online classes have the 'share screen' option, which offline face-to-face classes do not have. What do you think about this option?	X	
7. Was plagiarism checked for your submissions before the pandemic? Was it checked during the pandemic? Is it checked now? Do you think it should be checked? Probing Element: TurnItIn		
Experience of Online Language Learning		
8. How did the pandemic affect your language courses?	X	X

9(a) How was reading taught in your language course(s) during the pandemic? Was it any different than traditional offline face-to-face classes? 9(b) How were reading skills assessed during the pandemic? Was it any different than traditional offline face-to-face classes? 9(c) Do you prefer how reading was taught and assessed online during the pandemic? Or do you prefer the traditional way of face-to-face learning reading? And why so?	X	X
10(a) How was writing taught in your language course(s) during the pandemic? Was it any different than traditional offline face-to-face classes? 10(b) How were writing skills assessed during the pandemic? Was it any different than traditional offline face-to-face classes? 10(c) Do you prefer how writing was taught and assessed online during the pandemic? Or do you prefer the traditional way of face-to-face learning reading? And why so?	X	X
11(a) How was listening taught in your language course(s) during the pandemic? Was it any different than traditional offline face-to-face classes? 11(b) How were listening skills assessed during the pandemic? Was it any different than traditional offline face-to-face classes? 11(c). Do you prefer how listening was taught and assessed online during the pandemic? Or do you prefer the traditional way of face-to-face learning reading? And why so?	X	X
12(a) How was speaking taught in your language course(s) during the pandemic? Was it any different than traditional offline face-to-face classes? 12(b) How were speaking skills assessed during the pandemic? Was it any different than traditional offline face-to-face classes? 12(c) Do you prefer how speaking was taught and assessed online during the pandemic? Or do you prefer the traditional way of face-to-face learning reading? And why so?	X	X
13. Do you think your online language course experience has helped you in your later courses? And why so?	X	X

Appendix C: Sample Theme Generation

	Overall Experience of Language Learning				
Question 1(a)	**1(a) What are the new educational platforms you have been exposed to during the pandemic?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	• Zoom • Google Meet • Discord • Slack "My first Zoom session was an international Zoom class." "I would not say I enjoy Slack because I'm more comfortable with Messenger but still it was a new experience, so I'm glad that I learned about Slack." "Discord was also the same but I learned about it in a Statistics class."	• Zoom • Google Meet • Discord • Slack "Never heard of these names Slack and Discord before the pandemic. In our language course "Advanced Writing and Presentation Skills," our teacher instructed us to open a new account in Slack, and yeah it was a new experience for me."	• Zoom • Google Meet • Discord • Slack	• Zoom • Google Meet • Slack	*Zoom *Google Meet *Slack *Online Platform Used in International Courses
Question 1(b)	**1(b) What do you think about these platforms you mentioned? Which one do you find more useful for learning and why?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	• Zoom "I will use Zoom and Google classroom	* Zoom • Ability to respond right away	• Zoom	• Zoom • Learning management	Zoom: The Most Popular Platform of Future Online

	beyond the pandemic. Like 10 or 20 years from now, I think I will be using software like these." "In the past I had to take some interviews face to face which was not convenient at all but now using Zoom or Google Meet is so flexible. We can sit at our home and then give or take interviews. So, I think I will definitely be using Zoom and in the future as well".	• Interaction between teacher-learners, learners-learners *Slack • Message • Delay in response		system of their university * Google classroom will give continuous reminder if you have a homework pending or whatever.	Learning
Question 1(c)	**1(c) Which of them do you want to use for learning in the future?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	• Zoom	• Zoom	• Zoom	• Zoom	Zoom: The Most Popular Platform of Future Online Learning
Question 2(a)	**Do you prefer live online classes or traditional face-to-face classes? And why so?**				
Participants	Neon (P1)	Isra (P2)	Nabeeha (P3)	Rubaiyat (P4)	**Themes**
Findings	*Prefer online class "I prefer online classes because I don't have to go to the university. I can just stay at home and do my classes" * We don't have to commute to the university * Better for introverts	Prefer traditional face-to-face classes	*Prefer online class • Freedom • Flexible • Did several courses in free time	Prefer traditional face-to-face classes	***Preference for Online Classes Over Face-To-Face Offline Classes** • **No need to tackle the traffic** • **Better for introverts**

