

Impact of Short Syllabus on English Majoring Students: A Case
Study of Dept. of English and Humanities in a Private University in
Bangladesh

By

G.M. Fattah
ID: 19303025

A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

The Department of English and Humanities
Brac University
December 2023

© 2023 G.M. Fattah
All rights reserved.

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.

Student's Full Name & Signature:

G.M. Fattah
19303025

Approval

The thesis titled “Impact of Short Syllabus on English Majoring Students: A Case Study of Dept. of English and Humanities, in a Private University in Bangladesh” submitted by G.M.Fattah (ID: 19303025) of Fall 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on December 30, 2023.

Examining Committee:

Supervisor:
(Member)

Dr. Sabreena Ahmed
Associate Professor, Department of English and Humanities
Brac University

Program Coordinator:
(Member)

Mohammad Mosiur Rahman
Senior Lecturer, Department of English and Humanities
University of Liberal Arts Bangladesh

Departmental Head:
(Chair)

Professor Firdous Azim
Chairperson, Department of English and Humanities
Brac University

Ethics Statement

In the beginning of the data collection procedure, the study participants received detailed information and their approval were obtained before conducting the study. The participants of the study were informed early that their interview session would be recorded. There was strict maintenance to each participant's confidentiality throughout the research.

Abstract

In 2020 all the educational institutions shifted online because of the COVID-19 pandemic and students were given an auto pass that year. The next year when it was quite uncertain for the students of SSC and HSC to be able to sit for their board examination, the government of Bangladesh declared that their examination will be held and this will be a short syllabus examination. The primary objective of this study is to investigate the impact of short syllabus on the academic performance of HSC 2021 graduating students. The study utilized a qualitative research design, employing multiple case studies with interview protocols. This research employed in-person interviews. The results suggest that students faced barriers such as limited English proficiency, insufficient language skills, difficulties in interpersonal communication, and challenges in critical thinking and collaborative work. The study emphasizes the negative impact of the abbreviated curriculum on students' overall academic performance, particularly emphasizing their challenges in adapting to the requirements of higher education. This research enriches both theoretical and practical knowledge by offering valuable insights into the difficulties and opportunities that emerge as a result of curriculum modifications prompted by the pandemic. It offers guidance to educational institutions and policymakers who may encounter similar situations in the future.

Keywords: COVID-19 Pandemic, Short Syllabus, H.S.C., Bangladesh, ESL/EFL/ESOL

Dedication

I would like to express my gratitude to my dear parents and my wonderful sister for their unwavering emotional support and selfless sacrifices. Additionally, I am deeply thankful to my esteemed faculty and supervisor, Dr. Sabreena Ahmed, for her invaluable guidance and constant encouragement throughout my entire journey.

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	vi
Abstract	v
Dedication	vii
List of Tables	xii
List of Figures.....	xiii
List of Acronyms	xiv
Chapter 1 Introduction.....	1-11
1.1 Background of the Study	1
1.2 Bangladesh Context	3
1.3 Statement of the Problem	5
1.4 Research Objectives.....	7
1.5 Research Questions.....	7
1.6 Significance of the Study	8
1.7 Scope of the Study	9
1.8 Limitation of the Study.....	10
Chapter 2 Literature Review	11-38
2.1 Introduction	11
2.2.1 Effects of the COVID-19 Pandemic on Education.....	12
2.2.2 Issues Emerging from Educational Disruptions	13

2.2.3 Remote Learning During the COVID-19 Pandemic.....	15
2.2.4 Strategies of Implementing Blended Learning.....	16
Part 3: Challenges of Teaching and Learning During the COVID-19 Pandemic	18
2.3.1 Lack of Technological Knowledges	18
2.3.2 Lack of Resources	20
2.3.3 Psychological Issues of Learning During the COVID-19 Pandemic	21
2.3.4 Effects of Reopening of Institutions After the COVID-19 Pandemic	23
Part 4: Bangladesh Context	25
2.4.1 Education System of Bangladesh.....	25
2.4.2 Effects of The COVID-19 Pandemic on Bangladesh’s Education.....	29
2.4.2.1 Psychological Impact on Bangladesh’s Education.....	29
2.4.2.2 Technological Impact on Bangladesh’s Education	30
2.4.2.3 Impact on Teaching in Bangladesh	31
Research Gap	33
2.5 Conceptual Framework.....	36
2.6 Chapter Summary	38
Chapter 3 Methodolog	38-56
3.1 Introduction.....	38
3.2 The Qualitative Paradigm and Its Philosophical Assumptions	39
3.3 Research Design	42
3.4 Multiple Case Study Approach.....	43

3.5 The Researcher’s Role	44
3.6 Setting	45
3.7 Gaining access	46
3.8 Selecting the Participants of the study	46
3.8.1 Participants’ Profile	47
3.9 An Overview of the Data Collection Procedure	49
3.10 Semi-Structured Interviews	50
3.11 The process of developing Interview Protocol	50
3.12 Data Analysis Procedure	52
3.12.1 Data Analysis Framework	52
3.12.2 Analysing Interviews	53
3.13 Ethical Consideration	53
3.14 Developing Trustworthiness and Credibility of the Study	54
3.15 Chapter Summary	55
Chapter 4 Results and Discussion	56-78
4.1 Introduction	56
4.2 SECTION ONE: PROBLEMS OF SHORT SYLLABUS: STUDENTS’ PERSPECTIVES	57
4.2.1 Gaps in Basic English Knowledge	57
4.2.2 Problems with Grammatical Issues	59
4.2.3 Problems with Understanding Literature	60
4.2.4 Students Faced Problem with Understanding Texts	62

4.2.5 Students Faced Problems with Linguistic Terminology	63
4.2.6 Lack of Writing and Organising Skills	64
4.2.7 Students' Lack of Speaking Abilities	66
4.2.8 Difficulty in Presentations in Class	67
4.2.9 Challenges in Group Works	69
4.2.10 Handwriting Speed Affected Examination Performances	70
4.2.11 Problems with Critical Thinking and Case Study	71
4.3 SECTION TWO: TEACHERS' PERCEPTIONS ON THEIR STUDENTS' ACADEMIC PERFORMANCE	73
4.3.1 Students Have Less Foundation Skills and Knowledge	73
4.3.2 Students Avoid Interaction in English	75
4.3.3 Students Lack Analytical and Critical Thinking Ability	76
4.3.4 Students Lack Seriousness in Study	77
Chapter 5 Conclusion	78-84
5.1 Contribution of the study	80
5.1.1 Pedagogical Implication of The Study	79
5.1.2 Implication for knowledge	80
5.2 Recommendations	82
References	83-116
Appendix A Letter of Consent for Participants	117
Appendix B Interview Questions	118-124
Appendix C Notational Conventions of the Interview Transcripts	125

Appendix D.1 Interview Transcription of a Student	126-136
Appendix D.2 Interview Transcription of Teacher	137-141
Appendix E Sample of Coding Template	142-166
Appendix F Sample Theme Generation Template	167-169
Appendix G Rating for Students' Interview by Rater	170-179
Appendix H Inter-Rater Reliability Calculation	180
Appendix I Email from participant.....	181

List of Tables

Table 1: Philosophical Assumptions with Implications for Practice.....	41
Table 2: Participant’s profile for the study (Students).....	48
Table 3: Participant’s profile for the study (Teachers).....	49
Table 4: The Framework for Data Analysis Adopted from Braun and Clarke (2006) ...	53

List of Figures

Figure 1: The Conceptual Framework of the Study.....36

List of Acronyms

COVID-19	Coronavirus Disease 2019
HSC	Higher Secondary School Certificate
SSC	Secondary School Certificate
EFL	English as a Foreign Language
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
CLT	Communicative Language Teaching
TPACK	Technological Pedagogical Content Language
KM	Knowledge Management
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

Chapter 1

Introduction

1.1 Background of the Study

The COVID-19 pandemic has had an unparalleled and transformative impact on the global educational landscape. This change has not only exposed weaknesses in education, but also generated various innovative responses within the field of education. The consequences of this pandemic had an immediate impact on education. As per the UNESCO (2020) report, the worldwide shutdown of educational institutions has affected more than one billion students. The pandemic has exposed a multitude of persistent and intricate circumstances within the education industry. After the pandemic started, educational institutions worldwide faced significant challenges in protecting the health and safety of students, faculty, and staff. As a result, many schools and universities were forced to halt their in-person classroom activities. According to Kharbat and Daabes (2021), the COVID-19 pandemic has compelled nearly all students globally to either cease their education or depend exclusively on online distance learning. This situation has globally implemented distance learning and online education. The swift shift to online classrooms has led to a digital divide, characterized by substantial difficulties and barriers in accessing technology and internet connectivity, resulting in severe problems. Students from disadvantaged backgrounds face significant barriers and often struggle to achieve the same educational opportunities as their more advantaged counterparts. As per Daniel (2020), individuals who have completed half of their programs will feel anxious until they receive explicit guidance on how their courses and assessment methods will be resumed after the crisis. Furthermore, he contends that a significant proportion of students in the COVID-19 cohort will be apprehensive about facing long-lasting disadvantages compared to their peers who pursued a conventional educational trajectory, as they progress to advanced

levels of education or enter the workforce. Given such circumstances, educators were required to promptly adjust to novel pedagogical approaches and technologies. The shift has heightened the significance of thorough teacher training in digital pedagogy, along with the necessity to create more resilient and user-friendly online learning platforms. Cahapay (2020) discusses the consequences of the ongoing crisis on the four components of curriculum: objective, content, methodology, and assessment. He suggests that certain new possibilities can be logically analysed based on these factors. Cahapay (2020) proposes that additional facets of education should be thoroughly studied to more effectively reassess education in this contemporary epoch of human history. The pandemic has also caused significant disruptions to standardised testing and assessment systems. Both national and international examinations have been rescheduled, cancelled, or altered, causing difficulties for students and educational institutions in terms of academic advancement and credentials. Itani et al. (2022) state that conducting exams during the pandemic presents an additional challenge. Typically, exams are administered in a supervised setting, and the results often determine students' eligibility for university admission. The text discusses different institutions that approached online examinations in various ways and encountered challenges at every level. In addition, certain institutions introduced opportunities for others to gain insights from their experiences. The debate surrounding high-stakes testing in education has arisen due to questions regarding its relevance and justification. Moreover, the shutdown of educational establishments has had negative impacts on the social and psychological welfare of students. Imran et al.'s study in 2020 found that students encounter anxieties, uncertainties, significant disruptions to their daily schedules, physical and social seclusion, as well as elevated levels of parental stress. It is widely acknowledged that comprehending their emotions and reactions is crucial in effectively meeting their needs amidst this pandemic. Moreover, the lack of traditional classrooms, restricted social engagement, unorthodox learning approaches beyond the recommended

syllabus, and self-guided learning have adversely affected the mental well-being of the students. As countries continue to fight against the virus, education systems are working to bring back a sense of normalcy while also facing new challenges in order to protect the health and safety of students and teachers. These challenges require continuous investment in order to effectively tackle them.

1.2 Bangladesh Context

The COVID-19 pandemic has unquestionably caused significant and lasting impacts on all aspects of human life in Bangladesh, including the field of education. Several institutions in Bangladesh have faced multiple difficulties in adapting to the innovative online education system. Amidst this profound transformation, a multitude of swift measures had to be implemented to guarantee the uninterrupted provision of education. Given the circumstances, online learning was the sole recourse, prompting teachers to experiment with various approaches to conducting virtual classes. Per Khan et al. (2021), teachers are employing a blend of live interactive courses and classes, along with a mix of pre-recorded resources and digitally-based homework sessions, albeit on a limited scale. Conversely, numerous students in Bangladesh encounter diverse challenges when engaging in online education. According to Mahmud et al. (2021), numerous students residing in rural areas faced challenges in attending online classes due to a lack of digital devices and inadequate internet connectivity. Despite prior experience with online classes, many students struggled to maintain focus due to the unfamiliar class format and inadequate lecture delivery by teachers. Government and educational institutions must ensure that students do not experience gaps in their academic sessions and delayed examinations. Consequently, numerous measures have been implemented to address the unforeseen predicament. As a measure to address the issue, in 2021, the

implementation of shortened syllabi for significant exams such as the SSC and HSC exams was introduced. Once again, the education system in Bangladesh, similar to that of numerous other nations, faced the arduous challenge of maintaining a delicate equilibrium between academic achievement and the security and welfare of students. Sohel et al. (2022) assert that various factors, such as readiness, constrained resources including financial capabilities, insufficient digital literacy, internet connectivity, and inadequate physical and virtual infrastructure, influenced this transition. In order to accomplish this, the government implemented substantial measures to revise and streamline the curriculum of SSC and HSC examinations in partnership with educational institutions. This modification was implemented to ensure that students can commence the exam promptly, without requiring additional time and avoiding any disruption to the session. As a consequence of this decision, the syllabus for HSC and SSC examinations in Bangladesh was reduced. However, this raised significant concerns regarding the educational quality for many students during that period. Questions were raised about their level of learning, whether they learned anything at all, their progress in higher education, and their acceptance of higher education. Concerns also emerged regarding potential challenges that may arise for those students in their subsequent pursuit of higher education. Furthermore, a significant number of students in Bangladesh were grappling with psychological health concerns, including anxiety, depression, insomnia, irritability, and a range of other psychological ailments. In their study, Piya et al. (2022) assert that the heightened closure of educational institutions is accountable for the inconvenience of being confined to one's residence and disrupted sleep patterns, which prominently affects the well-being of students.

1.3 Statement of the Problem

An ideal education system is distinguished by its flexibility and versatility, enabling the integration of novel resources, teaching approaches, technology, and other instructional elements that are customized to meet the learner's current requirements. This educational system fosters cognitive and imaginative thinking, encourages innovation, and inspires students to tackle the challenges of a rapidly changing world. Typically, students obtain fundamental knowledge and key principles of their field of study directly from their teachers in the classroom. According to Freiberg and Lamb (2009), in-person classes provide a significantly higher level of interaction between students and educators compared to what online classes can offer to participants. In addition, the inclusion of in-person classrooms cultivates interpersonal connections between students and teachers, enabling teachers to readily assess the emotional well-being of students. Hansen (1993) states that pedagogical strategies enable students to engage with peers who share similar interests and acquire a novel outlook from their classmates, thereby enhancing their academic performance.

However, the current reality of the COVID-19 pandemic and its impact on education have revealed a significant disparity. According to Salik et al. (2020), the implementation of online learning has presented considerable difficulties for educators and learners, specifically regarding instructional approaches. The students encountered a multitude of technological challenges, including insufficient internet infrastructure, devices, and electricity. Rouf et al. (2022) also highlighted that students encountered multiple challenges amid the COVID-19 pandemic, including technological constraints, a digital divide, and connectivity problems. Once again, amidst the COVID-19 pandemic, students encountered a multitude of emotional challenges stemming from diverse educational concerns and a lack of certainty. Yasmin et al. (2020) reported that children experienced symptoms of depression, anxiety, and sleep

disturbances during the lockdown. The closure of educational institutions has induced anxiety and concern among students, encompassing academic stress, apprehension of lagging behind, and fear of examination postponements. The current global crisis has caused significant disruptions to conventional education and has brought attention to the vulnerability of education systems both worldwide and in Bangladesh. The pandemic compelled education policymakers to promptly make decisions regarding the transition to online classes, online examinations, alternative assessment systems, healthcare awareness, curriculum modifications, and other related measures. In 2021, a "short curriculum" was implemented in Bangladesh as a new measure to address the challenges of distance learning and ensure timely academic progress for students. The ramifications of this abrupt alteration have had a profound impact, particularly on the HSC graduate students amidst the proliferation of the coronavirus. Their educational progress is impeded by uncertainty, difficulties in adapting, and academic modifications resulting from the implementation of a shortened curriculum.

This study aims to determine the effects of a shortened curriculum at the HSC level on students specializing in English within the Department of English at a private university in Bangladesh, in relation to recent educational changes. The objective of this study is to determine the academic and psychological consequences of these changes in the curriculum, including how they affect students' academic performance, educational experiences, and perceptions of their teachers. The researcher's objective is to determine the academic performance of graduates from a shortened curriculum during their first year of study in the chosen English department. Furthermore, the efficacy of the concise curriculum in facilitating the pursuit of advanced education by these students can only be ascertained through their subjective viewpoints. Furthermore, without the researcher's knowledge of the teachers' perceptions regarding the academic performance of these students within the department, the case study will lack

essential information and remain unfinished. The main objective of this study is to examine the impact of a concise curriculum on undergraduate students majoring in English at the Higher Secondary Certificate (HSC) level in the Department of English at a private university in Bangladesh. The study will specifically examine the impact of the shortened curriculum on the scholastic achievement of these students. The study will prioritize the examination of the students' experiences and their teachers' perspectives. Understanding the significance of this study is crucial.

1.4 Research Objectives

The primary objective of this research is to explore how students' learning has been affected during the COVID-19 specially the HSC, 2021 batch who passed through a short syllabus, to investigate their understanding and perspective whether they are suffering or not, what they think about their academic condition as well as the teachers perspective about their students' progress. Overall, the objective of this paper is to understand the actual condition of HSC, 2021 batch students' academic knowledge and performance that has been affected by the COVID-19 pandemic.

1.5 Research Questions

The following primary research questions will help systematically investigate the effect of short curricula on first year students majoring in English at the Department of English and Humanities, in a private university, in order to address the research problems and objectives mentioned earlier:

RQ.1. How has the short syllabus of English at the HSC level affected students' academic performance in the English department at a private university?

RQ.2. What perceptions do these undergrad students have about their learning experience?

RQ.3. What do teachers think about their academic performance?

The subsequent parts of this study's analysis, interpretation, and data collection are all built on these research questions. We seek to achieve an in-depth understanding into the experiences, academic results, and psychological health of first year students majoring in English during a time of unusual educational change by methodically examining these questions. The responses to these queries will offer an in-depth knowledge of how students in specialised fields cope with unanticipated disruptions and may provide direction for organisations, educators, and policymakers in developing possible responses to crises in education.

1.6 Significance of the Study

The importance of this study goes beyond its focused analysis of first-year English majors at the students of the Department of English and Humanities. These findings have important consequences for the wider global education system, particularly in the face of unforeseen emergencies like the COVID-19 pandemic. There are multiple pivotal factors that underscore the importance of this study: This study adds to the growing body of literature on the societal consequences of educational changes brought about by the pandemic. It provides a focused perspective for comprehending the challenges and adaptations that occur in a language and communication-dependent field by specifically analysing the experiences of students majoring in English. The researcher's findings can provide guidance for making decisions regarding curriculum adaptation during emergencies. In times of comparable crises, policymakers can utilise compact curricula to evaluate their effectiveness and make informed decisions about

future educational reforms. Educational institutions can enhance their support systems by understanding the psychological impacts and adaptive strategies of new students in response to curriculum modifications. Institutions possess the capacity to customize their support services to meet the specific requirements of students who are pursuing majors in the humanities and languages. The findings of this study can assist faculty and administrators in enhancing their students' readiness for their academic pursuits, while ensuring that the curricula remain pertinent and feasible, as universities worldwide persist in adjusting to the ongoing challenges presented by the pandemic. Examining the academic performance of students with abbreviated curricula can provide insights into the enduring consequences of pandemics-induced disruptions. It serves as a foundation for understanding how immediate changes can affect the future academic and professional success of these students. The objective of this study is to enhance both the theoretical and practical understanding of educational adaptation in times of crisis. The objective is to illuminate the challenges and possibilities that result from curriculum modifications caused by the pandemic, and offer guidance to educational institutions and policymakers dealing with similar circumstances in the future. This will be done by focusing on a specific cohort of students who are studying English as their major.

1.7 Scope of the study

This research focuses specifically on analysing the effects of a short syllabus on the academic achievements and experiences of first-year students who are pursuing a major in English at the Department of English and Humanities. The study specifically targets the HSC (Higher Secondary Certificate) batch of 2021. The study encompasses the following crucial elements: The study primarily focuses on the academic year impacted by the COVID-19 pandemic, specifically the cohort of students taking the Higher Secondary Certificate (HSC) exams in

2021. This study examines the immediate effects of the alterations in the educational system resulting from the pandemic. It specifically investigates how students and teachers adjusted to the shortened curriculum during this particular time period. The research is specifically designed to cater to the unique experiences of first-year students who are pursuing a major in English. The demographic scope encompasses the HSC batch of 2021, recognising their distinct position as they experienced their first year of university education amidst the unparalleled circumstances caused by the pandemic. This study focuses exclusively on the Department of English and Humanities at a private university in Bangladesh. It conducts a thorough analysis of the difficulties and adjustments encountered in fields that rely on language and communication. The findings may suggest broader patterns within the humanities and languages, but they are not applicable to other fields of study. The research encompasses the viewpoints of both students and teachers. The study aims to enhance the existing knowledge about the social consequences of educational modifications caused by the pandemic. The primary emphasis is on the English majors, but the educational implications also encompass providing guidance for modifying the curriculum during emergencies, informing decision-making by policymakers, and improving support systems within educational institutions.

1.8 Limitation of the study

The researcher has carefully tried to address the limitations of the study in his abilities within this research. The research is conducted at the Department of English and Humanities at a private university in Bangladesh. Since the students were required to be interviewed in the seminar room of the department, the schedule of interviews had to be changed as the seminar

room was not always available. Secondly, since the students have passed short syllabus HSC examination in 2021 and the research is being conducted after two years later in 2023, it became difficult to find interested students for interviews. Also, since it has been almost two years, many of the students have faced problems in recalling memories and contributing to the research with exact and correct information. Delays were caused in the interview schedule for responses to the analysis also. During the interview the researcher had to convince the shy students, especially the female students who were less interested. Due to the students' ongoing final examinations, they faced a new obstacle in finding time to participate in research during the interview sessions. Furthermore, there was also a need for changing the schedule for interviewing the teachers.

Chapter 2

Literature review

2.1 Introduction

The primary aim of this study is to examine the effects of a shortened curriculum and syllabus on the academic performance and psychological well-being of first-year students pursuing an English major, within the context of the COVID-19 pandemic. This research aims to enhance our understanding of educational resilience during crises and provide valuable insights for better support in specialized fields. This chapter provides a comprehensive overview of key theories and scholarly articles pertaining to education during

and after the COVID-19 pandemic, as well as their impact on educators and students. The objective of this chapter is to pinpoint a deficiency in the existing body of literature and elucidate the significance of addressing this deficiency. The chapter is divided into three sections as follows:

Part 1: The Impact of the COVID-19 Pandemic on Education examines various issues that arose from disruptions in education during this period, including the use of remote learning systems during the pandemic and the different strategies implemented to adapt to blended learning.

Part 2 delves into the difficulties encountered in teaching and learning amidst the COVID-19 pandemic. The absence of technological knowledge resources resulted in numerous arduous challenges, psychological issues pertaining to remote learning during the pandemic, and the repercussions of reopening educational institutions post-pandemic.

Part 3: Bangladeshi Context examines the impact of the COVID-19 Pandemic on education in Bangladesh, including its effects on teaching and learning, the psychological and technological consequences for students and teachers, and the overall education sector in Bangladesh.

2.2.1 Effects of the COVID-19 Pandemic on Education

The 2019 COVID-19 pandemic and its aftermath have had a substantial impact on the global education scene, as several sources have confirmed. Both Jena (2020) and UNESCO (2020) highlight the widespread closure of educational institutions, which has had a significant impact on more than one billion students worldwide and 320 million students in India. In his research on the global response to the pandemic, Mahaye (2020) observed that 109 countries

implemented school closures and enacted social distancing laws. There is significant disparity in the levels of advancement in education and healthcare among different countries worldwide. Particularly, developing countries are noted to have comparatively limited advancements and capacity to address epidemics. Tadesse and Muluye (2020) demonstrate the impact of epidemics on developing nations, leading to extensive closures of educational institutions. They stressed the necessity for rapid adaptation in such circumstances and underscored the significance of integrating technology with education. Nevertheless, it is evident that educators and learners encounter a diverse array of obstacles in both developed and developing nations across the globe. According to Schleicher (2020), educators and students encounter complex difficulties in testing and must repeatedly overcome various obstacles. This has resulted in heightened academic distress for them. In addition, he addressed the reduction in instructional work and teaching hours, as well as the lack of preparedness among teachers for digital learning. Khan et al. (2021) emphasise the immediate requirement for a robust digital learning framework to alleviate the long-term repercussions of these problems. Initially, they analyse the global effects of the COVID-19 pandemic on education and propose a collaborative examination of the pandemic's disruptive influence on education. They also highlight the extensive reach of this impact and the need to monitor how different nations are responding to the pandemic, which further underscores the significance of digital education.

2.2.2 Issues Emerging from Educational Disruptions

As a result of the worldwide outbreak of COVID-19, educational institutions have shifted to online platforms in order to maintain the continuity of the education system. Distance learning is a widely adopted solution that is utilized in diverse educational environments. The abrupt

transition to a new educational platform presents numerous novel challenges to the education system. As traditional education transitions swiftly to online platforms, students encounter common challenges such as limited Internet connectivity and inadequate familiarity with digital tools, which impede their educational advancement. Rashid and Yadav (2020) demonstrate in their study that although the transition to online education has made it more affordable, the issue of Internet accessibility persists among students. Additionally, they elucidate the difficulties associated with online platforms, wherein they discovered that specific students began to miss out on the complete advantages of education due to their limited understanding of technology and internet usage. Consequently, these students continued to fall behind in comparison to their potential performance in traditional methods. Furthermore, certain students even express concerns about their mere survival. Marinoni (2020) demonstrates that the technological and pedagogical difficulties linked to distance education are leading to a decrease in student enrollment and a significant number of students abandoning their studies. Amidst this scenario, he emphasised the significant necessity of the conventional education system, notwithstanding its technological benefits. Conversely, Kuhfeld et al. (2020) demonstrates that the pandemic has had unequal effects on various student groups in terms of their educational outcomes. They stress the importance of efficiently tackling challenges and implementing innovative methods, as well as the necessity of providing support to other objectives that are experiencing obstacles. The challenges arising from the pandemic started to negatively impact the curriculum and educational adaptations, posing difficulties for both students and educators. For instance, Pokhrel and Chhetri's (2021) study demonstrates that the global pandemic has precipitated substantial transformations in the field of education, necessitating educators to diligently restructure the educational framework. This demands the implementation of inventive approaches to effectively address the swift closure of schools. Conversely, Kim and Ekachai (2020) emphasise the challenges presented by online

registration. Their research demonstrates the influence of emerging online course formats on students' time management, engagement, and educational enrollment planning. Furthermore, subsequent to the process of enrollment, teaching, testing, and evaluation, studies specific to certain regions have brought attention to particular issues, one of which is the lack of continuity in education. Various nations across the globe encountered distinct obstacles following the onset of the outbreak. In their study, Gupta and Goplani (2020) investigated the impact of government intervention on the Indian education sector, specifically the disruption of the academic calendar and the complete suspension of teaching and examinations. Ogunode et al. (2020) demonstrate in their study that international educational initiatives have not successfully addressed the challenges posed by changes in the academic calendar. The study primarily focuses on Nigerian higher education institutions, providing valuable insights into this issue. Tarkar (2020) argues that the closure of educational institutions is leading to a decrease in the demand for international tertiary education, causing concern.

2.2.3 Remote Learning During the COVID-19 Pandemic

Amidst the upheaval caused by the COVID-19 pandemic, the education sector has undergone a substantial and profound transformation. While distance learning is generally regarded as beneficial, the abrupt transition makes it challenging to obtain precise outcomes. The efficacy of distance education across different domains is being scrutinised, making it arduous to evaluate the advancement of the educational programme through this medium. The effectiveness of distance learning has been questioned by Hodges et al. (2020) and UNESCO (2020), who have both examined its efficacy in subjects like English. They conducted their research by emphasising diverse interactions and rigorous analysis. The challenges of unequal

access to technology, lack of accessibility, and the digital divide are exacerbated by AL-Lily et al. (2020) and Hodges et al. (2020). These challenges give rise to broader concerns, including the digital divide, the efficacy of online educational systems, and the prolonged isolation and emotional strain on students. These concerns extend beyond academic difficulties during the pandemic and beyond. In addition to the challenges associated with distance learning, numerous studies have also uncovered several favourable aspects. Mane et al. (2020) proposed a possible solution to this problem in blended learning by advocating for a combination of in-person and online instruction to improve educational resilience. Kumar et al. (2021) agree and emphasize the importance of integrating technology into education to recognize and address these broader social repercussions. Pokhrel and Chhetri (2021) examine digital learning platforms like Zoom, Google Classroom, and Microsoft Teams software, which demonstrate potential as efficient tools. Nevertheless, these platforms face a few challenges that need to be addressed. Mahaye (2020) reiterates the efficacy of blended learning in addressing obstacles during disease outbreaks in his study, while acknowledging its reliance on technological advancements. Furthermore, Marinoni et al. (2020) also highlighted the emergence of virtual mobility and online collaboration. However, in his perspective, online learning has indeed addressed several specific issues, but it has adversely impacted the mobility of international students.

