

Challenges of English writing after reopening of Schools: A study of Bangladeshi higher secondary students

By

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requirements for the degree of

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Declaration

It is hereby declared that

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

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Approval

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Ethics Statement

Research ethics were taken into account and upheld throughout the entire study. In the methodology section, those are covered in greater detail.

Abstract

The main focus of this study is to explore the challenges of English writing of higher secondary level students after reopening the institutions in Bangladesh. It displayed both the teachers' and the students' perceptions of the difficulties that students now encounter when it comes to English writing after the reopening of the schools. A qualitative multiple case study methodology was used in the study, and the researcher used purposeful sampling to assist in selecting eight students from the higher secondary level and five teachers for data collection. Besides, as this is qualitative research, data were collected from the interviews and students' writing. The students were asked to write an essay on a topic which was given by the researcher. Moreover, the researcher has created a conceptual framework by combining the elements sentence structure, word choice, spelling, grammatical error, coherence and cohesion, generating ideas, translate L1 to L2 (Lin & Morrison, 2021), writing anxiety (Aloairdhi, 2019) and lack of English reading and handwriting speed (Skar, Graham & Huebner, 2021). The findings showed that students faced difficulties in terms of English writing after reopening since they did not practice English writing during the pandemic. Additionally, they have trouble writing in English due to grammar and spelling errors, lack of coherence and cohesiveness, vocabulary problems, lack of concentration, and sentence structure. From the teacher participants, it was found that the students face difficulties with writing anxiety, lack of concentration during online classes. Moreover, the findings of this research will be beneficial for both students and teachers, it will help the teacher to take necessary steps to prevent the challenges that the students are facing after reopening the institutions. The conceptual framework may also be utilized to address global issues related to English writing.

Keywords: reopening institutions, English writing challenges, higher-secondary, framework

Dedication

I would like to dedicate this research project to my parents. Throughout my life, they provided me with unwavering support. I would also like to thank all the devoted teachers I have met during my life.

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At first, I would like to thank to the Almighty Allah for everything.

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Chapter 1

Introduction

1.1 Background of the Study

The global pandemic of COVID-19 spread all over the world and changed the whole world. Coronavirus disease (COVID-19) is a contagious illness brought on by the SARS-CoV-2 virus. Covid-19 was first identified in Wuhan, China in December, 2019. After that, from China, Covid-19 spread to other parts of Asia and soon to the whole world. The epidemic was classified as a global pandemic on March 11, 2020, by the World Health Organization (WHO) (Ciotti, Ciccozzi, Terrinoni, Jiang, Wang & Bernardini, 2020). The World Health Organization declared a pandemic in response to the widespread transmission of SARS-CoV-2 and the hundreds of fatalities brought on by COVID-19, a coronavirus disease. To date, the covid-19 pandemic has had a very bad impact on human life, environment, and health, many people have died, economic problems and even education has been affected. The government of various nations proclaimed lockdown across the country in order to safeguard the populace, and they planned the required measures to raise public awareness and prevent this syndrome from affecting them (Hao, Shah, Nawazb, Barkat & Souhail, 2020). Moreover, people were dying because they were not aware of how to prevent this disease and what they should do to prevent this disease. Due to seeing their loved ones die while being imprisoned inside their homes, many people started to suffer from sadness, anxiety, and other mental health issues. Due to the COVID-19 outbreak, many people experienced economic hardships as they lost their jobs. Furthermore, every sector faced some challenges due to this pandemic, educational sector was no different. Many governments temporarily shut down educational facilities, and online learning frequently took their place.

According to MacKenzie (2020), to prevent the coronavirus, which has emerged as an existential threat to humanity, from spreading further, governments all around the world have made it unlawful for individuals to work or study in quarantines. Worldwide educational institutions have temporarily switched from on-campus instruction to online instruction (Gómez, Noguera, Cabrera, María & Guijarro, 2021; Mustapha, Van, Shahverdi, Qureshi & Khan, 2021). Almost all countries have implemented distance learning as a pandemic response protocol to continue the teaching and learning process and ensure that students do not fall behind in their studies.

Online education was not as easy for Bangladesh as other countries because Bangladeshi universities or colleges did not offer online courses like other developed countries is continuously doing. According to Wadud (2020) as no educational institutions in Bangladesh begin online lessons prior to the first week of July due to a lack of high-quality internet connectivity, equipment, and infrastructure for online classes, the effects of a pandemic would be felt over a prolonged period of time in the education sector. It is not an easy task to move from traditional method to online method overnight. Teacher as well as students suffered because they were not in the classroom and the learners were waiting for when the pandemic situation might end. Like in other nations, Bangladesh's educational system has undergone significant changes because of the online class. According to Roy, Babu, Kalam, Yasmin, Zafar & Nath (2021), in case of Bangladesh, some private universities began online or distance learning mode as all educational institutions have been instructed to stop face-to-face classes amid COVID-19. The Financial Express (2020a) detailed several measures taken by the Bangladeshi government to help students make up for the costs associated with their academic endeavors, and one suggestion made was to enroll in an online course. In this regard, Shahriar, Arafat, Sultana, Akter, Khan, Nur & Khan (2021) mentioned that the government of Bangladesh is promoting distance or online learning, and the DSHE of

Bangladesh is airing recorded lectures and class lessons for students in classes six through ten through the state-run TV channels till May 30. The government took action to provide remote learning for secondary and higher secondary level pupils as a result of the pandemic's prolonged closure, which had a negative impact on all educational institutions and students at various levels. In addition, many government colleges and public universities took time because of the economic condition of Bangladesh. To make the learning environment user-friendly for online or distant learning, certain prerequisites must be met, including mobile or computer devices, high-speed internet access, and various application kinds. All the students cannot afford all the things for distance learning. This is because some public universities offer affordable devices and internet connection or they offer money for the learners so that they can buy devices for online learning. Moreover, it took time for the universities to plan how they will conduct teaching-learning activities. Hence, after some time, both students and teachers found online activities to be fairly user-friendly. However, then following the observation of a low COVID-19 transmission rate, the government decided to open all the educational institutions. As Covid-19 infections continue to drop in Bangladesh, all educational institutions aside from primary schools will be able to reopen fully vaccinated learners to return to in-person lessons starting on February 22 (Shahabuddin, 2022). Finally, all educational institutions reopened and resumed face-to-face instruction after two years of online study.

1.2 Education in COVID-19 Pandemic around the world

In the midst of the pandemic, online mode was the best solution for the learners. According to MacLeod (2020), developed countries such as USA, UK, Canada, Australia, New Zealand and so on have been offering many online courses long before COVID-19. Blended learning is very popular in the developed countries. On the contrary, developing countries are not very familiar

with blended learning or online learning. In the midst of the pandemic, when all institutions were instructed to close face to face classroom, distance learning or online classroom came into light. There are many advantages of online learning. Despite all the good things, there are lots of challenges of online learning.

There are lots of challenges that the students faced in the midst of the COVID-19 pandemic. In this regard, Rajab, Mohammad, Gazal, & Alkattan, (2020) conducted a study on 208 Saudi Arabian students where he wanted to find out the challenges that the students experienced in the midst of the pandemic. From the result of the research, they found out that communication, evaluation, online learning, technology use tools, time management, anxiety, and the stress of the coronavirus sickness were the challenges they encountered. Furthermore, there were many economic challenges and technological issues and so on. In this regard, Shivangi, (2020) mentioned that another study looked at the significance of online education and examined its advantages, disadvantages, problems, and prospects during the pandemic. We are currently seeing the fourth wave of technological advancement, which is marked by the emergence of Industry 4.0, a new digital industrial technology. Distance learning has allowed us to observe how education is carried out through the advancement of technology, and both teachers and students have the chance to use various forms of technology and technology-based education would be more effective and efficient than current techniques. On the other hand, we have also seen some problems of online learning. Simamora, Fretes, Purba & Pasaribu (2020) pointed out there are a number of issues with online learning, including flat, boring text that is read incessantly, a lack of meaningful interaction, an abundance of information due to the course's length, quick steps, and too many learning objectives covered at once, as well as technical issues like erratic internet signals. The study offered some

recommendations for handling difficulties with online learning during epidemics and natural catastrophes.

1.3 Education in COVID-19 Pandemic in Bangladesh

The buzzword COVID-19 pandemic has created a number of problems for the century-old systems around the world, including those relating to people's way of life, health, educational system, commerce, industrial system, and so on. Since many students will miss months of school as a result of COVID-19, the impact on education worldwide can only be defined as detrimental. In this regard, Ramij & Sultana (2020) mentioned that the students' lives are negatively affected by this disruption in schooling, which has negative effects on society and the community as a whole. Radhamani, Kumar, Nizar, Achuthan, Nair & Diwakar (2021) pointed out the advantages of online learning, including how practical, affordable, technologically advanced, and useful it is. Though it has many positive, there are lots of negative effects as well. Less social connection, unequal costs associated with technology, uncertainty around the validity of examinations, and difficulties for teachers all contribute to this. Problems with mobile networks, a lack of computer competence (David, Pellini, Jordan, & Phillips, 2020), and a lack of internet access (Onyema, 2020) all have a significant negative impact on whether online education is feasible.

The COVID-19 circumstance has accelerated the movement toward online education, and like other developing nations, Bangladesh is making an effort to adapt to online or distance education in both madrasa, public, private educational institutions. In this regard, Bao (2020) mentioned that during COVID-19, higher education institutions need to focus on several key aspects of online education, such as highly integrated online instructional design and student learning, effective and efficient delivery of online courses, adequate support of faculty and administration, student participation and groups discuss, and backup plan for technical failure. Within a few months after

the outbreak in Bangladesh, distant or online education at the tertiary level had begun. In a nation like Bangladesh, it was difficult to begin online or remote education. At the very first, students struggle to keep up with the distance education but as time went on, both students and teachers began to embrace online learning. However, due to Bangladesh's status as a developing nation and the underdevelopment of its rural areas, students in these areas encountered numerous issues when online education first became available and these issues included access to technological devices like android mobiles, laptops, internet connectivity, and other issues. According to Rahman, Uddin & Dey (2021), due to the fact that online classes are now a reality, it is critical to understand how satisfied students are before implementing an online learning environment.

1.4 Teaching English Writing during COVID-19 Pandemic

Across all the levels of education, English writing has remained a crucial part for students' academic life. According to Rakedzon & Baram-Tsabari (2017), in order for aspiring professional writers to fit in with their academic or professional communities, mastering a particular writing discipline has actually become essential. Writing is one of the most challenging skills to acquire. Although writing might be a routine task at times, it is quite challenging to be an expert writer. According to Moore & Morton (2017), in the universities or any educational institutions, numerous writing assignments are frequently given to students, and as they advance in their academic careers, these assignments are progressively more difficult and complex. However, there has been a major change in the learning pattern as a result of the COVID 19 pandemic. All educational institutions were forced to immediately switch to several means of instructional delivery to online delivery as a result of the recent global response to the COVID-19 pandemic. Due to the COVID-19 pandemic, academic writing has become more challenging.

In this regard, Salim, Susilawati & Hanif (2021) mentioned that the epidemic might interfere with academic writing. At the secondary and upper secondary levels, students were barely ever requested to submit tasks in writing during the outbreak of COVID-19, and when they did, it was usually for very brief assignments (Maestrales, Marias, Dezendorf, Tang, Salmela-Aro, Bartz, Juuti & Schneider, 2022). Furthermore, the students as well as the teachers encountered numerous technological difficulties while writing in the pandemic. In this regard, Anasse & Rhandy (2021) mentioned that these difficulties are brought on by the absence of computer-based writing instruction, the lack of computer integration training for composition teachers, and the resistance of teachers to convert in-person activities to online settings. They also stated that regarding the COVID-19 pandemic situation, writing evaluation has transitioned to a new historical and social context that necessitates knowledge of digital writing basics and skills that fit into the new historical and social context that has changed from a face-to-face to an online environment. In this regard, Williamson, Eynon & Potter (2020) mentioned that there are some other challenges like writing materials which are provided by the teachers but technical issues like internet connectivity, technological tools have made these things easier.

1.5 Teaching Writing in Bangladesh during COVID-19 Pandemic

Writing is one of the four fundamental language skills taught in communicative language instruction, and it plays a significant role in language acquisition because students must demonstrate their proficiency in writing in order to pass exams. English is taught from primary level to higher secondary level and then private and public universities follow English as medium of instruction in Bangladesh. According to Afrin (2016) mentioned that with the aim of enhancing students' writing skills for academic, professional, or personal goals, several private universities in Bangladesh offer a variety of English language courses in addition to the core courses in various

departments. However, in the midst of the pandemic, language learners have had numerous possibilities to develop their writing skill in the online environment, which has also improved their learning capabilities by introducing them to a new type of writing using technology. In this regard, Radianti et al., (2020) stated that using a combination of visual, aural and kinesthetic learning methods, this immersive technology gives each user active control and a more authentic experience, enhancing learning for students and improving retention. This enables them to incorporate more media, such as video and audio, and to continually develop their activities. In the midst of the pandemic, students use these tools and materials when completing any writing assignments.

The current studies on teaching writing during COVID-19 pandemic demonstrates how researchers used several writing activities to teach writing to students in the midst of the pandemic. The authors mostly focus on how to teach writing during pandemic time in online environment. This study intends to investigate the difficulties in writing following the reopening of the institutions.

1.6 Statement of the Problem

Face-to-face instruction and learning have long been regarded as the most effective means of acquiring knowledge and completing academic tasks (Sheerah, Yadav, Allah, Abdin, 2022). According to Ibrahim, Spitsyna & Isaeva (2021), several studies have also demonstrated that students are increasingly using e-learning technology to study a second language in a thematic and group setting. However, due to the COVID-19 pandemic, it is not yet clear to what extent students have been helped and benefited from this support and assistance offered by the entire e-learning platform (Rahardja, Aini, Oganda & Devana, 2021).

As they progress through their academic careers, students' ability to communicate effectively through writing is crucial because it enables them to both organize their thoughts and feelings and

to do so in a clear and meaningful way. For instance, during the COVID-19 pandemic, students in the secondary and higher secondary level lost their interest in writing as they have less writing task in that time (T. Alam, personal communication, 25 August, 2022). In the university level students, the ability to write properly about subjects linked to their research disciplines is a requirement. Even after spending a lot of time writing, students admitted to universities still produced grammar errors, and following the epidemic, the number of those students has increased significantly. Writing is the most concentrated but least developed English language competence among Bangladeshi students (Uddin, 2014).

To know more about this issue, the researcher searched many scholarly literatures and found that many studies have been conducted on English writing during the pandemic environment. However, there is a significant gap of knowledge regarding post-pandemic English writing in mainstream Bengali medium schools. To know about this issue, students' current condition in the English classroom after reopening institution has to be explored. Moreover, it is also important to know the challenges that the students encountered and what they think about English writing in post-pandemic English classrooms. It is crucial to understand how teachers view about the difficulties students are having with English writing after reopening. However, this study aims to investigate the higher secondary level students English writing challenges after reopening the institutions.

1.7 Central research objective

The objective of the research is to find out the condition of English writing in post-pandemic environment and identify the challenges the students face.

1.8 Research questions

To accomplish the goals of the research, the following research questions have been developed:

1. What are the challenges that the students' encountered in terms of English writing after reopening the institutions?
2. What kinds of challenges do teachers find that students experienced in terms of English writing after reopening?
3. What is the current status of students' English writing after reopening the educational institutions?

1.9 Scope for further study

Till now, no such studies have been conducted on the difficulties of English writing following the reopening in Bangladeshi context, there is a lot of room for more research. Any researcher from Bangladesh can conduct the same research project differently. Though there are very few studies related to English writing challenges after reopening, researchers from other countries can conduct this research in their country. Furthermore, this research project is qualitative research, other researchers can conduct quantitative research if they want. They can also use different framework for their study. The researcher just focused on the students' and teachers' perception but he did not focus on the parents' perception regarding English writing challenges, may be other researcher can add parents' point of view. Furthermore, they can take some more participants for the research. They can include undergraduate or graduate students as participants, which opens up the possibility of more research.

1.10 Limitations of this Study

While carrying out this study, there were some restrictions that had to be taken into consideration. It was difficult to persuade the students to write essays. They were ready for interview but when the researcher asked them to write an essay, he was unable to convince the students. At last, 5 of them were agreed to write an essay but the rest of them did not attend the writing sessions. If all the students agreed to attend for the writing sessions, students writing analysis could have been done better. Furthermore, it was quite difficult to manage the teachers as participants. The researcher tried to contact 13 teacher participants, 5 of them agreed for the interview. Some of them did not reply to the mail and the rest of them did not agree for the interview as they had lots of work in schools. Due to management issues, the researcher was unable to contact more teachers as participants.

1.11 Significant of this Study

Researchers from different countries have conducted a number of studies on the difficulties associated with writing in English but there are very few studies regarding English writing challenges after reopening the institutions. Furthermore, there is no studies done related to English writing challenges after reopening the institutions in Bangladeshi context. This study focuses on what type of challenges higher secondary level students face in terms of English writing. Consequently, it is anticipated that this study would have a major impact because it considers both teachers' and students' perceptions of the challenges that students confront when attending in-person classes. Moreover, teachers would benefit greatly from this research since it will help them understand the kind of difficulties their pupils are experiencing and enable them to take the appropriate preventative measures. Finally, this research is applicable to a worldwide setting since

students all throughout the world have experienced various issues with English writing, including those in Bangladesh.

1.12 Definition of the key terms

Reopening in Post-Pandemic era: post-pandemic or post-COVID-19 era refers to the period following the pandemic. This stage of evolution focuses on the time following the COVID-19 catastrophe, which causes irreversible changes in the global socioeconomic system and the many participants at all scales, setting the stage for a wholly new type of globalization (Vlados, Koutroukis & Chatzinikolaou, 2022). In this study,

COVID-19 Pandemic: This term has used multiple times in this research. A contagious illness called coronavirus disease (COVID-19) is brought on by the SARS-CoV-2 virus which spread all over the world including Bangladesh. The epidemic was classified as a global pandemic on March 17, 2020, by the World Health Organization (Ciotti, Ciccozzi, Terrinoni, Jiang, Wang & Bernardini, 2020). The World Health Organization declared a pandemic in response to the widespread transmission of SARS-CoV-2 and the hundreds of fatalities brought on by COVID-19, a coronavirus disease.

Reopening Institutions: As this is the primary subject of this study, this phrase has also been utilized numerous times. During the pandemic, all the educational institutions were asked to remain close. However, after the epidemic was gone, the government gave orders to all educational institutions to resume their academic activities in face-to-face setting with appropriate safety measures. This term “reopened institutions” refers to the situation.

Chapter 2

Literature Review

2.1 Introduction

The primary focus of this study is to investigate the English writing challenges after reopening the institutions. This chapter thus discusses the scholarly works related to English writing and the challenges of learning during the COVID-19 pandemic. It also includes the teaching and learning during the pandemic. This chapter will provide some insight into the research gap that exists in the body of knowledge surrounding the teaching and learning of English writing. This section of the literature review is divided into three parts. Those are

1. Covid-19 Pandemic and Challenges of learning
2. Teaching English Online during COVID-19 Pandemic
3. Education during Post-Pandemic Era

2.2 Part 1: Covid-19 Pandemic and Challenges of learning

The whole world has battled with the disease COVID-19 which has been declared the as a pandemic. This COVID-19 pandemic has a large impact on the society especially on the educational sector. Mahyoob (2020) mentioned that in the midst of COVID-19 pandemic, the education sector has completely shifted to online learning. Online learning is one of the best possible ways to get education in the midst of this pandemic so that education is not disrupted by the COVID-19 pandemic (Maatuk et al., 2021). According to Anin, Budiarto, Putra and Rahardja (2020) governments have forced universities to close their campuses, learning activities or the

educational sectors have been forced to shift to online mode. Huang et al. (2020) mentioned that online or e-learning has some negative impact on the students' learning which could be addressed while delivering education or learning in online mode. In this regard, Mahyoob (2020) stated that for the tertiary level students, online learning was the best possible way to continue education during the pandemic. Furthermore, it is not easy to evaluate the students through online or e-learning system. Almaiah et al. (2016) mentioned that using and adopting e-learning among users is a challenging issue for many universities, both in developed and developing countries, but in developed countries it may be less worrying for the students' willingness to adopt and use e-learning systems, significant progress has already been made. There are some challenges of online learning in developing countries (Eltahir, 2019) like Bangladesh, on the other hand, it may not be much challenging for the developed countries because of the digital devices.

2.2.1 Challenges of learning in COVID-19 Period

In March 2020, almost all organizational and educational institutions were asked to close due to the outbreak of COVID-19 epidemic in Bangladesh. Since this is a global epidemic and it is not possible to go back to the traditional method of education in the field of education, steps have been taken by the university authorities and the government to ensure education through online so that students can complete their courses on time. Maatuk et al. (2021) mentioned that the emergence of COVID-19 has prompted authorities to advise educational institutions to adopt alternatives to traditional learning methods in emergencies to ensure that students are not left without studying and the epidemic does not spread at the same time. It was very challenging in learning in COVID-19 pandemic as the students were not familiar with the e-learning system. The challenges could be classified into four categories namely (1) technological challenges, (2) individual challenges, (3)

cultural challenges and (4) course challenges. It is found that these challenges are very different from one country to another country, due to different culture, context and readiness.