	"Do not have to socialise as much" *Can do many things at time while doing classes "I use to do some training or other things while doing live online classes"				• **Can multitask/ More freedom** • **Saves time for other work (P3 did many courses in her leisure)** ***Preference for Traditional Face-To-Face Classes**
Question 2(b)	**Would you want to do live online classes in the future? And why so?**				
Participants	I1	I2	I3	I4	**Themes**
Finding	Yes [Utilitarian reason] "I definitely want to do some international courses in the future if it's very important to me. If I feel like it will help me in the future if it help me boost my CV or if it will be a good learning experience then I'm looking forward to do some international courses in the future which have to be live online because I just cannot go abroad; it's not easy to go abroad. If you have to go abroad, you have to do a	Yes (if needed)	Yes [Subjective] "As the courses I did were international, they were indeed quality full. For instance, interactive videos, productive online interface learning which made me feel like I was achieving something. If I get the opportunity to do	[If needed] * depends on the situation, if the course is international or conducted in another district then she would prefer online classses	**Desire to Participate in Live Online Classes in the Future** • **Utilitarian reason (P1)** • **Subjective reason (P3)** • **If needed**

	program. You cannot go abroad for one single course. Also it's expensive." [blended] <mark>"I want to do some courses online and some offline. I would like there to be a hybrid, I would prefer blended learning. Sometimes going to the university—for example, once a week or sometimes even thrice a month and the other day like online classes and we don't need to have online classes. We can have asynchronous class recordings, and then YouTube videos the teacher will ask us to watch. So I would prefer blended learning."</mark>		online courses like this, I will definitely do them again."		**(P4)**

Question 3(a)	**Which one is more flexible for learning between offline face-to-face classes and recorded video lectures or YouTube videos? And why so?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	* both are flexible but prefer recorded video lectures or YouTube videos the most • can make creative curriculum, classes based on curricula, recorded video lecture • go back, pause, and rewind • do not have to ask the teachers more than once	*Like to receive recorded video lectures as no schedule needed to watch interactive * pre informed about the class lectures *Can watch it again and again	[blended] *Combination of both live online classes and recorded video lectures	* offline face-to-face classes * to certain points, recorded video lectures	***Are Offline Classes More Flexible Than Recorded Video Lectures and YouTube Videos?** • **Recorded Video Lectures and YouTube Videos More Flexible** • **Offline Classes More Flexible** • **Blended**

					Learning Most Flexible
		*Do not need to ask other students			
Question 3(b)	**Which one do you find more useful between live online classes and recorded video lectures?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	*Live Online Classes More Useful "Live online classes are more useful because you can ask and get your answer from your teacher right away."	*Class activity *Can write opinion in the chatbox *Can send message to a selected person in the class		live online classes • Full attention • Not getting this version anywhere else	**Preference for Live Online Classes Over Recorded Video Lectures**
Question 3(c)	**Would you like to receive recorded video lectures and YouTube videos in your syllabus in the future? And why so?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	[blended] "I would like a blended scenario" • can make creative curriculum, classes based on curricula, recorded video lecture • go back, pause and rewind • do not have to ask the teachers more than once	Yes, blended	*Cannot remember all the points of synchronous lectures [advantage of asynchronous online learning] *Rewinding the recorded video lectures can help to register in the brain * less pressure in taking notes in the class "As I used to see the uploaded video lecture after participating in the	yes	**Desire for Asynchronous Online Learning in the Future** **Desire for Blended Learning (Asynchronous and Synchronous Online + Synchronous Offline)**