2.2.4 Strategies of Implementing Blended Learning

As a result of the rapid spread of the pandemic, educators have encountered numerous arduous obstacles in adjusting to online learning modalities, thereby eliciting diverse reactions and advancements in the realm of education. Simultaneously, they presented divergent perspectives on resolving these challenges. Jena (2020) and Tarkar (2020) highlight the

importance of educational institutions modifying their curriculum to tackle the disruptions caused by the pandemic. They also investigate the difficulties encountered in this process. To address this issue, numerous individuals have resorted to utilising online lectures, virtual classrooms, and collaborative platforms such as Zoom and Google Classroom. Rahman et al. (2021) highlighted the motivational aspects of online learning, specifically focusing on the positive influence of Internet self-efficacy on live lectures, teacher-student interaction, and student satisfaction with online education. In a study conducted by Cleland et al. (2020), it was found that the virus has a substantial impact on medical education and underscores the need to modify the curriculum. Authorities and organisations have implemented diverse policies to optimise curricula, decrease academic burden, and prioritise essential content, they included. Regarding other nations, it is stated that Sweden adopts a more laid-back approach to in-person instruction, whereas China has fully embraced widespread online education. Given the evolving nature of time and circumstances, it is imperative to adapt and enhance the curriculum. Mukherji and Sisale (2022) investigated the integration of student feedback into the curriculum as a means of adapting to changes and needs, and enhancing the learning experience. Some individuals may experience concerns about completing the entire curriculum due to challenges associated with online education and limited study time. Means et al. (2020) investigate the utilisation of assessment strategies within a curriculum that provides comprehensive recommendations in a particular scenario. The primary objective is to prioritise significant subjects and minimise attention on less important and commonly covered topics in order to meet the syllabus requirements within the allocated timeframe. Fuentes et al. (2020) emphasized the significance of integrating EDI principles into curriculum development in order to promote inclusivity during the process of revising and restructuring curriculum controls. In contrast, Sunds et al. (2023) contend that taking into account the specific circumstances surrounding diversity, equity, and inclusion is crucial.

Given the uncertainty surrounding learning activities and test-taking procedures during the pandemic, educators are advocating for a greater emphasis on syllabi to guide classes and establish clear dates and deadlines for exams. The focus should be on fully covering the curriculum rather than being constrained by deadlines. According to Germano and Nicholls (2020), it is crucial to undergo a significant change in curriculum design, prioritising ultimate learning goals rather than class topics and deadlines. It is highly advisable to integrate pleasurable activities into lessons to increase the attractiveness of the education system during the pandemic. As an illustration, Kerrigan and Bifulco (2023) investigate the utilisation of multimedia syllabi as a tool in this particular situation. In addition, Zidani (2020) emphasises the necessity of decolonizing and diversifying the curriculum. However, it is impractical to address all issues solely through curriculum modifications, such as expanding and revising it. Therefore, it is imperative to adequately equip teachers and assistants with the requisite knowledge and training pertaining to the new curriculum. Hodges et al. (2020) emphasise the significance of teacher training in effectively managing the curriculum, with a particular focus on professional development as a crucial aspect of adapting education.

Part 3: Challenges of Teaching and Learning During the COVID-19

Pandemic

2.3.1 Lack of Technological Knowledge

Teachers have faced various obstacles due to the sudden shift from conventional face-to-face education to remote learning prompted by the COVID-19 pandemic. Although a few teachers

are able to advance their knowledge of technological systems and make progress, the majority of teachers, especially in underdeveloped areas, face substantial obstacles. Tiwari (2022) highlights the challenges faced by educators during the transition to online education, illustrating the disparities between teachers in urban and rural areas of Indonesia. Similarly, Martina et al. (2023) found that urban educators demonstrated superior Technological Pedagogical Content Knowledge (TPACK) skills due to their increased access to online resources, whereas their rural counterparts showed limited competence in online learning. Generally, the frequency of these abilities among educators is found to be impacted by age. This phenomenon is similarly apparent in Fuad's (2020) study on Indonesian language educators, where the majority of teachers adeptly adapted to online instruction, while senior teachers faced challenges associated with technology. In this situation, it is crucial to implement technical solutions and provide training to teachers. Lie et al. (2020) highlight the significance of the digital divide and the need for prior exposure to online learning and technological competence. Various education experts have offered different suggestions for improving the competence of teachers in this situation, where technological solutions and Technological Pedagogical Content Knowledge (TPACK) consistently arise as potential technical solutions. Nasri et al. (2020) emphasize the significance of educators and students cultivating Technological Pedagogical Content Knowledge (TPACK) to augment the effectiveness of online learning. Akram et al. (2021) conducted a study to assess the online learning abilities of faculty members. They employed the TPACK model and suggested integrating it into professional development programs. Within the context of higher education, the competence and effectiveness of instructors are also considered, especially in regards to the specialized knowledge addressed in undergraduate and graduate degree programs. Blonder et al. (2022) conducted a study to examine the experiences and self-efficacy of undergraduate lecturers in online education. Furthermore, they emphasized the importance of enhancing self-

efficacy within the realm of online education. Velásquez and Lara (2021) offer a valuable perspective by evaluating the implementation of Knowledge Management (KM) in higher education institutions in Peru. Their research assesses the progress of knowledge management (KM) implementation among teachers prior to and during the COVID-19 pandemic, and illustrates improvements in students' ability to effectively engage in virtual online instruction. The incorporation of online tutoring applications and other technological advancements has greatly enhanced education during the pandemic. These tools have enabled smooth online teaching, enabling educators to effectively carry out learning activities and assess teaching methods and evaluations. In his study, Yusuf (2021) examined the advantageous impacts of online tutoring applications on students' academic achievements. Wang and Wu (2020) conduct a focused examination of knowledge management practices within healthcare organizations. Their research showcases the utilization of technology to enhance crisis management capabilities. These two studies demonstrate different applications of the technology, one in the domain of education and the other in the field of healthcare.

2.3.2 Lack of resources

When analysing the research and studies in the realm of education amidst the COVID-19 pandemic, a complex scenario emerges. Several studies highlight the presence of restricted technology access and the difficulties encountered by students with disabilities. The United Nations (2020) recognises the growing disadvantage faced by students from low-income backgrounds. Furthermore, Alsoud and Harasis (2021) investigate the precise difficulties encountered by university students in Jordan and ascribe them to insufficient internet connectivity and limited technology accessibility. In addition, Adnan and Anwar (2020) investigated the situation in Pakistan and emphasised the difficulties that students in underdeveloped countries encounter, such as restricted internet availability and the absence of

classroom engagement due to traditional educational methods. Additionally, numerous researchers direct their attention towards non-technological challenges in education. Kuhfeld et al. (2020) argue that the COVID-19-induced closure of schools has had an academic consequence, leading to disparate learning outcomes. Sabates et al. (2021) draw our focus to Ghana, where they measure significant setbacks in education and emphasize inequalities in household support and educational resources. Moreover, Houtrow et al. (2020) claimed that the pandemic has disproportionately impacted children with disabilities in the United States, who necessitate sufficient care and education. Li et al. (2021) also offered valuable perspectives on the psychological aspect. Furthermore, it underscores the significance of school closures on the parent-child dynamic, as well as on mental well-being. Furthermore, it highlights the interconnected nature of parental well-being and their children's education. Rouf et al. (2022) further investigate the perspectives of individuals in higher education by revealing the challenges related to technological constraints and the digital gap. Tadesse & Muluye (2020) stress the necessity of implementing a novel and efficient strategy that integrates educational technology and infrastructure enhancements.

2.3.3 Psychological Issues of Learning During the COVID-19 Pandemic

The COVID-19 pandemic has significantly impacted multiple aspects of society, including education and the mental well-being of students, teachers, and children. Numerous studies have examined these effects. Verma and Prakash (2020) examine the ecological benefits of modifying behaviour during lockdown and recognise the gradual improvement of mental well-being. Due to the Covid-19 pandemic lockdown, a significant number of students are facing stress, anxiety, and depression. In their study, Son et al. (2020) highlighted that students globally experienced notable levels of stress, anxiety, and social isolation due to the sudden shift to online learning. Zagalaz et al. (2020) conducted a study examining the impact of the

pandemic on children aged 0 to 12. A study revealed a high incidence of depression among students in online classrooms, with significant consequences for syllabus completion and test performance in this demographic. He advocated for conducting additional research on the emotional and academic challenges they may face. Zhou (2020) suggests the possibility of a deficiency in immediate psychological assistance and highlights the importance of comprehensive psychological services to tackle prolonged psychological distress in children and adolescents.

Due to the epidemic, both students and teachers are facing various challenges, including mental health issues. For instance, Sulaiman et al. (2021) conducted a study on secondary school teachers in Malaysia and found that they encountered moderate levels of stress, anxiety, and depression. A study conducted by Stachteas & Stachteas (2020) revealed that secondary school teachers in Greece displayed indications of psychological distress. Kim et al. (2021) conducted a study on educators in England, specifically primary and secondary school teachers, and discovered that they encountered psychological distress and had corresponding requirements. Furthermore, the research carried out by Wakui et al. (2022) in Tokyo examined the levels of stress and burnout among primary and junior high school teachers, revealing that these occurrences exhibited variations depending on gender. Various researchers have expressed divergent viewpoints when discussing the resolution of this issue. According to Li and Jiang (2021), incorporating technology into education is essential due to the ever-changing nature of educational big data (EBD) and its connection with psychology. Nevertheless, Thandevaraj et al.'s (2021) review on the psychological impacts of online learning in Malaysian educational institutions offers an alternative viewpoint. It emphasises the importance of government initiatives in offering support to students.

2.3.4 Effects of Reopening of Institutions After the COVID-19 Pandemic

Multiple studies have been conducted regarding the resumption of educational institutions following the COVID-19 pandemic. Every study has yielded valuable insights into different facets of this complex issue. For example, Gope et al. (2021) carried out a study in India, whereas Wrighton and Lawrence (2020) concentrated on the United States. Both studies emphasise the significance of implementing health and safety protocols in organisations, particularly in response to concerns about infection rates. They emphasised the prospective hazards of reopening educational institutions under such circumstances. Nevertheless, the determinations to initiate the operation of educational establishments in these two investigations were solely contingent upon the respective governments of India and the United States. Conversely, when examining the effects of the epidemic on the commencement of educational establishments in Zimbabwe, Mbunge et al. (2020) highlight technical and infrastructural challenges. The decision to reopen educational institutions following the end of the pandemic was a complex and arduous process, necessitating extensive pre-planning, the implementation of various strategies, and the coordination of efforts between educational institutions and government authorities. Mukherjee et al. (2021) investigate methods for safely reopening and emphasise the need to prevent a rise in infection rates. They highlight several initiatives at the University of Illinois and propose the use of rapid testing and preventive measures. Conversely, Felson and Adamczyk (2021) concentrate on the political determinants that influence the choice to reopen educational establishments in the United States. They advise exercising prudence when it comes to the financial resources, regulations, and recommendations involved. Furthermore, by closely examining the approaches adopted by nations that have already resumed educational operations, numerous individuals are inclined towards establishing their own educational institutions. Melnick and Hammond (2020) offer valuable insights into effective strategies employed in countries such as China, Denmark, and

Taiwan. It is advisable to align the strategies employed with the specific difficulties encountered in the United States when making determinations regarding the reopening of educational institutions. Lo Moro et al. (2020) investigate the measures adopted in the WHO European region, providing guidance on preventive measures, with a specific emphasis on conducting positive and adaptable testing for high-risk children in educational settings. This raises new concerns regarding the reopening of schools. Once again, the level of students' interest in reopening educational institutions is being taken into consideration. Regarding the global context, Whatley and Gutierrez (2022) analyse the influence of international student enrolment on the decision of US institutions to shift towards private education. They highlight the financial reliance of private institutions and propose taking into account student interests when establishing educational establishments. There is a widespread belief that the measures implemented by the government and educational institutions to reopen these educational facilities are inadequate and ineffective. Elizabeth et al. (2020) stress that a universal approach to reopening colleges is unsuitable. Following the establishment of the educational institution, a proactive measure is being implemented to assess the adequacy of the healthcare system and monitor the spread of new infections, while also fostering a conducive environment for health. Schultes et al. (2021) advocated for prioritising regular health screenings on college campuses. Conversely, certain studies indicate that following the reopening of schools, students are experiencing a lower rate of infection than initially anticipated. Chang et al. (2022) demonstrate that the reopening of colleges did not have a significant impact on the transmission of Covid-19 within the community. However, it is worth noting that in certain instances, contradictory findings have been observed. For instance, Snideman et al. (2022) discovered in their analysis of COVID-19 case data that reopening had a minimal effect on the health systems of educational institutions.

Part 4: Bangladesh Context

2.4.1 Education System of Bangladesh

The education system in Bangladesh has undergone significant changes since its inception as a sovereign nation in 1971. Chowdhury and Sarkar (2018) and Mousumi and Kusakabe (2021) examine the historical progression of education in the region, with a specific emphasis on primary and secondary education, non-formal education, and the participation of various stakeholders. They engage in comprehensive discussions regarding topics such as the organisation of education, the system of governing it, the content and methods of teaching, the evaluation of learning, and the availability, involvement, and persistence of students. Furthermore, both works delve into the examination of government policies and initiatives aimed at incorporating marginalised children into the education system. Chowdhury and Kabir (2014) contend that the English education policy has exerted a substantial impact on the education system in Bangladesh, despite initial obstacles, partly due to its colonial origins. Rahman et al. (2010) conducted research on the historical development of secondary education in Bangladesh, examining the influence of changing socio-political conditions and educational policies. Several studies have investigated the problems associated with the educational quality in the operation of the education system in Bangladesh. For instance, Khan et al. (2014) investigated the calibre of education across all tiers and proposed measures for reform. Where they present a comprehensive view that includes primary, secondary, and tertiary education. Conversely, Sultana (2018) investigates the significance of the Secondary School Certificate (SSC) English test in relation to its impact on admissions to higher education. In contrast, Sultana's focus is on a particular test. Chowdhury (2020) investigates the viewpoints of students in online classrooms and explores the increasing use of internet-based tools in

education. Previous studies have investigated the educational quality, progress, and student performance in different educational institutions to determine if any disparities exist. Alam et al. conducted a study on the determinants of academic achievement among students enrolled in public universities. The year 2022. In contrast, Roy et al. (2020) investigate the intricate correlation between religious beliefs, educational strategies, and policy challenges by examining Islamic madrasas and Catholic schools to determine if there are any obstacles or commercial aspects present. Huq and Rahman (2008) conduct a study on gender inequalities in secondary education, with a focus on enrollment and achievement rates. Their study investigates various facets of education in Bangladesh, with one specifically analysing the religious contributions of universities and the other addressing gender-related concerns. Kono et al. (2018) offer a comprehensive analysis of the education sector in Bangladesh, discussing both its accomplishments and obstacles. Their work highlights the imperative for enhanced education standards, specifically in terms of diminishing school attrition rates, enhancing pedagogical excellence, and augmenting accessibility to higher education.

The curriculum and education system for secondary, higher secondary, and tertiary education in Bangladesh are currently in use, as stated by the Ministry of Education and the National Curriculum and Textbook Board. The ultimate evaluation of secondary education in Bangladesh is conducted through the SSC examination, which is known as the Secondary School Certificate. In the madrasa education system, the final assessment is done through the Dakhil examination. Similarly, in the English medium system (Cambridge O Level) and Level education system, the final evaluation takes place. Following the completion of secondary education, students typically pursue a two-year Higher Secondary School Certificate (HSC) programme. This programme is offered in both Madrasah Education (Alim) and English medium, following the Cambridge A Level Education Curriculum. Universities offer postgraduate and PhD programmes in higher education, which are overseen by the University

Grants Commission (UGC). In Bangladesh, there is a distinct form of education known as technical or vocational education, which is primarily acquired through specialised academic degrees. Within the domain of secondary education, there are three clearly defined categories of courses: humanities, science, and business education. The culmination of secondary education is marked by a public examination, which leads to the attainment of the secondary school certificate (SSC). The administration of this examination is supervised by seven boards of intermediate and secondary education situated in Dhaka, Chittagong, Comilla, Rajshahi, Barishal, and Sylhet. Secondary education is designed to prepare students for advancement to the higher secondary stage. The course in the higher secondary stage spans two years (XI - XII) and is provided by Intermediate Colleges or the intermediate section of degree or master colleges. This programme is a two-year certification programme provided by colleges in Bangladesh under the supervision of the education boards. It is a crucial element for students as the admission process for higher education depends solely on it. Within the framework of the tertiary education system, the minimum requirement for entry into higher education is the higher secondary certificate (H.S.C). Those who have acquired the Higher Secondary Certificate (HSC) are eligible to enrol in undergraduate programmes that span three years. Students aspiring for honours can choose to enrol in a 4-year bachelor's degree programme offered by either a college or a university. Individuals who have successfully completed an undergraduate degree programme with distinction are eligible to enrol in a graduate degree programme. After obtaining a Masters degree, individuals can choose to further their education by pursuing a PhD or explore other career opportunities. Bangladesh possesses a grand total of 151 universities. Out of these, 53 universities are categorised as public institutions, while the remaining 107 fall under the private sector. Additionally, there are 3 international universities. Madrasah education is a comprehensive system that includes the instruction of Islamic knowledge alongside conventional subjects. Madrasahs are commonly known as "religious

educational institutions". Alia Madrasa is under governmental administration, whereas Qawmi Madrasa is supervised through private funding. The Ebtadayee level (grades I-V) within the Alia Madrasa Education system is equivalent to the primary level. Thus, Dakhil (grade VI-X) is deemed equivalent to the Secondary School Certificate (SSC). Therefore, Alim (grade XI-XII) is equivalent to the Higher Secondary Certificate (HSC). Furthermore, Fazil (grade XIII-XIV) is equivalent to bachelor's degrees, whereas Kamil (grade XV-XVI) is equivalent to master's degrees. The Bangladesh Madrasa Education Board is responsible for overseeing the regulation of Alia madrasa education, while the Arabic University is responsible for handling the regulation of Fazil and Kamil programmes. The Qawmi educational system in Bangladesh is based on the traditional Muslim educational system. Bangladesh currently possesses a grand total of more than 65,000 Qawmi Madrasahs. There are two main Qawmi educational systems: one adheres to the traditional Dars-i-Nizami curriculum, while the other incorporates modifications like the inclusion of English language and mathematics. In Bangladesh, there are alternative education systems that are widely utilised, such as Technical and Vocational education, which emphasises the acquisition of Diploma degrees.

The SSC examination is the main route for pursuing higher education at the college or university level in Bangladesh. Students must submit their SSC certificates with a minimum GPA-4 score to gain admission to higher-level institutions. Similarly, the HSC examination acts as a crucial means to pursue advanced education at the university level. Admission to universities is dependent on the submission of HSC certificates with a satisfactory score. The evaluation of students, specifically in the university admission test, greatly depends on their academic achievements in the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) exams. A considerable proportion of individuals are unable to take the university entrance exam due to their failure to attain the desired results. Attaining exceptional

results in the SSC and HSC exams is imperative for securing admission and excelling in tertiary education institutions. The knowledge acquired during SSC and HSC education is immensely advantageous for higher education, as universities do not impart the fundamental knowledge that students obtain during these initial phases of education. Attaining exceptional results in the SSC and HSC exams is imperative for attaining success in university and subsequent academic qualifications.

2.4.2 Effects of The COVID-19 Pandemic on Bangladesh's Education

2.4.2.1 Psychological Impact on Bangladesh's Education

After examining multiple studies on the psychological and academic effects of the Covid-19 pandemic on students in Bangladesh, various similarities and differences emerge. Across these studies, a consistent trend becomes apparent: there is a significant increase in anxiety, depression, and other mental health problems among students during the pandemic. Khan et al. (2020) established correlations between mental health challenges and factors such as fear of contagion, economic instability, and obstacles faced in online education. According to Yasmin et al. (2020), the lockdown measures have caused children aged 5 to 15 to exhibit symptoms of depression, anxiety, and sleep disturbances. The closure of educational institutions has caused students to feel anxious and worried, including experiencing academic pressure, fear of falling behind, and concern about exam delays. In their study, Hosen et al. (2021) highlighted that the apprehension of lagging behind, a significantly distressing academic burden, disproportionately affects female students, especially those hailing from rural regions and low-income households. Once again, the increased closure of educational institutions is responsible for the inconvenience of being confined to one's residence and the disruption of sleep patterns, as described by Piya et al. in 2022. Financial constraints and technological barriers hinder

student improvement and academic progress (Hosen et al., 2022; Rahman et al., 2021). Furthermore, Zaman et al. (2021) claimed in their research that the closure of educational institutions has led to senior students encountering emotions of exasperation, anxiety, and a delay in achieving their graduation objectives. Family involvement can also be recognised as a contributing factor to this student's depression. Foysal et al. (2022) and Hoque et al. (2021) conducted research examining anxiety and depressive symptoms among university students. Their research suggests that variables such as familial upbringing and gender disparities exert a substantial influence on the psychological well-being of students. Furthermore, Alam et al. (2022) and Islam et al. (2022) have emphasised that concerns regarding the spread of infection within families and the excessive use of social media have exacerbated mental health problems. In contrast, Banna et al. (2020) identified that the familial context, societal influences, and concerns regarding the financial feasibility of healthcare were determinants of psychological symptoms and stress. However, their research has uncovered specific positive results, such as the reuniting of family members who have been separated for a long time and their involvement in common interests.

2.4.2.2 Technological Impact on Bangladesh's Education

A comprehensive investigation has been carried out on online higher education in Bangladesh, with numerous studies highlighting the challenges and opportunities it offers. Dutt and Smita (2020; Rouf et al. 2022) highlight the difficulties faced by students during the COVID-19 pandemic due to limitations in technology, unequal access to digital resources, and connectivity problems. In a recent publication, Emon et al. (2020) conducted a thorough analysis to examine the consequences of the pandemic on the educational system in Bangladesh. The study

specifically emphasises the effects on students who are unable to attend school because of disparities in their parents' abilities and their access to technology. Shrestha et al. (2022) conducted a study investigating the use of digital tools in the educational settings of Bangladesh and Nepal. The study centred on the experiences of educators and learners, emphasising the challenges they faced when integrating digital media into online education. On the other hand, the impact of technology on higher education in Bangladesh and the difficulties that arise from the shift to digital media have raised concerns regarding student performance and the dependability of acquired knowledge. The study conducted by Chowdhury and Behak (2022) examines the challenges and possibilities of online higher education in the present circumstances. The document tackles issues such as the disparity in access to digital resources and highlights the opportunities for combining online and in-person learning due to the country's digital transformation. Alam (2021) examines the impact of online technology on higher education during the COVID-19 pandemic in their article. The article examines the discrepancies in academic achievement and job preparedness among students prior to and during the pandemic. This study examines the objective of higher education in Bangladesh, particularly the equilibrium between preparing students for employment and awarding them certificates. Miah et al. (2023) highlighted the adoption of technology in online education among students attending private universities in post-Covid-19 Bangladesh. They found that online learning had negative influence on the students' knowledge.

2.4.2.3 Impact on Teaching in Bangladesh

The adoption of educational strategies and the transition to online learning have posed various difficulties for educators and learners, as highlighted by Adnan et al. (2022) and Salik et al. (2020). Instances include issues pertaining to insufficient teacher training, restricted availability of digital devices, and inconsistent internet connectivity. According to Mahmud et

al. (2021), the difficulties of Internet connectivity and complications associated with the use of digital devices were intensified in rural areas. In addition, the combination of limited access, financial difficulties, and psychological strain on students were introducing new aspects (Zaman et al., 2021). While the education system faced significant challenges, certain educational institutions demonstrated greater proficiency in online learning than others. Private universities have demonstrated a greater propensity for embracing e-learning at a faster pace compared to public universities (Adnan et al., 2022). Nevertheless, their investigation indicates that this disparity can be ascribed to varying resources and administrative capacities. In a similar vein, Mondol and Mohiuddin (2020) asserted that private universities have witnessed a favourable shift in the perception of online education. The utilisation of novel social platforms for scholarly endeavours in educational institutions has gained significant popularity amidst the pandemic. In a study (Ghosh et al. 2023) introduced the concept of leveraging social media for academic purposes, suggesting that these platforms have a positive influence on academic achievement. However, this approach had constraints, as it failed to sufficiently consider variables such as income and technological literacy. Furthermore, the interpretations concerning online education display divergence among various research investigations, consequently affecting students in unique manners. Afroz et al. (2021) examined the viewpoints of students and teachers in government colleges in Bangladesh and identified a mixture of positive and negative perceptions. The positive aspects include cost-effectiveness and increased engagement, while the negative aspects involve confusion and technical challenges.

Research Gap

The existing literature primarily focuses on the impact of the COVID-19 pandemic on education and the various issues that have arisen as a result of disruptions in the educational system during that period (Gupta & Goplani, 2020; Jena, 2020; Khan et al., 2021; Kuhfeld et al., 2020; Kim & Ekachai, 2020; Mahaye, 2020; Marinoni, 2020; Ogunode et al., 2020; Pokhrel and Chhetri, 2021; Rashid and Yadav, 2020; Schleicher, 2020; Tadesse & Muluye, 2020; Tarkar, 2020; UNESCO, 2020). Many authors have discussed the Remote Learning system and the various strategies for implementing blended learning during the COVID-19 pandemic. These authors include AL-Lily et al. (2020), Cleland et al. (2020), Fuentes et al. (2020), Germano and Nicholls (2020), Hodges et al. (2020), Kerrigan and Bifulco (2023), Kumar et al. (2021), Mane et al. (2020), Marinoni et al. (2020), Mukherji and Sisale (2022), Rahman et al. (2021), Sunds et al. (2023), and Zidani (2020). Furthermore, several academic works have addressed the difficulties in teaching and learning during the COVID-19 pandemic due to a lack of technological resources and knowledge (Adnan and Anwar, 2020; Akram et al., 2021; Alsoud and Harasis, 2021; Blonder et al., 2022; Fuad, 2020; Houtrow et al., 2020; Kuhfeld et al., 2020; Li et al., 2021; Lie et al., 2020; Martina et al., 2023; Nasri et al., 2020; Rouf et al., 2022; Sabates et al., 2021; Tiwari, 2022; United Nations, 2020; Velásquez and Lara, 2021; Wang and Wu, 2020; Yusuf, 2021). Many researchers have examined the psychological aspects of learning during the COVID-19 pandemic and the consequences of reopening educational institutions after its conclusion (Chang et al., 2022; Elizabeth et al., 2020; Felson and Adamczyk, 2021; Gope et al., 2021; Kim et al., 2021; Lo Moro et al., 2020; Mbunge et al., 2020; Mukherjee et al., 2021; Melnick and Hammond, 2020; Schultes et al., 2021; Snideman et al., 2022; Stachteas & Stachteas, 2020; Sulaiman et al., 2021; Thandevaraj et al., 2021; Verma and Prakash, 2020; Wakui et al., 2022; Wrighton and Lawrence, 2020; Whatley and Gutierrez, 2022; Zagalaz et al., 2020; Zhou's, 2020). A number studies have examined the

impact of the COVID-19 pandemic on the education system in Bangladesh, including its psychological and technological effects. These studies have also explored how teaching in Bangladesh has been affected. The authors of these studies include Adnan et al. (2022), Afroz et al. (2021), Alam et al. (2022), Banna et al. (2020), Chowdhury (2020), Chowdhury and Behak (2022), Chowdhury and Kabir (2014), Chowdhury and Sarkar (2018), Dutt and Smita (2020), Emon et al. (2020), Foysal et al. (2022), Ghosh et al. (2023), Hosen et al. (2022), Hosen et al. (2021), Hoque et al. (2021), Huq and Rahman (2008), Islam et al. (2022), Khan et al. (2014), Kono et al. (2018), Khan et al. (2020), Mahmud et al. (2021), Miah et al. (2023), Mondol and Mohiuddin (2020), Mousumi and Kusakabe (2021), Piya et al. (2022), Rahman et al. (2021), Rahman et al. (2010), Rouf et al. (2022), Roy et al. (2020), Salik et al. (2020), Shrestha et al. (2022), Sultana (2018), Yasmin et al. (2020), and Zaman et al. (2021).

In short, the previous literatures have discussed about the negative effects like technological and psychological impacts of the COVID-19 pandemic on education. Other existing literatures have discussed about the education system of Bangladesh and the impact of the COVID-19 pandemic on the education system of Bangladesh. To the best of the researcher's knowledge, there is a lack of significant research published on the effects of a shortened curriculum on students majoring in English in an ESOL setting, specifically in Bangladesh. This study focuses on examining the impact of a shortened curriculum at the SSC and HSC levels on the academic achievement of students pursuing English major courses in a private university in Bangladesh. Additionally, it examines the strategies employed by English majoring students to overcome the obstacles encountered during their initial year of study. Furthermore, the researcher investigates the teachers' perspectives on the impact of a shortened curriculum to gain a deeper understanding of this matter.