2.2.1.1 Socio-economic Challenges

As a result of the inequality of students' socio-economic status, some rely on computers and free internet at school (Demirbilek, 2014) and there are many students who are not able to buy the digital devices and the internet. It is undeniable that the students with lower socio-economic status suffer most as they do not have access to the digital devices. In this regard, Fishbane and Tomer (2020) mentioned that there are students who do not have internet access because of poverty and as the level of poverty in the community increases, the rate of internet access decreases rapidly and as a result, students who do not have broadband connection or have low socio-economic strength are at risk of falling behind in learning or facing additional challenges.

For example, lack of ICT knowledge, poor network infrastructure and weakness of content development were the main challenges of e-learning system adoption in developing countries (Aung & Khaing 2015).

2.2.1.2 Technological challenges

At the time of the Covid-19 pandemic, the education sector worldwide was completely technology dependent. Adedoyin and Soykan (2020) mentioned that online education relies entirely on technological devices and the internet access and the lack of technological devices and poor internet connection hinders learning. The reliance of online learning on technical tools and the provision of tools was a big problem for the institution, faculty and students. There are many students who do not have the ability to buy the device and do not have access to the

internet. According to Aung and Khaing (2015) lack of technological or ICT knowledge, weak network connection and poor content development were major challenges in adopting online learning measures in developing countries and underdeveloped countries. Research conducted by Al-Araibi et al. (2019) where he puts technical issues as the main measure of online learning system successful, indicating that in developing countries, 45% of online learning projects are complete failures, 40% partial failures, where only 15% are successful. Technical challenges such as lack of technical infrastructure, lack of security and privacy concerns are the most significant reasons for failure to adopt online learning, while three studies have identified lack of student awareness as responsible for e-learning failure. Furthermore, they also mentioned that university preparation is one of the most significant reasons for failure to adopt e-learning (Esterhuyse and Scholtz, 2015). So, technology is a big problem in developing countries because many people lack ICT knowledge and many people do not have the ability to buy technical devices for online learning.

2.2.2 Challenges of teaching

Increasing access to the Internet and technology has led to the transformation of online learning from traditional classrooms. In this regard, Yunus, Ang and Hashim (2021) mentioned that online teaching and learning involves students in the learning process through the internet and digital media. Online teaching and learning can be defined as learning through mobile or computational devices. According to Almutairi, Gutub and Al-Juaid (2021), as long as electronic devices are by your side, teaching and learning can happen anywhere and anytime with the advancement of technology. Using technology makes the teaching and learning process more interactive and collaborative (Yunus et. al., 2021). However, due to the spread of the Covid-19 pandemic, the

education sector has rapidly shifted to online classes. Khasawneh (2021) said that teachers face a number of barriers in online learning, such as the difficulty of dealing with students who are not trained in self-learning and the difficulty of testing students' skills using computers. It is impossible to test the students' skill in online as all the students do not learn in the same way. Sometimes, sudden changes in online learning from traditional methods affect students' learning process, they need time to adapt to online learning. Al-Oweimer, Al-Aid and Al-Shenikat (2020) emphasise that barriers related to students include the difficulty of switching from a traditional learning method to modern education and the inability of some teachers to get computer devices. Khasawneh, (2017) stated that the other constraints include lack of expertise in designing educational materials, use of multimedia, high cost of creating good software in online learning and lack of laboratory building with all its field and technical requirements for electronic education.

2.2.2.1 Alternative Assessment

In terms of technology, students of the 21st century have advanced significantly compared to previous times and the teaching method has also changed from teacher centered to student centered based on relevance. In the process of teaching and learning, alternative assessment is one of the most important components. There are different types of assessments for language learners. According to Kaya and Özkan (2019) traditional and alternative assessments have frequently been compared and contrasted, and with the focus on utilising innovative methods in the teaching and learning environment, alternative assessment has been acknowledged to contribute to the learning process by a growing number of teachers and researchers. Traditional methods of evaluation have been replaced in the twenty-first century with alternative assessments, which are used to raise students' performance. Additionally, in the realm of education, new innovations have been

developed to evaluate student performance, where formative assessment (alternative assessment) increasingly replaces summative evaluation (Charvade, Jahandar & Khodabandehlou, 2012). Kaya and Özkan (2019) also mentioned that the goal of alternative assessment is to use the knowledge gained through testing and the feedback given appropriately to benefit in the teaching and learning process. However, in the midst of the COVID-19 pandemic, evaluation becomes a key component with a switch from a summative to a formative approach, which calls for assessment to be included into teaching activities to support learning processes. According to Padayachee et al., (2018) online assessment enables students to receive timely, consistent, and useful feedback. In order to evaluate students' performance and abilities, alternative assessment is done continuously, fairly, and openly. According to Al-Mahrooqi & Denman (2018), another option for instructors to learn about students' academic progress is through alternative evaluation.

The teaching and learning process has presently gradually transitioned to online teaching platforms in the 21st century learning environment. Dikli (2013) pointed out that alternative evaluation would be more advantageous to 21st century learners than traditional assessment. Alternative assessment methods of self- and peer-assessment improve student learning and develop several important learning skills such as project-based assignment, problem-based assignment, portfolios, presentation, critical analysis, reports, interviews, writing journals. According to Iraj, Enayat, & Momeni (2016) due to its inclusion of simple to integrate processes and strategies into students' activities, alternative assessments have been proven to facilitate the instructional process. However, in the Covid-19 period, switching from in-person instruction to online instruction has become an unavoidable alternative.

2.3 Part 2: Teaching English Online during COVID-19 Pandemic

A number of educational institutions have adopted various online learning strategies during the Covid-19 pandemic. According to Chen & Carliner (2021) online learning is an innovative method of imparting education that enables the transfer of learning materials using technological devices such as computers and the Internet. Universities are heavily utilising online learning to maintain education as a result of the emergency scenario brought by Covid-19. However, there are three different types of learning environments that can be used for online learning: synchronous, asynchronous, and hybrid (Tsegay, Perveen & Zegegish, 2016). In this regard, Shahabadi and Uplane, (2019) mentioned that synchronous conversation is a term used to describe an online discussion in which all participants must be online at the same moment to participate. As teachers are able to closely monitor student responses during the learning process, synchronous online learning has the advantage of increasing student engagement and motivation. On the other hand, online discussions that can be accessed and joined at any time and at the convenience of the participants are referred to as asynchronous discussions (Mayadas, 1997). The participants in this learning process are not required to take part in the discussion in real time. In contrast, hybrid learning is the blending of synchronized and asynchronized learning. According to Comas-Quinn (2011) when switching from traditional classroom-based teaching to online education, teachers typically feel an imbalance or "loss of a stable state." In this regard, Thornbury (2016) mentioned that due to the Communicative Language Teaching (CLT) paradigm's widespread support for the area of English language teaching and its emphasis on fostering students' communicative skills, such transition can be particularly difficult for language teachers. During the COVID-19 pandemic, several schools were using social media or apps.

Prior to COVID-19, similar uses of video/web conferencing programs for synchronous online learning existed in educational contexts, but until the requirement for social distance arose during the coronavirus outbreak, video conferencing was not widely used in ESL classes. Numerous studies have shown that social media and applications can be used to teach English as they fit students' personalities, enhance their independent learning, and increase their comprehension (Oktaviani and Desiarti, 2017; Aminatun and Oktaviani, 2019; Oktaviani et. al, 2020). In the COVID-19 pandemic, many teachers have opened channels on YouTube and Facebook platforms to teach English.

2.3.1 Teaching listening skill

Students faced lots of problems while doing listening courses. One of the four sub-skills in English that must be acquired is listening. Utilising the right learning tactics will increase the effectiveness of learning. The COVID-19 pandemic had a major impact on the education sector. During this period, the education sector was more dependent on technological advancements. According to Akmal, Mulia & An-nur (2022) teachers were recommended to be more dependable and aware of this issue, especially in light of the current epidemic, in order to create fresh, improved teaching strategies. One of the five core language abilities, along with speaking, reading, writing, and viewing, is listening (Brown 1997, 2000). Wolfe (2001), as cited by Corpuz, Salandanan, and Rigor (2007) mentioned that in order to learn a language, one must intentionally listen and use methods for recognizing sounds and deriving meaning from them. According to Renukadevi (2014), “communication is impossible without the ability to listen.” Rakhmyta (2019) said that the listening course is seen as a nuisance by some students. Students encounter difficulties in the listening course due to inadequate speakers and indistinct voices, a

lack of English language competence, and a lack of focus. It is advisable to use specific strategies to overcome obstacles as they arise. There are some strategies for the students to improve listening skill. In this regard, Akmal, Mulia & An-nur mentioned that (2022) there are two ways to learn listening skill such as top-down approach and bottom-up approach. A top-down approach depends on the listener's prior information, such as the text's style and familiarity with the subject matter, to forecast or interpret the situation you want to learn about, discuss, and pay attention to (Renukadevi, 2014). Additionally, a bottom-up approach focuses on the context of linguistic skills in understanding the vocabulary contained in texts that will be heard or discussed during listening learning (Khuziakmetov & Porchesku, 2016; Yeldham, 2016). These two skills are applied in the listening classroom and these two techniques can assist and make it easier for students to accomplish their listening comprehension goals.

2.3.1.1 Teaching listening in Pandemic situation

The challenges that are typically encountered in online learning are poor internet connections, power outages, and students' inability to concentrate and follow the teacher's explanations well. In this regard, Agung, Surtikanti, and Quinones (2020) stated that the lack of accessible and reliable internet connections is the main issue with online learning. However, in the context of language learning, particularly in listening courses, issues about the benefits and drawbacks of online learning often arise. Most offline listening classes are completed in a quiet, concentrated environment. According to Asemota (2015), the act of listening entails more than just hearing sounds and noises; it also involves recognising, comprehending, and interpreting the spoken languages. Furthermore, due to the pandemic, listening activities are happening in online classroom. According to Nurkhamidah (2021), due to the complexity of teaching in pandemic,

material selection must be implemented to meet the needs and conditions of students to teach English listening in an online environment. Teachers sometimes instructed the students to listen to English songs, YouTube videos and watching English movies in the pandemic situation so that they can understand different accents and familiar with words. In this regards, Büyükahıska & Uyar (2020) pointed out that it's important to introduce students with many accents because if students only hear speakers with one accent, it will be difficult for them to understand speakers with other accents. Nevertheless, the quality of technological development is improving. Both teachers and students are aware of the significance and usefulness of technology in this pandemic crisis as there is a wealth of materials on various apps and websites. Chien et all. (2020) mentioned that YouTube does more than just get students interested in learning; it also improves their performance in language classes. Both in-person and online classes have found the audio podcast to be an excellent tool for teaching students (Fachriza, 2020). Because of how important listening is to human communication, it has been determined that instruction and assessment of listening is crucial. Especially, in the pandemic situation, both students and teachers encountered several difficulties in terms of education but it needs to be investigated learners' listening abilities and looks into the typical issues they face to increase their language competence as a formative method seems to be urgently needed.

2.3.2 Teaching Reading

Teaching reading is another language skill which is very important for the learners to learn the language. Teaching reading in online is not a very easy task for the teachers. In this regard, Umar (2020) mentioned that the purpose of the students' reading the book or story is not merely to increase their knowledge but also for enjoyment. Reading skill is a must for the students.

Students who are not very good at reading should read more so that they become proficient in reading skills. In this regard, Förster, Kawohl, and Souvignier (2018) mentioned that individualized reading instruction has improved reading fluency, especially for students with less developed reading skills. The idea of reading involves immersing students in a stimulating environment with the hope that their language skills will improve and their desire to learn will grow (Ferdila, 2014). When the students started reading a text, they gain new information and they become more knowledgeable. Akbar, Sahin, and Yaykiran (2016) argues that if students are proficient readers, they can develop a strong appreciation. Reading helps students gain knowledge, particularly in thinking skills, because they may extract information from the book by reading each word (Adam, 2016). In real life, reading skill is a very important factor of the students both students and teachers. Andini & Ratmanida (2019) maintained its significant and said that reading skill helps students gaining knowledge for both students and teachers. First of all, reading skill encourages students to consider language learning. Reading will introduce students to new terms that replicate previously acquired vocabulary, helping them retain it over time. Secondly, reading offers a useful example for English writing. In this way, the pupils will be familiar with the format of an appropriate text when they learn to write in the future. Then, reading gives students the chance to acquire foreign languages, including vocabulary, grammar, and punctuation, as well as sentence, paragraph, and text structure. Finally, he presented that reading can be used as a method of presenting interesting topics that encourage students to start talking about the description of the content of the text.

Teaching extensive reading skill in online mode is difficult for the learners. In this process, the teachers hardly help the students to improve their reading skill. During extensive reading, students make an effort to read quietly and learn as much as they can from the texts. Day and

Bamford (2014) extended reading is a term for a teaching strategy that involves giving pupils the chance to read a lot of simple texts in the target language. These resources are appropriate for the students' level, enabling them to at least have a fair knowledge of what they are reading without assistance (Jacobs & Gallo, in Aliponga, 2013). Furthermore, Campbell et.al. (2013) point out some characteristics and said that other characteristics generally considered the most important elements for successful extensive reading include: 1) students choose what they want to read; 2) students participating in after-school activities; 3) teachers reading aloud to their students, thus serving as role models of good readers; 4) Teachers and students keep track of student progress; and 5) the teacher provides help and guidance as needed.

2.3.2.1 Teaching Reading in Pandemic situation

When teaching online, the emphasis is on giving students grammar lessons and building their vocabulary. In this regard, David and Ali (2022) mentioned that in pandemic situation, students' reading skills can be improved by giving them the opportunity to analyze stories in light of their own experiences. Technological advancement helps a lot in reading skill. According to Liu and Pie (2021), technologies like digital media, applications and different websites help students developing their reading skill. In contrast, giving feedback in reading skill is quite difficult in online method. In this regard, Sun & Yang (2022) pointed out that e-feedback or online feedback is not much effective than in person feedback. Furthermore, there are some strategies of teaching reading skill to the ESL learners through digital devices. L2 learners' reading skills can be effectively improved by using digital tools such as smartphones, iPads, laptops and other devices connected to the Internet (Gutiérrez-Colón et al., 2020; Jiang & Ren, 2021; Liu et al., 2019;

Neville et al., 2009). Students can access a variety of reading resources through digital devices, which can help them develop their reading abilities.

2.3.3 Teaching Writing

An important skill in language production is writing. The only option for instructors is undoubtedly to change the way they teach. Aniq, Drajadi and Fauziati (2021) mentioned that over the past 20 years, the practice of teaching writing in English as a foreign language has grown steadily, leading to a paradigm shift in the field. According to Rinekso & Muslim (2020), when word processing was seen as a modified tool in the cognitive era of the 1980s and smartphone-mediated communication as a real means of social creation in the socio-economic era of the 1990s, MALL and CALL made substantial contributions to the teaching of writing. The development of technology has significantly impacted the ability to write. Warschauer (2009) mentioned that through peer response groups, technology has been continuously investigated over the past two decades as a tool to encourage discussion about writing.

According to Aniq, Drajadi and Fauziati (2021) the linguistic form has been the primary obstacle to writing instruction in Southeast Asia. In this regard, Cheung & Jang, (2020) said that the writing process may not always be made clear to students during writing lessons, rather the teacher will frequently analyze the model for a specific style of writing, outline the key structural components of this model, and then have a discussion with the students about the requirements for the writing assignment they will complete as homework. Furthermore, every grade has a different focus when it comes to teaching writing, but higher education's EFL writing curriculum emphasizes students' writing as final texts or products. In this regard, Tang et al., (2020) pointed out that spelling, vocabulary, style, text structure, and other writing-related topics are all heavily

emphasized by EFL teachers. Analyzing the writing instruction pedagogy used by EFL teachers is crucial because it allows for easy differentiation of the best pedagogies that can be incorporated into teaching by understanding why EFL teachers choose certain writing instruction pedagogies (Aniq, Drajati and Fauziati, 2021). There are many methods or techniques that has been used by the teacher to teach ESL or EFL learners. According to Hyland (2019) three basic pedagogical approaches can be used to teach EFL writing and they are the product-based approach, process-based approach, and the genre-based approach.

2.3.3.1 Teaching Writing during Pandemic situation

Writing is considered as the most difficult language skill to be acquired. Due to the Covid 19 pandemic, they are forced to spend most of their time at home where they can work and learn while being productive. Writing serves as a tool for subject-matter learning and a way for students to broaden and enhance their knowledge. In the pandemic, teacher try to change their way of teaching in writing. In this regard, Olapiriyakul & Scher (2006) points out that learning must take place in both online and traditional classroom settings, which is known as hybrid learning or blended learning. For teaching writing, materials are the most important for the students which are provided by the teacher. Since materials affect students' performance, choosing the right materials for the classroom is crucial in teaching (Vescio et al., 2008; Hoy & Spero, 2005). Furthermore, GirikAllo (2020) said that in the midst of the COVID-19 pandemic, issues with access to the internet, money, and the use of online learning came to light. According to Schleicher (2020), to give instruction during the epidemic, teachers adopted new pedagogical techniques and required students to use their own resources. To lessen the crisis' impact on educational systems, remote learning is being implemented (Azorín, 2020).

2.3.4 Teaching Speaking

An important aspect of our life is language, which is a tool of communication. Speaking is a skill that requires extensive preparation because it involves not only communicating with a listener in a foreign language but also conveying information to the speaker. Speaking is one of the four English abilities that is believed to be the most significant for individuals who desire to learn the language successfully. In this regard, Nurwahyuni (2020) mentioned that speaking is the most crucial ability since it is one of the ways to interact with others, share ideas, and transmit information to those who can understand what is going on in the outside world. Speaking is the act of conveying a message to another person or group of people via the use of language.

According to Florez (1999, as cited in Indra 2016), Speaking is not only a process of creating meaning through gathering, understanding and analyzing information, but also involves several complex steps as it involves factors such as the topic of speech, speaker's background knowledge, situation. Speaker's environment, and intended audience. Moreover, there are several components of speaking. Speaking requires a variety of abilities, including hearing, vocabulary, grammar, and pronunciation, in order to achieve its goals (Nurwahyuni, 2020).

In language instruction, speaking is a big part of the curriculum, which makes it the major thing that gets tested. Nunan (2012) said that speaking is a way of communication which implies that we are unable to communicate with others without speaking. According to Fulcher (2014), speaking a language is particularly challenging for foreign language learners because good verbal communication requires the ability to use the language appropriately in social situations. This involves both verbal communication and the paralinguistic component of speech, which the learners must be able to do. Speaking refers to the ability to convey one's thoughts verbally to

others in daily life and in genuine communication, it also refers to the capacity to articulate a systematized thought fluidly and in accordance with the subject matter. (Semarang, 2021).

However, some students face number of challenges while speaking with others. According to Sayuri (2016), students struggle with English pronunciation, fluency, grammar, and vocabulary. In addition to challenges with personal information, students also display issues with lack of confidence, humiliation of others, anxiousness, shyness.

2.3.4.1 Teaching Speaking during Pandemic

ESL or EFL students find that speaking is the most difficult part of acquiring language skills during pandemic. Zhang (2009) mentioned that speaking is still the most challenging ability for most English learners. Foreign language learners cannot really practice English language regularly. According to Pratiwi & Prihatini (2021), the condition of learning and teaching speaking class in Covid pandemic is really difficult and the instructor should teach the students a new concept for speaking in online class. As a result, they encounter additional issues and challenges in speaking classes that are related to the teaching and learning process. Thus, they are taught using various online tools like Google Classroom, Whatsapp Groups, and Zoom Meetings and high-tech equipment is required to use every online course (Pratiwi & Prihatini, 2021). According to Fakhruddin (2019), it has been demonstrated that using Google Meet during pandemic as a teaching tool for speaking exercises in English classes helps students' communication abilities. Students have more opportunity to engage with their friends and can orally expose and expand their speaking talents thanks to technology like Google Meet and Zoom video conferencing (Fakhruddin, 2019). Students are satisfied when they participate in online class using technology like Zoom, Google Meet video conferencing platform, teacher

directly encourages them verbally, students get the chance to see the teacher throughout the class, can directly ask question the teacher when they don't understand the content. In this regard, Pratiwi & Prihatini (2021) mentioned that students and the lecturer were able to practice speaking English together as they would in a real classroom by taking turns speaking. As they would in a real classroom, students practice speaking English with their peers on the platform, which gives them access to a virtual space where they may converse with one another.

2.4 Part 3: Education during Post-Pandemic Era

As Covid-19 began to spread, education systems around the world underwent significant changes. In February 2022, educational institutions started reopening after a long break from online mode to face-to-face instruction. Universities are prioritising concerns related to the transition from traditional (face-to-face) education to new remote formats when making important decisions as a result of the post-pandemic impact on educational activities (Grishin, Domashenko & Konstantinova, 2020; Nikulicheva, Djakova & Glukhovskaya, 2020; Lessons of the Stress test, 2020). Before the epidemic era, numerous research showed the hybrid format of university students' distance learning in scientific discourse (Andreev, 2013; Verbitsky, 2019; Bayanova et al., 2020; Volobueva, 2017; Galikhanov & Khasanova, 2019; Driver, 2012; Kalinina, 2015; Kizilova, Fadeev & Volkov, 2018; Kvon et al., 2019; Rubtsov & Panich, 2017). Universities are now offering hybrid education because they are deeply concerned about the health of their pupils following the reopening of educational facilities. Due to the combination of collaborative technologies and cloud information platforms for educational purposes, the unique goals of hybrid learning have been recognized during the analytical and expert evaluation of novel formats of distance learning for university students (Aleshchanova, Frolova &

Zheltukhina, 2019; Dokukina & Shtykhno, 2020; Trifonova, Korolev & Khutieva, 2020; Galchenko et al., 2020). According to Masalimova et al. (2021) the nature of interaction between the teacher and the student has changed as a result of reformatting with the help of high-speed Internet, a local Wi-Fi network, interactive classroom displays, local network servers, teachers' and students' laptops, tablets, and other devices; distance learning for students has been reloaded with new generation software, accessible open education platforms, and information systems that give access to contemporary educational resources; and the transition from traditional classroom instruction to online instruction has been accelerated.