			online class, it was useful for me to keep up with the teacher's instructions. Another thing is that the video lectures included slides with summary of the content. So it was more useful for me as I could give more attention to the teacher's lectures rather than focus on writing in my notebook."		
Question 4(a)	**Do you have experience of participating in online discussion forums? If yes, do you prefer them compared to traditional face-to-face group discussions? And why so?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	* Yes if there should be an assigned moderator who is active in monitoring and replying to the students' answers. There should be some rules: • Should not only ask for definitions in the forum. Everyone has to give separate examples. • Interactivity, where students will ask questions and answer others. * Better than online face to face group discussion because- • Chaos free environment • Can google about the topic before learning	* depends on the teacher * flexible * autonomous *if the topic is difficult, can rewind as many times as it requires understanding. * No one would judge * Teacher will not repeat the lecture or any particular thing 6 or 7 time [bujhi nai eta]	* Prefer online discussion forums • Can lower social anxiety • Gives time to think before writing anything P3 resonated with P1's point about the superiority of online discussion forums over face-to-face synchronous group discussions: "Before writing anything, if I think and study on that topic it makes much more sense to me while writing on that topic. However, the privilege of thinking and studying is absent in face-to-face group	* online discussion forum is better •cannot skip group discussion on the spot	**Desire for Participating in Online Discussion Forums in the Future** • **[but there should be some ground rules]**

				discussions and I sometimes feel inferior which makes me less enthusiastic in participating face-to-face group discussion."		

Question 4(b)	**Would you like to participate in online discussion forums in the future? And why so?**					
Participants	I1	I2	I3	I4		**Themes**
Findings	"If there are concrete rules and an effective moderator, then yes."	yes	yes	yes		**Yes, but there should be some ground rules.** **[eta uporer theme er shathe jabe]**

Question 4(c)	**Do you have experience of online breakout room discussions? If yes, do you prefer them compared to traditional face-to-face group discussions? And why so?**					
Participants	I1	I2	I3	I4		**Themes**
Findings	* Prefers online breakout room discussions • better for the introverts • assign the group members randomly to boost fairness [paraphrase this] "Good students team up with good students unless they are friends with the less merit students. But is random. So the weaker students may learn good things from the better or more average students. That's a very good facility".		* Prefer traditional face-to-face group discussions because of the below reasons- • Most of the students remain silent • More pressure on oneself in presenting in the class • Teacher cannot see who is talking or not • Felt intimidated • Outranked	Yes Do not prefer online breakout room discussions		**Preference for Online Breakout Room Discussions** **Preference for Traditional Face-To-Face Group Discussions**

	• do not require to maintain social connection with the group members [connect this with the advantage for introverts]				
Question 4(d)	**Would you like to participate in online breakout room discussions in the future? And why so?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	Yes.			yes	**Connect this with the above theme**
Question 5(a)	**Does your university have a separate website or learning management system where class lectures and materials are stored? What do you think about this?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	Yes. Uploaded materials, instructions of the assignment, assignment upload option "There are a lot of facilities in our LMS. For example, there are uploaded reading materials, assignment deadlines, assignment upload option, etc." "As a materials designer, I have more inside knowledge of our LMS. I did two main things. One was to make video lectures on YouTube. The links were then uploaded on LMS. My favorite type of videos were screencast tutorial sessions where I recorded my screen and		"Our learning management system is one of the best things that came out of our university. However, P3 lamented that it was not used as effectively as possible. She compared her experience with a Harvard international course and claimed that her university's LMS could be much more effective. *P3 also mentioned a positive of her university LMS. There is a tick mark that automatically shows whenever a reading material is read of a lecture video	Yes All the study materials were available in the LMS	**Quality LMS, But More Scope for Improvement** **[Ei theme a shobar kotha ante parba. Joss na?]**