2.5 Conceptual Framework

A conceptual framework, as described by Miles and Huberman (1994), is a clear and concise representation, either in written or visual form, that explains the key components to be examined. This includes the main factors, concepts, or variables, as well as the presumed connections between them, presented through graphics or narrative means. Moreover, Adom et al. (2018) emphasise the importance of aligning the methodology with the variables, relationships, and context. Hence, it is crucial to establish an appropriate framework to optimise the process of collecting and analysing data for the studies. The research utilises the conceptual framework depicted in Figure 1. This framework is based on a thorough analysis of the relevant research. The subsequent outline offers a comprehensive summary of the study's framework:

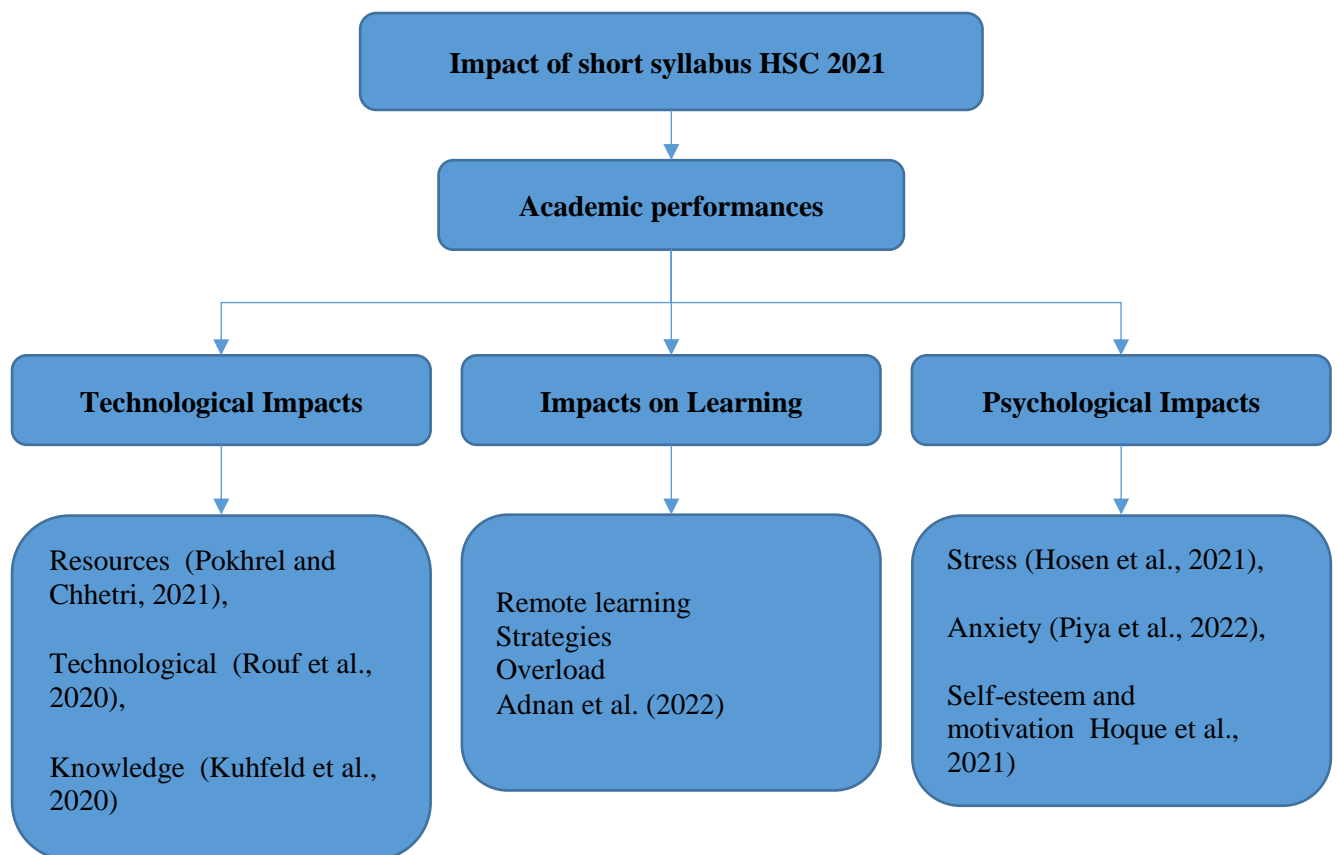


Figure 1: The Conceptual Framework of the Study

This framework aims to examine the effects of the shortened syllabus on students majoring in the Department of English and Humanities, in light of the difficulties presented by the COVID-19 pandemic. Initially, the students encountered numerous technological challenges amidst the COVID-19 pandemic. Pokhrel and Chhetri (2021) reported that students encounter challenges when utilising digital learning platforms such as Zoom, Google Classroom, and Microsoft Office for online studying. In addition, Rouf et al. (2020) say that, digital divide and connectivity issues troubled the students a lot where Kuhfeld et al. (2020) further added, these technological issues like lack of devices and poor connectivity led to various disparities in learning gain for the students. Focusing on these technological problems will help to understand what barriers and technical inequalities the students have faced due to lack of resources that has affected them in their short syllabus examination time. Secondly, the students have faced face numerous obstacles in their studies because of the sudden shift to remote learning. Adnan et al. (2022) stated that the implementation of educational strategies and the shift to online learning have presented numerous difficulties for both teachers and students. By focusing on the impact of education on the students, it will help the researcher to understand what kind of challenges the students have faced after suddenly being introduced to remote learning, with the new strategies they had to follow, and the amount of overload they had to bear. Thirdly, during the COVID-19 pandemic time, students were mostly affected by negative psychological impacts. They were facing stressful situation, suffering from anxiety, losing confidence, falling behind due to lack motivation and many other problems. For example, Hosen et al. (2021) described that fear of falling behind affected students in several negative way. Again, Piya et al. (2022) said, disrupted sleep patterns have been noticed among students during that time. According to Hoque et al. (2021), students have exhibited anxiety and depressive symptoms during the COVID-19 pandemic. By knowing what kind of

psychological problems the students have faced during this time, it will be easier to know how they mentally progressed and prepared in the short syllabus time.

2.6 Chapter Summary

This chapter begins by providing an overview of the impact of the COVID-19 pandemic on education. It discusses various issues that have arisen as a result of disruptions to education, such as remote learning. It also explores the strategies used to implement blended learning and the challenges faced in teaching and learning during the pandemic. The subsequent section illustrated the circumstances characterised by a dearth of technological expertise and resources, psychological challenges, and the resumption of institutions following the COVID-19 pandemic. Finally, the chapter presented previous studies on the impact of the COVID-19 pandemic on students in the context of Bangladesh. In doing so, it identified and presented the research gap.

Chapter 3

Methodology

3.1 Introduction

The chapter centres on the selected research methodology employed to conduct this study. The objective of this research is to examine the effects of a shortened syllabus on HSC-2021 graduates who are enrolled in the Department of English at a private university. The aim is to gain insight into their current study situation. The primary research question seeks to examine the effects of the shortened syllabus on students' academic performance by determining

whether they are encountering difficulties or excelling. The second research question aims to determine the students' perceptions of their learning experience. Finally, the third and final question explores the teachers' perceptions of the students' academic achievements. The chapter presents a rationale for selecting a qualitative multiple case study approach, as well as justifies the philosophical assumptions, participant selection process, semi-structured interviews, data analysis framework, and demonstrates the reliability and legitimacy in this section.

3.2 The Qualitative Paradigm and Its Philosophical Assumptions

The qualitative method integrates its underlying philosophical assumptions, research approach, and a specific research paradigm. The researcher opted for the interpretivism qualitative research paradigm to assess the academic performance of these students in their higher studies. This was done by conducting multiple case study analyses after they had taken a short syllabus-based board examination. According to Alharahsheh et al. (2019), interpretivism is a response to the criticism of positivism and refers to a subjective perspective that reflects the researcher's personal viewpoint. Furthermore, the author asserted that interpretivism places greater emphasis on contextually relevant interviews and regards individuals as distinct from physical occurrences due to their ability to ascribe deeper significance to phenomena. Interpretivism, in essence, aims to gain understanding rather than offering objective or universally applicable principles that can be extrapolated and implemented universally. According to Myers (2008), Interpretivists believe that social constructs such as language, consciousness, shared meanings, and tools provide us with a means to understand reality. Out of these various perspectives, this study aligns with the interpretivist view, which prioritises comprehending phenomena from the standpoint of individuals. According to Creswell (2007), the researcher employs an inductive methodology to investigate the what, why, and how of the study by collecting data. The researcher typically engages in meticulous examination of specific details prior to making

generalisations, and iteratively revises the research questions. The researcher seeks diverse responses from all participants regarding their academic journey to determine whether they are experiencing difficulties or excelling in their academic performance. During that particular scenario, the researcher requires a diverse range of viewpoints and convictions from the participants. The interpretive paradigm is favoured due to the fact that data largely rely on a specific context, perspective, and set of beliefs (Saunders et al., 2012). Alharahsheh et al. (2019) state that the Interpretivist paradigm enables researchers to employ qualitative methods, which are best suited for acquiring comprehensive insights within a specific context. Furthermore, it enables researchers to consider multiple factors, such as behavioural aspects derived from participant experiences, thereby facilitating a comprehensive depiction of reality that takes into account the researcher's assumptions and beliefs. Therefore, the researcher favours semi-structured interviews as a means of comprehending the underlying motives behind participants' responses, while also allowing for flexibility in analysing their behavioural tendencies and opinions.

The following table, labelled "Philosophical Assumptions with Implications for Practice," is derived from Creswell's (2007) table to represent the philosophical assumptions of the study.

Research Paradigm	Philosophical Assumptions			
Interpretivism	Ontology The realities are subjective and	Epistemological The researcher's perspective shapes	Axiological It is essential to take into	Methodological A methodology employing a

	can be subject to multiple interpretations.	the outcomes of the research by examining the participants' viewpoints.	account the researcher's values and biases as they are an integral part of the research.	qualitative multiple case study approach.
--	---------------------------------------------	-------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------

Table 3.1: Philosophical Assumptions with Implications for Practice

According to the philosophical assumption table, the ontological assumption suggests that there are various perspectives and acknowledges the existence of multiple truths (Creswell, 2007, p. 17). To analyse multiple realities, the researcher opts for semi-structured interviews as a means to introduce flexibility among each student and engage in individual communication, thereby gathering diverse perceptions regarding their academic performances and experiences. The researcher investigates the field notes to ascertain the students' academic status and their perspectives on their performance in their studies following their participation in a board examination that covers a shortened syllabus. Creswell (2007) asserts that when discussing epistemological assumptions, the researcher engages in direct interaction with participants and immerses themselves in their environment, assuming the role of an insider. The researcher employs open-ended questions to challenge the participants' epistemological assumptions. The axiological assumption moulds the researcher by incorporating their own interpretation and acknowledging that their biases or values may impact the analysis of the data. Despite the researcher's description of his positionality as a researcher in section 3.5 of this chapter. He attempted to mitigate the influence of specific biases or values when presenting the

findings. For instance, to analyse multiple realities, the researcher preferred semi-structured interviews to bring flexibility among each student and communicate with them individually in order to collect different perceptions about the effect of short syllabus on their academic performance. The researcher analysed the field notes and interview transcriptions to know the effect of short syllabus on their academic performance (RQ1). The interview transcriptions were shown to portray participants' subjective opinion about the effect of short syllabus on their academic performance (RQ2). Lastly, the following research explores the subjective opinion of the teachers' who have taken classes of these students (RQ3).

3.3 Research Design

The interviews were conducted face-to-face through a dialogue session and during the interview itself. Furthermore, the researcher presented participants with open-ended questions concerning their academic accomplishments and difficulties in their tertiary education, as well as their viewpoints on their performance. Qualitative research, as defined by Busetto et al. (2020), entails the exploration of the essential attributes of phenomena. It is particularly valuable for comprehending the fundamental reasons and evaluating intricate phenomena. Corbin and Strauss (2008) assert that the primary aim of qualitative data is not to manipulate variables, but rather to reveal and uncover them. This research methodology facilitates the recognition of a participant's genuine life experience. The qualitative approach entails collecting data in the field and presenting a descriptive account of the subject under investigation. The data is collected by conducting interviews and making observations of individuals' behaviour in their particular environment (Creswell, 2007). The main aim of this study is to examine the impact of a brief educational programme for the HSC 2021 on students

who are currently enrolled in the English Department of a private university. The researcher ultimately chose to employ a qualitative methodology in this study to accurately determine the actual condition of their study, difficulties, academic accomplishments, and perspectives. Joubish et al. (2011) argue that qualitative research has the ability to understand individuals' attitudes, beliefs, concerns, goals, culture, and lifestyle. Therefore, the following sections of this chapter provide a thorough explanation of the research design utilised in this study.

3.4 Multiple Case Study Approach

In his 2017 study, Gustafsson conducted an extensive investigation on the process of extrapolating a comprehensive study of an individual or a group of people to multiple units. A case study, as defined by Thomas (2011), is a meticulous investigation of systems, employing one or more methodologies, in order to acquire a comprehensive comprehension. Cousin (2005) contends that the primary objective of the case study method is not to analyse individual cases, but rather to delineate cases and explore a particular context in order to acquire a comprehensive comprehension of it. Yin (2017) classifies case studies into two distinct types: single case study design and multiple case study design. The author explains how to assess the suitability of using a case study in research and demonstrates that the research design differs between the two case studies, even though they have a common methodological framework. In 1991, Eisenhardt advocated for the utilisation of a multiple case study approach to ascertain the validity of authors' findings across diverse participants or cases. Eisenhardt & Graebner (2007) assert that the credibility of a theory is strengthened through the use of multiple case studies, as this approach ensures that the findings are firmly based on a wide array of scientific data. Nevertheless, case studies have encountered criticism in spite of their myriad benefits. According to Yin (1984), using the multiple case study method requires a significant amount of time, resources, and effort during the research

process. Despite these criticisms, researchers utilise a multiple-case study approach to examine real-life situations related to social issues and problems.

3.5 The Researcher's Role

The researcher is an ELT undergraduate student. Throughout his academic journey, he encountered challenges specifically related to online courses, encompassing technological and psychological difficulties. These obstacles resulted in subpar grades in examinations, primarily due to inadequate preparation caused by unforeseen circumstances arising from the COVID-19 pandemic. The researcher encountered challenges following the resumption of institutions after the conclusion of the COVID-19 pandemic. Nevertheless, the researcher noted that a significant portion of his friends, who are first-year students and recent HSC-2021 graduates, are encountering greater challenges than the researcher himself, particularly in face-to-face offline classes. The situation led the researcher to reconsider his personal academic performances and the causes for these inadequacies. The issue motivated the researcher to focus on the the short syllabus examination system and its impact on students' academic progress. The researcher believed that if students at higher secondary level study and prepare well for their board examination, they will have better performances in their higher studies in tertiary level. The researcher also believed that university education is a vast area of knowledge and learning and the basic educational requirements need to be gained before starting a university education journey as it does not teach the basics but rather focuses on broader concepts. Thus, the researcher selected the topic of his study "Impact of Short Syllabus on English Majoring Students: A Case Study of Dept. of English and Humanities, in a Private University in Bangladesh ". During the interviews, the participants will analyse the students' academic performance, identify their challenges, and gather their opinions on the short syllabus examination system and its impact. The researcher will make a deliberate attempt to reassure

and persuade them that their assessments will not be graded. The researcher made sure that the research is devoid of cultural and personal biases, such as enlisting a second observer to scrutinise the data and ensure the reliability of the findings.

In order to minimise personal biases, the researcher will utilise the term "The researcher" to maintain objectivity. This methodology guarantees that the investigation remains unaltered by any subjective presumptions or cultural predispositions. To enhance the credibility of the data, the transcripts of every interview will be shared with the participants for member checking, thereby guaranteeing the accuracy of the information. The researcher will undertake the simultaneous responsibilities of coordinating and observing during the data collection and interview process, while abstaining from imposing personal view points on the participants.

3.6 Setting

This study was conducted in the Department of English and Humanities at a private university in Bangladesh. The rationale behind selecting this setting is to specifically cater to students who may be first-year HSC-2021 graduates in the department, in addition to their academic pursuits. Moreover, most of the first-year students are HSC-2021 graduates who are currently getting ready for their second year at university. The primary objective of this study is to assess the influence of a shortened curriculum on students' academic achievements. The institution will facilitate the selection of participants in a suitable environment for this study.

3.7 Gaining access

The researcher will secure authorization from the department's chairperson with the aid of a faculty member. Before collecting data, the researcher will inform the designated students. Before the interview, the researcher provided the participants with a succinct elucidation of the consent procedure and the researcher gained their consent through an email (Appendix A and I) and apprised them of the research topic. Consequently, the researcher will proceed with the data collection.

3.8 Selecting the Participants of the study

Selecting the appropriate sampling methodology for conducting a study is crucial in order to acquire pertinent data. Sampling refers to the process of selecting a subset of individuals from a large and potentially infinite population (Kothari, 2004). Rai and Thapa (2015) assert that a purposeful sample is employed to achieve a specific objective, representing a non-representative subset of a larger population. The researcher will utilise the purposive sampling technique to select participants deliberately, with the aim of obtaining data that is rich in information from the limited sources that are available (Patton, 2002). Similarly, according to Creswell (2014), intentionally selecting participants offers valuable insights into the research question as the researcher anticipates their potential contribution to the analysis. Thus, this type of sampling is classified as non-probability sampling, where the researcher personally chooses the research participants. Additionally, it is crucial for the researcher to have a clear understanding of the basic principles of this sampling method and carefully choose participants who are willing to openly share their knowledge and experience. This is necessary because there is always a potential for bias in this type of sampling technique (Kothari, 2004). The different purposive sampling approaches have varying objectives, but they provide researchers

with a basis for making generalisations from the sample being studied. These generalisations can be theoretical, analytical, or logical in nature (Rai & Thapa, 2015). Furthermore, according to Abha (2011), it is difficult to include a wide range of diversity among all the intended participants. Consequently, the researcher must depend on conjectures regarding the participants in order to acquire valuable information. The study, titled "Impact of Short Syllabus on English Majoring Students: A Case Study of Dept. of English and Humanities in a private university in Bangladesh" focuses on gathering the viewpoints of HSC-2021 graduates who are presently studying in the Department of English and Humanities at a private university in Bangladesh. These students are either in their freshman year or have recently progressed to their sophomore year of university. In this situation, the researcher lacks the ability to choose participants in a random fashion. Therefore, the researcher will utilise the purposive sampling technique to choose participants. The following criteria were used to choose participants:

1. The students have to be HSC-2021 graduates who passed through the short syllabus examination.
2. Particularly, those students must be from the department of English and Humanities.
3. Students must be interested in participating in this study.
4. The students must complete all the steps of this study.

3.8.1 Participants' profile

The table below will display the profiles of the participants, including their (pseudonyms), genders, medium, and academic backgrounds. The researcher posits that the particulars do

indeed influence the level of participation of the participants in interview sessions, and these specifics are instrumental in comprehending the collected data from the participants.

Table 3.2: Participant’s profile for the study (Students)

No	Name	Gender	Academic Qualification	Medium of School
01	Anika	Female	Undergraduate student, Department of English and Humanities, Y University, HSC-2021	Bangla
02	Rafi	Male	Undergraduate student, Department of English and Humanities, Y University, HSC-2021	Bangla
03	Sabbir	Male	Undergraduate student, Department of English and Humanities, Y University, HSC-2021	Bangla
04	Raisa	Female	Undergraduate student, Department of English and Humanities, Y University, HSC-2021	Bangla
05	Sarah	Female	Undergraduate student, Department of English and Humanities, Y University, HSC-2021	Bangla
06	Sadman	Male	Undergraduate student, Department of English and Humanities, Y University, HSC-2021	Bangla

Table 3.3: Participant's profile for the study (Teachers)

No	Name	Occupation
01	Rahim	Teacher, Department of English and Humanities, Y University
02	Rafah	Teacher, Department of English and Humanities, Y University
03	Afia	Teacher, Department of English and Humanities, Y University
04	Sultana	Teacher, Department of English and Humanities, Y University

3.9 An Overview of the Data Collection Procedure

Among the available choices, the researcher chose to collect the data via interviews. To make sure the triangulation process is done properly, the researcher has taken interviews of two different parties which are the students and their teachers. Galanis (2018) argues that interviews are an appropriate research method because they enable participants to express their perspectives to the interviewer. In addition, the author argues that semi-structured interviews are more efficient because they employ targeted questions that assist researchers in identifying and introducing the most crucial areas of research. Evidently, he (R) chose to conduct a semi-structured interview in order to increase adaptability. The diagram provided depicts the

sequential process of data collection procedures. The subsequent sections will offer an elaborate elucidation of the process of collecting data.

3.10 Semi-Structured Interviews

Dornyei (2007) asserts that interviewing is a natural and socially acceptable means of gathering data, as it can be utilised in diverse settings and encompass a broad spectrum of subjects. Furthermore, Edwards and Holland (2013) categorise interviews based on their level of formality, which encompasses structured, semi-structured, and unstructured interviews. The researcher preferred the semi-structured interview because it enables a more organic and spontaneous interaction between the interviewer and participants. The researcher will have predetermined questions, but he will make sure not to impose his perspectives on the respondents' answers. Adhabi and Anozie (2017) argue that conducting an in-depth interview allows researchers to acquire profound and extensive insights. To achieve this objective, the researcher will utilise semi-structured interviews with individual participants, enabling them to express their thoughts in an unrestricted manner. This methodology enables the researcher to collect extensive and relevant data that is directly relevant to the study.

3.11 The process of developing Interview Protocol

In this study, the researcher will develop and enhance semi-structured interviews using the Interview Protocol Refinement (IPR) structure proposed by Yeong et al. (2018).

The following are the four steps of this IPR-based semi-structured interview:

Phase 1: Establishing a connection between the research objectives and the interview questions

Phase 2: Constructing a Dialogue Based on Inquiry.

Phase 3: Collecting feedback on interviewing methodologies.

Phase 4 involves implementing the interview technique in a practical setting to assess its effectiveness.

During the initial stage of the IPR framework, the researcher ensures the formulation of interview questions that are directly derived from the research inquiries. The researcher will be provided with relevant information pertaining to the research questions for each interview question.

In the subsequent stage, the researcher will generate the research questions (RQs) and interview questions (IQs) in a distinct manner. To facilitate an inquiry-based conversation, the researcher utilises a semi-structured interview format. The predetermined questions are strategically organised to align with the typical flow of social conversation, fostering rapport among participants and encouraging them to freely express their thoughts. The third phase necessitates soliciting feedback from an additional expert, thereby augmenting the study's reliability.

During the final phase, the expert's guidance is implemented in the practical evaluation through the process of piloting. Furthermore, researchers can employ piloting as a means to address any potential practical issues (Van Teijlingen & Hundley, 2002). Consequently, this stage emphasises and brings attention to any possible errors or discrepancies in the interview questions.

3.12 Data Analysis Procedure

3.12.1 Data Analysis Framework

Hackett et al. (2018) assert that a framework is a method for analysing data in qualitative research that offers researchers a comprehensive structure for organising, assessing, and uncovering themes. Braun & Clarke (2006) categorise thematic analysis into two distinct approaches: inductive, which derives themes directly from the data, and theoretical, which is guided by the research questions and the researcher's specific areas of focus. The researcher utilised a qualitative thematic analysis, adapted from Braun and Clarke (2006), to analyse the interview data for the study. Braun and Clarke (2006) outline a five-step process for conducting qualitative analysis in any research project. Figure 2 depicts the sequential steps undertaken by the researcher.

Step 1.	Transcribe the data and annotate it.
Step 2.	Employing programming techniques to emphasise compelling data that is pertinent to the research inquiries
Step 3.	Examining the code to align it with the initial themes pertaining to the study.
Step 4.	Integrating codes to generate appropriate sub-themes aligned with the research inquiries.
Step 5.	The ultimate enhancement of the themes.

Table 3.4: The Framework for Data Analysis Adopted from Braun and Clarke (2006)

3.12.2 Analysing Interviews

Initially, the researcher employed the "Transcriptor" transcriber tool to convert the audio recordings into text for the purpose of analysing the interviews conducted with the participants (as described in Appendix D). The transcription was subsequently created using seven columns of coding templates (Ahmed, 2017). The researcher extracted salient codes from the transcripts and categorised them accordingly (refer to appendix F). In essence, the researcher aimed to create a thematic framework to facilitate the comparison of all the themes in relation to the research questions.

3.13 Ethical Consideration

The comprehensive nature of qualitative studies underscores the significance of ethical considerations (Arifin, 2018). Before commencing the research, the researcher obtained consent from the appropriate authorities to ensure ethical approval. Before conducting the interviews, the researcher obtained consent from the participants by mail, as recorded (in Appendix I). Every participant received detailed information regarding the research and was guaranteed that the gathered data would only be used for the study and would not be used to personally identify them. To ensure confidentiality, the data transcription process was carried out in a secluded location, utilising headphones to minimise the risk of unauthorised individuals eavesdropping on the recorded information.

3.14 Developing Trustworthiness and Credibility of the Study

According to Little and Green (2021), the impact of influence depends on the credibility of the source, which comprises both expertise and trustworthiness as equally important factors. However, some scholars argue that trustworthiness is a crucial component of credibility (Fogg & Tseng, Citation 1999). Golafshani (2015) argues that credibility in quantitative research is established through the consideration of research validity and reliability, while credibility in qualitative research depends on the researcher's expertise and diligence. On the other hand, Stenbacka (2001) argues that using the concept of reliability in qualitative research is misleading, and evaluating a qualitative study based on this criterion produces unsatisfactory outcomes. According to Lincoln and Guba (1985, p. 300), the term "reliability" is used in quantitative research, while "dependability" is used in qualitative research. Furthermore, Golafshani (2015) explains that triangulation is a methodology that enhances the accuracy of research or evaluation of findings. In addition, he claimed that quantitative studies distinguish between reliability and validity, while qualitative research replaces these concepts with credibility, transferability, and trustworthiness. Sinkovics et al. (2008) argue that to effectively tackle challenges such as dependability, transferability, and confirmability, qualitative researchers should prioritise the establishment of trustworthiness and credibility.

In order to strengthen the trustworthiness of the results, the researcher utilised member checking, triangulation, and provided a thorough and meticulous description of the study. Member checking is a technique employed by researchers to authenticate the precision of participant voices in qualitative research. It entails providing participants with the chance to validate or challenge the accuracy of the data and interpretations. This process improves the reliability of the research (Habermehl, 1985, as cited in Creswell & Miller, 2000; Lincoln & Guba, 1986; Stake, 1995). Yin (2014) defines member checking as the act of reviewing the

draft and asserts that giving the draft back to participants can help confirm the findings and evidence. This process may also reveal previously undisclosed evidence that was not originally provided during the collection of data. In order to ensure member checking, the researcher obtained consent from the participants via mail (see Appendix I). Researchers utilise a variety of methodologies to acquire a thorough comprehension of participants' behaviour.

3.15 Chapter Summary

This chapter offers a comprehensive analysis of the philosophical assumptions and the research paradigm of interpretivism. Additionally, it elucidates the justification for selecting a multiple case study research methodology for this investigation. The researcher's participation in the study was further elucidated. The following chapter examined the process of data collection and explained the reasoning behind selecting participant observation and student interviews as the main sources of data. The concluding part of the chapter explains the data analysis framework utilised in the study and the measures implemented to guarantee the dependability and authenticity of the data.

Chapter 4

Results and Discussion

4.1 Introduction

The objective of this study is to examine the impact of COVID-19 on students' learning, with a specific focus on the HSC, 2021 batch. The study aims to investigate the extent to which students have been affected by the implementation of a shortened syllabus, and to explore their perceptions and experiences regarding their academic situation. Additionally, the study will also seek to gather insights from teachers regarding their observations on students' progress.

The research inquiries are-

RQ.1. What impact did the concise English syllabus at the HSC level have on the academic performance of students in the English department at a private university?

RQ.2. What are the students' perceptions of their learning experience?

RQ.3. What is the perception of teachers regarding their academic performance?

The chapter commences by examining the challenges encountered by students upon completing HSC2021 with a shortened curriculum, and how these challenges have impacted and continue to influence their educational experiences and academic achievements at their university presently. This chapter is divided into two sections. The initial segment addresses the obstacles and difficulties encountered by students in their educational pursuits, while the final segment delves into the teacher's contemplation of these students' academic achievements.

4.2 SECTION ONE: PROBLEMS OF SHORT SYLLABUS: STUDENTS' PERSPECTIVES

This section addresses research questions one and two. The primary research question examines the impact of the concise syllabus on the academic achievement of students in the English department at a private university. The secondary research question investigates the students' perspectives on their learning experience.