2.4.1 Challenges of Post-Pandemic education system

The SARS-COVID19 pandemic made it necessary for us to drastically alter our way of life overnight. According to Klimanska, Klymanska & Halet (2020), although it was too soon to make any detailed diagnosis, the world was not prepared for something of this magnitude and failed to rise to the challenge. Different countries and learning communities have also adopted different coping strategies depending on their potential. In education, the pandemic has also highlighted a number of specific issues and phenomena that are worth watching closely if they are to be better dealt with in order to tackle similar challenges in the future (Wojciszke & Rotkiewicz, 2018; Pietrzyk, 2019; Tkáčová, Pavlíková Tvrdoň & Jenisová 2021). In this regard, Kobylarek (2021) mentioned that there are number of challenges we are facing in the post-pandemic era such as technological challenges, social challenges, political challenges and ecological challenges.

2.5 Research Gap

The existing scholarly literature mentioned the challenges of teaching and learning in the midst of the COVID-19 pandemic (Mahyoob, 2020; Eltahir, 2019; Maatuket et al., 202; Yunus, Ang & Hashim, 2021; Almutairi, Gutub & Al-Juaid, 2021; Yunus et. al., 2021; Khasawneh, 2021; Eltahir, 2019) and all the educational institutions have shifted to online learning (Anin, Budiarto, Putra & Rahardja, 2020; Almaiah et al., 2016). Also, some scholars have highlighted difficulties associated with learning, including technological difficulties, personal difficulties, cultural difficulties and academic difficulties (Demirbilek, 2014; Fishbane & Tomer, 2020; Aung & Khaing 2015; Adedoyin & Soykan, 2020; Aung & Khaing, 2015; Al-Araibi et al., 2019) in the midst of the COVID-19 pandemic. Furthermore, various scholars around the world pointed out numerous online English learning strategies (Perveen, 2016; Comas-Quinn, 2011; Thornbury, 2016; Oktaviani & Desiarti, 2017; Aminatun and Oktaviani, 2019; Oktaviani et. al, 2020) during the Covid-19 pandemic such as teaching listening (Rakhmyta, 2019; Akmal, Mulia & An-nur, 2022; Surtikanti & Quinones, 2020; Nurkhamidah, 2021; Büyükahıska & Uyar, 2020; Chien et all., 2020; Fachriza, 2020), teaching reading (Umar, 2020; Ferdila, 2014; Akbar, Sahin, and Yaykiran, 2016; Souvignier, 2018; Day and Bamford, 2014; David and Ali, 2022; Liu & Pie, 2021; Sun & Yang, 2022; Gutiérrez-Colón et al., 2020; Jiang & Ren, 2021; Liu et al., 2019), teaching speaking (Nurwahyuni, 2020; Nunan, 2012; Fulcher, 2014; Semarang, 2021; Sayuri, 2016; Pratiwi & Prihatini, 2021; Fakhruddin, 2019), and teaching writing (Aniq, Drajadi & Fauziati, 2021; Muslim, 2020; Cheung & Jang, 2020; Tang et al., 2020; Hyland, 2019; GirikAllo, 2020; Schleicher, 2020; Azorín, 2020). Several studies have been done on writing before and during the pandemic in Bangladesh but very few research has been done on writing after the pandemic in the Bangladeshi context.

To date, numerous studies around the world have worked on different aspects of English writing. For many years, scholars in various fields have been trying to figure out the best method or way of teaching writing and they are also trying to figure out the challenges of teaching writing (Tarrayo, Anudin & Mendoza, 2022). Also, some scholars attempted to explore ELT teachers' experiences of teaching writing online during a pandemic (Tsui & Cheng, 2022). Several research has been conducted on teaching writing, teaching writing during pandemic, language learning in writing through online, teachers' and students' perceptions on writing during pandemic and challenges, solutions and the opportunities of writing during pandemic. However, very limited research has been conducted on post-pandemic English academic writing in an ESOL context such as Bangladesh. Therefore, this study contributes to filling the gap of knowledge by providing information on students' writing status after the pandemic in Bangladesh.

2.6 Conceptual Framework

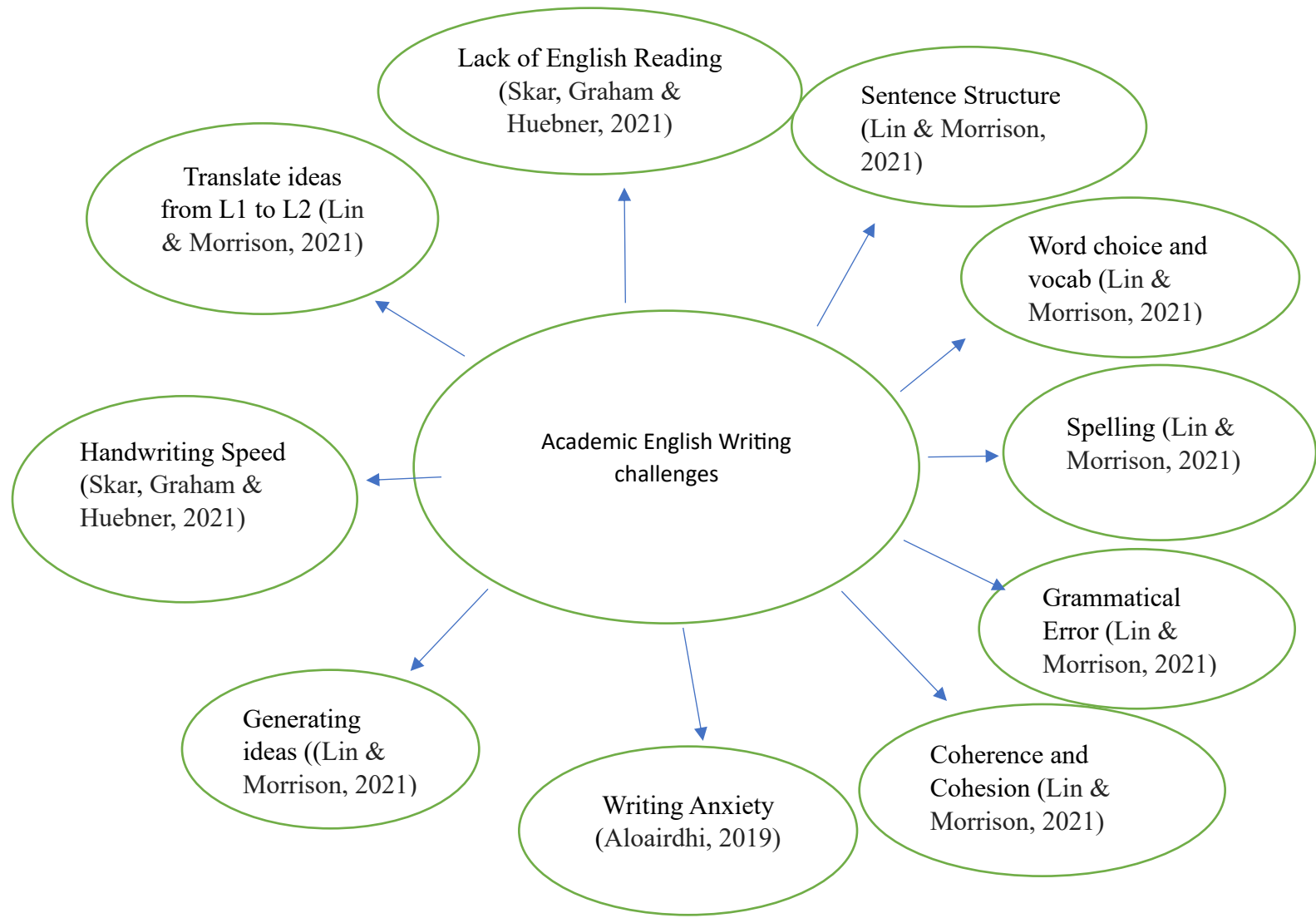
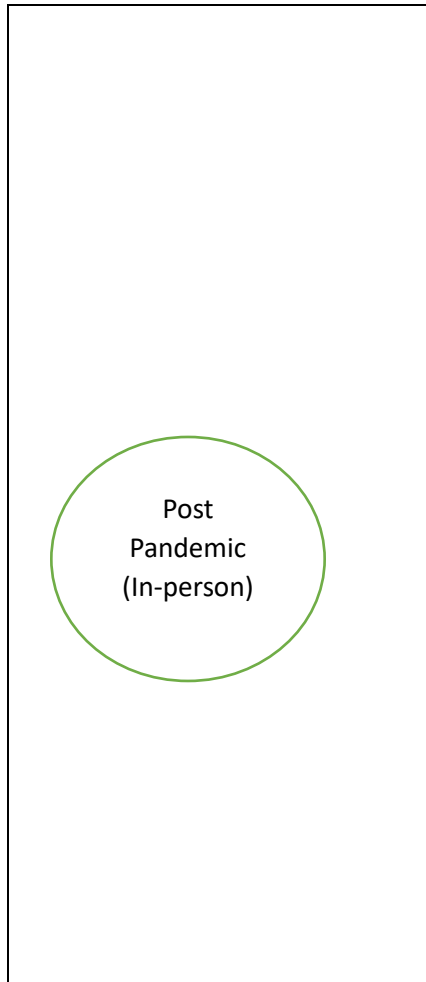
The researcher has developed a conceptual framework for the students in post-pandemic reopening. According to Weijen & Janssen (2018), in order to decide which variables should be included in the overview from a theoretical point of view, the analysis of theoretical models of challenges of writings was the first stage in the literature research. Furthermore, many researchers stated that analysis of some difficulties in writing is not sufficient in determining writing quality of a students. Students around the world are experiencing some writing issues as a result of the COVID-19 pandemic. High-quality instruction must be problem-oriented, and in order for students to learn, they must complete tasks that are relevant to real-world situations (Merrill, 2002).

After reopening the institutions, students are facing many difficulties in the writing. According to Susanto (2022), learning loss is a term used to describe the decline in academic knowledge and skills that occurs when learning stops in the context of the study of education. In this regard, Maríñez-Lora & Quintana (2010) when it comes to academic achievement, learning loss is characterized as a loss or limitation of knowledge and ability and is typically brought on by a significant break or discontinuity in schooling. Since they did not place a lot of emphasis on writing and did not have any required writing to present to their teachers during the long epidemic vacation, students struggle greatly with writing. Students are having in person classes after the outbreak of COVID-19 with a long gap and they are now experiencing difficulties in writing in post pandemic reopening.

However, in the first figure, the researcher mentioned the learning context which is post pandemic and it directly refer to the writing challenges after reopening. Students in secondary, higher secondary and even in tertiary level students face difficulties in writings. It has always been a very common phenomenon for the students. In this regard, Sulfiana, Kurniawati & Nurwanti (2022) stated that writing is difficult for ESL and EFL students and the COVID-19 pandemic condition has made teaching and learning writing more difficult because there is less time and space for gathering, discussing, working together, and providing and receiving feedback on one another's writing. After the post pandemic reopening, students are experiencing the challenges in terms of writing.

In the second figure, the researcher mentioned the challenges of writing after reopening. The challenges include structure, word choice, spelling, grammatical error, coherence and cohesion, judging with others writings, fear of critique, struggle to accumulate ideas, lack of skill, handwriting speed, not getting feedback and translate ideas from L1 to L2. In this regard, Zhang

(2019) stated that writing is a challenging skill to acquire because it requires solid lexicons and grammar to organize meanings in the mind and produce content. As a result, the intricacy of writing occasionally creates challenges, such as coming up with a topic to write about, paraphrasing, spelling, grammatical error, coherence and cohesion. employing vocabulary relevant to the essay's subject, leading to writing anxiety (Fitriana, Leoneto, & Fiftinova, 2018). As coherence and cohesion are very large topic to cover, the researcher has discussed some important elements form coherence (introduction, topic sentence, thesis statement, conclusion and closure) and cohesion (Conjunction and references) where the students frequently make mistakes.



Chapter 3

Research Methodology

3.1 Introduction

In this chapter, the steps taken by the researcher to conduct the research are discussed in detail. The researcher has adopted the method in detail in the chapter and illustrate how this study is consistent with the principles of explanatory research. As the main focus of this study is to find out the condition of English writing in post-pandemic environment and identify the challenges they face, the researcher thought that it will be better to conduct the qualitative approach for this research. The reasons behind choosing this method are discussed in detail in the following sections. However, at the very beginning of this section, the researcher talks about the relevant philosophical assumptions. Along with that, the researcher will discuss about the research design, setting, selecting participants, researcher's role, data collection procedure, data analysis framework and procedure, ethical considerations, trustworthiness and credibility of the research in details.

3.2 Qualitative Paradigm and the Philosophical Assumptions

According to Creswell and Poth (2013) philosophical hypotheses are usually the first idea of the development of a study, but it is very surprising how it relates to the overall process of research. It is important to mention philosophical assumption because “it shapes how we generalize the problems and research questions for study and how we seek information to answer the questions” (Creswell & Poth, 2013, p.61). For a study, it is essential to select the appropriate philosophical assumptions and a research figure because it helps researchers to accurately analyse the

information they collect. Among all the paradigm, the researcher has chosen social constructivism because the researcher made attempts to investigate the condition of English writing in post-pandemic environment and identify the challenges, they face in an ESOL context such as Bangladesh by interviewing the ESL students and the teachers as well.

According to Denzin & Lincoln (2011) social constructivism is also known as interpretivism. Social constructivism allows personal interpretations of observations that are geared toward particular things or objects (Schwandt, 2007). It is viewed as one of the paradigms that is most appropriate for this study as it is a philosophy in which people try to comprehend the environment in which they work and live (Crotty, 1998). In social constructivism, it enables people to interpret a circumstance and build their relationships with others. Since the social constructivism researcher is interested in illustrating the participants' genuine knowledge and perceptions as it relates to the topic of the investigation, generalizing the study's conclusions is challenging due to the study's depth and particularity (Esterberg, 2002; Pring, 2006). As a result, the researcher can obtain each participant's unique perspective on what they have witnessed or experience in terms of English writing after post pandemic.

This table of philosophical assumptions of the study has been taken from Creswell and Tashakkori's (2007) "Philosophical Assumptions with Implications for Practice" (p.17).

Philosophical Assumption:

Research paradigm	Philosophical Assumptions				
Social Constructivism / interpretivism	Ontological Multiple Subjective Views of Participants	Epistemological Participatory Approach of the Researcher to spend time with the participants in the field	Axiological Researcher's values and biases will be discussed along with participants' interpretations	Rhetorical First-person point of view has been used to adopt a narrative style of qualitative research	Methodological Qualitative Multiple Case Study Approach

Table 1: The Philosophical Assumptions of the Study

According to Creswell (2007), Ontological assumption aims to understand the subjective and multiple realities of individual participants. As a researcher, I have interviewed the participants/ students to understand the challenges they encountered in terms of English writing after post-pandemic reopening (RQ. 2). I will also try to investigate the current status of students' English writing after reopening the educational institutions (RQ. 1). The students can face several difficulties in terms of writing because they might be unaware of it or they do not get proper guideline about writing after post-pandemic reopening. Secondly, Epistemology, which is somehow related to ontology (Guba and Lincoln, 1994), said that it conducts the qualitative study. Here, I have been "constructing my knowledge during my research by exploring" the challenges of the participants' writing and "understand their condition of writing in post-pandemic by interviewing both students and teachers" (Siyabli, 2018). In this case, it is

important to know the condition of the students' writing after post-pandemic reopening. The next assumption is an axiological assumption and it determined the personality of a researchers in the study. In a qualitative investigation, the researcher deliberately discloses their views and prejudices as well as the fact that the material they gathered from the field was value-laden and also acknowledge the value-laden nature of the study (Creswell, 2007). It is important not be biased towards any students' works and try to analyze their work properly.

However, A methodology is a strategy, plan of action, procedure, or design that guides the selection and use of a particular method and establishes a connection between the method's selection and application and the desired results (Ahmed, 2008). It tries to describe, assess, and defend the application of specific methodologies. According to Cohen (2000), instead of only giving readers abstract theories, case studies offer a special illustration of actual people in real situations, helping readers understand concepts more vividly. Besides, methodological approach allows the researcher to investigate more than one case study.

3.3 Design of the Research

In any research, research design is one of the most important parts to establish the study.

According to Akhtar (2016) research design is a conceptual blueprint that integrates all research elements into research activities. Research design is a systematic approach where the researcher is guided to establish the necessary steps. The research has been designed through the qualitative method. For this research, the researcher used the pragmatic research paradigm. The researcher has used in- depth techniques that have been used to conduct this research. Atmowardoyo (2018) said that the research methodology is a methodological approach that researchers use to solve specific research questions through research design, data collection, and data analysis. Therefore,

it describes some important steps such as research design, data collection and data analysis. In qualitative research, data has been collected through interviewing someone, texts and also using images but no number has been used here (Gilgun, 1992). It is very important to observe the data very well as the researcher is doing qualitative study for this research. However, the researcher has designed the research by remembering all the research questions. Semi-structured interview was performed to develop a new system identifying the students' condition of writing for this research. To specific, Bangladeshi ESL students writing condition after post-pandemic reopening were conducted for this study.

3.4 The Researcher's Role

Since the researcher is a student of Applied Linguistics and ELT, he is constantly interested in working on the writing component as relatively few studies on students' writing conditions were undertaken following the pandemic. Whether it is bangla medium or English medium, students have been learning English for twelve years but they are still struggling in writing. Especially, Bengali medium students are not better in English than English medium students in terms of writing. Given that the researcher is also a student who studied in Bangla in his earlier years, he is aware of the difficulties that Bangla-speaking students encounter when they are admitted to a private institution where all of their courses are taught in English. It is not that the students from bangla medium background are afraid of learning English but they feel shy when they will be called to say something in English because they did not practice enough when they were in school or in college. So, their proficiency level is not that much good like the English medium students. However, the researcher understands the problems that the students faced in terms of writing as he had to attend and seat for exams during the pandemic period. Since he had little

writing work to do during the pandemic, he became aware of numerous writing faults, such as spelling errors, coherence and cohesion issues, etc. She then reasoned that if she was having these issues as an adult, imagine how much worse it must have been for the younger students. When he learned that the administration was getting ready to reopen all the schools, he became concerned for the young students in terms of writing issues and how they will be able to handle things so quickly. The researcher was really interested in working on this topic after considering all of these. Additionally, she was unable to locate any notable studies that had been done in this field in the Bangladeshi context. While there has not been many research on this or closely related subjects conducted in other nations as well, there have been a few that reflect the views of exporters who anticipated what would occur in the classes when they were reopened. However, COVID-19 pandemic had a great impact on students' writing.

3.5 Setting

Since the main focus of this study is to find out the condition and the teachers' and students' perception of English writing after post-pandemic reopening and also to identify the existing challenges the students face, the researcher chose the participants who have the experience of attending both reopening schools and online classes in the pandemic. Due to their prior experience with both online and in-person classes during and after the pandemic, the researcher has chosen individuals from the higher secondary level students of Dhaka as his sample. The higher secondary level students were selected by the researcher because they could describe the writing difficulties, they had both during and after the pandemic.

3.6 Selecting the Participants

In order to obtain useful information for research, a suitable sampling strategy needs to be carefully selected by the researcher. In this case, snowball sampling technique is regarded as a useful tool for researching extremely delicate or confidential issues (Waters, 2015). According to Creswell (2016) in the non-profit sampling technique, the researcher can select the participants according to his own will and those who are participating in this study voluntarily. The researcher's judgment is crucial in selecting individuals who can provide relevant data (Black, 2010). Also, it is advantageous for the researcher to choose volunteers who have relevant experience so that they can provide accurate information (Bengtsson, 2016). In this regard, Creswell & Clark (2011) mentioned that the researcher should keep in mind the fundamentals of such sampling and select individuals who are eager to freely share their knowledge and experiences. This is the reason that the researcher chose the snowball technique (Mogea, 2023) for selecting the participants. The following list includes the selection criteria for participants.

1. The participants have to be higher secondary level students of Bangladesh
2. Teachers have to be English teachers of higher secondary level.
3. Both the teacher and students have the experience of facing online classes during the pandemic and in-person setting.
4. The students and teachers have to be willing to participate in the study.

For multiple case study, a researcher is not required to select a specific number of cases and the number of the cases is flexible. Saturation is achieved by conducting new interviews until the researcher is confident that no new information relevant to the research question is emerging or will not be revealed if more interviews are conducted, however, it is recommended to continue

analysing data until saturation occurs (Galvin, 2015). Furthermore, after 12 interviews, where saturation was mostly achieved, data analysis can be terminated (Mason, 2010). Moreover, saturation indicates the validity of data and is thus frequently included in criteria used to assess the quality of qualitative research (Galvin, 2015).