	gave the lessons. Secondly, I designed reading materials. <mark>I read many website blogs, journal articles, and book chapters to compile helpful tips for my students on LMS</mark>."		is watched for the corresponding week. According to P3, the tick marks motivates students to learn as they save students' progress and remind them what materials they have covered and what are remaining. *More control over learning		
Question 5(b)	**Do you think this type of online website or learning management system should exist now and in the future?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	Yes it should be used more than it has been used currently. <mark>[ei jinish ta uporer question er shathe milay lekho. Write something like, "P1 also agreed with P3 that their university LMS could be used much more effectively."</mark>		<mark>"Huge step back if any university does not have any online website or decided to not to continue learning management system"</mark> * Learners' responsibility to absorb the information (challenges of learner autonomy) *[eta copy paste koiro:] According to P3, as there are too many materials sometimes on LMS, she has to be selective about the materials which I read and watch in LMS. P3 also added that the materials should be categorised so that they do not overwhelm students.	Yes	**Challenges of Learner Autonomy**
Question 6	**Live online classes have the 'share screen' option, which offline face-to-face classes do not have. What do you think about this option?**				
Participants	I1		I2	I3	I4	**Themes**
Findings	*Compared to a face-to-face tutorial session, presentation class, the share		* Subjective,, depends on the	* Pretty useful * Less time consuming	Not very useful	**The Multifaceted Advantages of the**

	screen option is the best. *Can easily share screen and show term paper, assignment draft through Zoom or Google meet in an online class *Free from issues like email account privacy issue, don't have to log in from another device, have to bring pen drive. *do not need to concern about the latest version of the computer * don't need to prepare for presentation	faculty			**Share Screen Option** • **Positives (P1, P3)** • **Negative (P4)** • **Neutral (P2)**
Question 7	**Was plagiarism checked for your submissions before the pandemic? Was it checked during the pandemic? Is it checked now? Do you think it should be checked?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	Yes and it is also checked now. Many people were exposed to it during the pandemic For example, in a history course which I did offline, there were zero assignments. However, my friend did that course online and 90% of it was assignment-based.		yes	yes	**TurnItIn: A Popular Website Now Due to Assignment Overhaul**
		Experience of Online Language Learning			
Question 8	**How did the pandemic affect your language courses?**				

Participants	I1	I2	I3	I4	Themes
Findings	* Done writing and speaking as the course was focused on these two skills *teacher made them practice reading too *no face-to-face encounter *no consultation hour, instead troubleshooting sessions took place		* confidence was better "keep low profile"	Pressure of submitting the number of assignments increased into double	**Several Sudden Changes to Language Courses Due to the Pandemic** **Raised Confidence in Online Learning** **Assignment Overhaul**
Question 9(a)	**How was reading taught in your language course(s) during the pandemic? Was it any different than traditional offline face-to-face classes?**				
Participants	I1	I2	I3	I4	Themes
Findings	*Reading assignments which had to read before the class *Mini reading sessions in the class *Both mediums (offline and online classes) were the same.	* Read small paragraphs	No		**No Big Change in Learning Reading as a Second/Foreign Language**

Question 9(b)	How were reading skills assessed during the pandemic? Was it any different than traditional offline face-to-face classes?				
Participants	I1	I2	I3	I4	**Themes**
Findings	*Quiz and midterm Had to switch on camera while writing the answer *Strictly monitoring during exam but only in the language course *As much close to the offline learning assessment as it can be		No		**Securely Proctored Exams**
Question 9(c)	Do you prefer how reading was taught and assessed online during the pandemic? Or do you prefer the traditional way of face-to-face learning reading? And why so?				
Participants	I1	I2	I3	I4	**Themes**
Findings	* regarding reading materials, online is better If fairness is ensured, It can be as close to the online setting if the exam is proctored		No		**Preference for Online Reading Classes That Are Fair**
Question 10(a)	How was writing taught in your language course(s) during the pandemic? Was it any different than traditional offline face-to-face classes?				
Participants	I1	I2	I3	I4	**Themes**