4.2.1 Gaps in Basic English Knowledge

The students expressed difficulty with the English language and a conflict between what they had learned in the past and the new ideas they were learning at university. They found it difficult to use new words in written and spoken English. Since everything presented in the university felt completely new to them, it became clear that the student lacked a strong foundation in English, which presents a significant challenge in their language learning journey. Sabbir, a research participant, stated that,

I faced problems with the English language itself. What I have learnt previously and after that what I have been introduced with was very different. For example, I had problems everywhere in using new words, talking and writing in English. This was a paradigm shift for me when I saw this hard English in university. Everything I was being introduced with in English felt new to me (DU SAB 54).

Individuals who are not proficient in the fundamentals of English face significant challenges in various areas of life, including communication, education, and career advancement. In response to this problem, Islam and Stapa (2021) state that students' inability to speak English fluently can be caused by a lack of confidence, enriched vocabulary, and the ability to express themselves clearly. Taking care of the cause of poor proficiency According to Townsend (2009), students' limited exposure to real-world English language use is frequently the primary cause of their low proficiency in the language. Learning a language in real-world situations like conversations instead of just doing worksheets from a textbook can greatly improve proficiency. However, Clokie and Fourie (2016) claimed that a lack of focus on the cultural nuances of language hinders students' development. Since language is a reflection of culture, learning English becomes easier when one takes a comprehensive approach that takes cultural nuances into account. Navidinia et al. (2019) emphasised the need for assistance and support in order to improve English proficiency, noting that one significant obstacle is the fear of making mistakes. It's essential to establish a welcoming atmosphere where students can experiment with the language without feeling awkward. Errors are a necessary part of learning, not a hindrance. Furthermore, as Oliver et al. (2012) noted, digital literacy is essential to language development, so utilising digital technology can aid with language barriers. The process of improving English proficiency can be made more interesting, individualised, and successful by incorporating technology, such as interactive online platforms and language learning applications, into the classroom.

4.2.2 Problems with Grammatical Issues

Grammar problems are a constant struggle for students in university. The grammatical errors have caused persistent issues, especially in the classroom context where students express how these errors make them feel as though they are suffering. Rafi stated as a study participant that,

I have had a lot of grammatical problems since the beginning of my university life.

Grammatical mistakes caused me a lot of problem after that (DU RAF 51).

When students attempt to translate their L1 into L2, they frequently make these grammatical errors in their sentences. Kumala et al. (2018) claim that students make grammatical mistakes because they struggle to understand L2 forms, which have meanings that are not immediately apparent. It is determined that their difficulty with grammar is impeding their overall development. They explain that spelling errors cost them points, and this is now a greater concern for their future academic performance. According to Sopin (2015), students frequently find it difficult to understand and apply grammar in everyday situations due to its complex nature. Therefore, a deliberate move towards interactive, hands-on exercises can improve students' comprehension and application of grammar. According to Sulistiyo et al. (2019), grammar anxiety is a frequent obstacle that must be addressed in order for students to successfully navigate and overcome grammatical challenges. It is crucial to create an environment in which mistakes are seen as opportunities rather than obstacles. According to Al-Jarrah et al. (2019), resolving grammatical problems necessitates a comprehensive comprehension of language as a dynamic, evolving system; incorporating cultural contexts and real-world examples can demystify grammar and increase students' understanding of it. Practice and feedback are essential for improving language skills. Cavaleri and Dianati (2016)

assert that it is impossible to overestimate the importance of regular, constructive feedback; students are empowered to improve their language skills and lay a strong foundation in grammar when they receive customised guidance based on their unique grammatical challenges.

4.2.3 Problems with Understanding Literature

When concentrating on their literary studies, the students encountered difficulties. They elucidate the challenges associated with understanding literary works and drawing readers into the complex narratives they present. It can be difficult to comprehend literary devices and various situations when reading and comprehending literature. They had trouble placing themselves in the story's setting and deciphering the literary text's language. Even though they had anticipated reading literature to be enjoyable, they found that the subject matter was more complex and difficult to understand than they had anticipated. Anika, who took part in this study, said that

When I started learning literature, it was really tough to understand. Understanding literature and getting into those scenes are really not easy things. I thought literature would be fun but the inside of it is actually quite messy and difficult to catch up (DU ANI 50).

Students frequently struggle to comprehend literature because of a variety of reasons, such as abstract literary concepts, unfamiliar cultural references, and intricate linguistic structures. It

can also be challenging for students to understand the intended meaning of literary works due to conflicting interpretations and critical analyses. Ugwu (2022) addresses these issues by stating that inadequate literary appreciation, incorrect question interpretation, writing out of context, misinterpreting rubrics, a lack of critical thinking and creativity in question responses, inadequate communication skills, and a failure to respond to questions in clear and concise English are among the weaknesses in literature learning. However, Tayib and Hassan (2020) noted that while students may find literature's depth to be overwhelming, using a variety of instructional strategies, including facilitated discussions, multimedia materials, and interactive exercises, can help students understand the multiple levels of meaning that are present in literary works. According to Salina et al. (2014), who concentrated on enhancing literary reading techniques, students who struggle with literature often encounter difficulties with abstract ideas and symbolism. By teaching them close reading strategies and fostering analytical abilities, however, they can better understand complex literary elements in a more nuanced way. Furthermore, according to Suliman and Yunus (2014), developing these abilities through thoughtful debates and supporting a variety of interpretations enhances students' engagement with and comprehension of literature. Effective literary analysis necessitates a synthesis of emotional intelligence and critical thinking.

4.2.4 Students Faced Problem with Understanding Texts

Students had difficulty understanding texts written in the old English language; this was especially evident when it came to William Shakespeare's poems and other authors' writings.

They admit that it's challenging to understand the ideas in these old texts. The substantial impact of this challenge on their academic experience is highlighted by the fact that their inability to comprehend such literature has made it more difficult for them to adequately prepare for related coursework. As a participant, Raisa said that,

Understanding old text is not an easy task I think. This is my fourth semester but I still cannot understand old English texts, especially William Shakespeare's poems and other texts from other writers. Understanding old text was so difficult that I could not even prepare fully because I could not understand what is inside it (DU RAI 50).

For a variety of reasons, such as a small vocabulary, inadequate reading techniques, and a deficiency in critical thinking abilities, students frequently have difficulty grasping comprehension. This thesis statement highlights the complexity of the problem and suggests that, in order to effectively address comprehension issues, a number of factors need to be taken into consideration, including language competency, the development of analytical skills, and effective reading strategies. According to Fahmi et al. (2020), there are a few potential underlying causes of students' struggles with higher-level language skills. These include issues with automaticity and fluency, which can divert attention from comprehension, as well as issues with phonics and decoding. According to Müller and Schmenk (2017), students' inability to understand complex texts is frequently caused by a lack of prior knowledge. Therefore, encouraging curiosity and giving students background information can greatly improve their capacity to deal with difficult material. Bariska (2013) states that there is clear evidence linking vocabulary gaps and comprehension difficulties. Therefore, intentional efforts to increase students' vocabulary and teach contextual word usage are essential to helping them understand

challenging texts. Amin (2019) stated that in order to improve comprehension, it is crucial to concentrate on developing critical thinking abilities. These abilities are essential for tackling complicated texts; encouraging students to challenge, evaluate, and synthesise information promotes a deeper understanding and gets past comprehension barriers that are superficial. However, as noted by Aloqaili (2012), it is important to acknowledge that students have a variety of learning styles. Offering a variety of materials, such as multimedia resources, and combining different teaching philosophies can accommodate personal preferences and improve text comprehension in general.

4.2.5 Students Faced Problems with Linguistic Terminology

The students encountered difficulties in their language classes, especially when they were introduced to ideas like syntax, morphology, sociolinguistics, and phonology, which suggests that they had difficulty with the theoretical and technical aspects of linguistics. The person's academic performance could be impacted by these language barriers, which could also have an effect on their general self-assurance and subject-matter expertise. As a participant, Raisa said that,

I also have problems in my linguistic courses especially when I was introduced with syntax morphology , sociolinguistics, phonology like these. These are the things I felt was quite difficult for me (DU RAI 50).

Although linguistics is a highly theoretical field and many of the concepts and principles are quite abstract, making it difficult for students to relate linguistics with real world situations, Wulandari et al. (2022) describe that the challenges faced by students in learning linguistic

terminologies within university courses can arise from a combination of the complex and abstract nature of linguistic concepts, inadequate foundational understanding, and a potential lack of interactive and contextual examples. According to Massoum and Yazdanmehr (2019), case studies and real-world examples help students bridge the gap between theoretical concepts and practical applications in applied linguistics. Without contextual relevance, learning linguistics can be challenging.

4.2.6 Lack of Writing and Organising Skills

While attending university, students encountered difficulties with their writing abilities. First of all, they had trouble efficiently arranging their thoughts when writing essays or paragraphs. The absence of appropriate planning continued to be a problem for them during their academic career. They also mentioned having trouble with more difficult assignments, like writing research papers. In this instance, they admitted to lacking sufficient knowledge about writing academic papers, which led to a glaring lack of quality in their work. These difficulties point to a need for them to develop their academic writing proficiency in addition to a struggle with fundamental writing abilities. These issues compromised the written assignments' overall coherence and quality, which may have had an impact on students' academic performance and ability to communicate ideas in a scholarly way. As a participant, Rafi said that,

When I was trying to write an essay or a paragraph in my class most of the time I made mistakes and those mistakes were basically my ideas were not properly organised, that was the main problem I had since the beginning of my university life. After that I would say when I try to write a research paper or an essay I got in trouble because I did not

know how to write an academic paper and my writing was not good, umm the quality was not good at the time (DU RAF 51).

Students' poor writing and organisational abilities make it difficult for them to succeed academically and communicate effectively, which affects their capacity to communicate ideas clearly and fulfil the demanding requirements of school assignments. According to Vacalares et al. (2023), a student's writing skills are significantly influenced by their own motivation, the classroom environment, and practical applicability. Writing challenges are typically caused by a lack of systematic organisation, according to Riazi (2016), who also noted that teaching students efficient planning techniques and offering frameworks for organising their ideas can greatly improve their writing abilities. Furthermore, according to Listyani (2018), students' difficulties with writing are linked to their inability to be organised; encouraging a methodical approach, from ideation to revision, develops a sense of order and clarity that is essential for clear written communication. Achieving writing challenges requires striking a balance between creativity and structure. Fareed et al. (2016) claim that allowing students to freely express their ideas while offering guidance on thought organisation promotes a writing style that successfully combines originality and coherence. According to Hajri et al. (2018), there is a clear connection between technology and writing abilities. By incorporating digital tools for collaborative work, drafting, editing, and grading, teachers can help students become more organised and expedite the writing process. Salglamel and Kayaoglu (2015) added that good writing is a process rather than a finished product, and that teaching students self-editing techniques and emphasising the revision phase will improve their writing overall as well as their organisational abilities.

4.2.7 Students' Lack of Speaking Abilities

Students had difficulty expressing themselves verbally, which highlighted a difficulty in articulating ideas and feelings when speaking to others. They experienced a feeling of shyness during conversations, which they attributed to their inability to articulate their thoughts clearly and forcefully. The influence of these difficulties on their capacity to participate in deep discussions, given that they frequently become forgetful when trying to express ideas. Their inability to speak coherently and propensity to forget important details make communication difficult, which impairs their confidence and fluency in social situations. As a participant, Sadman said that,

And especially when I try to speak ...with other people... umm, try to express my feelings with them and ask about some problems...I always feel shy and answers because ...umm my speaking with clear strong idea is not that much good and most of the time I keep forgetting what I am trying to say (DU SAD 53).

Students' social and academic growth can be severely hampered by their inability to speak, which affects their capacity to cooperate with peers, exchange ideas, and participate in insightful conversations. Islam and Stapa (2021) addressed this issue by stating that students' insufficient grammatical and lexical knowledge prevents them from speaking in English. There are several possible causes for students' speech difficulties. According to Chou (2018), for instance, speaking deficiencies are frequently caused by a fear of being judged; therefore, it is critical to create a supportive and nonjudgmental environment in order for students to develop the confidence and fluency necessary for verbal expression. Once more, according to Iberri-Shea (2017), vocabulary restrictions have a direct impact on the speaking proficiency gap.

Students' oral communication skills can be enhanced by cultivating a culture of word exploration, incorporating language use in daily life, and being encouraged to expand their vocabulary. Furthermore, according to Diehl et al. (2019), placing too much emphasis on grammatical accuracy can impede students' ability to develop spoken language; instead, it's important to strike a balance between accuracy and fluency so that students can express themselves freely and naturally acquire speaking rhythms. Ebadi and Asakereh (2017) emphasised the value of practice, stating that developing speaking skills in students involves interactive activities, group discussions, and real-world conversational scenarios. Speaking is an active skill that calls for consistent practice. Technology can help you practise speaking more effectively. Oflaz (2019) agreed that technology provides useful tools for improving speaking skills; incorporating audio-visual materials, language learning applications, and virtual language exchange platforms can enhance conventional teaching strategies and give students a variety of speaking opportunities.

4.2.8 Difficulty in Presentations in Class

Presenting their work presented a serious challenge to the students. Their biggest challenge was trying to remember things while in front of a crowd. They had trouble remembering the specifics and material they had studied for a presentation. Their confidence and general presentation skills suffered greatly as a result. In such a situation, forgetting results in an unpleasant delivery, obstructs the flow of ideas, and may lower the speaker's perceived level of expertise among the audience. Their ability to speak in public also becomes critically affected by this memory issue. As a participant, Sara said that,

The biggest problem I have faced in front of everyone is when I stood in front of everyone in a presentation I just keep forgetting all things, all informations I have in my mind for my presentation, [laugh] that's weird (DU SAR 52).

Students frequently struggle with presentations in class for a variety of reasons, such as nervousness, poor communication skills, inadequate preparation, and a fear of being judged. All of these factors work together to create a climate of increased anxiety and uneasiness that prevents students from giving presentations with assurance. Personal characteristics like hurried speech, anxiety, trouble remembering information, lack of confidence, lack of preparation, and lack of time can make oral presentations difficult, claim Whai and Mei (2015). There might be a plethora of additional causes for presentation difficulties. For instance, according to Rahman (2009), students frequently struggle with class presentations because they don't prepare enough. Helping students with efficient research, content organisation, and rehearsing techniques is crucial to improving their confidence and delivery abilities. Furthermore, according to Bodie (2010), public speaking anxiety is a common barrier. By providing students with frequent opportunities for quick, low-stakes presentations, teachers can help students progressively gain confidence and get over their fear of speaking in front of a class. Grieve (2017) asserts that there is a common problem with the gap between content and audience engagement and that improving communication effectiveness can be achieved by teaching students to adapt their presentations to the interests and knowledge levels of their peers. Stressing the value of providing and receiving feedback Feedback is essential for developing presentation skills, according to Hung and Huang (2015). By creating a positive feedback culture in the classroom, teachers can help students hone their delivery, adjust to different types of audiences, and continuously improve their presentation skills.

4.2.9 Challenges in Group Works

Students encountered pushback problems during group projects because they felt uncomfortable working with different people. They experience some emotional unease or discomfort when working in these environments. These issues could have a detrimental effect on the students, making it more difficult for them to gain from cooperative learning opportunities. They might also limit their exposure to a wider range of viewpoints and the collaborative skills that are essential in both academic and professional contexts. Furthermore, it limits their engagement with a crucial component of the learning process, which has an impact on the overall quality of their educational experience. As a participant, Raisa said that,

In classroom our teacher always use to assign us in different group works, but I cannot work with other students in group because I feel group work is to difficult and working with different people is quite painful (DU RAI 50).

When some group members don't contribute or are seen as not contributing fairly, other students are less motivated to work with zeal and the engagement levels in group projects tend to be lower. According to Cheng and Brickman (2018), group participation dynamics are critical to the total engagement felt during collaborative efforts. When members of the group do not feel that they are contributing equally or do not want to contribute at all, there is a decrease in group engagement. Difficulties in group work are frequently caused by differences in individual contributions. Fung (2014) asserts that in order to fully utilise the potential of a variety of viewpoints, it is essential to teach students effective communication and

collaboration skills. In group projects, distributing the workload fairly still poses a significant challenge. According to Barron (2003), helping students recognise each other's strengths and assigning work according to expertise promotes more equitable and effective collaboration. Grieve (2017) asserts that approach and style can influence group work attributes. According to him, students can more successfully negotiate these differences during cooperative projects when a culture of open communication and respect is fostered. Divergent working styles and preferences are frequently the root cause of group dynamics challenges. Enhancing collaboration is essential, and there are a number of tools available to support this objective. Chiu (2004) asserts that timely coordination can be a challenge in group projects; teaching students to create reasonable deadlines and introducing project management tools improves their organisational skills and guarantees more seamless collaboration.

4.2.10 Handwriting Speed Affected Examination Performances

A few students struggled with their slow handwriting, which had a negative impact on their academic achievement. They expressed worry about constantly getting low grades on tests because they couldn't finish all the questions in the allotted time. Their sluggish handwriting becomes a hindrance, suggesting a link between their writing pace and academic performance. Moreover, it indicates a lost chance to address this issue if students do not follow the required practice for increasing handwriting speed during their Higher Secondary Certificate (HSC). The impact of these issues is indicated by the students' belief that their academic performance suffered as a result, underscoring the logical connection between writing slowly and receiving lower exam scores. As a participant, Sadman said that,

I have very slow handwriting... and this is why I always get poor marks because I can not answer all questions.... in exams I get poor marks and I think the practice of handwriting speed.... Umm, I needed at that time in HSC I did not maintain umm, those requirements in my opinion , umm..you know (DU SAD 53).

A student's ability to take effective notes in class and maintain pace can be hampered by poor handwriting. It may also result in a student's inability to complete exam answers in the allotted time. Franzsen and Stewart (2014) claim that having messy handwriting can make it difficult for students to take notes and potentially put them behind in class. Depending on how a teacher marks, it may also lead to lower grades on assessment items. Cohen (1994) asserts that the development of motor skills is frequently the root cause of slow handwriting, and that early fine motor skill development exercises can help improve handwriting speed. However, according to Shaw (1983), the pressure to write quickly can exacerbate anxiety and problems with legibility. To help students overcome this, stress-reduction strategies and plenty of practice can be used.

4.2.11 Problems with Critical Thinking and Case Study

Students encountered difficulties in their academic coursework pertaining to critical thinking. challenges faced when assigned to analyse different kinds of content, such as texts, poems, and viewpoints. Their difficulty with critical analysis points to the need for development in this area of their academic repertoire. Moreover, the fact that students are having a lot of trouble with case studies points to a larger problem with applied learning scenarios. These difficulties have affected their academic performance by making it more difficult for them to fully interact

with the course materials, which in turn has limited their total educational experience. Academic stress was exacerbated by challenges with critical thinking and managing case studies, which may call for focused improvement techniques. As a participant, Sabbir said that,

I also face difficulty with critical thinking in different tasks in my courses as my teachers ask me for critically analyse different texts, poems, point of views and I always struggle with these. I also face numerous problems with case study (DU SAB 54).

Many things can get in the way of critical thinking. Tathahira (2020) identifies various obstacles to critical thinking, including excessive dependence on emotions, egocentric or ethnocentric thinking, unconscious biases, and selective perception. These obstacles can also occur when students excessively depend on emotions or information that is socially and culturally biased. According to Larsson (2017), rote memorization is frequently the source of problems with critical thinking; therefore, it is crucial to foster strong critical thinking abilities in students by encouraging them to actively analyse, question, and assess information. The intricacy of case studies can be daunting for students. According to Sulaiman et al. (2010), students' capacity to derive significant insights is improved when case studies are divided into digestible chunks and they are led through a methodical analysis process. Once more. According to Supriyatno et al. (2020), students can effectively apply critical thinking skills by bridging the gap between theoretical knowledge and practical application, which is facilitated by incorporating real-world scenarios into the curriculum. Furthermore, Bariska (2013) noted that a fear of ambiguity can impede critical thinking in case studies; encouraging students to embrace uncertainty, pose insightful questions, and take into account various viewpoints promotes a more analytical and open-minded approach.

4.3 SECTION TWO: TEACHERS' PERCEPTIONS ON THEIR STUDENTS' ACADEMIC PERFORMANCE

During the research, teachers' perceptions on their student's performances were investigated. The researcher conducted interviews of their teachers to know about their (teachers') observations and insights on their (teachers') students. As the interview has been conducted, several issues regarding basic foundation skills in English among students, less interaction in English, poor critical thinking capability, sincerity in learning and issues regarding behaviour and etiquette came to the forefront.

4.3.1 Students Have Less Foundation Skills and Knowledge

The students' severe deficiencies in English language skills, which prevent them from communicating well with one another, were noted by the teachers. The students' noticeable poor command of the English language reveals a basic weakness in their language abilities. Instructors highlight this weakness's visibility, implying that it is clear and noticeable in a number of communication-related contexts. They claim that the students' poor English foundation is the main reason behind their communication difficulties. These issues are having a negative effect on the students, making it more difficult for them to express themselves clearly, participate in meaningful conversations, and possibly limit their access to academic and professional opportunities that demand a strong command of the English language. As a participant, Assistant Professor Rahim said that,

The students I have taught in my class are quite weak in English as they cannot communicate well with each other, they have very poor command of their English language ...It is very clear and visible, you know, that the students do not have that strong foundation in English. That is why they are having these problems basically (DU AFI 08).

According to McLean et al. (2013), students' behaviour in terms of participating in class and approaching teachers has been affected by their poor English language proficiency. This can lead to anxiety issues among students as well as a decrease in approaches to instructors due to fear of being judged. However, Scarpino et al. (2019) noted that early gaps in language exposure are frequently the cause of the difficulty in lacking foundational English skills; therefore, early intervention strategies and immersive language experiences are essential for developing a solid linguistic foundation. Rahman and Karim (2015) also noted that integrating cultural context into language learning improves overall language proficiency and understanding. Foundational English skills go beyond grammar and vocabulary to include cultural nuances. According to Sulistiyo et al. (2019), encouraging active participation through interactive language exercises and real-life applications is crucial for skill acquisition and retention when it comes to improving language skills. Safitri et al. (2020) went on to say that the digital age poses particular difficulties for foundational skills and that utilising technology for individualised learning—such as language applications and interactive online resources—can meet individual needs and improve foundational English language proficiency.

4.3.2 Students Avoid Interaction in English

Teachers have observed detrimental aspects in students who show difficulty and challenges when interacting with the English language. According to the teachers, the students are not willing to communicate in English in the classroom. The teacher tries to explain things simply, but the students still have trouble understanding and don't respond in English. This demonstrates a significant language barrier that still exists and hinders efficient communication. Teachers noted that students consistently use Bangla as their preferred language of communication and expressed frustration at not being able to overcome this language barrier. This situation highlights the substantial impact of language barriers on educational interactions and engagement by impeding not only the development of English language skills but also the overall learning experience. As a participant, Senior Lecturer Rahim said that,

And these students do not want to speak in English, they do not understand English. No matter how I try to make them understand using easy words, they still do not understand and they don't even respond in English. I could not break the wall of language barrier and penetrate it anyway. They always speak in Bangla and if I do not use Bangla, then they do not understand anything (DU RAH 08).

Students who feel they are unable to express themselves clearly in English when discussing subjects the teacher expects them to cover may become reluctant to interact with the language. According to Asmali and Sayin (2021), students avoid using English because they feel that they are unable to express themselves clearly enough to convey the concepts that the teacher wants them to, which could impede effective communication during the learning process.

According to Spring et al. (2019), students' aversion to interacting with others in English is exacerbated by their fear of making mistakes; however, creating a safe space and accepting mistakes can motivate them to engage fully in the language. According to Seraj et al. (2021), language anxiety can be brought to light in large classes, but students can gain confidence by participating in more intimate, smaller discussions. According to Swary (2014), using digital platforms can encourage students to engage in more physical activity and lessen the strain of a language barrier during communication.

4.3.3 Students Lack Analytical and Critical Thinking Ability

Instructors report seeing difficulties with students' ability to critically analyse various subjects. These challenges imply that students are having trouble understanding and analysing complicated ideas, which may be affecting their overall academic achievement in analytical courses. Additionally, the educators emphasised that students' analytical and critical thinking abilities needed to be strengthened. As a participant, lecturer Rafah said that,

In my courses I mostly teach analytical subjects. There is a need to understand clearly from the basics but what I have found in my students is that they struggle with these aspects that need to be analysed very critically. Analytical skill and critical thinking ability is somehow missing or weak in them (DU RAF 08).

There are several explanations for why students struggle with critical thinking. Depending on an individual's preferences and viewpoint on a subject, these explanations may vary from person to person. Tathahira (2020) posits that impediments to critical thinking may stem from an excessive dependence on sentiments or emotions, self-centered, societal or culturally

oriented thinking, unconscious prejudice, or selective perception. Furthermore, depending on information that has already been perceived can impair one's capacity for critical thought. The temptation to rely on preconceived assumptions can obstruct critical thinking, according to Booth and Ingerman (2002); encouraging a culture of intellectual curiosity and questioning presumptions leads to a more thorough and nuanced approach in case study analysis. According to Supriyatno et al. (2020), critical thinking is an ongoing process rather than a single skill, so they concentrated on developing a learning environment that fosters students' habit of critical inquiry and promotes constant questioning and reflection. Din (2020) expressed agreement that proficient critical thinking is a cross-disciplinary skill. Including interdisciplinary case studies exposes students to a range of viewpoints and problems, promoting a more comprehensive growth of their critical thinking skills.

4.3.4 Students Lack Seriousness in Study

Teachers highlight a problem that many of their students face: a lack of enthusiasm and seriousness about their studies. They explain how students must concentrate and put in a lot of effort to overcome obstacles, implying that even those without a strong academic background can succeed with hard work. However, the teachers recognise a serious issue within the student body, citing the students' lack of seriousness as their main concern. Additionally, they share their distressing experiences related to students' inability to focus in class. As a participant, Senior Lecturer Rahim said that,

The major saying I have found in my students is there is a lack of seriousness among them and they need to focus on their study and they need to work hard. This is the only thing I believe that a student can do better even if he has no strong background but if

he tries then he will succeed. Major problem among these students I have found is his lack of seriousness for study. They are not eager to concentrate in class, which is very painful (DU RAH 08).

A possible cause of low interest is that a student who isn't really interested in what they're studying or who doesn't want to learn may not take assignments or situations seriously. Once more, overconfidence may be a factor in a lack of seriousness. Wilson (1972) asserted that distractions, low interest, and overconfidence can all contribute to a person's lack of seriousness. Perceived relevance and study rigour are frequently correlated. Connecting academic material to practical applications, according to Crompton (2020), creates a feeling of purpose and improves student engagement and focus. Once more, Lindeblad et al. (2016) found that intrinsic motivation is closely related to seriousness in study; encouraging students' enthusiasm for the subject and giving them opportunities for independent inquiry strengthens their dedication to concentrated study. The digital age offers both opportunities and challenges for concentration during study sessions, according to Rahmatullah et al. (2022). Teaching students effective digital literacy and time management skills guarantees a balance between online resources and concentrated study.

Chapter 5

Conclusion

From this research, the researcher can conclude that the students of HSC-2021 studying in English department are currently having some difficulties in their undergrad life as they have

some gaps in Basic English language knowledge with writing and speaking including lack of knowledge in grammar and vocabulary. They face difficulties with both learning linguistics and literature and they also face difficulties in in-class presentation and group work where their ability of critical thinking and handwriting speed also have lacings. These information were not explored briefly in the previous literatures but in this research, the researcher has discovered these briefly by exploring the experiences of the participants.

5.1 Contribution of the Study

5.1.1 Pedagogical Implications of the Study

The findings emphasise particular domains in which students encounter difficulties, including linguistic aptitude, analytical reasoning, and ability to manage tasks effectively. Teachers have the ability to customise their teaching methods in order to tackle these challenges, by integrating more interactive and contextualised approaches.

Educators can implement focused language support programmes to address the challenges students encounter in achieving English language proficiency. These programmes prioritise vocabulary expansion, grammar improvement, and practical language application, which cultivate a more solid basis for proficient communication. The identified challenges in the domains of critical thinking and case study analysis indicate a necessity for interventions aimed at augmenting these proficiencies. Incorporating activities that foster analytical thinking, problem-solving, and case study discussions into their courses enables teachers to enhance students' readiness for academic challenges. It is essential to tackle the difficulties associated with writing and organising abilities. Teachers can provide assistance in organising essays,

composing research papers, and delivering effective presentations. Workshops and support services can additionally assist students in refining these skills. The absence of earnestness among students is a matter of great concern. Teachers can strive to cultivate a constructive and committed educational atmosphere. Promoting student involvement, highlighting the significance of concentration, and communicating the benefits of commitment can foster a more diligent attitude towards academic pursuits.

Universities can create tailored support services to help students overcome obstacles, based on the research results. These resources may encompass language laboratories, writing centres, and workshops that specifically target critical thinking and presentation abilities. Gaining insight into the specific requirements of each student enables the creation of tailored learning strategies. Students can obtain specialised support in areas of difficulty, guaranteeing a more customised and efficient educational encounter. Teachers can gain advantages from professional development opportunities that specifically target the identified challenges. Training sessions and workshops offer techniques for proficient language instruction, fostering critical thinking, and establishing a rigorous and captivating learning atmosphere. The findings underscore the significance of teacher collaboration in establishing a comprehensive support system. Exchanging effective strategies and experiences can improve the overall effectiveness of teaching and lead to better outcomes for students.