For this research, it was not easy to find the right participants for the researcher. When the researcher was trying to find the participants, he was thinking of both the teachers and students as the participants for the study. It was quite difficult to convince the students as the participants but the most challenging was to convince the teachers as the participants since most of the teachers was busy with their school work and after school, they provide private tuition. Despite interacting with large number of higher-secondary level English teachers, only 9 of them showed their interest to take part in the interview but only 5 of them participated in the interview as some of them were unavailable at that time and others were unable to do so due to time constraint. However, the researcher made sure that both the students and teachers met all the criteria and provide all the information which were asked by the researcher. They were requested to provide some other participants and some students helped the researcher in this matter. The teachers provided their colleagues information and asked the researcher to contact with them though most of the teacher were not available. Whereas, the students provided other students who were willing to participate in the research. That is how the researcher got the access of 13 participants by using snowball or chain technique.

3.6.1 Participants' Profile

Students' educational institutions and levels are displayed here. The profiles of the participants are shown in the table below

Table 2: Students' Profile

No.	Name	Gender	Level	Name of the institutions
1	Swapnil	Male	12 th	Notre Dame College
2	Anika	Female	11 th	Holy Cross College
3	Nobin	Male	11 th	Sir J.C Bose Institutions and College
4	Nuhan	Male	12 th	Motijheel Model High school and College
5	Nusrat	Female	11 th	University Laboratory School and College
6	Mahin	Male	12 th	Notre Dame College
7	Irra	Female	11 th	Dhaka Commerce College
8	Prato	Male	12 th	Dhaka College

Table 3: Teachers' Profile

No.	Name	Gender	Name of the Institutions
1	Tariqul Alam	Male	Sir, J.C. Bose Institutions and College
2	Sanzida Sharmeen	Female	Dhaka Commerce College
3	Tasnuva Tasneem	Female	BAF Shaheen College, Dhaka
4	Nusrat Jahan	Female	University Laboratory School and College
5	Akash Islam	Male	Notre Dame College

3.7 Multiple Case Study Approach

The case study method is especially useful when it is necessary to gain an in-depth understanding of an issue, event, or phenomenon of interest in its natural real-life context (Crowe, Cresswell, Robertson, Huby, Avery & Sheikh, 2011). According to Stake (1995), “A case study is both the process of learning about the case and the product of our learning” (p.237). A case study is a thorough examination of a current event or phenomenon conducted in its real-world context, and it is particularly useful when the distinction between the event and its context is unclear (Yin, 2009). In this regard, Rosenberg & Yates (2007) stated that case studies are versatile in their practical approach because they are not constrained by a particular ontology, epistemology, or methodology. However, it is also thought to be one of the best approaches for investigating a current real-life event or incident. This method allows the researcher to collect data in a variety of ways, such as interviews, documents, observations, or audio-video recordings, among others (Creswell & Poth, 2016).

The primary benefit of case study research is that it allows the researcher to observe a specific situation in a real-life setting (Naumes & Naumes, 2014). Besides, Case studies seek to establish theoretical premises that can be used to make claims about situations similar to the one under consideration (Grbich, 1999; Yin, 2012). In this regard, Creswell (2007) mentioned that to increase the study's dependability, the primary researcher can ask other experts to review their methodology and results.

3.7.1 Multiple case study

The multiple case study approach was chosen for this study because it was relevant and useful in achieving the study's objectives. Since the central focus of this study is to find out the condition and the teachers' and students' perceptions on English writing after post-pandemic reopening of higher secondary level schools and also to identify the challenges the students faced, the researcher chose the participants who have the experience of attending both online classes and reopened schools in the pandemic which is real-life circumstances and meets the criteria for selecting this approach for a study. Moreover, the researcher gathered information from a variety of sources, including interviews with both teachers and students, as well as analysis their written texts. However, the researcher is evaluating multiple teachers and students as distinct cases in order to comprehend their unique experiences, which is consistent with the methodology of a multiple case study. This method was used in the study to provide a thorough analysis of the results.

3.8 An Overview of Data Collection Procedure

For the research, data can be collected through many ways. According to Patton (2002) there are some ways to collect the data which could be interviews, records, observations, documents or text. For the research, the researcher has chosen to collect the data by observation, giving students the writing tasks and interview. The procedure for gathering information from these sources will be demonstrated in the following sections.

3.8.1 Semi-Structured Interview

In qualitative research, interviews are frequently utilised as a tool for collecting data. Using interviews as a research method offers a great chance to examine these areas if the goal of the study is to gain insight into how people interpret, experience, and give meaning to their perceptions (Sideman, 2006). People can convey their lived experiences through language during an interview, which is also seen as a social occasion and recognized as an efficient research technique (Hammersley, 2003). According to Kvale (2017) there are generally five different forms of interviews: oral histories, focus groups, structured and semi-structured interviews, and in-depth interviews. The researcher selected the semi-structured interview among these sorts of interviews because it offers the researcher greater freedom to foster a cordial conversational atmosphere for the interviewees. In this regard, Muratovski (2016) asserts that semi-structured interviews fall in between the rigidity of structured interviews and the adaptability and reactivity of in-depth interviews. Additionally, Kvale (2008) defines the semi-structured interview in a way that is consistent with the ontology and epistemology of interpretivism. In his view, the semi-structured interview is comparable to an exploratory journey in which the traveler (i.e., the researcher) travels alongside the participants and invites them to share their perspectives, experiences, and understanding of their natural surroundings. In order for the interviewees to be able to open up and discuss their sentiments without being constrained by the questions that have been asked, a combination of open-ended and closed-ended questions were used.

3.8.1.1 Developing Interview Protocol

In this study, I employed Jacob & Furgerson's (2012) framework to generate semi-structured interview questions. The reason for choosing this framework is because it is used to design for qualitative research. These thirteen steps provide a methodical framework for creating a well-researched interview protocol that can assist a researcher in gathering substantial and thorough interview data required to answer research questions. Jones et al., (2014) each stage aids the researcher in moving closer to creating a research instrument suitable for their participants and consistent with the study's objectives. Jacob & Furgerson (2012) used 12 different phases which are given below.

The interview protocol framework is comprised of twelve-phases:

Phase 1: Choose a subject that appeals to you.

Phase 2: Your inquiries need to be informed by research.

Phase 3: Employ a script to start and end your interview

Phase 4: Open ended questions are preferable.

Phase 5: Begin with the fundamentals.

Phase 6: Start with simple questions then progress to more challenging or contentious ones.

Phase 7: An excellent questions opener is "Tell me about" ...

Phase 8: Make your inquiries broad and inclusive.

Phase 9: Apply Prompts.

Phase 10: Be prepared to modify the interview procedure "On the spot"

Phase 11: Avoid making the interview too long.

Phase 12: Partner up for some practice (Jacob & Furgerson,2012).

The last two steps which are “as soon as the interview has been transcribed, be sure to schedule a second, shorter session to help you explain anything you might have missed or to ask any additional questions” and “if necessary, obtain approval for your project from the Institutional Research Board of the University” are omitted as they are not required for this research.

The primary phase emphasis on choosing a subject which is interesting to the researcher. In this regard, Jacob & Furgerson (2012) mentioned that a researcher should choose a research topic that is of his own interest and that is what makes research enjoyable. Any research will seem challenging when the researcher is not enthusiastic, and it may suffer as a result from a lack of motivation on his part. Research is enjoyable when we discover the subjects we are interested in (Jacob & Furgerson, 2012).

In the second phase, the researcher showed that prior to beginning the formulation of the initial inquiry, it is essential to be familiar with the study literature relevant to the people being studied. According to Jacob & Furgerson (2012), if a researcher wishes to use research to guide his questions, he must do an in-depth analysis of the literature and have a complete understanding of what other academics are saying about the topics he is researching.

In the third phase, before starting an interview, it is important to use a script to serve as a guide and it is very helpful for the interview process. In this regard, Jacob & Furgerson (2012) mentioned that the researcher will want to convey a lot of crucial information with his participants, and you risk forgetting something if you do not have a script. The interview script

pushes the researcher to reveal important study-related information at the outset in the beginning of the conversation.

In the fourth phase, interviewees cannot provide the researcher with any extra information if they are asked closed-ended questions as the outcome of these are: yes or no. Yes-or-no questions prevent the interviewee from getting to the important information because the aim of qualitative research is to learn as much as possible about the participants and their circumstances (Jacob & Furgerson, 2012).

In the fifth phase, it is important to start the interview with fundamentals (For example: name, school, college, where he/she was born and grew up etc.) and it is a very good way to warming up with the participants so that they feel free to participate in the interview.

Moreover, it is important to sort the questions from the easiest to the most difficult, based on their difficulty or subject. The idea behind this is, interviewee can feel the connection and trust with the researcher and they feel confident and will not hesitate to answer any questions.

However, the researcher should avoid high stake questions in the beginning of the interview.

In addition, the request "tell me about" implicitly directs the interviewee to start speaking as well as serving as an invitation for them to share a tale. According to Jacob & Furgerson (2012), it is nearly impossible to formulate a question that is too intricate, specific, or challenging to respond to when the phrase "tell me about" is used.

Therefore, writing broad, open-ended questions allows participants to interpret the inquiry in a variety of ways, which is essential for qualitative research since it allows for the materialization of unexpected facts from your participants (Jacob & Furgerson, 2012). Write a big, open-ended question that the participants can understand. The idea behind this is that when the researcher

asks a big, open-ended question, the participants may respond with information that the researcher might not have thought to ask, and sometimes that information will be the most crucial.

Furthermore, when conducting interviews as a qualitative researcher, a researcher should trust his instincts, but also be prepared for unpleasant surprises. (Jacob & Furgerson, 2012). It is beneficial to establish probes or cues for each question to help the researcher stay on course.

Then, when conducting an interview, sometimes a follow up question may come into the mind. If something happens like this, the researcher must ask questions to the participants and it is important to trust the instincts at that moment. You might discover something new and unexpected if you deviate from the interview procedure.

Next, it is not appropriate to take the interview too long because participants are sharing their valuable time. Sometimes taking time for too long like an hour and half can be problematic.

Practically speaking, if someone schedules a lengthy interview, fewer people will likely consent to participate. A researcher should also consider who he is interviewing and whether they are sick or old.

Finally, after making interview questions, it is important to practice them with close friends who have the idea about the research because when the researcher makes questions sometimes, he is not sure of whether the questions are right or wrong or whether the other person understands the questions or not. So, it is always a great idea to pilot the interview questions. Merriam (2009) noted that conducting a pilot interview is the greatest way to test the effectiveness of the order of your questions.

3.8.1.2 Piloting the Interview

Before conducting the final interview, the researcher piloted the interview questions with two of the participants. The researcher has chosen those particular participants for piloting the interview questions as they are less interested for this interview and the researcher was convinced that they cannot provide necessary information for the study and another reason is they did not complete the writing part as they are less interested in writing the essays. Alshenqeeti (2014) mentioned that the researcher allows those people to participate in the pilot interview since he would not consider their writing to be data. However, the pilot interview helped the researcher get comfortable with the interview process and the questions that will be asked beyond the initial round of questions. So, after piloting the interview, the researcher added some more interview questions which are related to online class. As a result, it can be said that piloting the interview helped the researcher in many ways as it helped the researcher in the final interview.

3.8.1.3 Conducting the Final Interview

When all the participants confirmed me to take part in the interview, the researcher sent them consent form and ask them to sign and send it back to me. After that, he invited all the interviewee to take part in the interview session one by one when they signed the consent form. The researcher interviewed them in person that is why the researcher went to their place to take interview. Some of the participants were very helpful and cooperative as they told the researcher earlier that they will come to visit him and give interview at his place.

3.8.2 Students' Writing

Firstly, for this study, students were given a “Effect of COVID-19 pandemic on the education sector in Bangladesh” to write an essay. As there were 8 different students, the researcher gave them two different topics. Secondly, the researcher asked them to write an essay based on the given topic. The researcher had given them an essay to write on to see if they can write an essay properly. (RQ.3).

The researcher will show how he conducted the writing sessions. The researcher will show a stage where he mentioned how the sessions conducted.

Stage 1: The students were given proper instruction how they are going to write an essay.

Stage 2: Topic Announcement: Before started writing on a particular topic, they were given options and based on this, they were asked to write on a specific topic.

Stage 3: Essay writing: After giving them proper instructions and topics, they were asked to write on a topic that they thought they could write better.

The researcher will show a diagram where he mentioned all the steps.

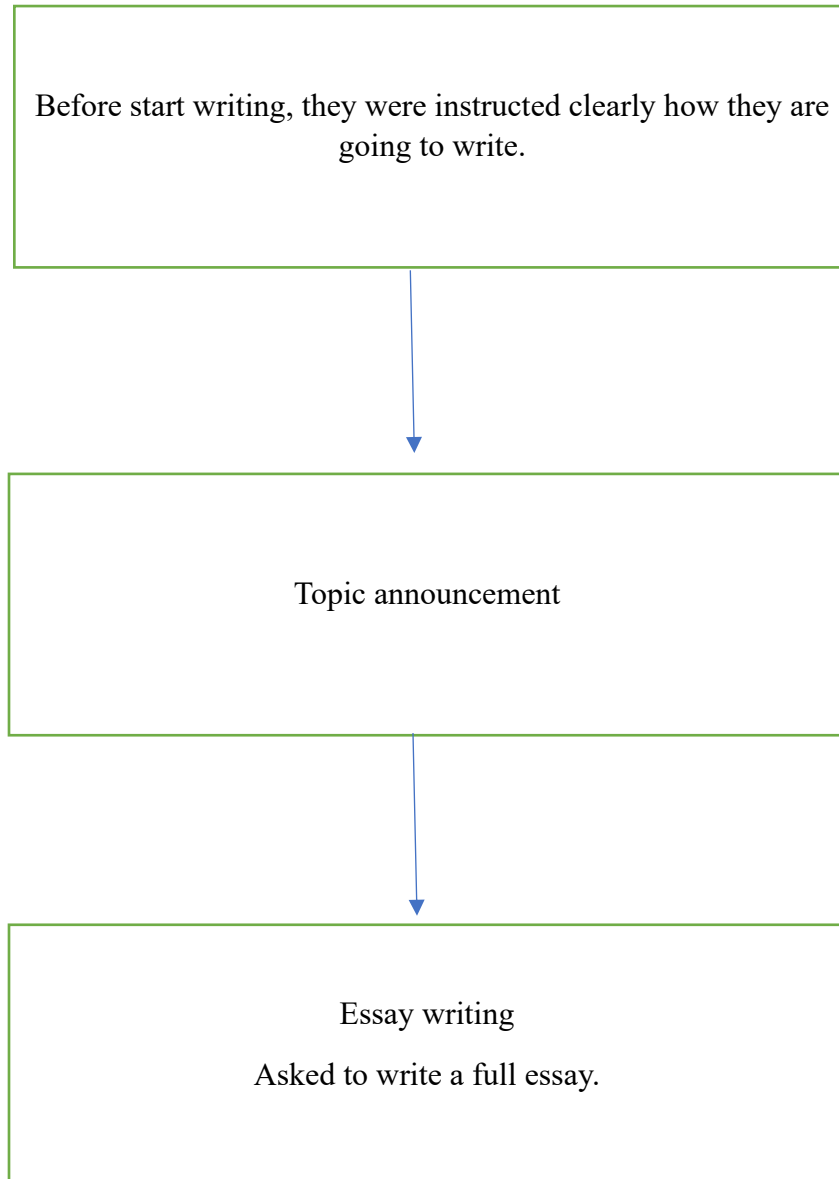


Figure 3.1: Writing session stages.

3.9 Data Analysis Procedure

According to Van Dijk (2000), speech analysis deals with the study and analysis of written text and spoken words in relation to the underlying meaning, power, dominance, inequality and bias

and how these ideas are initiated, reproduced and transformed into specific social, economic and political.

3.9.1 Data analysis Framework for the Interviews

In order to analyse the data of any research, the researcher has to choose a specific structure that other scholars have used or introduced to interpret their data. However, for this research, I have followed the framework of Griffiee (2012). There are 5 different steps that he showed for data analysis. I have used this framework for analyzing the interview.

Step 1- Listening to the recordings of interviewees and transcribing them accordingly.

Step 2- Reading the transcriptions for several times to understand what is meant by the interviewees.

Step 3- Selecting themes and coding the responses.

Step 4- Writing a summary of coded data.

Step 5- Writing a memo for yourself (p.145)

So, the researchers have to listen to the recording of the interviewees audio first and transcribing the recordings. After that, the researcher has to read the transcription that the researcher got from the recording several times. If the researcher read the transcribe part several times, he will understand what the interviewees meant. Then, he has to coding the response and then summarize the coding data. However, the researcher analyzed the data thematically.

3.9.2 Analysis of Interviews

For analysing teachers' and students' interviews, the audio recordings of the interviews were manually transcribed. Two transcriptions are provided as sample in the appendix section (please

see Appendix D). Following that, seven-column coding template was used to code the transcription (Ahmad, 2017). The researcher utilises open coding, in-vivo coding and developed coding methods throughout two cycles while coding where the researcher coded the transcriptions of each participant during the initial coding cycle. Then, he moved on to the second coding cycle where he highlighted key categories and picked notable codes from the transcripts (Saldana, 2013). Furthermore, the categories were then examined to determine any developing themes in each situation. Finally, to create a thematic pattern, all of the themes were compared across all of the cases, allowing the researcher to organize the data in accordance with the themes' patterns and the study questions.

3.9.3 Analysis of students' Essays

Text analysis is an important research technique that entails the methodical examination of written or spoken language to glean insights and meaning and it is one of the methods which is used in this study. The process of text analysis entails the interpretation and examination of written content (Denzin & Lincoln, 2011). However, in this context, the students were asked to write an essay on “Effects of the Pandemic on the Education Sector in Bangladesh” for this study. In the research, the scripts were analysed to address one of the key research issues, namely what is the condition of students' writings in post-pandemic era. The written essays were analysed with the writing challenges framework (Please see 2.6 in chapter 2) which are: lack of English reading (Skar, Graham & Huebner, 2021), sentence structure (Al-Jarf, 2022), word choice and vocabulary (Krajka, 2021), spelling (Yen & Mohamad, 2021), grammatical error (Zhu, 2021), coherence and cohesion (Aminovna, 2022), writing anxiety (Quvanch & Si Na, 2022), generating ideas ((Al-Jarf, 2022), handwriting speed (Skar, Graham & Huebner, 2021) and translate ideas from L1 to L2 (Mohsen, 2021).

3.10 Ethical Consideration

According to Guillemin & Gillam (2004), research ethics' fundamental concepts include anonymity, secrecy, harm, and consent forms. Before beginning any research, it is important to take into account a number of factors, including guaranteeing the privacy of the participants, outlining how the data will be handled, warning them of any potential risks associated with participation, and confirming that the participants are voluntarily and of their own free will (Esterberg, 2002). In the research context, anonymity and confidentiality are critical ethical considerations. Before taking interviews, the interviewees were given to read the consent forms to sign in that paper. Participants were also informed that their participation in the study was completely voluntary, their privacy would be properly protected by using pseudonyms for them, and that the study would be the only place the data would be used. They were notified before that the interview will be recorded and the researcher will be the only person who can hear the recording and it will only be used in the research purpose only.

3.11 Trustworthiness of the study

Qualitative research also employs specific measures to address study quality, similar to how reliability and validity are used in quantitative research. In qualitative research, the evaluation of quality, or what is typically referred to as trustworthiness, is done differently (Silverman, 2006). Therefore, the research needs to be transferable, meaning it should be possible to get similar results using the same methods in another environment, in order for it to be reliable (Shenton, 2004).

According to Lincoln and Guba (2007), the most important factor in determining whether qualitative research can be relied upon is credibility. A crucial component of research is

credibility, which involves establishing the validity, reliability, and trustworthiness of the research findings. In order to ensure that study findings can be trusted and are not just dependent on bias or personal beliefs, credibility in research is essential. Moreover, credibility is related to the study emphasis and maintaining trust in how the procedures for collecting research data and analysing that data manage the research focus (Graneheim & Lundman, 2004).

By minimising the possibility of bias or errors during the gathering and interpretation of data, data triangulation aims to improve the validity and reliability of research. In order to ensure the study's credibility, the researcher used member checking, triangulation, and a written record with a thick description of the investigation. Inter-coding and inter-rater reliability were taken into consideration for this research as analyst triangulation. When it comes to inter-coder reliability, the researcher first coded both students' and teachers' interviews and the students' writing and few days later, he again started coding the participants interviews and writing to see the similarities between the two coding. After that, he sent specific portions of the transcripts and the associated themes to an expert for review in order to determine the study's inter-rater reliability. The researcher had invited an Associate professor who has 13 years of experience in the field of applied linguistics and ELT. In the appendix section (Please see appendix F.2) the researcher presented the percentage of expert agreement with the themes. The study adheres to all of these procedures in order to be dependable. Furthermore, the study's data were gathered using two of my research techniques: semi-structured interviews and text analysis and both of which are focused on the students' post-pandemic writing challenges. The interviews were used to find the writing challenges or difficulties that the students faced after post-pandemic era. Moreover, similar methods were utilised to evaluate the students' comprehension through the text analysis

of their essays and firm the text analysis, the researcher tried to understand what kind of challenges the students are facing in terms of writings in the post pandemic-era.