Findings	Differences: * writing was taught through recorded video lectures * Story completing activity in pairs [about writing style] *different types of paragraph and writing (argumentative, narrative, expository)	* Write-ups * Story completing activity in pairs	* Story completing activity in pairs	* Story completing activity in pairs <mark>"creative and fun"</mark>	**Shift to the Online Medium** **Collaborative Story Completing ["Creative and fun"]**
Question 10(b)	**How were writing skills assessed during the pandemic? Was it any different than traditional offline face-to-face classes?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	Similar to how reading was assessed		* Standard level high in online assessment due to access to Google * Intensive exam script checking		**Securely Proctored Exams** **Access to Google Raised Teacher Expectations**
Question 10(c)	**Do you prefer how writing was taught and assessed online during the pandemic? Or do you prefer the traditional way of face-to-face learning reading? And why so?**				
Participants	I1	I2	I3	I4	**Themes**

Findings	* blended, should continue the traditional face-to-face classes along with the online synchronous classes (to address individual need) * Recoded video lectures can be good if follows screencast tutorials			online	**Preference for Blended Learning Scenario** **Suggestion for Screencast Tutorials**
Question 11(a)	How was listening taught in your language course(s) during the pandemic? Was it any different than traditional offline face-to-face classes?				
Participants	I1	I2	I3	I4	**Themes**
Findings					
Question 11(b)	How were listening skills assessed during the pandemic? Was it any different than traditional offline face-to-face classes?				
Participants	I1	I2	I3	I4	**Themes**
Findings					
Question 11(c)	Do you prefer how listening was taught and assessed online during the pandemic? Or do you prefer the traditional way of face-to-face learning reading? And why so?				
Participants	I1	I2	I3	I4	**Themes**
Findings					
Question 12(a)	How was speaking taught in your language course(s) during the pandemic? Was it any different than traditional offline face-to-face classes?				
Participants	I1	I2	I3	I4	**Themes**
Findings	* had group and individual presentations		* focused more on content rather than delivering the presentation		**Traditional Feedback vs. Feedback today:** **No Significant Speaking Skill**

	I1	I2	I3	I4	
	* had to make recorded video of introduction as well as well an assessment of speaking skill				**Taught in the Class** **Individual and Group Presentations** **Recorded an introduction video as well**
Question 12(b)	How were speaking skills assessed during the pandemic? Was it any different than traditional offline face-to-face classes?				
Participants	I1	I2	I3	I4	**Themes**
Findings	*Group and Individual Presentations "The good thing was that the teacher provided us instant feedback."		* Presentation in every class "I used to take extra preparation for speaking as our teacher knew my name and she used to call my name in the class and asked questions, now that we are back in offline class I do not need to response much as there is always someone who response teacher's question".		**Speaking Skills Assessed in Presentation** • **Positive** • **Negative**
Question 12(c)	Do you prefer how speaking was taught and assessed online during the pandemic? Or do you prefer the traditional way of face-to-face learning reading? And why so?				

Participants	I1	I2	I3	I4	**Themes**
Findings	*Learned to write a book review (group assignment)		"as I am shy and introvert, It was necessary for me to talk in every class" It's not relevant to the question.		
Question 13	**Do you think your online language course experience has helped you in your later courses? And why so?**				
Participants	I1	I2	I3	I4	**Themes**
Findings	* Learn about specific writing style * helped in writing a novel * learned to take quantitative research * Surveyed 100 students using Google Form	Improved analytical writing skill	* Learned academic structure of writing a research paper * In depth knowledge about APA format and plagiarism	Learnt to write book review which came in handy as major in media	**So handy to receive such praise!** **Overwhelmingly positive outcomes. Bahhhh**