5.1.2 Implication for Knowledge

The effects of the short syllabus on students is studied in this current research. In addition, various difficulties among learners as having gaps in basic English knowledge, lack of language and foundation skills in language, problems with grammatical mistakes, vocabulary

knowledge deficiency, difficulties in understanding and learning literature and applied linguistics, lack of presentation skills are studied in this research (Amin, 2019; Aloqaili, 2012; Al-Jarrah et al., 2019; Bariska, 2013; Bodie, 2010; Cavaleri and Dianati, 2016; Chou, 2018; Clokie and Fourie, 2016; Diehl et al., 2019; Ebadi and Asakereh, 2017; Fahmi et al., 2020; Fareed et al., 2016; Grieve, 2017; Hajri et al., 2018; Hung and Huang, 2015; Iberri-Shea, 2017; Islam and Stapa, 2021; Kumala et al., 2018; Listyani, 2018; Navidinia et al., 2019; Massoum and Yazdanmehr, 2019; Müller and Schmenk, 2017; Oflaz, 2019; Oliver et al., 2012; Rahman, 2009; Riazi, 2016; Salglamel and Kayaoglu, 2015; Salina et al., 2014; Sopin, 2015; Suliman and Yunus, 2014; Sulistiyo et al., 2019; Tayib and Hassan, 2020; Townsend, 2009; Ugwu, 2022; Vacalares et al., 2023; Whai and Mei, 2015; Wulandari et al., 2022). Again, difficulties in group work and collaboration, concentration issues in study, ability of critical thinking and analysis and their reasons has been studied (Asmali and Sayin, 2021; Bariska, 2013; Barron, 2003; Booth and Ingerman, 2002; Cheng and Brickman, 2018; Cohen, 1994; Crompton, 2020; Din, 2020; Fung, 2014; Franzsen and Stewart, 2014; Larsson, 2017; Lindeblad et al., 2016; McLean et al., 2013; Rahman and Karim, 2015; Rahmatullah et al., 2022; Safitri et al., 2020; Scarpino et al., 2019; Seraj et al., 2021; Shaw, 1983; Spring et al., 2019; Sulaiman et al., 2010; Sulistiyo et al., 2019; Supriyatno et al., 2020; Swary, 2014; Tathahira, 2020; Wilson, 1972). In addition, the effects of the COVID-19 pandemic on Bangladeshi education system, it's psychological and technological impacts on Bangladesh and how teaching in Bangladesh has been affected are also studies in this research (Adnan et al., 2022; Afroz et al., 2021; Alam et al., 2022; Banna et al., 2020; Chowdhury, 2020; Chowdhury and Behak, 2022; Chowdhury and Kabir; 2014; Chowdhury and Sarkar, 2018; Dutt and Smita, 2020; Emon et al., 2020; Foysal et al., 2022; Ghosh et al., 2023; Hosen et al., 2022; Hosen et al., 2021; Hoque et al., 2021; Huq and Rahman, 2008; Islam et al., 2022; Khan et al., 2014; Kono et al., 2018; Khan et al., 2020; Mahmud et al., 2021; Miah et al., 2023; Mondol and Mohiuddin, 2020; Mousumi and

Kusakabe, 2021; Piya et al., 2022; Rahman et al., 2021; Rahman et al., 2010; Rouf et al. 2022; Roy et al., 2020; Salik et al., 2020; Shrestha et al., 2022; Sultana, 2018; Yasmin et al., 2020; Zaman et al., 2021).

5.2 Recommendations:

According to the research's findings and analysis, the researcher would like to propose the following suggestions:

- Implementation of specialised programmes or courses aimed at filling gaps in foundational English knowledge. To provide students with a solid linguistic foundation, these programmes should focus on vocabulary development, grammar fundamentals, and basic language proficiency.
- Practical, interactive grammar exercises should be included in the curriculum. This method ensures that students are constantly interacting with grammatical concepts in real-world contexts, reinforcing their understanding and application.
- Literature course support mechanisms, such as additional tutorials, workshops, and resources, must be implemented to improve students' comprehension of literary works. Strategies for understanding complex texts, particularly those from different time periods, should be given special consideration.
- To improve verbal communication skills, communication-focused courses and workshops should be introduced. Debates, group discussions, and public speaking exercises can help students express themselves with confidence and clarity.

- To ease students into group work settings, structured collaborative learning initiatives should be developed. Give advice on effective collaboration, emphasise the importance of diverse perspectives, and foster a positive environment that promotes teamwork.
- Critical thinking skills should be integrated into the curriculum across multiple subjects. Encourage analytical tasks, discussions, and case studies to instil in students a habit of critical thinking, preparing them for a variety of academic challenges.

References

- Abbas, A., Gulzar, R., & Hussain, Z. (2019). The impact of social media (Facebook and YouTube) on vocabulary acquisition of ESL learners. *Journal of Communication and Cultural Trends*, 1(1), 26-44. <https://doi.org/10.32350/jcct.11.02>
- Abha, Aggarwal. (2011). Sampling issues in research methodologies. *Indian Journal of Medical Specialities*. 2. 10.7713/ijms.2011.0044.

- Adhabi, E. A., & Anozie, C. B. (2017). Literature review for the type of interview in qualitative research. *International Journal of Education*, 9(3), 86.
<https://doi.org/10.5296/ije.v9i3.11483>
- Adom, D, Hussein, E & Adu-Agyem, J. (2018). THEORETICAL AND CONCEPTUAL FRAMEWORK: MANDATORY INGREDIENTS OF A QUALITY RESEARCH. *International Journal of Scientific Research*. 7. 438-441
- Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. In *ERIC* (Vol. 2, pp. 45–51). *Journal of Pedagogical Sociology and Psychology*. <https://eric.ed.gov/?id=ED606496>
- Affandi, A., & Sukyadi, D. (2016). Project-Based Learning and Problem-Based Learning for EFL Students' Writing Achievement at the Tertiary Level. *Rangsit Journal of Educational Studies*, 3(1), 23–40.
<https://rsujournals.rsu.ac.th/index.php/RJES/article/view/2254>
- Afroz, R., Islam, N., Rahman, S., & Zerine Anny, N. (2021). Students' and teachers' attitude towards online classes during Covid-19 pandemic. *International Journal of Research in Business and Social Science* (2147- 4478), 10(3), 462–476.
<https://doi.org/10.20525/ijrbs.v10i3.1155>
- Ahmed, A. A. A., Ampry, E. S., Komariah, A., Hassan, I., Thahir, I., Hussein Ali, M., Fawzi Faisal, A., & Zafarani, P. (2022). Investigating the Effect of Using Game-Based Learning on EFL Learners' Motivation and Anxiety. *Education Research International*, 2022, e6503139. <https://doi.org/10.1155/2022/6503139>
- Ahmed, R. (2016). Effectiveness of reading English newspapers for improving vocabulary and reading skills of students at Dhaka University. *The Millennium University Journal*, 1(1), 68- 76. Retrieved from <https://www.researchgate.net/publication/327891038>

- Ajisoko, Pangkuh. (2020). The Use of Duolingo Apps to Improve English Vocabulary Learning. *International Journal of Emerging Technologies in Learning (iJET)*. 15. 149. 10.3991/ijet.v15i07.13229.
- Alam, A. (2022). Impact of University's Human Resources Practices on Professors' Occupational Performance: Empirical Evidence from India's Higher Education Sector. *Palgrave Studies in Democracy, Innovation, and Entrepreneurship for Growth*, 107–131. https://doi.org/10.1007/978-3-031-12217-0_6
- Alharahsheh, Husam & Pius, Abraham. (2019). A Review of key paradigms: positivism VS interpretivism. 1.
- Alhebshi, A. A., & Gamlo, N. (2022). The effects of mobile game-based learning on Saudi EFL Foundation year students' vocabulary acquisition. <https://doi.org/10.31235/osf.io/f384y>
- Aloqaili, A. S. (2012). The relationship between reading comprehension and critical thinking: A theoretical study. *Journal of King Saud University - Languages and Translation*, 24(1), 35–41. <https://doi.org/10.1016/j.jksult.2011.01.001>.
- Al Amin, M., Greenwood, J. The examination system in Bangladesh and its impact: on curriculum, students, teachers and society. *Lang Test Asia* 8, 4 (2018). <https://doi.org/10.1186/s40468-018-0060-9>
- Al-Jarrah, J. M., Waari, O. T., Talafhah, R. H., & Al-Jarrah, T. M. (2019). Improving english grammar achievement through educational games among eleventh grade students in East Jerusalem. *International Journal of Academic Research in Business and Social Sciences*, 8(1), 75–86. <https://doi.org/10.6007/IJARPED/v8-i1/5529>

- Al-mekhlafi, A. M., & Nagaratnam, R. P. (2011). Difficulties in teaching and learning grammar in an EFL context. *International Journal of Instruction*, 4(2), 69–92.
- Alsharif, R. (2022). Relationship between vocabulary learning strategies and vocabulary size: Evidence from Saudi female EFL learners. *International Journal of Education and Literacy Studies*, 10(1), 188. <https://doi.org/10.7575/aiac.ijels.v.10n.1p.188>
- Ambarwati, R., & Mandasari, B. (2020). The influence of online Cambridge dictionary toward students' pronunciation and vocabulary mastery. *Journal of English Language Teaching and Learning*, 1(2), 50-55. <https://doi.org/10.33365/jeltl.v1i2.605>
- Amin, M. R. (2019). Developing reading skills through influencetive reading approaches. *SSRN Electronic Journal*, 4(1), 35-40. <https://doi.org/10.2139/ssrn.3342538>.
- Ara, S. (2009). Use of songs, rhymes and games in teaching English to young learners in Bangladesh. *Dhaka University Journal of Linguistics*, 2(3), 161-172. <https://doi.org/10.3329/dujl.v2i3.4150>
- Arifin, Siti Roshaidai. (2018). Ethical Considerations in Qualitative Study. *INTERNATIONAL JOURNAL OF CARE SCHOLARS*. 1. 10.31436/ijcs.v1i2.82.
- Asmali, M., & Sayın, S. D. (2021). Language Learning Attitudes of Young Learners: Differences between Syrian Refugee Learners and Turkish Learners. *Acta Paedagogica Vilnensia*, 47, 25–38. <https://www.ceeol.com/search/article-detail?id=1035462>
- Ashcroft, R. J., Garner, J., & Hadingham, O. (2018). Incidental vocabulary learning through watching movies. *Australian Journal of Applied Linguistics*, 1(3), 135-147. <https://doi.org/10.29140/ajal.v1n3.89>

- Ashraf, H., Motlagh, F. G., & Salami, M. (2014). The impact of online games on learning English vocabulary by Iranian (low-intermediate) EFL learners. *Procedia - Social and Behavioral Sciences*, 98, 286-291. <https://doi.org/10.1016/j.sbspro.2014.03.418>
- Ashraf, T. (2014). Teaching Vocabulary to Non-English Majors: A general Perspective. *DIU Journal of Humanities and Social Science*, 2, 167-175. Retrieved from <http://dspace.daffodilvarsity.edu>
- Bai, Z. (2018). An analysis of English vocabulary learning strategies. *Journal of Language Teaching and Research*, 9(4), 849. <https://doi.org/10.17507/jltr.0904.24 77>
- Banna, Md. H. A., Sayeed, A., Kundu, S., Christopher, E., Hasan, M. T., Begum, M. R., Kormoker, T., Dola, S. T. I., Hassan, Md. M., Chowdhury, S., & Khan, M. S. I. (2020). The impact of the COVID-19 pandemic on the mental health of the adult population in Bangladesh: a nationwide cross-sectional study. *International Journal of Environmental Health Research*, 32(4), 1–12. <https://doi.org/10.1080/09603123.2020.1802409>
- Bariska, H. F. (2013). Penerapan strategy direct reading thinking activity (DRTA) untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas V. *JPGSD*, Volume 01, 0–216.
- Barron, B. (2003). When smart groups fail. *Journal of the Learning Sciences*, 12(3), 307–359. doi:10.1207/S15327809JLS1203_1
- Bhandari, P. (2022, October 10). Triangulation in research | *Guide, types, examples*. Scribbr. <https://www.scribbr.com/methodology/triangulation/#:~:text=Triangulation%20can%20help%3A,picture%20of%20the%20research%20problem>

- Boers, F. (2022). Glossing and vocabulary learning. *Language Teaching*, 55(1), 1-23.
doi:10.1017/S0261444821000252
- Boca, G. D. (2021). Factors Influencing Students' Behavior and Attitude towards Online Education during COVID-19. *Sustainability*, 13(13), 7469.
<https://doi.org/10.3390/su13137469>
- Bodie, G.D. 2010. "A Racing Heart, Rattling Knees, and Ruminative Thoughts: Defining, Explaining, and Treating Public Speaking Anxiety." *Communication Education* 59 (1): 70–105. doi:<https://doi.org/10.1080/03634520903443849>.
- Booth, S., & Ingerman, Å. (2002). Making sense of Physics in the first year of study. *Learning and Instruction*, 12(5), 493–507. [https://doi.org/10.1016/s0959-4752\(01\)00028-7](https://doi.org/10.1016/s0959-4752(01)00028-7)
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Br Simamora, M. W., & Oktaviani, L. (2020). What is your favorite movie?: A strategy of English education students to improve English vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44-49. <https://doi.org/10.33365/jeltl.v1i2.604>
- Busetto, L., Wick, W. & Gumbinger, C. How to use and assess qualitative research methods. *Neurol. Res. Pract.* 2, 14 (2020). <https://doi.org/10.1186/s42466-020-00059-z>
- Carter N, Bryant-Lukosius D, DiCenso A, Blythe J, Neville AJ. The use of triangulation in qualitative research. *Oncol Nurs Forum*. 2014 Sep;41(5):545-7. Doi: <https://doi.org/10.1188/14.onf.545-547>
- Cavaleri, M., & Dianati, S. (2016). You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students. *Journal of Academic Language and Learning*, A223-A236.

- Chang, Y., & Brickman, P. (2018). When Group Work Doesn't Work: Insights from Students. *CBE—Life Sciences Education*, 17(3). <https://doi.org/10.1187/cbe.17-09-0199>
- Chakma, K. (n.d.). "Problems that Bengali medium students face while learning English" : A brief practical research paper on English language learning. Academia.edu - Share research.https://www.academia.edu/43148339/_Problems_that_Bengali_Medium_students_Face_While_Learning_English_A_brief_practical_research_paper_on_English_language_learning
- Charlotte, Nickerson. (2022, April 5). *Interpretivism paradigm & research philosophy*. Study Guides for Sociology Students - Simply Sociology. <https://simplysociology.com/interpretivism-paradigm.html>
- Chiu, M. M. (2004). Adapting teacher interventions to student needs during cooperative learning: How to improve student problem solving and time on-task. *American Educational Research Journal*, 41(2), 365–399. doi:10.3102/00028312041002365
- Chou, M. H. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial english-medium instruction contexts. *TESOL Quarterly*, 52(3), 611–633. <https://doi.org/10.1002/tesq.455>
- Chowdhury, M. K., & Behak, F. B. P. (2022). Online Higher Education in Bangladesh during Covid-19: It is Challenges and Prospects. *Utamax : Journal of Ultimate Research and Trends in Education*, 4(1), 15–28. <https://doi.org/10.31849/utamax.v4i1.7818>
- Chowdhury, K. Q. (2020). PRIMARY EDUCATION IN BANGLADESH: A CRITICAL ANALYSIS OF THE ROLE OF HEAD TEACHER SECURING QUALITY PRIMARY SCHOOL0.

- Chowdhury, R. R., Islam, Md. A., Sarker, Md. H. S., Khan, Md. H. H., & Kona, M. A. (2021). Remote sensing approach to simulate the land use/land cover and seasonal land surface temperature change using machine learning algorithms in a fastest-growing megacity of Bangladesh. *Remote Sensing Applications: Society and Environment*, 21, 100463. <https://doi.org/10.1016/j.rsase.2020.100463>
- Chowdhury, F. (2020). Blended learning: how to flip the classroom at HEIs in Bangladesh?. *Journal of Research in Innovative Teaching & Learning*, 13(2), 228-242.
- Cleland, J., McKimm, J., Fuller, R., Taylor, D., Janczukowicz, J., & Gibbs, T. (2020). Adapting to the impact of COVID-19: Sharing stories, sharing practice. *Medical Teacher*, 42(7), 1–4. <https://doi.org/10.1080/0142159x.2020.1757635>
- Clokie, T., and E. Fourie. 2016. “Graduate Employability and Communication Competence.” *Business and Professional Communication Quarterly* 79 (4): 442–463. doi:<https://doi.org/10.1177/2329490616657635>.
- Cohen, E. G. (1994). *Designing groupwork* (2nd ed.). New York, NY: Teachers College Press.
- Corbin, J., & Strauss, A. (2008). Strategies for qualitative data analysis. *Basics of Qualitative Research. Techniques and procedures for developing grounded theory*, 3.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE.
- Crompton, H., Bernacki, M., & Greene, J. A. (2020). Psychological foundations of emerging technologies for teaching and learning in higher education. *Current Opinion in Psychology*, 36, 101–105. <https://doi.org/10.1016/j.copsyc.2020.04.011>
- Diehl, J. et al. (2019). Situational speaking anxiety in adults who stutter. *Speech, Language and Hearing*, 22(2), 100–110. <https://doi.org/10.1080/2050571X.2018.1441782>

- Din, M. (2020). Evaluating university students' critical thinking ability as reflected in their critical reading skill: A study at bachelor level in Pakistan. *Thinking Skills and Creativity*, 35, 100627. <https://doi.org/10.1016/j.tsc.2020.100627>
- Ebadi, S., & Asakereh, A. (2017). Developing EFL learners' speaking skills through dynamic assessment: A case of a beginner and an advanced learner. *Cogent Education*, 4(1), 1–18. <https://doi.org/10.1080/2331186X.2017.1419796>
- Edwards, R., & Holland, J. (2013). What is qualitative interviewing?. A&C Black. Retrieved from http://eprints.ncrm.ac.uk/3276/1/complete_proofs.pdf
- Emon, M. U., Keya, M. S., Meghla, T. I., Rahman, Md. M., Mamun, M. S. A., & Kaiser, M. S. (2020). *Performance Analysis of Machine Learning Approaches in Stroke Prediction*. IEEE Xplore. <https://doi.org/10.1109/ICECA49313.2020.9297525>
- Esol - *Definition and more from the free Merriam-Webster dictionary*. (n.d.). Merriam-Webster: America's Most Trusted Dictionary. <https://www.merriamwebster.com/dictionary/ESOL>
- Fahmi, F., Fajeriadi, H., Aulia, W., Irhasyuarna, Y., Kusasi, M., R., Nikmah, S., & Rahili, Z. (2022). Integrated science teaching materials with local wisdom insights to improve students' critical thinking ability. *BIO-INOVED : Jurnal Biologi-Inovasi Pendidikan*, 4(3), 328. <https://doi.org/10.20527/bino.v4i3.14148>
- Faqe, C. K. (2017). The effectiveness of English movie subtitles in vocabulary learning among Iraqi Kurdistan efl learners: Soran university efl learners as an example. *International Journal of Current Advanced Research*, 6(3), 2590-2594. <https://doi.org/10.24327/ijcar.2017.2594.0053>

- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners Writing Skills: Problems, Factors, and Suggestions. *Journal of Education and Social Sciences*, 4(2), 81- 92. DOI: 10.20547/jess0421604201
- Faziera, Y, N , Elizabeth, E, A, Danggat, C, & Tarmiji, M. (2020). *Coronavirus (COVID-19): Density risk mapping using Population and Housing Census of Malaysia 2010*. 8(2), 21–47. <https://doi.org/10.37134/geografi.vol8.2.2.2020>
- Felson, J., & Adamczyk, A. (2021). Online or in Person? Examining College Decisions to Reopen during the COVID-19 Pandemic in Fall 2020. *Socius: Sociological Research for a Dynamic World*, 7, 237802312098820. <https://doi.org/10.1177/2378023120988203>
- Fogg, B. J., & Tseng, H. (1999). The elements of computer credibility. In M. G. Williams, & M. W. Altom (Eds.), *CHI'99: Proceedings of the SIGCHI conference on Human factors in computingsystems*(pp. 80–87). ACM
- Franzsen, D., Stewart, A. (2014). Identifying the factors that contribute to handwriting problems experienced by students at a higher education institution in South Africa. *SA Journal of Occupational Therapy*. 44(1).
- Fuad, M., Ariyani, F., Suyanto, E., & Shidiq, A. S. (2020). Exploring Teachers' TPCCK: Are Indonesian Language Teachers Ready for Online Learning during the COVID-19 Outbreak? *Universal Journal of Educational Research*, 8(11B), 6091–6102. <http://repository.lppm.unila.ac.id/28388/>
- Fuad, A., & Su, E. C.-Y. (2020). Applications of Google Search Trends for risk communication in infectious disease management: A case study of the COVID-19 outbreak in Taiwan. *International Journal of Infectious Diseases*, 95, 221–223. <https://doi.org/10.1016/j.ijid.2020.03.021>

- Fuentes, P. Jurado, M. Martínez, M. Á., & Linares, G, J. J. (2020). Threat of COVID-19 and emotional state during quarantine: Positive and negative affect as mediators in a cross-sectional study of the Spanish population. *PLOS ONE*, *15*(6), e0235305. <https://doi.org/10.1371/journal.pone.0235305>
- Fung, D. (2014). Promoting critical thinking through effective group work: A teaching intervention for Hong Kong primary school students. *International Journal of Educational Research*, *66*, 45–62. <https://doi.org/10.1016/j.ijer.2014.02.002>
- Germano, W. & Nicholls, K. (2020). *Syllabus: The Remarkable, Unremarkable Document That Changes Everything*. Princeton: Princeton University Press. <https://doi.org/10.1515/9780691209876>
- Ghayvat, H., Awais, M., Gope, P., Pandya, S., & Majumdar, S. (2021). ReCognizing SUSpect and PredictiNg ThE SpRead of Contagion Based on Mobile Phone LoCation DaTa (COUNTERACT): A system of identifying COVID-19 infectious and hazardous sites, detecting disease outbreaks based on the internet of things, edge computing, and artificial intelligence. *Sustainable Cities and Society*, *69*, 102798. <https://doi.org/10.1016/j.scs.2021.102798>
- Ghosh, P., Jhamb, D., & Yu, L. (2022). Faculty Behavioral Intentions in Hospitality Education: Effect of Service Quality, Service Value, Sacrifice, and Satisfaction. *Journal of Hospitality & Tourism Education*, 1–17. <https://doi.org/10.1080/10963758.2022.2034121>
- Grieve, R. 2017. “Stand up and Be Heard (Fear of Presentations/public Speaking Workshop).” In Presented at HEA Annual Conference 2017: Generation TEF: Teaching in the spotlight, July. Manchester: Manchester University.

- Gill, P., Stewart, K., Treasure, E. et al. Methods of data collection in qualitative research: interviews and focus groups. *Br Dent J* 204, 291–295 (2008). 80
<https://doi.org/10.1038/bdj.2008.192>
- Golafshani, N. (2015). Understanding reliability and validity in qualitative research. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2003.1870>
- González-Fernández, B., & Schmitt, N. (2017). Vocabulary acquisition. *The Routledge Handbook of Instructed Second Language Acquisition*, 280-298.
<https://doi.org/10.4324/9781315676968-16>
- Gupta, A., & Goplani, M. (2020, May 1). *Impact of COVID-19 on Educational Institution in India*. Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3679284
- Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study (Dissertation). Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:hh:diva-33017>
- Hackett, Alison & Strickland, Karen. (2018). Using the framework approach to analyse qualitative data: a worked example. *Nurse Researcher*. 26. 10.7748/nr.2018.e1580.
- Hamid, M. & Erling, Elizabeth. (2016). English-in-Education Policy and Planning in Bangladesh: A Critical Examination. 10.1007/978-3-319-22464-0_2.
- Hancock, A.B., M.D. Stone, S.B. Brundage, and M.T. Zeigler. 2010. “Public Speaking Attitudes: Does Curriculum Make a Difference?” *Journal of Voice* 24 (3): 302–307.
doi:<https://doi.org/10.1016/j.jvoice.2008.09.007>.
- Hajri, T., Jufrizal, J., & Wahyuni, D. (2018). An Analysis of Difficulties In Answering Structure and Written Expression of TOEFL Made by English Students of Universitas Negeri Padang. *English Language Teaching*, 7 (1).
<https://doi.org/10.24036/jelt.v7i1.8957>

- Hasan, Md & Ahmad, Hasan & Shabdin, Ahmad. (2020). Conceptualization of Depth of Vocabulary Knowledge with Academic Reading Comprehension. 51. 235-268.
- Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., Bond, M. A., Hill, P., & Kelly, K. (2020). Understanding pandemic pedagogy: Differences between emergency remote, remote, and online teaching. *Vtechworks.lib.vt.edu*.
<https://vtechworks.lib.vt.edu/items/39dde5cc-92d6-4f51-a1df-05f6dd7865fb>
- Hodges, C. B., & Fowler, D. J. (2020). The COVID-19 Crisis and Faculty Members in Higher Education: From Emergency Remote Teaching to Better Teaching through Reflection. *International Journal of Multidisciplinary Perspectives in Higher Education*, 5(1), 118–122. <https://eric.ed.gov/?id=EJ1273059>
- Hossain, Mahroof. (2016). English Language Teaching in Rural Areas: A Scenario and Problems and Prospects in Context of Bangladesh.. *Advances in Language and Literary Studies*. 7. 10.7575/aiac.all.v.7n.3p.1. 81
- Hoque, N., Basher, S. A., & Haque, E. (2022, May 6). *Do Students Perform Better in Online Delivery of Education? Evidence from Bangladesh*. *Papers.ssrn.com*.
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4101671
- Hosen, M., Uddin, M. N., Hossain, S., Islam, M. A., & Ahmad, A. (2022). The impact of COVID-19 on tertiary educational institutions and students in Bangladesh. *Heliyon*, 8(1).
- Hosen, M. S. (2022). THE ICT ON THE EDUCATION SYSTEM AND IT'S FUTURE PROSPECTS IN BANGLADESH. *AGPE the ROYAL GONDWANA RESEARCH JOURNAL of HISTORY, SCIENCE, ECONOMIC, POLITICAL and SOCIAL SCIENCE*, 3(2), 48–60.
<https://www.agpegondwanajournal.co.in/index.php/agpe/article/view/91>

- Hsieh, Y. T. (2002) A study on the adults' motivation toward the participation in English learning. Chia-Yi, Taiwan: National Chung Cheng University
- Huang, R., Liu, D., Tlili, A., Knyazeva, S., Chang, T. W., Zhang, X., ... & Holotescu, C. (2020). Guidance on open educational practices during school closures: Utilizing OER under COVID-19 pandemic in line with UNESCO OER recommendation. *Beijing: Smart Learning Institute of Beijing Normal University.*
- Huizenga, J., Admiraal, W., Ten Dam, G., & Voogt, J. (2019). Mobile game-based learning in secondary education: Students' immersion, game activities, team performance and learning outcomes. *Computers in Human Behavior, 99*, 137–143.
- Hung, S. T. A., & Huang, H. T. D. (2015). Video blogging and english presentation performance: A pilot study. *Psychological Reports, 117*(2), 614–630.
<https://doi.org/10.2466/11.PR0.117c20z6>
- Hurst, B., Wallace, R., & Nixon, S. B. (2013). The Impact of Social Interaction on Student Learning. *Reading Horizons: A Journal of Literacy and Reading Horizons: A Journal of Literacy and Language Arts Language Arts, 52*(4), 375–398.
https://scholarworks.wmich.edu/reading_horizons
- Islam, M. S., & Stapa, M. B. (2021). Students' low proficiency in spoken English in private universities in Bangladesh: reasons and remedies. *Language Testing in Asia, 11*(1).
<https://doi.org/10.1186/s40468-021-00139-0>
- Jahangard, Ali & Holderread, Shari. (2017). Translation from L1 to L2 vs. direct writing: A new assessment model. *Translation and Translanguaging in Multilingual Contexts, 3*. 210- 228. 10.1075/ttmc.3.2.04jah.