Chapter 4

Results and Discussion

4.1 Introduction

The main objective of this research is to explore the condition of English writing in post-pandemic environment and identify the challenges they face. In order to learn more about that, the researcher conducted interviews with the participants better understand more about the writing challenges they are currently encountering as a result of the reopening of the institutions. However, the researcher uses examples from the literature and a conceptual framework to support the conclusions from the participant interviews in this chapter. Additionally, the findings are arranged chronologically in this part in accordance with the research questions. Following that, some common themes of both students' and teachers' are discussed in the later section.

The researcher concentrated on his developed research questions to obtain the needed data. The research questions are:

1. What are the challenges that the students' encountered in terms of English writing after reopening?
2. What kinds of challenges do teachers find that students experienced in terms of English writing after reopening?

3. What is the current status of students' English writing after reopening the educational institutions?

In order to comprehend the viewpoints of the participants, it is important to know about their background information such as: their age, educational qualification, teaching experience. As a result, the researcher was better able to analyze the interview data and comprehend the participants' thinking perspectives (Please see the table 3.6.1)

The first section of this chapter will sketch the challenges of the students' they encountered on terms of writing after reopening. The second chapter discuss about the obstacles that students encountered with their English writing after the post-pandemic reopening, according to teachers. In the next chapter, the researcher will discuss about the current status of students' English writing after reopening the educational institutions. Last of all, the final section reports on some common themes which both students and teachers are mentioned in their interview section.

4.2 Section 1: Challenges of English writing of the students after reopening

4.2.1: Challenges of writing in face-to-face academic classes

Students may find it challenging to "reacclimate" to academic life due to their learning gaps and the lack of regular assessment (Pownall, Harris and Blundell-Birtill, 2021). In this regard, Raaper and Brown (2020) stated that students will need support from academic talent professionals and educators to get over their concerns about studying and academic writing at this higher level, boost their self-confidence, and get through any impostor syndrome they may be going through. Following that the researcher tries to figure out the English writing difficulties that the students are facing after the post-pandemic reopening. Most of the students mentioned that they are facing

difficulties in terms of English writing after reopening the institutions. Academic writing is never easy, but students now have to deal with issues that were not present before the outbreak. In the midst of the pandemic, many things change in terms of English writing. In the midst of the epidemic, students encountered numerous challenges in their academic lives since they were not required to submit writing tasks on time, they became lazy and they also lost their motivation (Cahyadi et al., 2021). Most of the participants mentioned that they did not take their online classes seriously since those classes were not mandatory for them and they think that this is one of the reasons why they are facing difficulties in terms of English writing. They mentioned that if they took their online classes seriously and submit assignments on time then it would be better for them. Moreover, some students claimed that they cannot find suitable word while writing a paragraph or essays. Also, two of the students mentioned that while writing they took time to think what would be proper word in a sentence. Before the pandemic, they did not have to consider a sentence's appropriate word for very long, but since the outbreak, this difficulty has gotten worse. One of the students Shwapnil mentioned in his interview that

Many students were not attentive in online classes. After reopening they cannot cope up with their studies. I faced many problems like communication through writing as during the pandemic I did not get many opportunities to write things in English. I lost my habit in writing English. Before pandemic, I had many opportunities to communicate through English writing. But I think I am not as fast as I was before. Sometimes do not find proper words while writing (DU SHW 34).

It can be inferred from the above conversation that most of the students are facing difficulties in terms of vocabulary. They sometimes cannot find proper word in a sentence. They mentioned that sometimes we try to find similar word but they are unable to find the right word. Most of the

students are dealing with this problem which was not the case before the pandemic. They lost the habit of reading. This is one of the most common issues in terms of writing after post-pandemic reopening.

4.2.1.1 Lack of habit in English Writing

It is one of the most common issues which happened during the COVID-19 pandemic. Almost all the participants lost their habit of writing. they did not practice writing for a long time during the pandemic. Among 7 of the participants 3 of them stated that they lost their habit of writing during the pandemic and said that before pandemic, schools or colleges forced them to write different things, they emphasis more on wiring but during the pandemic they have had less opportunity to practice English writing. As they did not practice English writing in the midst of the pandemic, they are facing several problems after the reopening the institutions. The students who study English as a second or foreign language, writing in English will be more challenging if they haven't had the opportunity to practice. Besides, one of the elements of the conceptual framework that demonstrates the lack of habit of English Writing. One of the students Nuhan who stated in his interview,

Before pandemic I did not face any problem in terms of English writing as I took private tuition and my private tutor helped me a lot to improve my English writings. I think the problem I always face is word choice. But during the pandemic, I lost my habit of practicing the English writing because I had no pressure to write anything in English. so, after the pandemic when the schools open and the exam started, I was facing many problems like I was getting slow in

terms of writing. I did not answer full marks as my hand writing speed is slow.

This is the first problem I was facing (DU NUH 38).

It can be inferred from the above conversation that most of the students are facing difficulties in terms of their habit of English writing. There are some other students who did not take online classes seriously during the pandemic. As a result, they are facing difficulties in terms of English writing. Since most of the students are dealing with these issues following the post-pandemic reopening, it can be assumed that these are the issues affecting students following the post-pandemic reopening.

4.2.1.2 Slow Handwriting Speed

Students now prefer verbal communication over written expression, which has changed the way that they learn, during the pandemic, their writing and reading speed have slowed down considerably since they haven't had enough practice and as a result, the fundamental concepts of reading and writing have been disturbed (Trivedi, 2022). According to (Schofield & Sims, 2020), since the pandemic has reduced the number of opportunities for students to participate in letter and connecting motor mapping, they are less able to develop their motor memory, which has an impact on their writing speed, letter size, and letter placement. Besides, one of the elements of the conceptual framework that demonstrates how difficult it is to write after a pandemic is hand writing speed (please see 2.6 of chapter 2). However, out of 7, 5 of them mentioned that their handwriting speed have slowed down since pandemic. They said that their hand writing speed was very fast before the pandemic but during pandemic they lost the habit of writing. One of the participants Mahin mentioned that

My handwriting is quite slow. Before pandemic time my handwriting was very fast but after pandemic time my handwriting is very slow. Now I am trying to practice to speed up my handwriting. But I am trying hard and soul to overcome this (DU MAH 36).

Out of 7 of the students, 2 of them mentioned that they cannot finish their writing on time in the exam hall after reopening the institutions. They mentioned that they were very fast in terms of writing in the exam but they had less emphasised on practicing English writing during the pandemic instead they wrote in their digital devices like laptop or smart phone. Now, when they went to take the exam, they were unable to finish the writing on time. One of the Participants Nobin mentioned that

Yes, I have faced some challenges after post-pandemic like I was scared of Covid -19. I was feared about my study and also writing or attending exams. I have faced some challenges after post-pandemic like my hand writing was become slow. I was very fast before the pandemic. I did not practice English writing during the pandemic. Now. I couldn't complete my writings on time in the exam hall (DU NOB 34).

It can be inferred from the above conversation that most of the students lost their habit of practicing writing during the pandemic. Before the pandemic, they were fast enough to complete every question on time in the exam hall but they did not practice handwriting during the pandemic. As a result, they are facing difficulties in terms of English writing after the pandemic. Since most of the students are dealing with this issue, it can be said that it has a great impact on English writing after post-pandemic reopening.

4.2.1.3 Grammatical error in English Writing

Grammatical error is one of the common mistakes in English writing. As English is a second language for the students and they are not master in English, sometimes they make some common grammatical errors in their English writings. However, in the post-corona era, it is seen that students are making more mistakes in terms of grammar. It is not like they do not make mistakes in terms of grammar but it is more widely seen after the pandemic. Some students claimed that in the midst of the pandemic, they lost writing habits and there were no one around them who can correct them when they made grammatical error. One of the students named Mahin mentioned that

Grammatical mistake became a very big issue for not having the writing practice for many days. And lastly, Grammatical mistake which I didn't face for many days that started to hassle me after the pandemic situation. Before pandemic I made less mistakes in grammar but now, I regularly made mistakes in verbs, sentences, Sub-verb-agreements which was not common before pandemic (DU MAH 34).

One of the students went to coaching center during the pandemic. He mentioned that the teacher taught them all the subjects and he was not that much qualified who correct their mistakes. Now, he is making mistakes in terms of grammar. One of the students Himu mentioned in his interview that

I don't think so. Cause I had to go to the coaching centers even during the pandemic. And I used to learn English by my own in home. So, I was good, after post-pandemic reopening. But there was not so much pressure, because there was no exam in the college. So, I was just learning English whenever I wanted.

Sometimes, I am facing many grammatical problems in English, but there was not so qualified teacher to solve those problems or giving the correct feedback for me (DU HIM 34).

From the above discussion, it can be said that grammatical error is a very common mistakes but it has been observed that it is more widely seen after the post-pandemic reopening. All the participants are form a very reputed college students and they even mentioned that They now make grammatical mistakes that they normally would not have made before. They increased virtual communication during the pandemic, which led to written communication. They lost their habit of writing and did not practice English writing during the pandemic. Other thing is, they lacked a mentor or an advisor to help them when they made mistakes. As a result, they are making mistakes in terms of grammatical after post-pandemic reopening.

4.2.1.3.1 Struggle in making new Sentences

Students felt less motivated in terms of English writing during the pandemic. When the institutions resume and started to take exams, the students felt that they cannot make complex and compound sentences properly. When they tried to make different sentence structure, they made some types of grammatical error. Some students felt that they are taking long time to make a sentence. The researcher asked the students during the interview that what kind of error they are making in terms of English writing. Two of them answered that they are facing difficulties in terms of making complex and compound sentences while writing which was not the case before the pandemic. One of the students named Irra claimed that

In exam hall, I struggle making new sentences like complex and compound sentences. It was not a common issue before the pandemic. I can write without

thinking anything before pandemic. But now I need to think as for a long time. I stopped writing and I was worried if I can finish my paper or not on time (DU IRR 38).

Another student named Mahin mentioned that

The habit of English writing was off in pandemic situation so that I became little bit slow to write proper complex and compound sentence (DU MAH 36).

From the above conversation, it can be said that students not only made error on terms of grammar but they are also struggling to make new sentences like complex and compound sentences which is also a grammatical error. They are making those error because they lost the habit and practice of writing during pandemic. As a consequence, they are now struggling in terms of writing after the post-pandemic reopening.

4.2.1.4 Difficulties in Generating Ideas

People's routines have been interrupted by the Covid-19 pandemic, and the frequent challenges and changes they are facing could be causing them to become burned out. After the pandemic, students may find it difficult to come up with ideas for their writing because of these issues that make it difficult for them to be creative. When the researcher asked the participants about the challenges they are facing in terms of writing, 2 of the participants answered that they are facing difficulties in terms of generating ideas while writing. When they start writing any paragraphs or essays, they cannot be creative. They took time to think what to write in this paragraphs or essays. Sometimes they cannot come up with new ideas. When I asked them, why do you think,

why you are facing these problems. They answered that during pandemic we lost our habit of reading. One of the students named Shwapnil said that

Many students were not attentive in online classes. After reopening they cannot cope up with their studies. I faced many problems like communication through writing as during the pandemic I did not get many opportunities to write things in English. I lost my habit in reading and writing English (DU SHW 36).

Like Shwapnil, another student expressed almost the same thing. She mentioned that she cannot generate any new ideas while writing essays. Before the COVID-19 pandemic, they had the chance to interact with people and discuss different topics and ideas but COVID-19 interrupt this social interaction. The students did not have that chance to go out and interact with people and these lacks their creativity. As a result, they are facing many difficulties in terms of writing after post-pandemic reopening.

4.2.1.4.1 Get Stuck while Writing

Numerous issues with English writing challenges have been discovered. One of the issues have been found which is getting stuck while writing. Out of 7 participants, 2 of them mentioned that sometimes they felt stuck while writing after post-pandemic reopening. Sometimes, they cannot get any ideas what to write and sometimes they felt like they have nothing to write. They cannot find anything to write. They lack imagination. In this regard, one of the students named Prato said

Yes, in English writing I felt stuck when I started to write something such as paragraphs, composition, letters, etc. In exam hall, I struggle making sentences as

for a long time I stopped writing and I was worried if I can finish my paper or not (DU PRA 34).

Another student mentioned almost the same issue like Prato. She said that she took too long time to think what to write and felt stuck when she started to write paragraphs, composition. Sometimes students got distracted while writing and sometimes they lack their creativity while writing.

4.2.2 Spelling Mistakes in English Writing

Spelling mistakes viewed as a negative impact in any academic paper or in any assignments (Nimz & Möhlmann, 2021). After the Covid-19 pandemic, students made a lot of spelling in their exam paper (Rzepka, Simbeck and Müller, 2022). Out of 7 participants, 6 of the students mentioned that after pandemic, they are facing difficulties in terms of spelling. Two of the participants said that they have spelling ambiguities when they begin to write and they cannot decide which one is the correct spelling. They are facing spelling difficulties as they did not practice writing during the pandemic. One of the participants mentioned that he was not careful enough while writing. Most of the participants claimed that they did not face that much difficulties in terms of spelling error before pandemic, but after pandemic spelling error has increased. In this regard, 3 of them mentioned that it feels like we forgot the correct spelling. However, spelling mistakes is one of the elements of conceptual framework that shows that it is one of the writing challenges after post-pandemic reopening (Please see 2.6 of chapter 2). One of the students named Prato mentioned that

Yes, I encountered challenges like spelling, and word choice lots of times in terms of English writing. as I did not have the practice of Writing during the pandemic

and that's what affect me after post pandemic. I was not attentive at that time that's why I was facing those kinds of challenges (DU PRA 62).

They also said that they are not very regular in class since pandemic. They lack their practice of English writing since pandemic as well. Another participant named Shwapnil said that

Yes, yes, I faced enough challenges like spelling word terms of English. When I write something on in English I Can't Get Enough proper word in my head, sometimes I face to spell some word. Sometimes face the problem of using right word in English. Actually, after reopening the classes, I was not very regular in the classroom and during and after the pandemic I did not really practice English writing. I think this is because I am facing those problems (DU SHW 68).

Form the above-mentioned comments, it can be said that spelling mistakes is one of the most common mistakes in English writing. However, spelling error has increased since pandemic. The students did not practice English writing during the pandemic and they are not attentive in the classroom after reopening the institutions.

4.2.3 Lack of Constructive Feedback form the Teacher

Giving feedback has always been acknowledged as an important yet challenging task for teachers globally and across many areas, not only in L2 teaching but in all areas (Winstone & Carless, 2019). In this regard, Jiang & Yu (2021) stated that during the COVID-19 pandemic, it was more difficult for teachers to provide accurate feedback because schools were closed and teachers may find it difficult to provide feedback in an online setting. However, almost all the

students claimed that teachers are not giving proper feedback in terms of writing after pandemic. They mentioned that some teachers just underline the sentences or circle the words if they are wrong but they do not really mention what is the wrong with this sentences or words. Five of the students said that the teacher mentioned where they did wrong but they did not write what they did wrong in a sentences or word such as they circle or underline the mistakes but did not write that this is the grammatical or spelling error. One of the students said that sometimes his class teacher did not even mark his mistakes but when he showed his script to his private tutor, he showed him when he made grammatical mistakes, spelling error. One of the participants Shwapnil mentioned that

No, I don't think I am getting feedback in terms of writing problems. My class teacher just underlines or circle the words or sentences then I made mistakes but they do not comment what is the wrong with the statement or sentence or words. When I took the script and show it to my private tutor, he finds so many error that I cannot even imagine. I made mistakes in terms of grammar and sentence structure and coherence and cohesion that my teacher did not even mark. Besides, I made so many spelling mistakes. He also told me I did not read enough and this is one of the reasons I am making mistakes. Sometimes when I translate bangla to English, sometimes I do not get proper words to write. My private tutor understands these when he read my script and give feedback about it (DU SHW 66).

Like shwapnil other students experienced the same problem. Almost all the students mentioned they do not get proper feedback from the class teachers. They sometimes underline the mistakes which is not enough for the students.

According to the above-mentioned conversation, it can be said that the students are facing difficulties as they do not get proper feedback. As they are not getting proper feedback, they cannot understand what they did wrong and what to correct in a particular sentence or word. Lack of feedback causes a learner's learning rates to drastically decline, which demotivates them to keep going (Susilana & Pribadi, 2021). The data highlight how students cannot grasp where they made faults because of the manner teachers are providing feedback. The findings also reveal that students need specific written feedback so that they can understand where they made mistakes and correct their mistakes. Giving students written feedback supports their learning process by enabling them to increase their knowledge and performance (Rasoo, Aslam, Qian & Barzani, 2022).

4.2.4 Writing Anxiety

Writing anxiety is a kind of an emotional fear and it is a continual feeling of not being ready to write (Suryoputro et al., 2020), not being strong enough to compose, not being good enough to write (Jawas, 2019), and losing one's enthusiasm to write are all examples of writing anxiety (Yu 2020). According to Tushi & Cheng (2022), writing tasks are avoided by people who have a high level of writing anxiety, and academic success is higher for those who have less writing anxiety than for those who have more. Besides, writing anxiety is one of the elements of conceptual framework that shows that it is one of the writing challenges after post-pandemic reopening (Please see 2.6 of chapter 2). Out of 7 participants 5 of them mentioned that they have writing anxiety especially after the pandemic. They did not feel any kind of writing anxiety before the pandemic. They are experiencing writing anxiety due to the pandemic taking a long break from studying and writing English. Most of the participants mentioned that they were afraid to take

part in English exam after the pandemic. There was a big gap between the pandemic and reopening the institutions and they did not seat for any kind of examination during the period of time. Two of the students said that in the exam hall, they stopped writing as they cannot generate any ideas what to write and worried about finishing the paper. In this regard, Sulfiana, Kurniawati & Nurwanti (2022) mentioned that anxiety has an adverse effect on students' academic and learning performance and it is similar to a virus. One of the students Himu claimed that

Yes, I have writing anxiety. I feel bad when someone check or give feedback about my writing. Teachers can give my feedback and I do not mind. But at the time of writing, if someone try to notice, I cover it with my hand. It is really embracing for me. I am afraid to give English examination. In the exam hall, I stopped writing because I do not know what to write and I was worried if I can finish my paper or not. I did not face this kind of difficulties before pandemic (DU HIN 72).

According to the above-mentioned conversation, it is visible that students are struggling with writing anxiety. Writing in a foreign language can be challenging, nervous, or even distressing for EFL students, a condition known as foreign language writing anxiety (Langga, Sabandal, Datu-Ulama, Guimba, Sialana-Nalla & Alico, 2021). There has been a big gap in their studies during the pandemic and they are now suffering after the reopening. For them, English is a second language and since they are not practicing writing during the pandemic, they are now having writing anxiety with English writing after post-pandemic reopening. The findings also reveals that they are facing difficulties even in exams and worried about whether they finish their writing properly.

4.2.5 Lack of Concentration in Online Classes during Pandemic

Another problem faced by students after post-pandemic reopening in terms of writing is lack of focus in online classes during pandemic. Educational institutions all across the world have been forced to transition to some kind of distance or online learning due to pandemic (Kohli, Wampole & Kohli, 2021). In this regard, Mladenova et al., (2020) said that despite the fact that some students prefer online learning, some students are struggling to adjust to online learning, especially when it comes to strict instructions, deadlines and showing little interest. Two of the students mentioned that there was no obligation to do online classes during the pandemic. They said they had options such as either they take online classes or they watch class recordings later because many underprivileged students lacked internet connections and devices. Despite the fact that online learning allows students to continue their educational routes, there are some students who are socially isolated, have unpredictable internet connections and financially poor (Ana et al., 2020; Kapasia, et al., 2020). One of the participants Shawapnil said that

I was not regular in the online classes and this is one of the reasons I cannot cope up with English writings and I did not submit any assignments and this is the reason I am not good (DU SHW 36).

It can be inferred from the above conversation that lack of concentration in the online class is another factor contributing to students' difficulties in terms of English writing. The findings shows that as online class was not mandatory during the pandemic, they did not care about the online classes. As a result, they are facing difficulties in terms of English writing.

4.3 Section 2: Teachers' perception on English Writing challenges faced by students after reopening

4.3.1 Lack of English writing practice

The primary reasons ESL students struggle with writing in English include a lack of exposure to the language, the influence of the L1 on the target language, a lack of practical application in daily life, a lack of practice, and a lack of interest in studying English (Mansory, 2019). One of the teachers mentioned that due to the pandemic, students were unable to continue their English writing routine, which caused them to lose writing proficiency. They were very reluctant in terms of writing during the pandemic. They were not very serious as they did not have any routine classes. The teachers mentioned that students were not present in the online classroom and we sometimes assigned them some homework but they were too lazy to do the work. In this regard, Such (2021) avers that English writing skill serves as a crucial tool for thinking, learning, and knowledge creation. One of the teachers also mentioned that they are facing the consequences of it after the post pandemic reopening. In this regard, one of the teacher Iffat mentioned that

I think they have become more dependent on technology. They just want to read and memorize the writing parts. I find most of the students have become lazy in terms of writing English. I think they lost their motivation. They were not present in the online classroom. However, I have notices that lack of practice, communication difficulties are one of the main reasons of this problem (DU IFF 58).

Another participant shared his thought

They became very lazy. They did not practice writings during pandemic and now they are facing its consequences of it. Another reason could be, they do not have the habit of reading properly.