- Jena, P. K. (2020, July 30). *Impact of Pandemic COVID-19 on Education in India*. Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3691506
- Johnson, S. N., & Gallagher, E. D. (2021). An early exploration of undergraduate student definitions of learning, memorizing, studying, and understanding. *Advances in Physiology Education*, 45(2), 342-352. <https://doi.org/10.1152/advan.00082.2020> 82
- Joubish, M.F. & Khurram, M.A. & Ahmed, A. & Fatima, S.T. & Haider, Kamal. (2011). Paradigms and characteristics of a good qualitative research. *World Applied Sciences Journal*. 12. 2082-2087.
- Juel, C. & Deffes, R. (2004) Making words stick. What Research Says About Reading, 61, 6. Association for Supervision and Curriculum Development: Alexandria, VA.
- Khan, S. A. R., Zia-ul-haq, H. M., Umar, M., & Yu, Z. (2021). Digital technology and circular economy practices: An strategy to improve organizational performance. *BUSINESS STRATEGY & DEVELOPMENT*, 4(4). <https://doi.org/10.1002/bsd2.176>
- Khan, S. U., Javed, Z., Lone, A. N., Dani, S. S., Amin, Z., Al-Kindi, S. G., Virani, S. S., Sharma, G., Blankstein, R., Blaha, M. J., Cainzos-Achirica, M., & Nasir, K. (2021). Social Vulnerability and Premature Cardiovascular Mortality Among US Counties, 2014 to 2018. *Circulation*, 144(16), 1272–1279. <https://doi.org/10.1161/circulationaha.121.054516>
- Khan, N. A., Zheng, F., & Hussain, S. (2020). The COVID 19 pandemic and digital higher education: Exploring the impact of proactive personality on social capital through internet self-efficacy and online interaction quality. *Children and Youth Services Review*, 119, 105694. <https://doi.org/10.1016/j.childyouth.2020.105694>

- Kim, Y., & Ekachai, D. “Gee”. (2020). Exploring the Effects of Different Online Syllabus Formats on Student Engagement and Course-Taking Intentions. *College Teaching*, 68(4), 176–186. <https://doi.org/10.1080/87567555.2020.1785381>
- Klimova, Blanka. (2012). The Importance of Writing. *Paripex - Indian Journal Of Research*. 2. 9-11. 10.15373/22501991/JAN2013/4.
- Kono, K., & Taylor, S. (2021). Using an Ethos of Care to Bridge the Digital Divide: Exploring Faculty Narratives During a Global Pandemic. *Online Learning*, 25(1). <https://doi.org/10.24059/olj.v25i1.2484>
- Kothari, C.R.. (2004). *Research methodology : Methods and techniques* (2nd revised edition). New Delhi: New Age International (P) Limited, Publishers.
- Krashen, S. (1989). We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis. *The Modern Language Journal*, 73(4), 440–464. <https://doi.org/10.2307/326879>
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. *Educational Researcher*, 49(8), 549–565. <https://doi.org/10.3102/0013189x20965918>
- Kumar, R. Sabarinathan, Ashok Kumar Turuk, Asthana, S., Rakesh Balachandar, Sampada Dipak Bangar, Avi Kumar Bansal, Chopra, V., Das, D., Alok Kanti Deb, Kangjam Rekha Devi, Vikas Dhikav, & Dwivedi, G. (2021). SARS-CoV-2 seroprevalence among the general population and healthcare workers in India, December 2020–January 2021. *International Journal of Infectious Diseases*, 108, 145–155. <https://doi.org/10.1016/j.ijid.2021.05.040>

- Larsson, K. (2017). Understanding and teaching critical thinking—A new approach. *International Journal of Educational Research*, 84(1), 32–42. <https://doi.org/10.1016/j.ijer.2017.05.004>
- Lewis, A., & Smith, D. (1993). Defining higher order thinking. *Theory into Practice*, 32(3), 131–137.
- Lindeblad, E., Svensson, I., & Gustafson, S. (2016). Self-concepts and psychological well-being assessed by beck youth inventory among pupils with reading. difficulties. *Reading Psychology*, 37(3), 449–469. <https://doi.org/10.1080/02702711.2015.1060092>.
- Lipman, M. (1988). Critical thinking—What can it be? *Educational Leadership*, 46(1), 38–43.
- CRITICAL THINKING
- Listyani. (2018). Enhancing Academic Writing Skills through Reading to Learn Strategy. *Arab World English Journal*, 9(1), 268-280. DOI: <https://dx.doi.org/10.24093/awej/vol9no1.19>
- Li, J., Lai, S., Gao, G. F., & Shi, W. (2021). The emergence, genomic diversity and global spread of SARS-CoV-2. *Nature*. <https://doi.org/10.1038/s41586-021-04188-6>
- Lie, S. A., Wong, S. W., Wong, L. T., Wong, T. G. L., & Chong, S. Y. (2020). Practical considerations for performing regional anesthesia: lessons learned from the COVID-19 pandemic. *Canadian Journal of Anesthesia/Journal Canadien D'anesthésie*. <https://doi.org/10.1007/s12630-020-01637-0>
- Lipkin, P. H., & Macias, M. M. (2020). Promoting Optimal Development: Identifying Infants and Young Children With Developmental Disorders Through Developmental

Surveillance and Screening. *Pediatrics*, 145(1), e20193449.

<https://doi.org/10.1542/peds.2019-3449>

Little, D., & Green, D. A. (2021). Credibility in educational development: Trustworthiness, expertise, and identification. *Higher Education Research & Development*, 41(3), 804-819. 83 <https://doi.org/10.1080/07294360.2020.1871325>

Lo Moro, G. Gualano, M. R., Voglino, G., Bert, F., & Siliquini, R. (2020). Effects of Covid-19 Lockdown on Mental Health and Sleep Disturbances in Italy. *International Journal of Environmental Research and Public Health*, 17(13), 4779. <https://doi.org/10.3390/ijerph17134779>

Ltuwairish, N. (2016). EFL Saudi undergraduate students' use of Metacognitive listening strategies. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2803998>

Mahaye, N. E. (2020). The impact of COVID-19 pandemic on education: navigating forward the pedagogy of blended learning. *Research online*, 5, 4-9.

Mahmud, M. M., Freeman, B., & Abu Bakar, M. S. (2022). Technology in education: efficacies and outcomes of different delivery methods. *Interactive Technology and Smart Education*, 19(1), 20-38.

Mane, R., Chouhan, T., & Guan, C. (2020). BCI for stroke rehabilitation: motor and beyond. *Journal of neural engineering*, 17(4), 041001.

Mann, V. A. (1985). A cross-linguistic perspective on the relation between temporary memory skills and early reading ability. *Remedial and Special Education*, 6, 37–42. Retrieved from

https://www.researchgate.net/profile/Virginia_Mann/publication/249834784/inline/jsViewer/0c96053a9a210b9d23000000?inViewer=1&pdfJs

- Marinoni, G., Van't Land, H., & Jensen, T. (2020). The impact of Covid-19 on higher education around the world. *IAU global survey report*, 23, 1-17.
- Martina, M. (2022). Quantifying crop vulnerability to weather-related extreme events and climate change through vulnerability curves. *Natural Hazards*.
<https://doi.org/10.1007/s11069-022-05791-0>
- Mason, D.J. and Zuercher, S.L. (1995). Pilot studies in clinical nursing research. *Journal of the New York State Nursing Association* 26: 11
- Massoum, Y.H. & Yazdanmehr, E. (2019). A genre-analysis of the discussion section of Iranian and English ELT theses: A comparative study. *Theories and Practice in Language Studies*, 9(12), 1611-1623.<http://dx.doi.org/10.17507/tpls.0912.19>
- Matthew Peacock. "Pre-Service ESL Teachers' Beliefs about Second Language Learning: A Longitudinal Study." *System*, 2021; 29(2):177-195. DOI: 10.1016/S0346-251X(01)00010-0.
- Mbunge, E. (2020). Effects of COVID-19 in South African health system and society: An explanatory study. *Diabetes & Metabolic Syndrome: Clinical Research & Reviews*, 14(6), 1809–1814. <https://doi.org/10.1016/j.dsx.2020.09.016>
- McLean, S. A., Gordon, C. S., Rodgers, R. F., Slater, A. E., Jarman, H. K., & Paxton, S. J. (2020). A cluster randomized controlled trial of the SoMe social media literacy body image and wellbeing program for adolescent boys and girls: Study protocol. *Body Image*, 33, 27–37. <https://doi.org/10.1016/j.bodyim.2020.02.003>
- Md. Shamim Mondol, & Mohammad Golam Mohiuddin. (2020). Confronting Covid-19 with a Paradigm Shift in Teaching and Learning: A Study on Online Classes. *International*

Journal of Social, Political and Economic Research, 7(2), 231–247.

<https://doi.org/10.46291/ijospervol7iss2pp231-247>

Melnick, H., & Darling-Hammond, L. (2020). Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries. Policy Brief. In *ERIC*. Learning Policy Institute. <https://eric.ed.gov/?id=ED606555>

Miah, S. J., Miah, M., & Shen, J. (2020). Editorial note: Learning management systems and big data technologies for higher education. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-020-10129-z>

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Source Book* (2nd ed.). Newbury Park, CA: Sage.

Mollah Mohammed, R. H. (2011). *Communicative Language Teaching (CLT) in Bangladesh: Effectiveness and Enhancements* [Doctoral dissertation]. <http://dx.doi.org/10.26021/9581>

Mousumi, M. A., & Kusakabe, T. (2021). School Education System in Bangladesh. *Handbook of Education Systems in South Asia*, 443–477. https://doi.org/10.1007/978-981-15-0032-9_11

Müller, M., & Schmenk, B. (2017). Narrating the sound of self: The role of pronunciation in learners' self-constructions in study-abroad contexts. *International Journal of Applied Linguistics* (United Kingdom), 27(1), 132–151. <https://doi.org/10.1111/ijal.12109>

Mukherjee, B., Castanheira, A. M., Lam, J. L., Benedetti, G., Mak, S. M., Preston, R., Thillai, M., Dewar, A., Molyneaux, P. L., & West, A. G. (2021). Persistent Post-COVID-19 Inflammatory Interstitial Lung Disease: An Observational Study of Corticosteroid

Treatment. *Annals of the American Thoracic Society*.

<https://doi.org/10.1513/AnnalsATS.202008-1002OC>

Mukherji, P., & Sisale, V. (2022). Importance of students' feedback for modifying course syllabus and revising Curriculum of UG Electronics and Telecommunication Engineering Programme.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nasri, F., Xiong, J., Lipsitz, O., Lui, L. M. W., Gill, H., Phan, L., Chen-Li, D., Iacobucci, M., Ho, R., Majeed, A., & McIntyre, R. S. (2020). Impact of COVID-19 Pandemic on Mental Health in the General population: a Systematic Review. *Journal of Affective Disorders*, 277, 55–64. <https://doi.org/10.1016/j.jad.2020.08.001>

Navidinia, H., Mobaraki, M., & Malekzadeh, F. (2019). Investigating the effect of noticing on EFL students' speaking accuracy. *International Journal of Instruction*, 12(1), 83–98 <https://doi.org/10.29333/iji.2019.1216a>.

Nie, Yongwei. (2017). A study of vocabulary learning strategies used by excellent English learners. *Research on Modern Higher Education*. 4. 101-106. 10.24104/rmhe/2017.04.02010.

Ogunode, N. J. (2020). Effects of COVID-19 schools close down on academic programme of senior secondary schools in Abaji Area Council of Federal Capital Territory Abuja, Nigeria. *Electronic Research Journal of Social Sciences and Humanities*, 2, 84-94.

Oliver, R., Vanderford, S., & Grote, E. (2012). Evidence of English language proficiency and academic achievement of non-English-speaking background students. *Higher*

Education Research and Development, 31(4), 541–555

<https://doi.org/10.1080/07294360.2011.653958>.

Piya, M. K., Fletcher, T., Myint, K. P., Zarora, R., Yu, D., & Simmons, D. (2022). The impact of nursing staff education on diabetes inpatient glucose management: a pilot cluster randomised controlled trial. *BMC Endocrine Disorders*, 22(1).
<https://doi.org/10.1186/s12902-022-00975-y>

Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. *Higher Education for the Future*, 8(1), 133–141.
<https://doi.org/10.1177/2347631120983481>

Pulimeno, M., Piscitelli, P., Colazzo, S., Colao, A., & Miani, A. (2020). Indoor air quality at school and students' performance: Recommendations of the UNESCO Chair on Health Education and Sustainable Development & the Italian Society of Environmental Medicine (SIMA). *Health Promotion Perspectives*, 10(3), 169–174.
<https://doi.org/10.34172/hpp.2020.29>

Rahman, M. S., & Karim, S. S. (2015). Problems of CLT in Bangladesh: ways to improve. *International Journal of Education Learning and Development*, 3(3), 75–87.

Rahman, N. (2009). Fears of formal speech presentation in English: some thoughts and practical solutions. *Crossings: ULAB Journal of English Studies*, 2(1), 207–216.

Rahman, Z., Rahman, A. F. M. M., & Begum, M. K. (2015). Enhancement of students' English speaking in Bangladesh : theory and practices. *Manarat International University Studies*, 5(1), 127–136 Retrieved from <http://miurs.manarat.ac.bd/download/Issue-05/12.pdf>

- Rahman, N. A., Rosli, R., Rambely, A. S., & Halim, L. (2021). Mathematics Teachers' Practices of STEM Education: A Systematic Literature Review. *European Journal of Educational Research*, 10(3), 1541–1559. <https://eric.ed.gov/?id=EJ1307384>
- Rahman, M. M., Huq, H., & Mukul, S. A. (2023). Implications of Changing Urban Land Use on the Livelihoods of Local People in Northwestern Bangladesh. *Sustainability*, 15(15), 11769. <https://doi.org/10.3390/su151511769>
- Rahman, Md. (2015). Teaching English at HSC Level in Bangladesh. Aberdeen University review. 9. 203-216.
- Rahman, M. M, Sarkar, S. S., Das, P., & Zobaer, M. S. (2021). Perceptions of public university students towards online classes during COVID-19 pandemic in Bangladesh. In *Frontiers in Education* (Vol. 6, p. 703723). Frontiers Media SA.
- Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0: The contribution to education and student psychology. *Linguistics and Culture Review*, 6(S3), 89–107. <https://doi.org/10.21744/lingcure.v6nS3.2064>
- Rai, N., & Thapa, B. (2015). A STUDY ON PURPOSIVE SAMPLING METHOD IN RESEARCH. Kathmandu: Kathmandu School of Law.
- Rao, V. Chandra. (2017). A Brief Study of Words Used in Denotation and Connotation. 1.
- Rani, Sushmita. (2020). JOURNAL OF CRITICAL REVIEWS FACTOR ANALYSIS: THE ISSUES AND CHALLENGES IN ENGLISH SPEAKING SKILL OF BANGLADESHI EFL LEARNERS AT TERTIARY LEVEL. *Journal of Critical Reviews*. 7. 6983- 6994.10.31838/jcr.07.19.802

- Rashid, S., & Yadav, S. S. (2020). Impact of Covid-19 Pandemic on Higher Education and Research. *Indian Journal of Human Development*, 14(2), 340–343. <https://doi.org/10.1177/0973703020946700>
- Ravichandran, S., Kretovics, M., Kirby, K., & Ghosh, A. (2018). Strategies to address English language writing challenges faced by international graduate students in the US. *Journal of International Students*, 7(3), 764-785. <https://doi.org/10.32674/jis.v7i3.298>
- Riadil, I. G. (2019). The EFL Learner's Perspectives About Accuracy, Fluency, and Complexity in Daily Routines. *Journal of Research on Applied Linguistics, Language, and Language Teaching*, 2(2), 160-166. <https://doi.org/https://doi.org/10.31002/jrlt.v2i2.652>
- Riazi, A. M. (2016). Comparing writing performance in TOEFL-iBT and academic assignments: An exploration of textual features. *Assessing Writing*, 28. <https://doi.org/10.1016/j.asw.2016.02.001>
- Richardson, J., Morgan, R., Fleener, C. (2012). *Reading to learn in the content areas* (8th ed.). Belmont, CA: Engage Learning.
- Robertson, P., Nunn, R., & Lingley, D. (2008, December). *The Asian EFL Journal Quarterly* [Paper presentation]. Innovation and Tradition in ELT in the New Millennium, Korea
- Rouf, N. Z., Biswas, S., Tarannum, N., Oishee, L. M., & Muna, M. M. (2022). Demystifying mRNA vaccines: an emerging platform at the forefront of cryptic diseases. *RNA Biology*, 19(1), 386–410. <https://doi.org/10.1080/15476286.2022.2055923>
- Rouf, S., Malik, A., Singh, N., Raina, A., Naveed, N., Siddiqui, M. I. H., & Haq, M. I. U. (2022). Additive manufacturing technologies: Industrial and medical applications.

Sustainable Operations and Computers, 3, 258–274.

<https://doi.org/10.1016/j.susoc.2022.05.001>

Roy, D. N., Biswas, M., Islam, E., & Azam, Md. S. (2022). Potential factors influencing COVID-19 vaccine acceptance and hesitancy: A systematic review. *PLOS ONE*, 17(3), e0265496. <https://doi.org/10.1371/journal.pone.0265496>

Roy, D., Tripathy, S., Kar, S. K., Sharma, N., Verma, S. K., & Kaushal, V. (2020). Study of knowledge, attitude, anxiety & perceived mental healthcare need in Indian population during COVID-19 pandemic. *Asian Journal of Psychiatry*, 51, 102083. <https://doi.org/10.1016/j.ajp.2020.102083>

Sabates, R., Carter, E., & Stern, J. M. B. (2021). Using educational transitions to estimate learning loss due to COVID-19 school closures: The case of Complementary Basic Education in Ghana. *International Journal of Educational Development*, 82, 102377. <https://doi.org/10.1016/j.ijedudev.2021.102377>

Safitri, H., Rafli, Z., & Ratna Dewanti, R. (2020). Developing Students' speaking skills through task-based learning. In *Proceedings of the International Conference on Education, Language and Society (ICELS 2019)*, (pp. 210–217). <https://doi.org/10.5220/0008996602100217>.

Salglamel, H., & Kayaoglu, M.N. (2015). English Major Students Perceptions of Academic Writing: A Struggle Between Writing to Learn and Learning to Write. *Journal of History Culture and Art Research*, 4(3), 37-52. DOI: 10.7596/taksad.v4i3.477

Salik, M. & Khan, U.K., Zhang, Y., (2020). The Impact of Information Technology on Organizational Performance: The Mediating Effect of Organizational Learning. *Journal of Asian Finance, Economics and Business*, 7, 987-998.

Saunders, M., Lewis, P. & Thornhill, A. (2012). *Research Methods for Business Students*. 6th edition, Pearson Education Limited.

<https://revistapsicologia.org/public/formato/cuali2.pdf>

Scarpino, S. E. et al. (2019). Effects of home language, oral language skills, and cross-linguistic phonological abilities on whole-word proximity in spanish-english-speaking children. *American Journal of Speech-Language Pathology*, 28(1), 174–187.

https://doi.org/10.1044/2018_AJSLP-18-0050

Schleicher, A. (2020). The Impact of COVID-19 on Education: Insights from “Education at a Glance 2020.” In *ERIC*. OECD Publishing. <https://eric.ed.gov/?id=ED616315>

Schultes, O., Clarke, V., A. David Paltiel, Cartter, M. L., Sosa, L. E., & Crawford, F. W. (2021). COVID-19 Testing and Case Rates and Social Contact Among Residential College Students in Connecticut During the 2020-2021 Academic Year. *JAMA Network Open*, 4(12), e2140602–e2140602. <https://doi.org/10.1001/jamanetworkopen.2021.40602>

Schmidt, R. W. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11(2), 129–158 <https://doi.org/10.1093/applin/11.2.129>.

Schleppegrell, M. J., & Go, A. L. (2007). Analyzing the Writing of English Learners: A Functional Approach. *Language Arts*, 84(6), 529–538. <http://www.jstor.org/stable/41962229>

Schmitt, N. (2008). Instructed Second Language Vocabulary Learning. *Language Teaching Research* 12(3), 329-363.

Scobie, H. M., Johnson, A. G., Suthar, A. B., Severson, R., Alden, N. B., Balter, S., Bertolino, D., Blythe, D., Brady, S., Cadwell, B., Cheng, I., Davidson, S., Delgadillo, J., Devinney, K., Duchin, J., Duwell, M., Fisher, R., Fleischauer, A., Grant, A., & Griffin,

- J. (2021). Monitoring Incidence of COVID-19 Cases, Hospitalizations, and Deaths, by Vaccination Status — 13 U.S. Jurisdictions, April 4–July 17, 2021. *MMWR. Morbidity and Mortality Weekly Report*, 70(37). <https://doi.org/10.15585/mmwr.mm7037e1>
- Shariarpour N., Kafi Z., (2014). On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners' Motivation toward Learning English Vocabularies. *Procedia - Social and Behavioral Sciences* 98 1738 – 1743
- Shen, L. (2006). Computer technology and students' reading habits. *Chia-nan Annual Bulletin*, Vol. 32, pp 559-572.
- Shrestha, L. B., Foster, C., Rawlinson, W., Tedla, N., & Bull, R. A. (2022). Evolution of the SARS-CoV-2 Omicron Variants BA.1 to BA.5: Implications for Immune Escape and Transmission. *Reviews in Medical Virology*, 32(5). <https://doi.org/10.1002/rmv.2381>
- Simkus, J. (n.d.). *What is a pilot study?* Study Guides for Psychology Students - Simply Psychology. <https://www.simplypsychology.org/pilot-studies.html>
- Sinkovics, R. R., Penz, E., & Ghauri, P. N. (2008). Enhancing the Trustworthiness of Qualitative Research in International Business. *Management International Review*, 48(6), 689-714. DOI: 10.1007/s11575-008-0103-z 86
- Siti Salina, M., Ramlee, M., & Othman, L. (2014). Teacher's Approaches in Teaching Literature: Observations of ESL Classroom. *Malaysian Online Journal of Educational Science*, 2(4), 35-44.
- Solihat, A., Astuti, A. R., & Satriani, I. (2020). The influence of ice breaker to students' motivation in teaching english. *PROJECT (Professional Journal of English Education)*, 3(2), 210. <https://doi.org/10.22460/project.v3i2.p210-216>

- Snideman, S. S., Collier, D., Fitzpatrick, D., & Marsicano, C. R. (2022). Campus Reopening in Fall 2020: Linked More to Political Leadership and Institutional Characteristics than to COVID-19 Pandemic Severity. *American Behavioral Scientist*, 67(12), 1487–1509. <https://doi.org/10.1177/00027642221118273>
- Stachteas, P., & Stachteas, Ch. (2020). The psychological impact of the COVID-19 pandemic on secondary school teachers. *Psychiatriki*, 31(4), 293–301. <https://doi.org/10.22365/jpsych.2020.314.293>
- Suliman, A. & Yunus, M. M. (2014). The Re-Introduction of English Literature Subject in Malaysian Secondary Schools; Urban versus Rural Teachers. *Journal of Education and Human Development*, 3(2), 943-955.
- Sulaiman, W. S. W., Rahman, W. R. A., & Dzulkifli, M. A. (2010). Examining the Construct Validity of the Adapted California Critical Thinking Dispositions (CCTDI) among University Students in Malaysia. *Procedia - Social and Behavioral Sciences*, 7, 282–288. <https://doi.org/10.1016/j.sbspro.2010.10.039>
- Sulaiman, I., Chung, M., Angel, L., Tsay, J.-C. J., Wu, B. G., Yeung, S. T., Krolikowski, K., Li, Y., Duerr, R., Schluger, R., Thannickal, S. A., Koide, A., Rafeq, S., Barnett, C., Postelnicu, R., Wang, C., Banakis, S., Pérez-Pérez, L., Shen, G., & Jour, G. (2021). Microbial signatures in the lower airways of mechanically ventilated COVID-19 patients associated with poor clinical outcome. *Nature Microbiology*, 6(10), 1245–1258. <https://doi.org/10.1038/s41564-021-00961-5>
- Sulistyowati, P., Setyaningrum, L., Kumala, F. N., & Hudha, M. N. (2018, November). Android-based monitoring applications of students' learning outcomes. In *IOP Conference Series: Materials Science and Engineering* (Vol. 434, No. 1, p. 012036). IOP Publishing.

- Sulistiyo, U., Wiryotinoyo, M., & Wulan, R. (2019). Examining an English as a foreign language teacher education program (EFLTEP)'s curriculum: A case study in an Indonesian university. *European Journal of Educational Research*, 8(4), 1323–1333. <https://doi.org/10.12973/eu-jer.8.4.1323>
- Supriyatno, T., Susilawati, S., & Hassan, A. (2020). E-learning development in improving students' critical thinking ability. *Cypriot Journal of Educational Sciences*, 15(5), 1099–1106. <http://repository.uin-malang.ac.id/7005/>
- Surie, D. (2022). Early Estimates of Bivalent mRNA Vaccine Effectiveness in Preventing COVID-19–Associated Hospitalization Among Immunocompetent Adults Aged ≥ 65
- Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal KATA*, 1(2), 182. <https://doi.org/10.22216/jk.v1i2.2136>
- Tadesse, S., & Muluye, W. (2020). The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review. *Open Journal of Social Sciences*, 08(10), 159–170. <https://doi.org/10.4236/jss.2020.810011>
- Talley, P. C., & Hui-ling, T. (2014). Implicit and explicit teaching of english speaking in the EFL classroom. *International Journal of Humanities and Social Science*, 4(6), 38–46.
- Tarkar, P. (2020). Impact of COVID-19 pandemic on education system. *International Journal of Advanced Science and Technology*, 29(9), 3812–3814.
- Tapper, J. (2019, March 2). No hablaespañol? How Netflix could transform the way we learn languages. *The Guardian*. www.theguardian.com. <https://www.theguardian.com/education/2019/mar/02/netflix-languages-education>

- Tathahira, T. (2020). Promoting students' critical thinking through online learning in higher education: Challenges and strategies. *Englisia: Journal of Language, Education, and Humanities*, 8(1), 79–92. <https://doi.org/10.22373/ej.v8i1.6636>
- Tayib, C. K. & Hassan, H. S. (2020). Challenges Encountering Literature Teachers of EFL Classes in Salahaddin University/ Erbil. *Twezhar Journal*, 1209-1248.
- Thomas D (2017) Factors that explain academic dishonesty among university students in Thailand. *Ethics Behav* 27:140–154. <https://doi.org/10.1080/10508422.2015.1131160>
- Thandavaraj, E. J., Gani, N. A. N., & Nasir, M. K. M. (2021). A Review of Psychological Impact on Students Online Learning during Covid-19 in Malaysia. *Creative Education*, 12(06), 1296–1306. <https://doi.org/10.4236/ce.2021.126097>
- Tiwari, A. K., Abakah, E. J. A., Adewuyi, A. O., & Lee, C.-C. (2022). Quantile risk spillovers between energy and agricultural commodity markets: Evidence from pre and during COVID-19 outbreak. *Energy Economics*, 113, 106235. <https://doi.org/10.1016/j.eneco.2022.106235>
- Townsend, D. (2009). Building academic vocabulary in after-school settings: Games for growth with middle school english-language learners. *Journal of Adolescent & Adult literacy*, 53(3), 242--251. <https://doi.org/10.1598/JA>
- Ugwu, E. O. (2022). The Challenges Facing Effective Teaching of Literature-in-English in Nigerian Secondary Schools. *Journal of Educational Research and Practice*, 12(1), 160–178. <https://eric.ed.gov/?id=EJ1373904>
- UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and education: All means all [EN/AR/JP/MN/MY/RU/TH/TR/UR/VI/ZH] - World | ReliefWeb*. Reliefweb.int. <https://reliefweb.int/report/world/global-education-monitoring-report->

[2020-inclusion-and-education-all-means-all?gad_source=1&gclid=CjwKCAiA-P-rBhBEEiwAQEXhH7bnYif_yadAspbNoJBfv6z8wT29EKG9CjEbCkFLX8FS0adGBsPK7RoC3cQQA vD BwE](https://www.unesco.org/en/repertoire/whl-2003)

UNESCO, I. (2020). *Basic texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, 2020 edition*. Unesdoc.unesco.org. <https://culturainmaterial.es/id/eprint/38/>

United Nations (2020). *UN Research Roadmap for the COVID-19 Recovery*. United Nations. <https://www.un.org/en/coronavirus/communication-resources/un-research-roadmap-covid-19-recovery>

Ullah, M. M. (2016). CLT at the Higher Secondary Level in Bangladesh: Theory and Practice. *ResearchGate*, 12(5), 71-86. DOI: 10.3329/iiucs.v12i0.30582

Vacalares, S. T., Clarin, E., Lapid, R., Malaki, M., Plaza, V., & Barcena, M. (2023). Factors affecting the writing skills of the education students: A descriptive study.