According to the above-mentioned conversation, it is visible that students had the lack of practice of English writing during the pandemic. As the teachers said that they became lazy during the pandemic and they have also lack of concentration on English writing. As they were absent in the online classroom, they missed a lot of things which they were assigned to do. As a result, they are facing challenges in terms of English writing after the post pandemic reopening.

4.3.2 Dependency on Technology

All educational institutions were forced to conduct all of their activities with students through online and Internet technology make it possible to distribute content simultaneously to a lot of users, e-learning platforms provide students with a number of benefits, including the ability to choose the course material and the pace at which they learn (Aboagye, Yawson & Appiah, 2021). However, students were heavily dependent of technology and they used mobile devices and internet all day long without any purposes (Zimusi & Zimusi. 2022). One of the teachers mentioned that students were heavily dependent on technology during the pandemic. Apart from studying they used mobile devices and internet without any reasons. She also mentioned the students used autocorrection in terms of spelling through mobile devices. They also submitted assignments with the help of internet which is why they are facing difficulties in terms of English writing. In this regard, one of the participants Tasnuve said that

They are too dependent on computers and mobiles which is why they face issues with spelling, punctuation, and grammar. They even check spelling like they on their mobile with autocorrect. It is hard for them to write on paper and their handwriting has also deteriorated. Even, they used internet and submitted the assigned paper (DU TAS 44).

Another participant Sanzida avers that

I mentioned before. Less exposure leads to less ideas and more googling, which is why they also fall back on their spelling, punctuation and grammar as the answer is copied from google (DU SAN 42)

Unlike Tasnuva, Alam also said that they were given technological device and internet so that they can study properly during the pandemic. They were using technology not only for study purposes but they are using it for entertainment purposes which is not good. However, according to the above-mentioned conversation it can be said that the students are heavily dependent on technology. Their findings show that they used autocorrection for spelling purposes and they submitted assignments with the help of internet which is why they are facing lots of challenges in terms of English writing after reopening.

4.3.3 Grammatical error in terms of writing

Grammatical is one of the elements where students make mistakes repeatedly. Students are committing more grammatical errors, particularly after the post-pandemic reopening. During the pandemic, teachers did not get the chance to teach them grammar and it results in poor writing ability (Dwipa, 2021). Besides, in order to learn about the teachers' perspectives on students'

English writing difficulties, the researchers asked teachers if they believed that students were more likely to make grammatical mistakes following the post-pandemic reopening. In the response, the participants mentioned that as the students do not practice English writing during the pandemic, they are making errors in terms of grammatical. Alam mentioned that

Yes, it is one of the major problems they face and we teachers are now teaching the basics of aging for the students benefits as I have mentioned before it is happening because of online class. We try to give them proper feedback about any kinds of writing problems (DU ALA 34).

It can be inferred from the above conversation that most of the students are making in terms of grammar. Because of improper grammar instruction from the teachers, kids may end up writing poorly because they make grammatical errors (Dwipa, 2021). In this regard, Susilawati et al., (2020) mentioned that in terms of correcting grammatical mistakes made by students, this was necessary because teachers wanted their pupils to be aware of their mistakes and to avoid becoming prejudiced against them. Teachers are trying to give them proper feedback. The teachers said that they are facing these difficulties because of pandemic. The findings show that during the pandemic, they have lack of exposure of English writing and as a result, they are facing difficulties in terms of grammar after post-pandemic-reopening.

4.3.4 Coherence and Cohesion problem

According to Liu & Qi (2010), there are many coherence problems with ESL writing, this phenomenon is due to the strong influence of the local language. ESL students struggle to keep sentences coherent and logically connected to one another, and the reader frequently have trouble understanding what the author of the work intended when the reader reads the material (Zahra,

Emilia & Nurlaelawati, 2021). Coherence and cohesion are said one of the most difficult parts in writing. It is difficult to teach and learn coherence and cohesion in writing. One of the participants mentioned that while writing a paper or essays, students do not care much about it because of time limitations or some other things. Before finishing the first point, they have tendency to go in the second. Before pandemic, the teachers tried to give them instruction about how to maintain coherence and cohesion. Most of the people try to follow the process but after pandemic, the teachers found a lot of coherence and cohesion problems. One of the participants Alam avers that

I think most of the students do not have any idea what is coherence and cohesion but when I see that they have major problem in terms of writing essays or any other things, I try to make them understand make them understand, how they can write an essay. I asked them finish the point they started writing then go on a second. I also asked them try to connect sentences so that we can understand what you are trying to say. It is difficult to make them understand how to maintain it. They also do not understand how to avoid this kind of problems (DU ALA 68).

According to the above-mentioned conversation, it can be said that coherence and cohesion is a difficult concept and students in the higher secondary level cannot understand how to avoid coherence and cohesion problem in English writing. Though sometimes teachers give them some instruction without mentioning the term “coherence and cohesion” about it, the students cannot understand the concept. It has always been a big issue in English writing but as the students have less exposure in English writings, they repeatedly make mistakes in this writing elements.

4.3.5 Handwriting Speed

Due to the COVID-19 transmission, students had less exposure on their writing. Just like the students, teachers also mentioned that their hand writing speed is much slower now. They struggle to complete their examination on time. The teachers also said that before pandemic, most of the students had decent hand writing speed but after pandemic when all the institutions reopen, we noticed that their hand writing speed has slowed down. As the students did not practice hand writing during pandemic, they are facing problems now. As the teacher mentioned that during the pandemic, they used technological devices such as mobile phone, computer and they typed assignments with the help of these devices. Moreover, they cannot finish their exam paper on time. As a result, they are facing difficulties in terms of handwriting speed as they are slowed down after the post-pandemic reopening.

4.3.6 Spelling error

The students must have a solid command of English spelling because proper spelling is essential to writing with clarity, vocabulary and spelling must be used correctly when constructing sentences since 21st-century learning entails written communication (Yes & Mohamad, 2021). Due to their limited exposure to English writing during the pandemic, the students struggle with spelling mistakes in their writing. One of the teachers mentioned that their spelling errors have increased recently. Technology was used during the COVID-19 epidemic not just for educational purpose but also for communication purposes. He said that they frequently use short forms of words, such as "d" for "the," "fav" for "favorite," and "u" for "you," while communicating via

message. However, they have used those short form of words after the post pandemic reopening. According to Alam,

Yes, I think so, they made lots of mistakes in terms of spelling, word choice etc. before pandemic, they did not made mistakes in terms of spelling but after reopening, they made lots of mistakes. Sometimes, when I started checking their exam paper, I noticed that they have used short form of word like “d” instead of the, “u” instead of you, “fav” instead of favorite (DU ALA 56).

It can be inferred from the above conversation that most of the students are struggling with spelling in terms of English writing. It was not a very uncommon mistakes but after pandemic, it is increasing as they did not practice handwriting and they used autocorrection with the help of technological devices.

4.3.7 Writing Anxiety

Many researchers believe that anxiety has a significant impact on how well students perform academically (Zrekat et al., 2016). In this regard, Senko (2016) claimed that Lack of self-assurance, drive for success, self-efficacy, and anxiety were identified as factors that negatively impacted EFL writers' performance. One of the teachers said that students often become quite anxious when they realize they cannot finish their writing by the time. Time constraints cause anxiety when writing in a foreign language (Pasaribu, 2016). Another teacher mentioned that sometimes they do not like to show their writing to their friends and groupmates. He said that because of the pandemic, students were uncomfortable to show writing because they had not practiced writing in English for a long time. According to Tasnuva,

Lot of students feel shy and end up using MS word or Google documents as their handwriting is poor. However, they feel shy if their friends check their writings.

Some of the students felt comfortable to share their writings (DU TAS 66).

According to the above-mentioned conversation, it can be said writing anxiety is a huge problem for the ESL learners. They feel worried when they noticed they do not have much time to finish their writing. The findings also shows that the people who think that their hand writing is not up to the mark, they feel shy to show their writings to their friends.

4.4 Section 3: Some common perception among students and teachers regarding post-pandemic English writing Challenges

4.4.1 Lack of Motivation

It might be difficult for teachers to increase their students' writing motivation since they have to know how to best engage their attention, particularly in classes where they are learning a foreign language (Hamidun, Hashim & Othman, 2012). Furthermore, Wright, Hodges, Dismuke & Boedeker (2020) believe that although writing abilities can be improved with practice and hard work, some people adopt a fixed mindset toward writing, thinking that it is simply a talent that some people have and others do not. Some students think that they are not good at free hand writing after pandemic. The students have lack of motivation regarding English writing. Two out of seven students stated that they had a writing routine before to the epidemic, but that due to the lengthy period between the pandemic and reopening, they had lost their motivation and their incentive to write had vanished. On the other hand, one student remarked that his teacher is attempting to encourage the class to write more. In addition to teaching them specific skills, the

best writing instruction approaches encourage students to write more and to persevere, both of which are essential for improving their writing (Nielsen,2015). According to Nuhan

I had the habit of English writing as I had private tutor and he taught me free handwriting but in the corona period, I lost my motivation and did not practice writing. Teachers are trying to motivate us to practice English writing again (DU NUH 72).

In this regard, teachers also share their thoughts regarding English writing motivation. In this regard, Wright, Hodges, Dismuke & Boedeker (2020) contend that self-efficacy influences writing success and assert that teachers must promote self-efficacy to encourage drive, perseverance, and writing success. One of the teacher participants mentioned that students lost their motivation in terms of English writing because of the pandemic. He also mentioned that after reopening the institutions, they are making a lot of mistakes in terms of writing, they are facing many writing difficulties, sometimes they made some silly mistakes which they did not encounter before pandemic.

According to the above-mentioned conversation, it can be said that most of the students as well as teachers thought that students are lacking English writing motivation because of the pandemic, they are facing lots of problems in terms of writing after reopening. the findings also shows that motivation is a very important for the students and lots of things depends on it.

4.4.2 Lack of Reading

Reading is very important for writing well. One of the participating teachers made the point that reading habits are necessary for students to develop a highly structured writing style. He also

stated that reading regularly helps in the improvement of vocabulary skills and introduces with some new vocabulary every day which is very important for writing skill and it is very important for the students. Another teacher participant Alam mentioned that new concepts, knowledge, and viewpoints are revealed through reading, it also exposes the critical thinking ability and it stimulates imagination power which is very important for writing skill. Lack of reading habits prevents pupils from learning new things and from exercising their imaginations. He also mentioned that during the COVID-19 period, students lack the habit of reading and it has become a big obstacle in the field of writing after reopening. According to Tasnuva

I try to encourage students to read outside of academic books to enhance their general knowledge. I believe that it increases their general knowledge and imagination power and helps writing but during the pandemic they lack their habit of reading and thus they are facing problems in terms of writing after pandemic.

In this regard, two students also shared their viewpoint and said that they did not have the habit of reading during pandemic. The participants were questioned by the researcher about their opinions on whether reading regularly is necessary for good writing. Most of the students replied in the affirmative and said that reading is very important since it increases general knowledge and vocabulary. On the other hand, 2 of them were not sure about the questions.

From the above discussion it can be said that, both teachers and students agreed that reading is very crucial to have the good grasp of writing skill. This part of discussion can be related to the second part of the conceptual framework which is lack of English reading (Please see 2.6 chapter two). Both the teacher and students believe that during the pandemic they lost the habit of reading skill and they are now having difficulties in terms of writing after reopening.

4.4.3 Afraid to take part in the exam

Test anxiety is a type of anxiety, it is a tendency to respond to assessment settings with stress, anxieties which occurs during, after or before the exam and it is a psychological issue (Zeidner 2014). Most of the teachers avers that students are facing problems when they are in the exam. They took lots of stress during the exam time. One of the teachers mentioned that students encountered test anxiety because during the pandemic they did not seat for in-person exams, they were tested through online and after the reopening, they encounter difficulties because they have not had any tests from the start of the outbreak to the reopening. Two teachers mentioned that they were afraid of test because they are facing several problems in terms of writing after pandemic, they are concerned about if they can complete the exam on time.

In this regard, one of the students named Prato mentioned that after the reopening, I was afraid to take part in the exam and I was concerned about finishing my paper. Another student mentioned that from the beginning of the pandemic to the reopening, I have not given a face-to-face test and I was really concerned about the questions and handwriting. One of the participants Nobin mentioned

I was very fast before the pandemic. I did not practice English writing during the pandemic. Now. I couldn't complete my writings on time in the exam hall. I should practice English writing more.

From the above conversation, it can be said that most of the students and teachers have almost the same viewpoint about the test anxiety. As the students did not seat for face-to-face exam for a long period of time, they are afraid to take part in it. The findings also

show because of the text anxiety, they encounter writing difficulties after the post pandemic reopening.

4.5 Section 4: Current situation of students English writing after reopening (Students' text analysis)

The goal of the text analysis of the essays written by ESL higher secondary students is to discover the writing obstacles that are apparent in their writing after reopening. Five essays were subjected to the analysis and word limit is approximately 370-400 words. Deductive analysis was used to review the students' essays where all the challenges that the students' face in terms of English writing were analysed with examples. The researcher convinced 5 students out of 7 to write an essay on the given topic which is "Effects of COVID-19 outbreak on the educational sector in Bangladesh". In this part, the researcher analyzed the types of challenges that the students make in the essay after reopening. He noticed that almost all the students face problems in terms of English writing. The application of the framework to the 5 essays provides an overall picture of the English writing challenges that Bangladeshi ESL students may exhibit.

The examples used by students in this chapter are presented exactly as they are without any attempt to change meaning or formality.

4.5.1 Grammatical error in English writing

Grammatical error is a very common problem in English writing. Grammatical error makes the writing difficult for the reader to understand the text. Almost all the participants made mistakes in this part of English writing. Out of 5 participants, two of them made lots of grammatical error.

Here are two instances of students' essays with grammar mistakes.

*Every developed and developing countries **have infected** by COVID-19. This pandemic **has affect** people all around the world. One of the hardest hit area **are** the education sector, specially for the developing countries like Bangladesh. Because of COVID-19, Bangladesh has to **closed** the schools without mentioning any date of opening. The schools form the remote **are cannot provided** online classes and if they hardly the schools were not able to attend the classes. (Essay code, 101)*

*All educational sectors **was** shut down because of the pandemic and it caused lots of job losses. At that time, there were some problems in the education sector of Bangladesh. I **am also suffer** some problems during this time. The teachers **are found** it very difficulties to evaluate the students. While there was an opportunity to receive education through online classes in urban areas, this opportunity was not there in rural areas. Because internet connection **are** not stable in rural area. Therefore, most of the students in the village **did not received** their education.*

These above mistakes represent grammatical errors in essay writing. The students made lots of mistakes in terms of grammar. The most common reason was the difficulty of the target language which means most of the errors of higher secondary students were intralingual errors. As English is a second language for them and they are not master in English, sometimes they make some common errors in their writings. However, they are making lots of error in terms of grammar after the post pandemic reopening. Those are very common error in grammar but when the researcher interviewed the participants, both teachers and students mentioned that they are facing difficulty in terms of grammar as they did not practice writing during the pandemic.

4.5.2. Coherence related problem

It should be notice that almost all the students face problems in terms of coherence. The application of the framework in 5 essays shows an overall picture of the coherent problems that Bangladeshi ESL students can demonstrate in their writing. However, there are some coherence problems that is found form the students' writing which are: "Micro level problem, paragraph unity level problem, topic unity level problem and cohesion related problem" (Siyabi, 2019). In the Paragraph Unity related problem, it will be divided into 3 parts which are "poor introduction, poor body paragraph and poor conclusion". Each part will be divided into some subparts. Firstly, in the introduction part, it will be divided into 2 subparts such as poor/ unclear topic sentence and Poor/ unclear thesis statements. Then, in the conclusion part, it will be divided into 2 subsections such as, poor introduction of the conclusion and poor closure. However, the researcher will show some part of coherence below as it is a very broad element in writing.

4.5.2.1. Poor Introduction and topic sentence

In the introduction part, the students made some mistakes. One of the students wrote an introduction that did not actually reflect the subject and the topic sentence of the introduction is very poor, as illustrated below

Covid-19 is a disease caused by a new strain of coronavirus. Co stands for corona, vi for virus and d for disease and it was referred to as 2019 novel virus. It was first identified in 2019 in Wuhan city, China. Every developed and developing countries have infected by COVID-19. This pandemic has affect

people all around the world. One of the hardest hit area are the education sector, specially for the developing countries like Bangladesh.

According to the above-mentioned conversation it can be said that the introduction is very poor in this paragraph. Topic sentence in every paragraph carries the most valuable part. It reflects the whole paragraph. Only one student wrote clear topic sentence and introduction of the paragraph. Most of the students did not really mention the topic sentence of the paragraph and it is not a clear topic sentence.

4.5.2.2 Poor thesis statement

Thesis statement is the most valuable part of an essay. A thesis statement is a sentence that adds a focal point to the paper or essay. It is a must in every essay. However, 2 of the students did not really mention the thesis statements in their paper and one of the students mentioned it but it is not really clear, as illustrated below

I am also suffer some problems during this time (Essay Code: 101).

However, it was quite difficult to take classes online because some of the students didn't have an uninterrupted net connection.

From the above-mentioned conversation, it can be said that students did not truly refer to their thesis statements in their writings. They should have summarized the essay's main idea in the thesis statement, but instead, they wrote something else that did not correspond to the essay's major idea.

4.5.2.3 Poor conclusion and closure

In every paragraph, conclusion is necessary. In the conclusion part, one has to restate of the thesis statement. It means what we have written so far, we have to summaries the whole things. It is not necessary to add new things in the conclusion parts. Moreover, first line of the conclusion is very important. However, one of the students try to write conclusion but he did not finish it. He wrote the concluding part but it is very poor conclusion. In every conclusion, the first sentence and the closure are very important. It reflects the whole essay.

Many graduated students lost their job opportunities and many students and job workers had to return home from abroad because of the pandemic. But nowadays the students are becoming more familiar before the pandemic because of getting connected to online platform. It is a good sign for us to forming a digital education system which is the target of our country.

It can be inferred from the above conversation that the introduction of the conclusion looks very poor and it does not look like an introduction of the conclusion and the closure he wrote it looks like he wanted to start a new theme.

4.5.3 Cohesion related Problem

Rather than coherence, cohesion is more critical. Halliday & Hasan (1976) said that cohesion is a systematic unit of the text and “it refers to relations of meaning that exist within the text”. Grammatical cohesion is the most important part and most of the students’ made mistakes in the grammatical cohesion part.

No	Grammatical Cohesion		Essay Code No	Comments
	Types of Cohesions		101	
1	Reference	1. Personal pronouns 2. Articles (Incorrect use of references)	<i>It is the good sign for us to the forming a digital education system which is the target of our country.</i>	I have found 2 articles which is not correct in the whole essay. However, problems in the use of pronouns were not visible.
2	Conjunction	1. Transitions 2. Addictive (and, also)	Moreover, for load-shedding the electricity was also a bit of trouble. Also due to online classes we could not give our exams properly. However, Because of this, our teachers could not understand whether we had studied or not.	He frequently utilised transitional words, which is inappropriate, and he employed them incorrectly in his sentences. Almost all of addictive are used correctly

Figure: 4.1

Coherence and cohesion are the most two important elements in the writing. It is necessary to maintain coherence and cohesion in the writing. It is important to write well in the university level as all the courses are conducted in English language. As a researcher, it can be said that students are not very careful enough maintaining coherence and cohesion in their writing.

Analysing all five essays, the researcher found that students face problems maintaining coherence and some parts of cohesion

4.5.4 Struggle to make new sentences

It has been seen that students face difficulties when they try to make complex and compound sentences. Somewhere they are making mistakes. Sometimes they face difficulties while using verbs or relative pronouns. They cannot understand where to use relative pronouns or verbs or subordinating conjunction. One of the students mentioned that

The schools form the remote are cannot provided online classes and if they hardly the schools were not able to attend the classes.

4.5.5 Spelling Mistakes

In order to acquire English as a second language, spelling is essential. In terms of spelling, students made lots of mistakes. Even yet, ESL kids in elementary school often struggle with spelling due to a combination of factors, including a lack of spelling expertise, a lack of clarity on word spelling, and interference from their mother tongue (Yen & Mohamad, 2021). During the pandemic, students did not practice English writing and spelling and now after the reopening, they are facing difficulties in terms of spelling.

*The **uidening** gap in education in equality is the biggest bad impact of COVID-19. It has resulted in students from low-income families being left behind, with very little access to education. Also, girls from **disadvantaged** background are more likely to drop out school. As they may be forced to marry **yound** or take on household responsibilities. The schools **form** the remote are cannot provided online classes and if they hardly the schools were not able to attend the classes.*

It can be inferred from the above writing that students made spelling errors while writing after reopening the institutions. The spellings they misspell are not unfamiliar to them but they are frequently making mistakes in spelling which shows that they did not practice English spelling during the pandemic and this is because they are making errors after the reopening.

Chapter 5

Conclusion

5.1 Introduction

This chapter's goal is to provide a concise summary of the most important findings, discussions, outcomes, as well as recommendations for the students on how to deal with the difficulties of English writing following the post-pandemic reopening. This research focused on the challenges of English writing after reopening. This study investigated the teachers' perception regarding the difficulties of English writing after reopening the institutions as well. The researcher also analysed the students' English writing for this study. The research questions of this study are.

1. What are the challenges that the students encountered in terms of English writing after post-pandemic reopening?
2. What kinds of challenges do teachers find that students experienced in terms of English writing after reopening?
3. What is the current status of students' English writing after reopening the educational institutions?