Verma, A., & Prakash, S. (2020, May 31). *Impact of COVID-19 on Environment and Society*. Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3644567

Velásquez, R. M.A, & Mejía, J. V, L. (2021). Knowledge management in two universities before and during the COVID-19 effect in Peru. *Technology in Society*, 64, 101479. <https://doi.org/10.1016/j.techsoc.2020.101479>

Vongpumivitch, V., Huang, J., & Chang, Y. (2009). Frequency analysis of the words in the academic word list (AWL) and non-AWL content words in applied linguistics research 87 papers. *English for Specific Purposes*, 28(1), 33-41. <https://doi.org/10.1016/j.esp2008.08.003>

- Wakui, Yoshifumi Uwamino, Yatabe, Y., Nakagawa, T., Sakai, A., Toshinobu Kurafuji, Sato, A., Tomita, Y., Noguchi, M., Tanabe, A., Arai, T., Ohno, A., Yokota, H., Uno, S., Wakako Yamasawa, Sato, Y., Ikeda, M., Yoshimura, A., Hasegawa, N., & Saya, H. (2022). Assessing anti-SARS-CoV-2 cellular immunity in 571 vaccines by using an IFN- γ release assay. *European Journal of Immunology*, 52(12), 1961–1971. <https://doi.org/10.1002/eji.202249794>
- Wang, M., Wu, Q., Xu, W., Qiao, B., Wang, J., Zheng, H., ... & Li, Y. (2020). Clinical diagnosis of 8274 samples with 2019-novel coronavirus in Wuhan. *MedRxiv*, 2020-02.
- Wang, C., Wang, Z., Wang, G., Lau, J. Y.-N., Zhang, K., & Li, W. (2021). COVID-19 in early 2021: current status and looking forward. *Signal Transduction and Targeted Therapy*, 6(1), 114. <https://doi.org/10.1038/s41392-021-00527-1>
- Wallwey, C., & Kajfez, R. L. (2023). Quantitative research artifacts as qualitative data collection techniques in a mixed methods research study. *Methods in Psychology*, 8, 100115. <https://doi.org/10.1016/j.metip.2023.100115>
- Wenger, E. (2006). Communities of practice: An introduction. Retrieved October 29, 2006 from <http://www.ewenger.com/tech>
- Whai, M. K. G., & Mei, L. L. (2016). Causes of academic oral presentation difficulties faced by students at a polytechnic in Sarawak. *The English Teacher*, (3), 11.
- Whatley, M., & Castiello-Gutiérrez, S. (2022). Introduction to the Critical Internationalization Studies Review. *Critical Internationalization Studies Review*, 1(1), v–viii. <https://doi.org/10.32674/cisr.v1i1.4866>
- Wilson, J. (1972). *Philosophy and educational research*. Philpapers.org. <https://philpapers.org/rec/WILPAE>

- Wrighton, M. S., & Lawrence, S. J. (2020). Reopening Colleges and Universities During the COVID-19 Pandemic. *Annals of Internal Medicine*. <https://doi.org/10.7326/m20-4752>
- Wulandari, I. Y., Mulyanti, B. U. D. I., Widiaty, I. S. M. A., Berliana, M. S., Ana, A., Nugraha, E., ... & Indroasyoko, N. A. R. W. I. K. A. N. T. (2022). How has a pedagogical approach influenced the technical education curriculum? An analysis based on the literature review system. *Journal of Engineering, Science and Technology*, *17*(2), 1188-1199.
- Wu, Y., & Liu, Y. (2019). Study on class teaching equity in Cooperative Group learning*. 6th International Conference on Education, Language, Art and Inter-Cultural Communication (ICELAIC 2019), 50–54. <https://doi.org/10.2991/assehr.k.191217.077>
- Yasmin, M., Tatoglu, E., Kilic, H. S., Zaim, S., & Delen, D. (2020). Big data analytics capabilities and firm performance: An integrated MCDM approach. *Journal of Business Research*, *114*, 1–15. <https://doi.org/10.1016/j.jbusres.2020.03.028>
- Years — IVY Network, 18 States, September 8–November 30, 2022. *MMWR. Morbidity and Mortality Weekly Report*, *71*. <https://doi.org/10.15585/mmwr.mm715152e2>
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. Los Angeles, CA: Sage.
- Yusuf, H., Boehmer, T. K., Kompaniyets, L., Lavery, A. M., Hsu, J., Ko, J. Y., Romano, S. D., Gundlapalli, A. V., Oster, M. E., & Harris, A. M. (2021). Association Between COVID-19 and Myocarditis Using Hospital-Based Administrative Data — United States, March 2020–January 2021. *MMWR. Morbidity and Mortality Weekly Report*, *70*(35), 1228–1232. <https://doi.org/10.15585/mmwr.mm7035e5>

- Zagalaz-Sánchez, M. L, Cachón-Zagalaz, J., Sánchez-Zafra, M., Sanabrias-Moreno, D., González-Valero, G., , & Lara-Sánchez, A. J. (2020). Systematic review of the literature about the effects of the COVID-19 pandemic on the lives of school children. *Frontiers in psychology, 11*, 569348.
- Zainal, Z. (2017). Case Study As a Research Method. *Jurnal Kemanusiaan, 5*(1). Retrieved 88 from <https://jurnalkemanusiaan.utm.my/index.php/kemanusiaan/article/view/165>
- Zaman, S., Wang, Z., & Zaman, Q. uz. (2021). Exploring the relationship between remittances received, education expenditures, energy use, income, poverty, and economic growth: fresh empirical evidence in the context of selected remittances receiving countries. *Environmental Science and Pollution Research*. <https://doi.org/10.1007/s11356-020-11943-1>
- Zheng, Y. (1998). Ockham on connotative terms. *The Paideia Archive: Twentieth World Congress of Philosophy*, 83-92. <https://doi.org/10.5840/wcp20-paideia19989208>
- Zhou, Z., Ren, L., Zhang, L., Zhong, J., Xiao, Y., Jia, Z., ... & Wang, J. (2020). Heightened innate immune responses in the respiratory tract of COVID-19 patients. *Cell host & microbe, 27*(6), 883-890.

Appendix A

Letter Of Consent for Participants

Dear ma'am,

I hope this email finds you well. My name is G.M.Fattah, a student of the Department of English and Humanities at a private university in Bangladesh. Currently, I am conducting research on the "Impact of Short Syllabus on first year students on English Majoring Students," focusing on the Department of English under the supervision of Sabreena Ahmed ma'am.

Given your expertise and experience, I believe your insights would significantly contribute to the depth of my study. I am particularly interested in understanding your observations, experiences, and opinions regarding the impact of a shortened syllabus on students in the English major.

I would greatly appreciate the opportunity to interview you for this research. The interview is expected to take approximately fifteen to twenty minutes and can be conducted either in person or virtually, according to your convenience.

Could we possibly schedule a time that suits you for the interview? Please let me know your availability, and I will make the necessary arrangements accordingly. Your valuable input will undoubtedly enrich my research.

Thank you for considering my request, and I look forward to hearing from you soon.

Best regards,

G.M.Fattah

ID- 19303025

Department of English and Humanities

Contact -01977830464

E-mail - gm.fattah@g.bracu.ac.bd

Research Participation Consent Form

Statements	Agree
1. I have read the description and comprehended the researcher's perspective on the study and data collection procedure.	
2. My participation in the interview is entirely voluntary, and no pressure was applied to me.	
3. I agree to have my voice and face videotaped and audiotaped if the researcher so wants.	
4. The researcher has my permission to contact me at the following phone number or email address if she requires any additional clarification.	

Phone No.

E-mail address:

Date:

.....
Name

.....
Signature

Appendix B

Interview Questions

Interview questions (IQs)	Background info	RQ1	RQ2	RQ3
1. Please describe your academic background. Where did you finish your education (school), and what was the media, Bangla or English?	x			
2. Are you a candidate for the HSC 2021 batch?	x			
3. Are you from the department of English and Humanities?	x			
4. Do you like English as a subject?	x			
5. Why did you want to study in the Department of English?	x			
6. Who inspired you to learn English?	x			
7. How did your elders teach you English?	x			

8. How was English taught in your school? Was that helpful enough to make you proficient?	x			
9. How did you learn English in your college?	x			
10. What do you feel about learning and using grammar and vocabulary? What are the ways you follow to learn them?	x			
11. Do you face any struggle with grammar and vocabulary?	x			
12. Did you practise reading and writing before university?	x			
13. Did you follow test papers in preparation for HSC examination?	x			
14. Do you face any struggle with grammar and vocabulary?	x			
15. Do you have spelling mistake issues?	x			
16. What do you feel about being a student of a university now?	x			
Now we are going to talk about —RQ1				
17. The syllabus you have followed in your HSC exam, how much of the curriculum has been covered in your opinion?		x		

18. What were emphasised more?		x		
19. What were not emphasised enough?		x		
20. Do you think the syllabus has any negative impact on your academic performances?		X		
21. Can you share specific instances where you felt the influence of the short syllabus on your learning experience in the English major?		X		
22. In what ways do you believe the short syllabus affected your academic motivation in the transition from HSC to university studies?		X		
23. Have you observed any changes in your self-esteem as a result of adapting to the new style of education and its impact on your academic journey?		X		
24. How would you describe the level of perceived stress related to the new style of learning and its consequences on your academic performance?		X		

25. Can you discuss any instances where academic overload became apparent due to the new preparation, and how did you manage it?		X		
26. Did you seek help or support during your adaptation to the syllabus, and if so, how did that impact your experience?		X		
27. Share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major.		X		
28. In your opinion, what have been the learning outcomes for you as a student majoring in English, considering the impact of the new short syllabus?		X		
Now we are going to talk about—RQ2				
29. How would you describe your overall learning experience as a first-year English major, particularly in relation to the short syllabus during HSC?			X	
30. What are your perceptions of the effectiveness of the short syllabus in preparing you for university-level English studies?			X	

31. How have your views on academic motivation evolved since adapting to the short syllabus at the HSC level?			X	
32. In what ways do you believe your self-esteem has been influenced by your learning experiences, taking into account the short syllabus?			X	
33. Can you discuss any instances where perceived stress was a significant factor in your learning journey, related to the short syllabus?			X	
34. How did academic overload manifest itself in your experience, considering the constraints of the short syllabus?			X	
35. Did you actively seek help or support during your learning journey, and how did it shape your perceptions of the short syllabus?			X	
36. How did you adjust to challenging situations and what strategies did you employ for successful adaptation in learning in the present time?			X	
37. How else do you perceive the impact of the short syllabus during your HSC studies on your current academic performance in the English department?			X	
38. Reflect on the learning outcomes you attribute to the short syllabus and its impact on your approaches to learning.			X	
RQ3				

39. Do you think the short syllabus your students have gone through has any negative impact on them?				X
40. As a teacher, what do you think about the performance of students in your class, who experienced the short syllabus at the HSC level?				X
41. What are your observations regarding the learning experiences of your students who went through the short syllabus?				X
42. In your opinion, how has the short syllabus affected the academic motivation of your students who passed the short syllabus examination in HSC?				X
43. Have you noticed any self-esteem issue among your students who went through a short syllabus in HSC?				X
44. How would you characterise the level of perceived stress among your students in the present time who previously underwent the short syllabus?				X
45. Can you discuss any instance where you have felt your students lack basic knowledge while learning regular class materials?				X

46. How do you help your students who are less motivated and feel they can't take the lead easily?				X
47. As a teacher, how have you observed students adjusting to and overcoming challenges stemming from the short syllabus?				X
48. Do you think your students who have gone through the syllabus will have any other issues in their future studies?				X

Appendix C

Notational Conventions of The Interview Transcripts

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

Appendix D.1

Interview Transcription of Student-Anika

Respondent Name: Anika

Date: 2-12-2023

Time: 11 -11:30 am.

Interviewer: The researcher

Place: Department of English and Humanities, Y University

DU	Participants	Questions and Answers
1	I	Hello Anika, how are you?
2	Anika	Hello bhaia, I am fine, how are you?
3	I	I am fine too. So, today I want to do an interview with you about the short syllabus and I will ask you about your experience and your perspective. Are you okay with that?
4	Anika	Yeah, sure. [Laugh]
5	I	Alright then, let me ask you something about yourself first.

		Can you describe your academic background, I mean where did you finish your education, your school, your college, and what was the media, was it Bangla or English?
6	Anika	Oh, yeah, umm, I have completed my SSC and HSC from Jhenaidah Collectorate School and College, of course my hometown is Jhenaidah and I grew up there and the medium of education was Bangla.
7	I	Okay, are you a candidate for the HSC 2021 batch?
8	Anika	Yes, I am.
9	I	So, are you from the department of English and Humanities?
10	Anika	Yes, I am currently studying in the department of English and Humanities.
11	I	Okay, so, interesting question, do you like English as subject?
12	Anika	[Laugh] Very interesting question. [Laugh]. Actually ummm, it is complicated. [laugh] Well I do like English but it was before getting into University [laugh] I mean not much after that. [Laugh]
13	I	Ok I understand, I have been there too. [Laugh] So, as you said you like English as a subject before getting into University. Was that the reason you are studying in the Department of English right now? Why did you want to study in the Department of English?

14	Anika	Well, ummm yeah technically it was and I was so excited about English and doing my Bachelors Degree in English but right it's a quite different scenario if I say honestly. [Laugh]
15	I	Umm, sounds interesting. I'm coming into that point later. [Laugh] Who inspired you to learn English? Anyone inspired you or just happened?
16	Anika	Haha, umm no one particular inspired me to learn English and I have seen always smart people use to speak English all the time, my family members are also encouraging but not ummm, no one particular.
17	I	How did your elders teach you English?
18	Anika	Mostly using grammar books, it was too boring actually, my parents did not give me an time, so I had to learn from my private tutors, though I haven't learnt anything better there.
19	I	Okay,quite a tragedy! you just mention about your private tuition. How was English taught in your school apart from that? Was that helpful enough to make you proficient?
20	Anika	Actually bhaia, I didn't learn there much as well. Mostly we were preparing for our board exams. Going to the school, sitting in the class, writing test paper exercise answers, finishing, then return home. This was my routine.
21	I	How did you learn English in your college?
22	Anika	No big difference, almost the same same bhaia.

23	I	You mentioned grammar previously. What do you feel about learning and using grammar and vocabulary? What are the ways you follow to learn them?
24	Anika	What I feel! Uuhh. Learning grammar and vocabulary! Memorizing again again is clueless approach I guess. Too bad and backdated I will say.
25	I	Okay, interesting, what do you think that?
26	Anika	Actually bhaia I didn't learn to speak at all, all I learnt is grammar, stricture, word meaning bla bla bla. I never learned how to use those when I am trying to speak. All I have learned is after getting into University here.
27	I	Do you face any specific struggle with grammar and vocabulary?
28	Anika	Memorising itself is a struggle, specially without easy example of using.
29	I	Okay, did you practise reading and writing before university?
30	Anika	No, I didn't actually. I learned particularly here in university during 091 and 101 courses.
31	I	Did you follow test papers in preparation for HSC examination?
32	Anika	Yeah, always, I studied test papers more than my textbooks.
33	I	Do you face any other struggle with grammar and vocabulary?

34	Anika	Apart from memorising, using it in sentences is another tough task. Sometimes, I remember the grammatical structure or a particular vocabulary but when I try to use it in example, I mess it us all together.
35	I	Do you have spelling mistake issues?
36	Anika	I do, I loose a lot of marks for spelling mistakes.
37	I	What do you feel about being a student of a university now?
38	Anika	University is a different place in my opinion. It is a place of practical learning, I have learned a lot within these three to four semester than I ever did. So, obviously it is a win win feeling for me.
39	I	How 'win win'?
40	Anika	[Laugh] Because Im learning. And the struggle I have, is also teaching something new. So, of course a win win.
41	I	Great. Now we are going to talk about experience about the short syllabus particularly focusing on the (RQ1). Do you understand that?
42	Anika	Yes, you have discussed this before.
43	I	Beautiful. Now, the syllabus you have followed in your HSC exam, how much of the curriculum has been covered in your opinion?

44	Anika	It was short actually. We were told that this syllabus will cover only the major chapters. Though these were already too tough at that time during lockdown. We I mean, I could barely cover all those chapters clearly.
45	I	What were emphasised more?
46	Anika	I do not remember clearly as it is long time ago from now but as I can remember a little, main chapters were focused only.
47	I	What were not emphasised enough?
48	Anika	Actually bhaia, we were told that chapters will be reduced but out of 10 chapters only 3 to 4 chapters were deducted. 3 to 4 chapters were focused more and rests were focused less, as much as I could remember.
49	I	Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?
50	Anika	Actually, the skills I had before getting admitted into the university, I thought It was quite enough but getting into there and experiencing everything was totally different. I found my ability to talking to others, when I am trying to write something, when listening lectures, all of these felt quite difficult and I could realise that my English skills that I had previously was not enough. I didn't have any hobby or habit of reading English literature. But when I started learning literature, it was really tough to understand. Understanding literature and getting into those scenes are really not easy things. As I have problems while talking to someone else, they do not understand what I'm saying. So,asking for solutions or helps for literature was tough here.

51	I	Okay Anika. Now, can you please share any specific instances where you felt the influence of the short syllabus on your learning experience in the English major?
52	Anika	Actually, I was shocked when I saw linguistic terms like pragmatics, semantics, morphology and other stuffs and other literary elements in literature. But when I was introduced with these, I was like, umm, what are these? How am I supposed to learn these suddenly after being introduced after umm after out of zero,, aahhh, I mean, I was like, these are not things I can do as I could do in my HSC.
53	I	In what ways do you believe the short syllabus affected your academic motivation in the transition from HSC to university studies?
54	Anika	Umm actually, I was pretty confident and I thought if I could survive COVID and then HSC with 3 months of study then I can do things further. But you know,, hahaha I got completely stunned after getting introduced with these academic materials in university you know. Like, I'm learning rocket science after primary school, [laugh] it felt kind of the same to me.
55	I	Interesting[Laugh] Have you observed any changes in your self-esteem as a result of adapting to the new style of education and its impact on your academic journey?
56	Anika	Right now or back then in HSC?
57	I	Tell me both.

58	Anika	Ok [Laugh] During HSC my self esteem was totally downed, I was depressed. Totally depressed. Online class and then short syllabus exam with 3 month preparation, was just killing me. I felt I was doing good after getting into university but then again same thing. I felt I was the dumbest person in my class.
59	I	How would you describe the level of perceived stress related to the new style of learning and its consequences on your academic performance?
60	Anika	I was stressed bhaia, I was suffocating, I couldn't breathe properly. Suddenly online class and then alone in my room all day alone was horrible bhaia seriously.
61	I	Can you discuss any instances where academic overload became apparent due to the new preparation, and how did you manage it?
62	Anika	Actually bhaia, I was feeling like I was in a cage without help and I was a criminal charged by the society for being my age and the punishment in that cage was study. I thought I would die because of the workload. I mean, it was not that much compared to now but the mental pressure I got was just unbearable. I was just praying for the end of it and that's how I survived.
63	I	Did you seek help or support during your adaptation to the syllabus, and if so, how did that impact your experience?
64	Anika	I got no one for help except online instructions. My tutors were taking class online. My parents were having other stuff, my friends were just like me. So, no other help. I even attempted suicide but I failed that too.
65	I	How did you adjust to challenging situations and what strategies did you employ for successful adaptation in learning in the present time?

66	Anika	When I got into university I was not much able to speak that I am right now but to progress from there, I started practising with my friends. I was having communication problems but I still did this and it helped me a lot. I watch movies, anime, vlogs to learn. I also use different mobile apps to memorise different words when I can. And umm I also use Grammarly application in my laptop for better grammar accuracy. I would say I am a lot better than what I was in the beginning.
67	I	I can understand. Don't worry you will succeed surely. Uuuhhh, what have been the learning outcomes for you as a student majoring in English, considering the impact of the new short syllabus? What is your opinion?
68	Anika	Learning in HSC is not helping me here. In university everything is new and difficult. But I have to work extra hard to do better here.
69	I	Alright don't worry, I have good news for you then. We are almost done, only Research Question 2 -questions are remaining, then you'll be free. [Laugh]
70	Anika	[Laugh] Ok bhaia.
71	I	So, moving into the next question, how would you describe your overall learning experience as a first-year English major, particularly in relation to the short syllabus during HSC?
72	Anika	My overall learning experience in university? I would say great. I learned and progressed a lot. It was not that great in the beginning but I started progressing slowly.
73	I	What are your perceptions of the effectiveness of the short syllabus in preparing you for university-level English studies?
74	Anika	I think it does not have any effect on my university level education and its preparation.

75	I	Can you describe a little?
76	Anika	Well at least no positive effect, I would not say any negative effect I have ever felt also.
77	I	And why is that?
78	Anika	That. That. That is because I was confident enough while getting into university thinking I am average as other students in my batch are also having the same situation. So, why not?
79	I	In what ways do you believe your self-esteem has been influenced by your learning experiences, taking into account the short syllabus?
80	Anika	I think when I am preparing for my semester finals and mid-term exams I feel really dumb. No motivation at all. And then the amount of self esteem I lose, I really can't explain bhaia. I think the short syllabus may have something to do with this situation a little bit. But not much.
81	I	Can you discuss any instances where perceived stress was a significant factor in your learning journey, related to the short syllabus?
82	Anika	Yes yes, ofcourse, I was in residential semester 2 semesters ago. That was my 2nd semester in this university. I almost got that flashback of those horror days of COVID-19 while remaining in strict rules of the campus. I was crying literally there bhaia. I was so stressed. I thought, this university may be not for me. [Laugh]
83	I	Do you think the syllabus has any negative impact on your academic performances?

84	Anika	Umm, yes I think there are some negative impacts on my academic performances because of the short syllabus.
85	I	Did you actively seek help or support during your learning journey, and how did it shape your perceptions of the short syllabus?
86	Anika	I had communication issues while asking for help in the beginning. I was introvert and shy and my communication skills are still poor. I think that is a thing caused by the short syllabus education, yeah it could be.
87	I	We are at the very end of our interview session and this is the last question. I need to know.. how would you reflect the learning outcomes of the short syllabus and its impact on your approaches to learning.
88	Anika	It's ok bhaia. I think I am a student and as a student I definitely have some gaps in my learning. These could be affecting my study. Maybe it will affect me in the future. I don't know, I am confused a little bit. As much as I understand, I am struggling but I am learning also and I am hopeful for that. Even if that has any negative impact on my future studies, I have no choice because I was a victim of that situation. I didn't want that short syllabus, I had no opportunity then. And, yeah that's it.
89	I	Okay thank you so much Anika, you helped me a lot. Thank you for your participation. I wish you will be successful in your life surely and you have already improved a lot as you have said. You are quite a good speaker now. Congratulations, and try to do your best. Good luck.
90	Anika	Thank you bhaia.

Appendix D.2

Interview Transcription of Teacher-Rahim

Respondent Name: Rahim

Date: 5-12-2023

Time: 3:00-3:30 am.

Interviewer: The researcher

Place: Department of English and Humanities, Y University

DU	Participants	Questions and Answers
1	I	Hello ma'am, how are you?
2	Rahim	I'm fine Fattah, how are you?
3	I	Do you think the short syllabus your students have gone through has any negative impact on them?

4	Rahim	Yes, I think, and I do not just think but I believe that my students ,there are some negative impacts on them. Though I have not studied about that syllabus, the differences between these students and other students from the previous years are quite visible.
5	<u>I</u>	I'm fine ma'am. I would like to know about the performances of the students of your class who passed HSC in the year 2021 with a preparation of a short syllabus that time. These students are currently studying in 4th to 5th semester right now in your department. I would like to ask you some questions to get some information. Can I please?
6	Rahim	Yes, Fattah sure.
7	<u>I</u>	Ma'am as a teacher, what do you think about the performance of students in your class, who experienced the short syllabus at the HSC level?
8	Rahim	You know Fattah, as a teacher I have to be very careful of my students and their activities as they are learning in my class and mostly it is my duty to teach them with proper instruction. First of all, the students I have taught in my class have a very poor understanding of English as a subject. Their skill of reading, writing , listening and speaking is not quite rich. Second of all these people, they have really no enthusiasm and passion to read and write English literature. Every time I try to make them read they just show their attitude of not knowing with pride and there is always a big smile on their face which is good by the way. The major saying I have found in my students is there is a lack of seriousness among them and they need to focus on their study and they need to work hard. This is the only thing I believe that a student can do better even if he has no strong background but if he tries then he will succeed. Major problem among these students I have found is his lack of seriousness for study. They are not eager to concentrate in class, which is very painful.
9	<u>I</u>	In your opinion, how has the short syllabus affected the academic motivation of your students who passed the short syllabus examination in HSC?

10	Rahim	You know Fattah, the students I have taught in my class have no interest in learning new topics and what makes me more sad is the students in my class and not just not interested in lessons but they are two much a year to show the desperation of feeling proud of not focusing and participating in the class. They just show no interest to learn and have nothing but the attitude of being a gangster and showing their effortless proud presence in the class which makes me more sad as a teacher. Only motivation I have found in myself is to show that I know nothing and that is cool and the entire blame of getting poor numbers is for the teacher, that's what I have found. Of course there are students who are attentive and trying to learn but the majority of the class is like this. I would not say that the syllabus they have gone through is causing this distraction but I would say this sudden change among the students that I have not found in my previous classes fills quite alarmingly like an entire generation needs to know how to read and write and how to sit in the class first.
11	I	Have you noticed any self-esteem issue among your students who went through a short syllabus in HSC?
12	Rahim	As I have said previously, my students are very good at not forecasting on their teacher and they are very creative about not caring what is going on like nothing is coming in front of them in the future there is no exam, no task snow assignments, nothing as if everything they're doing is not going to be evaluated. What I feel personally at the beginning of the semester, this kind of tendency among the students is very present but as a teacher this is completely unacceptable to us. Do you know we have to deal with it and we have to try to bring out the best from our students that's a very difficult task. So particularly I have seen them very confidents throughout the semester special at the beginning to the midterm examination but these tendency among the students started to change after the midterm you know when they start getting feedbacks of their scripts.
13	I	How would you characterise the level of perceived stress among your students in the present time who previously underwent the short syllabus?
14	Rahim	Stress among them starts to rise after the midterm examination as I start to return the scripts and not everyone but a very few of those students comes to me and say I cannot understand this topic and help me please so that I can do better in this

		topic. Yes, I have seen my students having stress, having a lot of stress after the midterm examination when they start to get poor marks but they are not just getting poor marks , they need to come to the teacher to know what to do if they do not understand. You know everything is completely and clearly described in the class, elaborated with descriptions but as a student if you do not understand what it is then you should come to your teachers in consultation hours. I have seen students panicking with their numbers they have got in the scripts and there are students of course who try to understand but still they cannot carry on. That is a big problem for them.
15	<u>I</u>	Can you discuss any instance where you have felt your students lack basic knowledge while learning regular class materials?
16	Rahim	As a teacher I have definitely seen issues related to not understanding class lessons among my students, they have not been exposed to literature previously, they don't know actually what is plagiarism, so lots of copy and pasting issues were there. And there is one more thing, if the students do not have that ability to listen and understand English properly then it is very difficult for the teacher to explain them through lecture. As they do not understand how to read ,how to write and their command over English, I have to say that it was surely a matter of concern for me that my students may have a lack of background knowledge that will take more time to develop.
17	<u>I</u>	How do you help your students who are less motivated and feel they can't take the lead easily?
18	Rahim	Personally I don't think students who work hard and study enough usually struggle with the workload. But there were a lot of students, especially after the midterm examination. I have seen them start to become concerned about the results. Some of them came to me and said mam please extend the deadline, some of them came to me and said, mam please help me I cannot understand what to do. Yes, there was a student who was stressing so much about their studies thinking they cannot take the load. That happens in every class but this time I have seen the percentage is quite high.
19	<u>I</u>	As a teacher, how have you observed students adjusting to and overcoming challenges stemming from the short syllabus?

20	Rahim	Yes, yes, I have seen a lot of students progressing with time. You know , the beginning of the semester.. probably the first two of their semester they have performed horrendously. But after that two or three semesters they started to perform well. I have seen my students concerned about the results, concerned about their poor marks and gradually a lot of students started to come to me in the consultation hour as they became more willing to understand what they could not in class. So yeah there was a lot of improvement and adjustment I have seen in my students and yeah they are doing good.
21	I	Do you think your students who have gone through the syllabus will have any other issues in their future studies?
22	Rahim	I don't know about the future but I will definitely wish for my students to do better in their future studies. There can be difficulties as the possible gap is visible in their performances but I will most of them will overcome that very soon and they will be proficient enough than what they possess now. My blessings will always be with them.
23	I	Thank you so much ma'am. These are all the questions. Thank you for your time and help.
24	Rahim	Welcome Fattah. Bye
25	I	Bye ma'am.