5.2 Contribution of the Study

This study highlights the opinions of both students and teachers regarding the difficulties that students have in terms of writing in English, which captures the actual situation in our nation's higher secondary level classes following the lockdown. This study offers a variety of ramifications that are advantageous to students, as well as the persons in the educational field at various levels. The implications are discussed below:

5.2.1 Social Implications

In this study, the researcher has discussed the challenges of English writing among higher secondary level students, teachers' perception regarding the challenges that the students encountered after reopening and students' perception regarding the challenges they encountered in terms of English writing after reopening. This study has potential benefits for educational institutions, students, and teachers. Also, teachers will learn what kinds of challenges the students are facing when it comes to writing in English, and by knowing the issues, the teachers may take the necessary precautions to prevent the errors the students commit in English writing and students can be careful so that they do not repeat these mistakes as well. With the help of this knowledge, the general standard of English writing abilities in an ESOL setting could be improved. Following the institutions' reopening, the researcher has highlighted teachers' and students' perceptions of the difficulties in English writing. Few studies have been conducted on the difficulties of English writing, but no such studies have been conducted on the difficulties of English writing following the reopening in Bangladeshi context. This study not only addresses this existing deficiency in writing but also offers multiple viewpoints from teachers and students.

5.2.2 Pedagogical Implication

The study, which examines the difficulties students face in writing after reopening their institutions, may have profound pedagogical ramifications.

1. Critical thinking, specific argumentation and analysing argument are skills that are required when writing. Critical thinking is very important for writing tasks. Teachers can help students to develop higher order thinking (HOT) in terms of writing and encourage them to engage different types writing activity so that they can develop their writing ability, as well as analytical ability. It is very important for them as most of the students are facing difficulties in terms of writing after reopening.
2. Writing exercises may enhance analytical ability and motivate the students to exchange their ideas and feelings. Teachers can help the students to build a supportive environment so that the students can experiment different writing style, variation and changes.
3. Students may face different kinds of difficulties in terms of writing such as maintain coherence and cohesion, grammatical error, spelling mistakes, structure problem, appropriate vocabulary and so on. It can be sometimes time consuming. By recognizing and dealing with these difficulties, teachers have to support the students so that they can develop their analytical ability and critical thinking skill. Teachers can help the students by emphasizing the importance of editing and revision.
4. This study also emphasises that teacher can support the students by listening their problems in terms of writing so that they can design the writing syllabus in such a way that the students can develop their writing skill.

5. Some students may have writing anxiety. They do not want to show their writing to others, they feel shy since some students think that their writing style is very poor. In that case, teachers have to help those kinds of students so that they can overcome their writing difficulties and writing anxiety.

5.2.3 Theoretical Implications

The researcher has created this framework by combining the elements sentence structure, word choice, spelling, grammatical error, coherence and cohesion, generating ideas, translate L1 to L2 (Lin & Morrison, 2021), writing anxiety (Aloairdhi, 2019) and lack of English reading and handwriting speed (Skar, Graham & Huebner, 2021). This framework has many important elements which is used in this study. The researcher discovered many types of articles about difficulties with English writing where these elements were employed independently. There is no other study where these components have been utilized in this manner. Furthermore, all of the components were carefully selected by the researcher to address all of the study's research questions. However, this conceptual framework can be applied in any study related to English writing challenges and other researchers can use this framework as well.

5.4 Recommendation

The researcher would like to make some recommendations in light of the findings and discussion.

1. After the COVID-19 outbreak, when the teachers understand that the students are facing difficulties in terms of English writing, they should design an English writing course or they should focus on English writing as in the higher secondary level, they

- do not have any English writing course specifically. They should design English writing in such a way that they can develop their English writing if they face any difficulties.
2. Teacher should conduct a diagnostic assessment to understand the students' writing level. It will help to address their areas of weakness. By doing this assessment, teachers can get a very clear idea about where they are making mistakes or error and teachers can take enough precautions to help the students.
 3. The findings show that students did not practice English writing during the pandemic. As they are facing difficulties in terms of writing after reopening, they should practice English writing frequently. Teacher can help the students regarding this matter. The teachers can ask the students to write an essay or paragraph on any topic they want and in the next day, teacher will give them feedback. It will help them to develop their English writing.
 4. Peer or group feedback is very important for the students. If the students exchange their writing drafts and give feedback to one another, it will help them students to develop their English writings. Teachers can ask them to revise their English writing when they finish their writing. If they are able to rewrite, they can easily spot numerous errors in their own English work.
 5. Teachers can ask the students to use different kinds of technology to improve their English writing. There are lots of app or website which help the students to develop their English writing.

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Appendix A

Letter of Consent for Participants

Dear Sir/ Ma'am

This is Raghib Nihal. I am a student of BRAC University, Department of English and Humanities. I am doing my major in Applied Linguistics and ELT.

We must submit theses as required by BRAC University's policies, and my research topic is "English writing challenges after reopening of schools: A study of Bangladeshi higher-secondary level students". For my thesis project, I have to interview English teachers who taught in higher secondary level. This is because I would like to invite you to participate in a brief interview and share your insightful knowledge about the difficulties students experience in terms of English writing after reopening the institutions.

If you feel comfortable doing so, the interview can be conducted face-to-face. Alternatively, it might also be a phone interview or we can arrange a Zoom session. It won't take more than 20 to 25 minutes to complete the interview. The interview will not be disclosed to anyone but me and will only be recorded for the purposes of data analysis. I can assure you that the data I will collect from you will only be used to conduct the study and your name will not be revealed anywhere. I guarantee that no information will be utilized improperly.

If you would want to take part in the study, please read the information carefully and sign the below. I would be grateful and appreciate your contributing to this study.

Sincerely,

Raghib Nihal

Department of English and Humanities

BRAC University

Phone:01933299729

Email: raghib.nihal21@gmail.com

Consent form

Please read the instructions below and tick the boxes

I have read the description and understand the purposes behind the study.	
Since my voice will not be made public, I have consented to having it recorded.	
No pressure was created I am taking part voluntarily.	
If he needs further information, he has my consent.	

Emil id:

Phone no

Name

Signature

Appendix B

Interview Questions for Participants Research Questions

4. What are the challenges that the students' encountered in terms of English writing after post-pandemic reopening?
5. What kinds of challenges do teachers find that students experienced in terms of English writing after post-pandemic reopening?
6. What is the current status of students' English writing after reopening the educational institutions?

Interview Questions for the participants (Students)

Interview Questions (IQs)	Background	Research Question (1).
1. Please share your educational background: name of the institution and class	*	
2. What is the medium of instruction in your school?	*	
3. How were your classes conducted during the Pandemic?	*	
4. How were your I classes conducted during the Pandemic?	*	
5. Did your school organize online I classes during the pandemic?	*	
6. How many days you had online I classes in a week?	*	
7. Who inspired you to learn I during pandemic?	*	
	*	

8. Is there any person who encouraged you to or helped you in terms of free hand writing during the pandemic period? Do you still have the habit of free hand writing?		
9. Which platform you used for online classes?	*	
10. Do you have the habit of reading I Novel/ any other books outside the academic books?	*	
11. Do you have the habit of writing short stories, diaries or any other thing in I? if yes, do you think it helps you to improve your I writing skill?	*	
12. How was I writing taught in your school? I mean, do you memorize essays, paragraph, letter or you can write on your own?	*	
13. During pandemic, how were your I teachers assessed you? Did you submit assignments or exams were taken?	*	
14. Did you take any help for your exams or assignments during pandemic?	*	
15. Do you face any challenges after reopening?	*	
16. Do you face any challenges/problems after reopening in terms of I writing?		*
17. While writing I essays, paragraphs, do you translate ideas form L1 to L2? Do you		*

think it is helpful or you prefer memorise?		
18. Is there anything new you have learnt in I writing classes?	*	
19. What is happening in your current writing class after reopening		*
20. In the pandemic period, do you have the habit of I writing for academics? Do you practice I writing in pandemic?		*
21. Did you take private tuition for I course during pandemic?	*	
22. Do you find any difference with the previous class before reopening?		*
23. Do you take private tuition for I courses after post-pandemic reopening?		*
24. What are the elements your private tutor taught for I course?	*	
25. Does your private tutor emphasise more on I writing? Does he/she instruct you how to do better in I writings?	*	
26 Does he/she tell you to memorise I composition/ paragraphs or he/she wants you to write on your own?	*	
27 Do you think you encountered challenges like spelling, word choice in terms of I writing? What do you think you are facing those kinds of challenges?		*
		*

28 How about your hand writing speed? Do you think after pandemic your hand writing speed was getting slower and before pandemic it was better than now?		
29 Do you think you are getting enough feedback in terms of writing problems?		*
30 What do you think about your grammar skill? Do you face any difficulties in terms of grammar?		*
31 Do you think your sentence structure it good? do you always write in simple sentences or you write in complex/ compound sentence as well.		*
32 Do you have any writing anxiety? I mean if some (peer/groupmate) check your writing you feel bad? Or You feel shy when you get feedback from your teacher/classmates?		*
33 Do you get any feedback about coherence and cohesion form your I class teachers? Do you know what is coherence and cohesion?		*
34 Do you think it is one of the problems in terms of writing?	*	
35 Is it okey if I can check one of your I writings?		*
36 What do you think why you are facing I writing difficulties after reopening?		*

Interview Questions for the participants (Teachers)

Interview Questions (Iqs)	Background	Research Question (2b)
1. May you please share your educational background?	*	
2. How many years of experience do you have in the teaching profession?	*	
3. May you please share what is the medium of instruction in your school?	*	
4. What is the name of the institution you currently teach?	*	
5. In the pandemic period, did your institutions provide any online classes?	*	
6. How do you take classes during pandemic?	*	
7. Did you take I 1 st paper or 2 nd paper classes during Pandemic?	*	
8. What is the medium of instruction in your classroom?	*	
9. Do you take face to face classes in online mood or you only uploaded your lecture videos/ audios during the pandemic period?	*	
10. How did you assess students during the pandemic?	*	
11. How do you teach writing in your classroom during and after the pandemic?		*

12. Do you encourage your students to read I novel/books/article/newspaper for learning I?		*
13. What do you think most students prefer, memorizing or free hand writing in terms of I writing?		*
14. What are the challenges do you think most of the students face in terms of writing I after post-pandemic reopening?		*
15. Do you correct them when they face any difficulties in terms of I writing?		*
16. What do you think, has the writing problem increased since the pandemic?		*
17. How did you give feedback in online mood?	*	
18. Do they face difficulties in terms of spelling, word choice and vocabulary after pandemic?		*
19. Do you encourage the students to listen I news/documentary?	*	
20. Do they encountered grammatical error while writing I essays? Do they face those problems more after post-pandemic reopening?		*
21. Do they use different sentence structure or they only use simple sentences only?		*
22. What do you think about their handwriting speed after pandemic? Are they getting slower at handwriting?		*

23. Do they have any particular writing anxiety like they feel shy while writing or fear to show own writing to groupmates or among friends?		*
24. In terms of coherence and cohesion, do they face any difficulties?		*
25. What do you think, in which part they face most difficulties in terms of writing?		*
26. What are the most challenging parts in writing for the students when they start writing paragraphs or essays (topic sentence/ body/ conclusion)		*
27. Did you give proper feedback to the students after post-pandemic reopening? I mean if they made mistakes in grammar part, you marked them and mentioned what is the wrong with this sentence.		*
28. Do you think, the feedback you give them, they properly take a look and incorporate after that?		*

Appendix C

Notation Conversation for Interview Transcription

	Notation	Meaning
1.	DU	Discourse Unit
2.	I	The Interviewer
3.	Ohh	An action Positive expression.
4.	Umm...	Thinking
5.	[]	For Showing Action [Laugh]
6.	,	Small Pause
7.	...	Long pause
8.	DU NOB 77	DU <space> student name's first three alphabets <space> DU number. DU NOB refers to NOBIN's DU number 77

Appendix D

Sample interview transcription of Nobin

DU	Participant	Questions and Answers
1.	I	Hi Nobin. How are you?
2.	Nobin	I am fine, Bhaiya. How are you?
3.	I	I am good. Can we directly jump into the interview or you want to ask anything to me? Are you nervous?
4.	Nobin	No bhai. We can start. I am bit nervous though. But, I'll manage.
5.	I	Okey, then, I will first ask you some basic information about yourself. Please share your educational background: name of the institution and class.
6.	Nobin	I am in Notre Dame College, Class: XII
7.	I	That's good. It is a very good college. What is the medium of instruction in your school?
8.	Nobin	Bangla Medium. But in English classroom, they use English most of the time.
9.	I	Okey. Good to hear. How were your classes conducted during the Pandemic?
10.	Nobin	My classes were conducted on online during the pandemic.
11.	I	Okey. How were your English classes conducted during the Pandemic?
12.	Nobin	My English classes were conducted on online during the pandemic.
13.	I	Did your school organize online English classes during the pandemic?
14.	Nobin	Yes... During The pandemic, online English classes were organized by my school.
15.	I	How many days you had online English classes in a week?
16.	Nobin	Umm.... 4 days in a week.
17.	I	Okey. By the way, who inspired you to learn English during pandemic?
18.	Nobin	Ha ha... [] bhaiya, Umm... actually, My elder sister inspired me to learn English during pandemic. She always told me to study English and practice English speaking.

19.	I	Okey, that's good. Is there any person who encouraged you to or helped you in terms of free hand writing during the pandemic period? Do you still have the habit of free hand writing?
20.	Nobin	Yes, my elder sister Santa Paul encouraged me or helped me in the terms of free hand writing during the pandemic. Yes, I have still the habit of free hand writing. It helps me during the exam when the writing part is uncommon to me
21.	I	What does your sister do? You have talked a lot about your sister
22.	Nobin	She is studying in Jahangirnagar University. She is doing MBA.
23.	I	Okey. That's great. Which platform you used for online classes?
24.	Nobin	I used Zoom and google meet for online class. Actually, our teachers sometimes took classes through Zoom and Google meet as well.
25.	I	Do you have the habit of reading English Novel/ any other books outside the academic books?
26.	Nobin	Yes, I have the habit of reading English books outside the academic books. It helps me to enrich my knowledge about the other things which are out of my academic books I can know about more words and I can enrich my vocabulary
27.	I	Okey. That's great. Keep it up. Do you have the habit of writing short stories, diaries or any other thing in English? if yes, do you think it helps you to improve your English writing skill?
28.	Nobin	Yes, I have the habit of writing diaries in English. It helps me to improve my English writing skill. Specially in the exam hall when the writing part is uncommon to me. I can easily write about the Topic of question without any grammatical mistake because of this habit.
29.	I	How was English writing taught in your school? I mean, do you memorize essays, paragraph, letter or you can write on your own?
30.	Nobin	I used to memorize writing parts because my teacher instructed me to do this. They just told the format of writing and gave me some topic to memorize. But it was not actual learning because for this reason I can't write on myself then.
31.	I	Keep practicing bhaiya. During pandemic, how were your English teachers assessed you? Did you submit assignments or exams were taken?

32.	Nobin	My English teacher assessed me by checking online home works picture and assignments. Some exams were taken during the pandemic, the question pictures were given by the teachers and after answering the questions we sent to them
33.	I	Did you take any help for your exams or assignments during pandemic?
34.	Nobin	Yes, I take online helps for my exams and assignments during the pandemic. Because online classes were not enough to complete the course and students were not attentive in online classes
35.	I	Do you face any challenges after post-pandemic reopening?
36.	Nobin	Yes, I have faced some challenges after post-pandemic like I was scared of Covid -19, I felt uncomfortable to use face musk, sanitizers. I was also feared about my study and also writing or attending exams.
37.	I	Do you face any challenges/ problems after post-pandemic reopening in terms of English writing?
38.	Nobin	Yes, I have faced some challenges after post-pandemic like my hand writing was become slow, I couldn't complete my writings in time. Grammatical mistakes, making new sentences are etc. I have faced after post-pandemic reopening.
39.	I	Okey, Nobin, I think we should take a break. We have talked a lot. Take few munities and relax. Do you like to take a cup of tea/coffee and some snacks? I will take tea. What would you like to take?
40.	Nobin	Bhaiys. I am good. [] Do not worry for me. I would like to take tea as well. nothing else. []
41.	I	Okey, can we start again if you are feeling okey?
42.	Nobin	We can start again.
43.	I	Okey. While writing English essays, paragraphs, do you translate ideas from L1 to L2? Do you think it is helpful or you prefer memorise? L1 means 1 st language, mother tongue which is bangla and L2 means Second language which is English.

44.	Nobin	Umm... Yes bhaiya, I translate ideas from L1 to L2 because it helps to write more. When I start to write, I write all the things I memorized then I think about the topic in L1 and write it on paper after translate in L2.
45.	I	Is there anything new you have learnt in English writing classes?
46.	Nobin	Yes, I have learnt how to make new sentences, how to write free hand writing, how to use the words, appropriate prepositions etc. It helps me a lot writing in the examination to full fill pages
47.	I	What is happening in your current writing class after reopening?
48.	Nobin	After reopening we are trying to focus on the lectures and trying to remove the lacking of our writing and also trying to learn some new things, trying to know more how to develop in writing
49.	I	In the pandemic period, do you have the habit of English writing for academics? Do you practice English writing in pandemic?
50.	Nobin	Yes, in the pandemic period, I have the habit of English writing for academics. I used to practice English writing after memorizing the paragraphs, essays, stories and also, I used to write diaries.
51.	I	Did you take private tuition for English course during pandemic?
52.	Nobin	No, I only take the help of YouTube beside school online classes to complete my English course. Because all the topics was available in online and there was no cost to see videos.
53.	I	Do you find any difference with the previous class before reopening?
54.	Nobin	Yeah, students were not sincere in online classes and used to copy home works. After the reopening, they have to focus and sincere in English class and have to do homework by themselves
55.	I	Okey, that's a good observation. Do you take private tuition for English courses after post-pandemic reopening?
56.	Nobin	No, because I take help of YouTube and others media platform to complete my course and my courses were well finished. That's why I didn't need to take any tuition after reopening
57.	I	What are the elements your private tutor taught for English course?
58.	Nobin	Um... I need to think bhaiya. Give me few seconds. Finite verb, Non-Finite verb, Clause, Determiner, Article, Connector, Modifier and etc. were taught

		for English Courses. First, they clear the basics and then they started to teach academic topic
59.	I	Does your private tutor emphasise more on English writing? Does he/she instruct you how to do better in English writings?
60.	Nobin	Yes, my private tutor emphasizes more on English writing. He instructed me to thought about the topic, then gather information in mind and then write it on the paper
61.	I	Does he/she tell you to memorise English composition/ paragraphs or he/she wants you to write on your own?
62.	Nobin	First, he tells to memories me and then when I memories much, he told me to write by myself because I was learned about the topics and I can write easily about any topic.
63.	I	Do you think you encountered challenges like spelling, word choice in terms of English writing? What do you think you are facing those kinds of challenges?
64.	Nobin	Yes, I think I was encountered challenges like spelling, word choice in terms of English writing.... I thought that because of online classes and I was not attentive at that time that's why I was facing those kinds of challenges.
65.	I	How about your hand writing speed? Do you think after pandemic your hand writing speed was getting slower and before pandemic it was better than now?
66.	Nobin	Hand writing speed is now perfect. My hand writing speed was getting slower after the pandemic but it was better before the pandemic.
67.	I	Do you think you are getting enough feedback in terms of writing problems?
68.	Nobin	Yes, I think so.
69.	I	What do you think about your grammar skill? Do you face any difficulties in terms of grammar?
70.	Nobin	I think, I have to improve my grammar skill. I have faced difficulties in terms of grammar specially in writing during the exam
71.	I	Do you think your sentence structure it good? do you always write in simple sentences or you write in complex/ compound sentence as well.
72.	Nobin	I think my sentence structure is not well. I always write in simple sentence. I thought simply about the topic and write simply.