Appendix E

Sample Of Inter-Coding Template by Another Coder Anika's Interview

Interview Questions (1)	Subordinate key words from question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?	*Language Skill *Understanding English Literature *Poor communication	*Previous language skills were not enough * Did not read English literature before *Understanding literature was tough.	Actually, the skills I had before getting admitted into the university, I thought It was quite enough but getting into there and experiencing everything was totally different. I felt I was like, I'm nothing prepared for what I am studying right now. I was started to thinking what I would do but every time I tried	*Gaps in Basic English skills *No experience of reading makes understanding English literature difficult *Difficulty in English	1 1 1	DU ANI 50

		<p>*Communication problem</p> <p>*Listeners do not understand clearly when trying to speak</p> <p>*It becomes very difficult to understand complex scenarios</p>	<p>to read and write and speak I found myself less prepared in English. I found my ability to talking to others, when I am trying to write something, when listening lectures, all of these felt quite difficult and I could realise that my English skills that I had previously was not enough. I didn't have any hobby or habit of reading English literature. When I started learning literature, it was really tough to understand. Understanding literature and getting into those scenes are really not easy things. I thought literature would be fun but the inside of it is actually quite messy and difficult to catch up. In the beginning I struggled much but slowly this has reduced enough. As I have problems while talking to someone else, they do not understand what I'm saying.</p>	<p>communication because of low speaking skills</p> <p>*Difficulty in critical thinking</p>	1	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	---	--

			So,asking for solutions or helps for literature was tough here.			
Do you think the syllabus has any negative impact on your academic performances?	*Negative Impact	*There are negative impacts	Umm, yes I think there are some negative impacts on my academic performances because of the short syllabus.	*Negative impacts	1	DU ANI 84

Sample of Coding template by the researcher (Coding Rafi's interview)

Interview Questions (1)	Subordinate key word from question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
------------------------------------------	---------------------------------------------------------	---------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	----------------------------------------------	-------------------------------------------------

<p>Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?</p>	<p>*Grammatical mistakes</p> <p>*Handwriting speed</p> <p>*Unorganised idea</p> <p>*Research paper writing</p>	<p>*Grammatical mistakes cause a lot of problem</p> <p>*Writing speed was quite slow.</p> <p>*Ideas were not organised properly</p> <p>*Got in trouble while writing research paper</p> <p>*Essay writing</p> <p>*Study techniques</p>	<p>If I want to talk about the syllabus and it's effect on my performance, I would say I have a lot of grammatical problems seems to beginning of my university life. Grammatical mistakes caused me a lot of problem after that. I already have problems with grammar but when I am in my class I really suffer for grammatical mistakes. Because of that my writing speed was quite slow. When I was trying to write an essay or a paragraph in my class most of the time I made mistakes and those mistakes were basically my ideas were not properly organised, that was the main problem I had since the beginning of my university life. After that I would say when I try to write a research paper I got in trouble because I did not know how to write an academic paper and my writing was not good, umm the quality was not good at the time. I still have all this</p>	<p>*Lack of grammatical knowledge slow downs writing speed.</p> <p>*Difficulties in connecting ideas.</p> <p>*Difficulty in writing research paper because of poor study technique</p> <p>*Poor organising skill hindering essay writing.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>DU RAF 51</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------	----------------------

			problems, my ideas are not properly organised and most of the time these organising issues ended up giving me pure marks. Also I have learnt about different study techniques that now help me to write a paper properly what I did not have any idea previously.			
Do you think the syllabus has any negative impact on your academic performances?	*Negative *Impact	*There are definitely some negative impacts	[Laugh] This rose bean an embarrassing topic for me but yes, I personally believe there are definitely some negative impacts.	*Negative impacts	1	DU RAF 83

Sample of Coding template by the researcher (Coding Sabbir's interview)

Interview Questions (1)	Subordinate key word from question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?	<ul style="list-style-type: none"> *Learning new words *Strong points *Understanding point of view *Creative thoughts 	<ul style="list-style-type: none"> *I have always a problem with using new words and learning new words. *I know what to write but I do not understand how what kind of words I should use because I don't know that much 	Umm, after my HSC I did not get into university, I have 6 to 7 months after that end yeah if I say I have always a problem with using new words and learning new words. I faced problems with English language itself actually. what I have learnt previously and after that what I have been introduced with was very different. I had problems everywhere in using new words, talking and writing in English. this was a paradigm shift for me when I saw these hard English in university. Everything I was being	<ul style="list-style-type: none"> *Low vocabulary knowledge makes communication difficult. *Creating strong points are difficult because of bad essay writing skill. *Struggle to understand 		DU SAB 54

		<p>*I felt literature was not that much easy like different writers have written different perspectives</p> <p>*Sometimes if I could understand everything I could not tell because the delivery was not good</p> <p>*Face numerous problems with case study</p>	<p>introduced with in English felt new to me. Specially when my friends and teacher's started using new words that became so unfamiliar to me and I started having problem with communicating with them. Then I am not very good at writing stories and paragraphs but I can do average though when I was trying to write say in my class I was having a lot of problems like umm, writing what I want to say with my ideas. I know what to write but I do not understand how what kind of words I should use because I don't know that much. What's the kind of problem I have faced. S I m a literature student sometimes I felt literature was not that much easy like different writers have written different perspectives, like I am writing something in a good way but other say it is completely bad.</p>	<p>different point of view in literature.</p> <p>*Weak in expressing creative thoughts.</p> <p>*Problems with case study</p>		
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	--	--

			<p>Understanding what they say is not what everyone thinks. Sometimes if I could understand everything I could not tell because the delivery was not good. I also face difficulty with critical thinking in different tasks in my courses as my teachers ask me to analyse different texts, poems, point of views and i always struggle with these. I also face numerous problems with case study. Yeah this is the problem I have so far.</p>			
<p>Do you think the syllabus has any negative impact on your academic performances?</p>	<p>*Negative *Impact</p>	<p>*It has some negative impacts</p>	<p>Aaaa, I think, ummm ,yeah I think it has some negative impact on my academic performance. Yes.</p>	<p>*Negative impacts</p>	<p>1</p>	<p>DU SAB 85</p>

Sample of Coding template by the researcher (Coding Raisa’s interview)

Interview Questions (1)	Subordinate key word from question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?	*Complex text *No groupwork experience *No involvement in literature.	*I did not learn about literature in my college *Cannot understand old English *have problem in my linguistic courses	Well my performance is quite good in my university in my opinion, I am doing very good but if I try to say this things specification I would like to say that learning literature and understanding old text is not an easy task I think. This is my 4th semester but I still cannot understand old English text specially William Shakespeare’s poems and other texts from other writers. Understanding old text	*Complex literary texts feel harder to understand because of less involvement with literature. *No experience of groupwork makes collaboration		DU RAI 50

	<p>*Linguistic elements</p> <p>*Poor skimming and Scanning</p>	<p>*Cannot work with other students in group</p> <p>*Struggle with finding information from a longer text</p> <p>*Struggle with finding main idea</p>	<p>and analysing them was so difficult that I could not even prepare fully because I could not understand what is inside it.. I did not learn about literature in my college now I had any chance to read novels or poems in my school life so it was difficult for me then. In classroom our teacher always use to assign us in different group works, but I cannot work with other students in group because I feel group work is to difficult and working with different people is quite painful. I also have problem in my linguistic courses especially when I was introduced with syntax morphology , sociolinguistics, phonology like these. These are the things I felt was quite difficult for me and, ohh I struggle a lot with finding information from a longer text and sometimes I feel reading a broad essay and understanding the meaning within a short time is also difficult. Apart from these I don't think I have any</p>	<p>difficult with others.</p> <p>*Difficulties in learning linguistic elements.</p> <p>*Difficulty in critical analysis because of poor skimming and scanning ability.</p>		
--	----------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			other problem since I have passed HSC and got into this university but sometimes I face other problems but right now I cannot remember other things.			
Do you think the syllabus has any negative impact on your academic performances?	*Effects *Negative	*There are some negative effects	Umm , in my opinion yes there are some negative effects that are affecting my academic performance there definitely are. I can't disagree with that point.	*Negative effects	1	DU RAI 81

Sample of Coding template by the researcher (Coding Sara's interview)

Interview Questions	Subordinate key word from question	Subordinate main point from conversation	Elaborated examples from verbal evidence to support the subordinate main point	Occurrence of main idea transferred into	Frequency of occurrence	Ordering of discourse unit
(1)						

	(2)	(3)	(4)	the form as key word(s) (5)	(6)	(7)
Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?	<ul style="list-style-type: none"> *Forgetting clues *Problems in linguistics *Grammatical mistakes *Spelling mistakes *Marks deduction 	<ul style="list-style-type: none"> *Keep for getting all things I have in my mind for my presentation *I have lots of grammatical mistakes *I also have lots of spelling mistakes in my writings *Usually have problem with understanding 	Oh my experience of my educational life in university is very exciting. I am performing well. I do not think my performance is bad now but yeah I have definitely some problems in my academic life in university. The biggest problem I have faced in front of everyone is when I stood in front of everyone in a presentation I just keep forgetting all things I have in my mind for my presentation, [laugh] that's weird. Apart from that I have lots of grammatical mistakes that I am trying to solve right now and this kind of mistakes are almost everywhere in my scripts. I have been a trying to fix these mistakes but I do not know how much time I will have to work on these to	<ul style="list-style-type: none"> *Forgetting ideas and clues during presentation. *Trouble with learning linguistic terms. *Grammatical mistakes are everywhere *Spelling mistakes causes marks deduction 		DU SAR 52

		different linguistic terms	improve. I am suffering with grammar as well as my overall progress is getting slowed down. I also have lots of spelling mistakes in my writings and most of the time I lose marks because of it. I usually have problem with understanding different linguistic terms. Kind of linguistic terms are quite difficult and our teachers always ask to write exactly the correct information and their is no chance to create anything from mind so you know understanding linguistic terms are quite you know like not easy.			
Do you think the syllabus has any negative impact on your academic performances?	*Negative *Effects	*It has negative effects	I think the short syllabus we have prepared for your HSC and we gave our HSC exam, it has some negative effects but I don't think this kind of effects are many.	*Negative effects	1	DU SAR 82

Sample of Coding template by the researcher (Coding Sadman’s interview)

Interview Questions (1)	Subordinate key word from question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?	*Low command on language *Slow handwriting	*Ability of academic language is not good. *The practice of handwriting	Umm, well if I really try ... umm say things logically, umm... then I ... have to acknowledge that ...my ability of academic language is not good. I have very slow handwriting... and this is why I always get poor marks.... in exam and get poor marks and I think the practice of handwriting speed....	*Low command over academic language. *Very slow writing speed		DU SAD 53

	<p>*Weak in contracting ideas</p> <p>*Anxiety in speaking</p>	<p>speed was present</p> <p>*Can not speak with clear and strong idea</p> <p>*Feels shy to speak because forgets what he was trying to speak</p>	<p>Umm, I needed at that time in HSC I did not maintain umm, those requirements in my opinion , umm..you know. And especially when I try to speakwith other people.. umm , try to express my feelings with them and asking about some problems... I always feel shy and answers becauseumm my speaking with clear strong idea is not that much good and most of the time I keep forgetting what I am trying to say. Umm... these are all.</p>	<p>while in the examination hall.</p> <p>*Weak in contracting idea</p> <p>*Speaking causes anxiety issues because of lack of speaking skill.</p>		
<p>Do you think the syllabus has any negative impact on your academic performances?</p>	<p>*Negative</p> <p>*Effects</p>	<p>*There are negative effects</p>	<p>Actually....yes.. umm, there are some negative effects on my academic umm performance.</p>	<p>*Negative effects</p>	<p>1</p>	<p>DU SAD 84</p>

Sample of Coding template by the researcher (Coding Rahim’s interview)

Interview Questions (1)	Subordinate key word from question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Do you think the short syllabus your students have gone through has any negative impact on them?	*Negative impacts	*There are some negative impacts on them	Yes, I think, and I do not just think but I believe that my students ,there are some negative impacts on them. Though I have not studied about that syllabus, the differences between these students and other students from the previous years are quite visible.	*Negative impact	1	DU RAH 04

<p>As a teacher, what do you think about the performance of students in your class, who experienced the short syllabus at the HSC level?</p>	<p>*Weak base of English</p> <p>*No enthusiasm</p> <p>*Need concentration</p> <p>*Need seriousness</p> <p>*Interaction in English</p>	<p>*Have poor understanding of English as subject</p> <p>*They have really no enthusiasm and passion to read and write English literature</p> <p>*They have lack of seriousness</p> <p>*Not eager to concentrate</p> <p>*Do not want to interact in English</p>	<p>First of all, the students I have taught in my class have a very poor understanding of English as a subject. Their skill of reading, writing, listening and speaking is not quite rich. Second of all these people, they have really no enthusiasm and passion to read and write English literature. Every time I try to make them read they just show their attitude of not knowing with pride and there is always a big smile on their face which is good by the way. The major saying I have found in my students is there is a lack of seriousness among them and they need to focus on their study and they need to work hard. This is the only thing I believe that a student can do better even if he has no strong background but if he tries then he will succeed. Major problem among these students I have found is his lack of seriousness for study. They are not eager to concentrate in class,</p>	<p>*Base of English language appears very weak</p> <p>*No enthusiasm in reading literature</p> <p>*Need more concentration and seriousness in study</p> <p>*No interaction in English</p>		<p>DU RAH O8</p>
----------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------

			<p>which is very painful. And these students do not want to speak in English, they do not understand English. No matter how I try to make them understand using easy words, they still do not understand and they don't even respond in English. I could not break the wall of language barrier and penetrate it anyway. They always speak in Bangla and if I do not use Bangla, then they do not understand anything.</p>			
--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Sample of Coding template by the researcher (Coding Rafah's interview)

Interview Questions	Subordinate key word from question	Subordinate main point from conversation	Elaborated examples from verbal evidence to support the subordinate main point	Occurrence of main idea transferred into the form as key word(s)	Frequency of occurrence	Ordering of discourse unit
(1)		(3)	(4)		(6)	(7)

	(2)			(5)		
Do you think the short syllabus your students have gone through has any negative impact on them?	*Negative *Effect	*There is a big negative effect on them	I do not know briefly about the syllabus but the students have studied it, based on their performances I can say yes, there is a big negative effect on them which is understandable as a teacher. I clearly observe these things when I teach them. So, yes, there is a negative effect.	*Negative effect	1	DU RAF 04
As a teacher, what do you think about the performance of students in your class, who experienced the short syllabus at the HSC level?	*Analytical aspects *Time management *Critical thinking *	*They are not very good at analysing *some students who really need some other points to develop like writing within allocated time and completing their task in time	In my courses I mostly teach analytical subjects, there are need to understand clearly from the basic but what I have found in my students that they struggle with these aspects that needs to be analysed very critically. Analytical skill and critical thinking ability is somehow missing or weak in them. One thing students always get confused with his not knowing and not trying. Sometimes they know but they do not try. In my class I have seen some students	*Many students struggle with analytical aspects *Need to work on time management *Needs to work on critical thinking	1 2	DU RAF 08

		<p>*need more work on their ability of thinking critically</p> <p>*They need to be aware</p>	<p>who really need some other points to develop like writing within allocated time and completing their task in time. Which is very much missing among them.</p> <p>Another thing I always encourage my students, is to do well they need to think well, if they can think better than they can do better. But mostly what can be seen is that students need more work on their ability of thinking critically. I do not think my students have other problems but these are the things I need my students to be aware of because these are the things that are making them progress slow.</p>		3	
--	--	----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---	--

Sample of Coding template by the researcher (Coding Afia's interview)

Interview Questions (1)	Subordinate key word from question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Do you think the short syllabus your students have gone through has any negative impact on them?	*Negative *Impact	*I think there are several negative impacts	Yes, I think there are several negative impacts on my students because of this issue.	*Negative impact		DU AFI 04
Ma'am as a teacher, what do you think about the performance of students in your class, who experienced the short syllabus at the HSC level?	*Weak base *Methods of studying *Communication skill	*They have very poor command of their English language *Most of the students do not know that there could be different types of methods	Well first of all, the students I have taught in my class are quite weak in English as they cannot communicate well with each other, they have very poor command of their English language and speaking and ...umm mostly their writing is horrendous. As a teacher I have taken so many classes but what I have found that, when they are asked a	*Base of English language appears very weak *Not been introduces with different methods of studying	1 1	DU AFI 08

		<p>that can help them to study better.</p> <p>*they need to work on their communication skills</p>	<p>question, they simply can not answer. When they are asked to write a paragraph or an essay, they do not know how to write a paragraph or an essay properly. They also do not understand lectures in class, I dont know how many times I have tried but they do not understand what the teacher is trying to say. It is very clear and visible you know, that the students do not have that strong foundation in English. That is why they are having these problems basically. Students need to develop through certain techniques and methods so that they can progress easily but most of the students do not know that there could be different types of methods that can help them to study better. They need to communicate with each other to do better and to learn more but I think</p>	<p>*Lack basic communication skills</p>	<p>3</p>	
--	--	----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	----------	--

			in my class the biggest challenge of my students is to understand what their teacher say. They need to work on there English skill as well as they need to work on their communication skills.			
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Sample of Coding template by the researcher (Coding Sultana' s interview)

Interview Questions	Subordinate key word from question	Subordinate main point from conversation	Elaborated examples from verbal evidence to support the subordinate main point	Occurrence of main idea transferred into the form as key word(s)	Frequency of occurrence	Ordering of discourse unit
(1)	(2)	(3)	(4)	(5)	(6)	(7)

Do you think the short syllabus your students have gone through has any negative impact on them?	*Negative *Effects	*There are some negative effects on them	Yes, based on my observations, I have seen these students struggling more than other students unusually in my courses. There are some negative effects on them.	*Negative effects	1	DU SUL 4
Ma'am as a teacher, what do you think about the performance of students in your class, who experienced the short syllabus at the HSC level?	*Inadequate writing skills *Critical thinking *Ability to comprehended	*Do not have proper writing ability *Need well communication *Ability to think and analyse different aspects are weak. *Have a very poor skill to listen and comprehend first.	Students after these COVID-19 days, yes of course those whom I have taught in my class mostly they do not have proper writing ability. They need to work on the writing ability and this is the actual seeing they need to work on to do better in exam as everything is written in exam. They need to communicate well but writing is important. Their ability to think and analyse different aspects are very weak and those students in my class have a very poor skill to listen and comprehend first. They mostly need helps in these areas. I do not think they have any other problems in their study but the serious difference among these students I have found during class	*Writing skills are not adequate enough *Needs to work on critical thinking *Ability to listen and comprehend is very poor *Etiquette, politeness and respect is	1 1 1	DU SUL 08

		*They lack etiquette, politeness and respect	and after the class is they do not have that level of etiquette. A sense of respect and politeness is always required in a student to learn better and this is a student who develops as a good human being. But this is the thing that makes me concerned about their future.	missing among them		
--	--	----------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------	--	--

Appendix F

Sample Theme Generation Template

Research question 1:	RQ.1. How has the short syllabus of English at the HSC level affected students' academic performance in the English department at a private university?						
Interview question	Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?						
Anika(C1)	Rafi (C2)	Sabbir (C3)	Raisa (C4)	Sara(C5)	Sadman(C6)	Subthemes	Themes
Gaps in Basic English skills	Grammar problems slow down writing speed.	Low vocabulary knowledge makes communication difficult.	Complexity to understand text	Forgetting clues during presentation.	Low command over language.	Poor Marks	Students have challenges in basic language skills
Difficulties to understand literature	Difficulties in connecting ideas.	No essay writing skill.	No group work experience	Trouble with learning linguistics.	Very slow handwriting		Difficulty with comprehension and listening
Difficulty in speaking		Struggle to understand literature.	Difficulties in linguistics.	Grammatical mistakes	Weak in contracting idea		Communication problem
Difficulty in critical thinking	Difficulty in writing research paper	Weak in expressing thoughts	Difficulty in critical analysis, poor skimming and scanning ability.	Spelling mistakes causes marks deduction	Speaking causes anxiety, because of lack of speaking skill		Have struggle in writing
(DU ANI 50)	(DU RAF 51)	(DU SAB 54)	(DU RAI 50)	(DU SAR 52)	(DU SAD 53)		Difficulties in specific areas

Sample Theme Generation Template

Research question 2:	What perceptions do the students have regarding their learning experience?						
Interview question	Do you think the syllabus has any negative impact on your academic performances?						
Anika(C1)	Rafi (C2)	Sabbir (C3)	Raisa (C4)	Sara(C5)	Sadman(C6)	Subthemes	Themes
There are negative impacts (DU ANI 84)	There are definitely some negative impacts (DU RAF 83)	It has some negative impacts (DU SAB 85)	There are some negative effects (DU RAI 81)	It has negative effects (DU SAR 82)	There are negative effects (DU SAD 84)		The short syllabus have negative impact on students

Sample Theme Generation Template

Research question 3:	What do teachers think about their academic performance?				
Interview question	Do you think the short syllabus your students have gone through has any negative impact on them?				
Rahim(C1)	Rafah (C2)	Afia (C3)	Sultana (C4)	Subthemes	Themes
Negative impacts (DU RAH 4)	There is a big negative effect on them (DU RAF 4)	negative impacts (DU AFI 4)	Negative effects (DU SUL 4)		Short syllabus has negative impact on students
Interview Q.	As a teacher, what do you think about the performance of students in your class, who experienced the short syllabus at the HSC level?				
Base of English is very weak No enthusiasm in reading literature Need more concentration and seriousness in study (DU RAH 8)	Struggle with analytical aspects Need work on time management Needs work on critical thinking (DU RAF 8)	Base of English language is weak Not introduced with study techniques Lack basic communication skills (DU AFI 8)	Writing skills are not adequate Needs to work on critical thinking Ability to listen and comprehend is weak (DU SUL 8)		Students have less foundation skills and knowledge Lack of engagement in effective study Unaware about study technique

Appendix G

Rating for Students' Interview by Rater 1

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes on the comments column.

RQ.1 : How has the short syllabus of English at the HSC level affected students' academic performance in the English department at a private university?						
Interview Question: Can you share your insights on how the new syllabus has influenced your overall academic performance as a first-year English major in university?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/Suggestions
				Agree	Disagree	
Students have gaps in Basic English knowledge	Using new words, speaking and writing in English became challenging	DU SAB 54	“ I faced problems with English language itself actually. What I have learnt previously and after that what I have been introduced with was very different. For example, I had problems	/		

			everywhere in using new words, talking and writing in English. This was a paradigm shift for me when I saw this hard English in university. Everything I was being introduced with in English felt new to me.”			
Problems with grammatical issues	Grammatical mistakes in class	DU RAF 51	“If I want to talk about the syllabus and it’s effect on my performance, I would say I have a lot of grammatical problems since the beginning of my university life. Grammatical mistakes caused me a lot of problem after that. I already have problems with grammar but when I am in my class I really suffer for grammatical mistakes.”	/		
	Progress is slowing down because of grammar	DU SAR 52	“Apart from that I have lots of grammatical mistakes that I am trying to solve right now and this kind of mistakes are almost everywhere in my scripts. I have been a trying to fix these mistakes but I do not know how much	/		

			time I will have to work on these to improve. I am suffering with grammar as well as my overall progress is getting slowed down.”			
Problems with literature and comprehension	Understanding literature and different scenarios felt difficult	DU ANI 50	“When I started learning literature, it was really tough to understand. Understanding literature and getting into those scenes are really not easy things. I thought literature would be fun but the inside of it is actually quite messy and difficult to catch up. In the beginning I struggled much but slowly this has reduced enough.”	/		
Students faced problem with understanding texts	Understanding old texts were difficult	DU RAI 50	“Understanding old text is not an easy task I think. This is my 4th semester but I still cannot understand old English text specially William Shakespeare’s poems and other texts from other writers. Understanding old text was so difficult that I could not even prepare fully because I could not understand what is inside it.”	/		

Students faced problems with linguistic terminology	Problems with syntax morphology , sociolinguistics, phonology	DU RAI 50	“I also have problem in my linguistic courses especially when I was introduced with syntax morphology , sociolinguistics, phonology like these. These are the things I felt was quite difficult for me.”	/		
Lack of writing and organisational skills	Less organised main ideas in essays and no knowledge of writing academic paper	DU RAF 51	When I was trying to write an essay or a paragraph in my class most of the time I made mistakes and those mistakes were basically my ideas were not properly organised, that was the main problem I had since the beginning of my university life. After that I would say when I try to write a research paper or an essay I got in trouble because I did not know how to write an academic paper and my writing was not good, umm the quality was not good at the time.		/	Where is the research paper?
Students lack of speaking abilities	Problems with asking questions, expressing feelings with less strong ideas, and losing flow.	DU SAD 53	And especially when I try to speakwith other people.. umm , try to express my feelings with them and asking about some problems... I always feel shy and answers becauseumm my speaking with clear strong idea is	/		

			not that much good and most of the time I keep forgetting what I am trying to say.			
Difficulty in presentations in class	Forgetting information in the midst of presentation	DU SAR 52	The biggest problem I have faced in front of everyone is when I stood in front of everyone in a presentation I just keep forgetting all things, all informations I have in my mind for my presentation, [laugh] that's weird.	/		
Challenges in group works	Group work with other students feel painful	DU RAI 50	In classroom our teacher always use to assign us in different group works, but I cannot work with other students in group because I feel group work is to difficult and working with different people is quite painful.	/		
Handwriting speed affected examination performances	Can not answer all questions because of slow handwriting cause getting poor marks	DU SAD 53	I have very slow handwriting... and this is why I always get poor marks because I can not answer all questions.... in exam and get poor marks and I think the practice of handwriting speed.... Umm, I needed at that time in HSC I did not maintain umm, those requirements in my opinion , umm..you know.	/		

Problems with critical thinking and case studies	Critical analysis of texts, poems and point of views cause trouble	DU SAB 54	I also face difficulty with critical thinking in different tasks in my courses as my teachers ask me for critically analyse different texts, poems, point of views and I always struggle with these. I also face numerous problems with case study.	/		
--------------------------------------------------	--------------------------------------------------------------------	-----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	--	--

Name of the Rater: Dr. Sabreena Ahmed

Date: 17 December 2023

Rating for Teachers' Interview by Rater 1

Please respond to the following themes by choosing "Agree" or "Disagree". You can also suggest new themes on the comments column.

RQ.3: What do teachers think about their (students') academic performance?

Interview Question: As a teacher, what do you think about the performance of students in your class, who experienced the short syllabus at the HSC level?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/Suggestions
				Agree	Disagree	
Students have less foundation skills and knowledge	They have very poor command of their English language	DU AFI 08	“Well first of all, the students I have taught in my class are quite weak in English as they cannot communicate well with each other, they have very poor command of their English language ...It is very clear and visible, you know, that the students do not have that strong foundation in English. That is why they are having these problems basically.”			

Students avoid interaction in English	Do not want to interact in English and always use Bangla	DU RAH 08	<p>“And these students do not want to speak in English, they do not understand English. No matter how I try to make them understand using easy words,they still do not understand and they don’t even respond in English. I could not break the wall of language barrier and penetrate it anyway. They always speak in Bangla and if I do not use Bangla, then they do not understand anything.”</p>			
Students lack analytical and critical thinking ability	Students struggle with analytical aspects and critical thinking ability is missing among them	DU RAF 08	<p>In my courses I mostly teach analytical subjects. There is a need to understand clearly from the basics but what I have found in my students is that they struggle with these aspects that need to be analysed very critically. Analytical skill and critical thinking ability is somehow missing or weak in them.</p>			

Students lack seriousness in study	Lack of seriousness and no eagerness in concentrating	DU RAH 08	“The major saying I have found in my students is there is a lack of seriousness among them and they need to focus on their study and they need to work hard. This is the only thing I believe that a student can do better even if he has no strong background but if he tries then he will succeed. Major problem among these students I have found is his lack of seriousness for study. They are not eager to concentrate in class, which is very painful.”			
Students lack etiquette and manners	Etiquette, politeness and respect is missing among them	DU SUL 08	“I do not think they have any other problems in their study but the serious difference among these students I have found during class and after the class is they do not have that level of etiquette. A sense of respect and politeness is always required in a student to learn better and this is a student who develops as a good human			

			being. But this is the thing that makes me concerned about their future.”			
--	--	--	---------------------------------------------------------------------------	--	--	--

Name of the Rater: Dr. Sabreena Ahmed

Date: –December 2023

Appendix H

Inter-Rater Reliability Calculation for Students' Interview

	Percentage of agreement (Total number of agreement/Total number of responses) x10
Inter Rater 1	

Inter-Rater Reliability Calculation for Teachers' Interview

	Percentage of agreement (Total number of agreement/Total number of responses) x20
Inter Rater 1	

Appendix I

Email from participant

The screenshot shows a Gmail interface with a search bar containing "in:sent". The left sidebar shows folders: Compose, Inbox (825), Starred, Snoozed, Sent (selected), Drafts (49), and More. Labels include "Unroll.me/Unsubscribed".

The main email content is as follows:

Transcript confirmation for my research External Inbox x

GM FATTAH <gm.fattah@g.bracu.ac.bd> to tabassumanika880 2:00 PM (2 minutes ago)

Hi Anika,

This is G.M. Fattah. How are you?
I am greatly thankful for your response to my research. As we had our interview, I have transcribed the interview. Please have a look at the attached file. If you have any questions or concerns regarding it, then please let me know.

Thank you
G.M. Fattah

https://docs.google.com/document/d/1DN6nnykQezmMC72ZPuKb3JbmbGi4_KsA/edit?usp=drivesdk&oid=101457672798668223509&rtpof=true&sd=true

One attachment • Scanned by Gmail

Anika's interview ...

Anika Tabassum to me 12:03 AM (13 hours ago)

I am fine vaia. Thank you.

I have checked the file and haven't found any issue. Thank you for sharing vaia.