73.	I	Do you have any writing anxiety? I mean if some (peer/groupmate) check your writing you feel bad? Or You feel shy when you get feedback from your teacher/classmates?
74.	Nobin	Yes, I have writing anxiety. I feel bad when someone check or give feedback about my writing
75.	I	Do you get any feedback about coherence and cohesion form your English class teachers? Do you know what is coherence and cohesion?
76.	Nobin	Yes, I got some feedback about coherence and cohesion and I know about coherence and cohesion. They said that we have to write the sentences connected with the previous line and definitely related about the topic
77.	I	Do you think it is one of the problems in terms of writing?
78.	Nobin	Yes, I think it is one of the problems in terms of writing. Sometimes I lost sequence to make sentences, can't relate new sentences with previous line. It is a great Problem I am facing now.
79.	I	Is it okey if I can check one of your English writings?
80.	Nobin	Okay but I will feel embarrassing if you check. Because I Don't know that what you will think about my writing, good or bad. If I make some mistake and you told me then I will correct it but I will feel shy inside.
81.	I	What do you think why you are facing English writing difficulties after reopening?
82.	Nobin	Because of my insincerity during pandemic, If am facing difficulties after post pandemic
83.	I	Thank you so much bhaiys. I think I got all the answers for my research. You really help me in such a difficult time.
84.	Nobin	Do not worry bhaiya. I enjoyed but I will not deny that I was little nervous while giving the interview because my speaking skill is not up to the mark.
85.	I	Bhaiya, I think it was a good conversation. I think, in your level you are good. But always remember you have to practice hard to achieve anything. I cannot thank you enough for that.
86.	Nobin	I am glad to help you. I will try bhaiya.
87.	I	If you need any help in English, please let me know. Do not hesitate.
88.	I	I will bhaiya

Sample interview transcription of Himu

DU	Participants	Questions and Answers
1.	I	Hi Himu... How are you?
2.	Himu	I am fine, Bhaiya. How are you?
3.	I	I am good. Can we directly jump into the interview or you want to ask anything to me? Are you nervous?
4.	Himu	No bhai. We can start. I am bit nervous though. But, I'll munge
5.	I	Okey then, can you please share your educational background: name of the institution and class
6.	Himu	I study in Sreenagar Government College and I am in class XII
7.	I	What is the medium of instruction in your school?
8.	Himu	Bangla
9.	I	How were your classes conducted during the Pandemic?
10.	Himu	During pandemic, sometimes my classes was conducted in online. But most of the students didn't attend in the online classes.
11.	I	How were your English classes conducted during the Pandemic?
12.	Himu	During pandemic, sometimes my English classes was conducted in online. But most of the students didn't attend in the online classes.
13.	I	Okey, did your school organize online English classes during the pandemic?
14.	Himu	Yes, sometimes.
15.	I	How many days you had online English classes in a week?
16.	Himu	... May be 1 or 2 days in a week.
17.	I	Aren't you sure about that or you are confused about your class? By the way, who inspired you to learn English during pandemic?
18.	Himu	Bhaiya, actually I forgot and I am sorry for that. Okey, my inspiration for English was natural. I used to watch many videos in YouTube and visit many sites for learning English. And I went to a coaching center to learn English. Even in the pandemic, many coaching centers were open.

19.	I	Is there any person who encouraged you to or helped you in terms of free hand writing during the pandemic period? Do you still have the habit of free hand writing?
20.	Himu	Um... I used to do it by my own. Since I have always wanted to have the best hand writing. Yes, still I practice free hand writing sometimes.
21.	I	Okey, which platform you used for online classes?
22.	Himu	Honestly, I never attended in the online class. Cause they didn't teach well in online classes. I think they used Zoom and google meet app for online classes.
23.	I	Do you have the habit of reading English Novel/ any other books outside the academic books?
24.	Himu	Yes, yes, I have this habit. I always read my favorite artists books. And I like ancient books. Because most of the time, these books are written in English, so it's another inspiration to me for learning English. Most of the times, I read these books in online. I am a big BTS fan so, I like to know about them and read their biography from online. []
25.	I	Do you have the habit of writing short stories, diaries or any other thing in English? if yes, do you think it helps you to improve your English writing skill?
26.	Himu	I'm not so big fan of writing stories. Cause I don't want to share my thoughts to most of the people. Um... Sometimes, I write my idea, so I don't forget it in future. It helps me to improve my English writing skill and I learn many new words from it.
27.	I	Okey, that's a good practice. How was English writing taught in your school? I mean, do you memorize essays, paragraph, letter or you can write on your own?
28.	Himu	When I was really little, I used to memorize essays, paragraphs, letter etc. But I never liked the idea of memorizing. Hence, my father is an English teacher, when I was in class 5, I started to learn tense, verb etc. from Him. Um... So, it was kind of easy for me to know what was written in the books. But still then, I had to memorize (though not like others), because I was just in High-School, even if I wrote the full essay by my own without memorizing, the one who would write it from books would get more numbers. But from obtaining in College, I didn't memorize even a single paragraph. I think my idea is better than those who wrote the books.

29.	I	During pandemic, how were your English teachers assessed you? Did you submit assignments or exams were taken?
30.	Himu	I didn't attend in online classes, so I don't know if the College teachers gave the students any homework, assignment or took any exam. Probably they didn't, and even if they did, may be most of the students didn't do as they were told. But I went to a coaching center during the pandemic, sometimes the teacher gave us homework or took any exam.
31.	I	Did you take any help for your exams or assignments during pandemic?
32.	Himu	I went to 2 coaching teachers and I had home tutor. I took help from them. And I used online for many things.
33.	I	Okey, do you face any challenges after post-pandemic reopening in terms of English writing?
34.	Himu	I don't think so. Cause I had to go to the coaching centers even during the pandemic. And I used to learn English by my own in home. So, I was good, after post-pandemic reopening. But there was not so much pressure, because there was no exam in the college. So, I was just learning English whenever I wanted. [] Sometimes, I faced many grammatical problems in English, but there was not so qualified teacher to solve those problems for me. So, most of the time, I used online for solving those problems. Even after reopening the college, I didn't learn what I wanted from the college, because there was not enough English classes and I had to go to coaching center rather than college, because in the coaching center English classes were more serious than the college classes. Umm... So, when I was facing problems, I took help from those classes and most of the time from online. But I think it wasn't enough, even during the pandemic and after reopening everything. ... But I always had desire for learning English, so during the pandemic I learnt English from many sites, that's why I didn't face that much challenges after post-pandemic reopening.
35.	I	Do you face any challenges/ problems after post-pandemic reopening in terms of English writing?
36.	Himu	Bhaiya this question is almost as same as the previous one. []
37.	I	Okey, then, I will ask you my next questions. While writing English essays, paragraphs, do you translate ideas from L1 to L2? Do you think it is helpful or you prefer memorizing?
38.	Himu	Because I'm just in college, sometimes I have to translate ideas from L1 to L2. But most of the times, I try to think in English whatever I want. I think that I'm getting better in English cause I can kind of think in English. I

		believe, it will be so soon, when I will be so good in English. I think it is helpful to write from my own and by understanding. I don't prefer memorizing.
39.	I	Is there anything new you have learnt in English writing classes?
40.	Himu	I have learnt grammars, proper way of writing application, paragraphs, transitional words, how my writing will be more attractive etc. from English writing writers.
41.	I	What is happening in your current writing class after reopening
42.	Himu	After reopening, we have so short time before our exams. So, the teachers are teaching us, but they won't be able to finish the syllabus due to a little number of classes. That's why they are teaching very fast and most of the students aren't learning anything if they don't have previous knowledge about that topic.
43.	I	In the pandemic period, do you have the habit of English writing for academics? Do you practice English writing in pandemic?
44.	Himu	Yes, I had the habit of English writing for academics, in the pandemic period. Since I was so interested in English, that's why I prepared my best in English writing for academics.
45.	I	Did you take private tuition for English course during pandemic?
46.	Himu	Yes, I went to a coaching center for English course during pandemic.
47.	I	Himu, I think we should take a break for few munities. There are lots of questions that needs to be answered. If we take a break, we both feel fresh and then we will start again. What do you think?
48.	Himu	Okey bhैया.... It is a good idea.
49.	I	We can begin now. What do you think?
50.	Himu	Okey bhैया. We can start.
51.	I	Do you find any difference with the previous class before reopening?
52.	Himu	... The situation is kind of different after reopening. There were not so many students in online classes during the pandemic. And the quality of teaching in online were not so good. But after reopening, many students are coming to college. It's better after reopening than previous classes.

53.	I	Okey, do you take private tuition for English courses after post-pandemic reopening?
54.	Himu	Yes, I still take private tuition for English courses after post-pandemic reopening because English classes in college are not good as coaching classes. And very few English classes are happening in college. So, I have to go to coaching center.
55.	I	What are the elements your private tutor taught for English course?
56.	Himu	My private tutor taught me according to our syllabus. There were grammars, right form of verbs, narration, passage, application and story writing, synonyms and antonyms etc. that I learnt from him.
57.	I	Does your private tutor emphasize more on English writing? Does he/she instruct you how to do better in English writings?
58.	Himu	Though not so much, but yes, my private tutor emphasizes on English writing. Sometimes, he instructs me how to do better in English writings.
59.	I	Does he/she tell you to memorize English composition/ paragraphs or he/she wants you to write on your own?
60.	Himu	He doesn't tell me to memorize English compositions/ paragraphs. He instructs me how to write writing parts properly and inspires me to write on my own.
61.	I	Do you think you encountered challenges like spelling, word choice in terms of English writing? What do you think you are facing those kinds of challenges?
62.	Himu	I encounter challenges like spelling, word choice, grammar etc. in terms of English learning. To overcome this problem, I watch English videos, listen English songs and write many English books.
63.	I	Okey. How about your hand writing speed? Do you think after pandemic your hand writing speed was getting slower and before pandemic it was better than now?
64.	Himu	I don't think my hand writing speed became slower after the pandemic than before. Because I always practiced English writing. I think my hand writing is always fast enough.
65.	I	Do you think you are getting enough feedback in terms of writing problems?
66.	Himu	Um... My teachers sometimes show me my writing mistakes and corrects it. And I revise what I write and always try to learn from online and many good books. Though I'm not getting enough feedback from others in terms of

		writing problems, but I'm trying my best to correct my writing problems on my own.
67.	I	What do you think about your grammar skill? Do you face any difficulties in terms of grammar?
68.	Himu	I think I'm good enough in grammar at my age and at the situation. When I face problems, I try to get help from teachers and online. I'm always trying my best to learn English.
69.	I	Ohh. That's good. Do you think your sentence structure it good? do you always write in simple sentences or you write in complex/ compound sentence as well.
70.	Himu	My sentence structure is developing. I write in complex/ compound sentences as well as simple sentence.
71.	I	Do you have any writing anxiety? I mean if some (peer/groupmate) check your writing you feel bad? Or You feel shy when you get feedback from your teacher/classmates?
72.	Himu	Umm...Honestly, I don't care about what others think about my English. But I feel shy when someone check my writings and I do not know why it happened. Why someone like group mates or my classmates check my writings. They do not need it. Teachers can give my feedback and I do not mind. But at the time of writing, if someone try to notice, I cover it with my hand. It is really embracing for me. I'm always improving my English skill.
73.	I	Do you get any feedback about coherence and cohesion form your English class teachers? Do you know what is coherence and cohesion?
74.	Himu	I have a little idea of coherence and cohesion. But I haven't gotten any feedback about coherence and cohesion from my English class teacher yet.
75.	I	Ok... Do you think it is one of the problems in terms of writing?
76.	Himu	Yes, it is one of the problems in terms of writing. Without coherence and cohesion, the idea of the topic doesn't express properly.
77.	I	Is it okey if I can check one of your English writings?
78.	Himu	Sure, it will be great.
79.	I	What do you think why you are facing English writing difficulties after reopening?
80.	Himu	I'm not facing English writing difficulties after reopening.

81	I	Thank you so much bhaiya. I think I got all the answers for my research. You really help me in such a difficult time.
82.	Himu	Bhaiya, it was a great opportunity for me. Thank you so much.
83.	I	If you need any help in English just let me know. I will try to help you.
84	Himu	I will bhaiya.

Appendix E.1

Sample of inter-coding template by another coder Himu's response to RQ 2(a)

1. RQ 1: What are the challenges that the students' encountered in terms of English writing after post-pandemic reopening?

Interview question (1)	Subordinate keyword of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Do you encounter any challenges after post-pandemic reopening in terms of English writing?	*Facing problems in terms of writing in face-to-face academic classes.	*Coaching center *Pressure *Grammar problems *Handwriting speed slow *Not getting feedback from teachers. *No qualified teacher to solve	I don't think so. Cause I had to go to the coaching centers even during the pandemic. And I used to learn English by my own in home. So, I was good, after post-pandemic reopening. But there was not so much pressure, because there was no exam in the college. So, I was just learning English whenever I wanted. Sometimes, I faced many grammatical problems in English, but there was not so qualified teacher to solve those problems or giving the feedback for me. My handwriting speed was getting slow. So, most of the time, I used online for solving those problems. Even after reopening the college, I didn't learn what I wanted from the college, because there was not enough English	*Pressure *Grammar problems *Not getting feedback *Lack of qualified teacher *Writing speed slow	1 1 1 1 1	DU HIM 34

		<p>*Dependency on online platform</p> <p>*Not enough English classes</p>	<p>classes and I had to go to coaching center rather than college, because in the coaching center English classes were more serious than the college classes. Umm... So, when I was facing problems, I took help from those classes and most of the time from online. But I think it wasn't enough, even during the pandemic and after reopening everything. ... But I always had desire for learning English, so during the pandemic I learnt English from many sites, that's why I didn't face that much challenges after post-pandemic reopening.</p>			
<p>Do you think you encountered challenges like spelling, word choice in terms of English writing? What do you think you are facing those kinds of challenges?</p>	<p>*Problems in vocabulary and spelling</p>	<p>*Encounter problems in spelling and word choices and grammar</p> <p>*English song and watch videos to overcome problems</p>	<p>I encounter challenges like spelling, word choice, grammar etc. in terms of English learning. To overcome this problem, I watch English videos, listen English songs and write many English books.</p>	<p>*Grammatical Problems</p> <p>* Problems in Word Choice</p> <p>*Problems in Spelling</p> <p>*Listen song and watch English videos</p>	<p>1</p> <p>1</p>	<p>DU HIM 62</p>

Appendix E.2

Sample Theme Generation Template

Research Question 2:

What are the challenges that the students' encountered in terms of English writing after post-pandemic reopening?

Interview Question:

Do you encounter any challenges after post-pandemic reopening in terms of English writing?

Himu (C1)	Nobin (C2)	Prato (C3)	Irra (C4)	Mahin (C5)	Swapnil (C6)	Nuhan (C7)	Themes
I faced many grammatical problems in English , but there was not so qualified teacher to solve those problems or giving the feedback for me. My handwriting speed was getting slow	I was feared about my study and also writing or attending exams . I have faced some challenges after post-pandemic like my hand writing was become slow, I Couldn't complete my writings on time. Grammatical mistakes, making new sentences are etc.	I face many challenges such as my hands getting lazy itself. I couldn't write quickly. I felt stuck when I started to write something such as paragraphs, composition, letters, etc. In exam hall, I struggle making sentences as for a long time I stopped writing and I was worried if I can finish my paper or not.	I couldn't write quickly. I took too long time to think what to write and felt stuck when I started to write paragraphs, composition. I struggle making complex and compound sentences for a long time.	I became a little bit slow to use proper vocabs in proper place while writing. The habit of English writing was off in pandemic situation so I became little bit slow to write proper complex and compound sentence . I felt some issues to generate ideas while essay writing.	not attentive in online classes. After reopening they cannot cope up with their studies. I faced many problems like communication through writing. I lost my habit in writing English. I am not as fast as I was before. I made mistakes in terms of grammar. I do not find proper words while writing.	I always face is word choice. I lost my habit of practicing the English writing. I was not regular in the online classes and this is one of the reason I cannot cope up with it	<ul style="list-style-type: none"> * Slow hand writing was a major problem/ difficulty with time management * Struggle to make new Sentences while writing * Lack of writing habits in English in Pandemic. * Grammatical error in English writings. * Afraid to take part in Exams. * Difficulties in generating ideas while writing * Problems in Vocab

								<ul style="list-style-type: none">*Lack of focus in online classes* Stuck while writing
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Appendix F.1

Rating For Students' Interview by Rater

Challenges of English writings after post-Pandemic reopening

Please respond to the following themes by choosing “Agree” or “Disagree”. The comment's section also allows you to suggest new themes.

RQ. 1: What are the challenges that the students' encountered in terms of English writing after post-pandemic reopening?						
Theme	Main idea	Discourse Unit	Verbal Support	Inter-Rater		Comment
				Agree	Disagree	
IQ: Do you think you encountered challenges like spelling, word choice in terms of English writing? What do you think you are facing those kinds of challenges?						
Facing difficulties in terms of spelling, word choice. Reason for facing difficulties in spelling and word choice	Error in spelling, word choice.	HIM 62	I faced enough challenges like spelling word terms of English. When I write something on in English I can't get Enough proper word in my head, sometimes I face to spell some word. Sometimes face the problem of using right word in English. Actually, after reopening the classes, I was not very regular in the classroom and during and after the pandemic I did not really practice English writing. I think this is because I am facing those problems.	/		
	Not regular in the classroom Fail to make proper sentence. Poor marks	SHW 62	I encountered challenges like spelling, word terms of English. Because of this issue is, I cannot make any proper sentences. Writing is a big problem for me now because of those issue. I lost so many marks because of spelling.			

IQ: How about your hand writing speed? Do you think after pandemic your hand writing speed was getting slower and before pandemic it was better than now?						
Difficulties in writing	Slow hand writing speed	NOB 68	My handwriting speed is much slower than before the pandemic. I think after the pandemic my handwriting speed was getting slower and before the pandemic, it was better than now. But I am trying hard and soul to overcome this.	/		
Slow handwriting Speed	Trying to overcome the situation Stopped practicing writing in pandemic	HIM 64	My handwriting speed is much slower than now. I did not practice writing for a long time. it was not like I stopped writing but when the school close for the pandemic, I did not really practice writing. But I am trying hard and soul to overcome this.	/		
IQ: Do you think you are getting enough feedback from teacher in terms of writing problems?						
Insufficient feedback forms the teachers	Learn from online sites. Correct the writing errors	HIM 66	My teachers sometimes show me my writing mistakes and corrects it. And I revise what I write and always try to learn from online and many good books. Though I'm not getting enough feedback from others in terms of writing problems, but I'm trying my best to correct my writing problems on my own.	/		Where is teachers correction
Underline the wrong words and sentences	Underline wrong words Not enough feedback	IRR 68	Yes, I think I got feedback in terms of writing problems but it was not enough always. They just underline the wrong sentences. But they did not mention like you have grammatical problem, spelling or anything else	/		

IQ: Do you have any writing anxiety? I mean if some (peer/groupmate) check your writing you feel bad? Or You feel shy when you get feedback from your teacher/classmates?						
Uncomfortable to show the writing.	Feeling shy	NOB 72	Honestly, I don't care about what others think about my English. But I feel shy when someone check my writings and I do not know why it happened. Why someone like group mates or my classmates check my writings. They do not need it. Teachers can give my feedback and I do not mind. But at the time of writing, if someone try to notice, I cover it with my hand. It is really embracing for me. I'm always improving my English skill.	/		
Comfortable to show writings	Cover it with hands					
	Complement helps to find mistakes	PRA 72	No, I have no writing anxiety and I don't feel bad or insulted whenever my friends check my writings. Because I believe that complement from others will help me to find my mistakes and so I can be more skillful.	/		

Name of the Rater: Dr. Sabreena Ahmed

Date: 13/04/2023

Appendix F. 2

Inter-Rater Reliability Calculation for Students' Interviews

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-Rater	(9/10) x100 = 90%

Appendix F.3

The screenshot shows a Gmail interface with a left sidebar containing navigation options like Compose, Inbox (15), Starred, Snoozed, Sent, Drafts (10), and More. The main area displays an email thread. The first email is from Raghiv Nihal to Himu Paul, dated Wednesday, May 10, 10:45 PM. The email body contains a friendly message and a scanned document titled 'Interview transcri...'. The second email is a reply from Himu Paul, dated Wednesday, May 10, 10:48 PM, expressing gratitude and confirming the transcription's accuracy.

Compose

Inbox 15

Starred

Snoozed

Sent

Drafts 10

More

Labels +

Search mail

Raghiv Nihal <raghib.nihal21@gmail.com> Wed, May 10, 10:45 PM (4 hours ago)

to himupaul0162

Dear Himu,
I hope you are well. Here is your interview transcription. Could you please check the transcription and let me know if everything is alright.
Thank you so much for your help.

Yours,
Raghiv Nihal

One attachment • Scanned by Gmail

Interview transcri...

Himu Paul Wed, May 10, 10:48 PM (4 hours ago)

to me

Dear bhaiya,
I am good. I hope you are fine. Bhaiya, I have checked the transcription that you mailed me. I think everything is alright and accurate.

Thank you so much.

Appendix G

Students Essay Writing

Essay Code 101

Covid-19 is a disease caused by a new strain of coronavirus. Co stands for corona, vi for virus and d for disease and it was referred to as 2019 novel virus. It was first identified in 2019 in Wuhan city, China. Every developed and developing countries have infected by COVID-19. This pandemic has affect people all around the world. One of the hardest hit area are the education sector, specially for the developing countries like Bangladesh.

Because of COVID-19, Bangladesh has to closed the schools without mentioning any date of opening. On 16 march 2020, all schools were closed due to CIVID-19 and approximately 1 year the schools remained close. The most immediate impact of COVID-19 on the education sector is loss in learning opportunities.

The pandemic has also an impact on the mental health of students and uncertainly about when schools reopen, have taken a psychological toll on students, leading to anxiety and depression.

The uidening gap in education in equality is the biggest bad impact of COVID-19. It has resulted in students from low-income families being left behind, with very little access to education. Also, girls from disadvantaged background are more likely to drop out school. As they may be forced to marry young or take on household responsibilities. The schools form the remote are cannot provided online classes and if they hardly the schools were not able to attend the classes.

Because they can hardly manage their teo square meal a day let alone smart phone and also in the remote area, there are not sufficient mobile towers and provide poor network. For this, the students have to face a gap in their study.

In conclusion, the pandemic had a devastating impact on the education sector in Bangladesh. To ensure that all students receive quality education, the government needs to invest in infrastructure to support online learning, provide devices and internet connectivity to students and offer psychological support to students who have been affected by pandemic. It is essential to address the gap in education inequality, specially for the students from disadvantaged background. Only through working together, we can overcome the challenges posed by the pandemic and ensure that every student has to access to quality education.