EXPLORING POST-PANDEMIC READING HABIT CHANGES AMONG SECONDARY
LEVEL STUDENTS OF BANGLADESH: CHALLENGES AND OPPORTUNITIES

By

Umme Honey Sneho
Student ID: 22163012

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

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

4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Umme Honey Sneho
22163012

Approval

The thesis titled "Exploring Post-pandemic Reading Habit Changes Among Secondary Level Students of Bangladesh: Challenges and Opportunities" submitted by

1. Umme Honey Sneho (ID: 22163012)

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Examining Committee:

Supervisor:

_____
Atiya Tafannum
Lecturer, Department of ENH
Brac University

Examiner:

_____
Atiya Tafannum
Lecturer, Department of ENH
Brac University

Chairperson of the
Department:

_____
Firdous Azim, PhD
Professor and Chairperson, Department of ENH
Brac University

Ethics Statement

The ethical issues of managing the paper were taken into consideration before making progress with the data collection procedures. A verbal consent was taken from every participants before starting the one-to-one interview process to make sure everybody is well known about application of the data in the paper acquired from them. They were also informed about that their responses were being recorded and will be used in the future as necessary.

Abstract

The use of Technology for educational purposes is one of the latest steps towards development for the Bangladeshi academic context since the COVID-19 pandemic. Among many changes in the education system, it is noticeable that everyone is becoming more reliant on online reading materials. Although it is more sustainable and affordable for everyone to use the soft copy or PDF versions of the reading materials, the use of traditional paper books and hard copies for reading materials always made both academic and personal use more effective and enjoyable. The purpose of this paper is to explore the impact of different forms of reading materials on the reading habits of secondary-level students of Bangladesh using qualitative research methods with questionnaires and interviews. The research paper has found out about the preferred form of reading material is more effective for academic use and how the post-pandemic reading habit changes can be implemented to the development of education system.

Keywords: COVID- 19, post-pandemic, reading habit, secondary level students, reading material, online, PDF, paper books

Dedication

"Allah (alone) is sufficient for us, and He is the best disposer of affairs (for us)"

Surah Al-Imran (3:173)

Acknowledgement

At the beginning I would like to mention that all praise is due to ALLAH almighty for granting my every dream at the right time.

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Table of Contents

Glossary

Thesis:
An extended research paper that is part of the final exam process for a graduate degree. The document may also be classified as a project or collection of extended essays.

Glossary:
An alphabetical list of key terms

COVID-19:
COVID-19 is the disease caused by the SARS-CoV-2 coronavirus. It usually spreads between people in close contact.

Pandemic:
A pandemic is an epidemic of an infectious disease that has spread across a large region, for instance multiple continents or worldwide, affecting a substantial number of individuals.

Post-pandemic:
A term describing the period following a pandemic.

Qualitative Research:
Qualitative research is a type of research that aims to gather and analyze non-numerical data in order to gain an understanding of individuals' social reality, including understanding their attitudes, beliefs, and motivation.

Non-numerical Data:
Non – numeric data is any form of data that is measured in non-number (or word) form.

Semi-structured Interview:
A semi-structured interview is a data collection method that relies on asking questions within a predetermined thematic framework.

Open-ended Question:
An open-ended question is a question that cannot be answered with a "yes" or "no" response, or with a static response.

Technology: The application of scientific knowledge for practical purposes, especially in industry.

Hardcopy: A hard copy refers to a physical printout or document that you can hold in your hands.

Softcopy: A legible version of a piece of information not printed on a physical medium, especially as stored or displayed on a computer.

PDF: Portable Document Format (PDF) is a file format that has captured all the elements of a printed document as an electronic image that users can view, navigate, print or forward to someone else.

e-book: Electronic book (e-book) is a book which is produced for reading on a computer screen.

Automation: The use of machines and computers that can operate without needing human control

Blended Learning: Blended learning or hybrid learning, also known as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods.

e-learning: A learning system based on formalized teaching but with the help of electronic resources

Multimedia: a form of communication that uses a combination of different content forms, such as writing, audio, images,

animations, or video, into a single interactive presentation, in contrast to traditional mass media, such as printed material or audio recordings, which feature little to no interaction between users.

Asynchronous Learning: Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. It uses resources that facilitate information sharing outside the constraints of time and place among a network of people.

Chapter One: Introduction

This chapter mentions the background of the paper, the aim it focuses to work about, the research questions and the limitations of the study to help proceeding with the paper in an organized manner.

1.1. Background of the study

We live in an era where everything is bringing changes to make life easy and comfortable. The use of technology is noticeable in every step of our daily lives which ensures shifts in the style of reading habits among people. Although technology has been a part of our lives since the beginning, the COVID-19 pandemic brought a huge difference around the whole world. It was somewhat essential to go online to find a source of leading a regular life which includes major basic needs of human life- education, work, medical consults, etc. Most of the institutes relied on online services to continue their work. Li (2022) says that to get things done people had to make a sudden shift from physical presence for almost every work to depend on online sources which helped people to go on with life but it was challenging to keep track of these new systems. The academic institutions also had to make these changes and decided to use individual platforms to ensure their learning progresses (Mbhiza, 2021). Therefore, the journey of depending on online reading material sources among the students began. They are now able to use multiple options to explore how they want to read things that matches their preferences, situations, accessibility, and affordability (Febrianto et al., 2020). Every new change needs time to be adapted by everyone to ensure the proper use which can also be noticed in the use of technology in reading materials among the people of Bangladesh. The use of technology has been present in Bangladesh for a long time but it increased significantly since the COVID-19 pandemic. The traditional way of reading books is now being taken over by several options, paper books have now transformed into PDFs, e-

books, etc. This swapping of the reading materials is the area that the paper intends to walk through to find out the challenges and opportunities it brings.

1.2. Objectives

This paper aims to explore the post-pandemic changes in reading habits among the students of secondary level in Bangladesh, the influence of these changes in the education system, what challenges they are facing, how students and teachers are accepting the changes and implementing them in the education system to develop learning over time.

1.3 Research Questions

1. What significant changes in reading habits are influencing the secondary-level students of Bangladesh after the COVID-19 pandemic?

2. What are the challenges of the post-pandemic changes in reading habits for students?

3. How can post-pandemic reading habit changes be implemented to develop the education system?

1.4 Limitations of the Study

To conduct this paper, a few obstacles came around, which included the unavailability of enough participants, nervousness, time limitations, multiple holidays, etc. This paper's data is mostly collected from college students, therefore, most of them are volunteering for interviews for the first time which causes them to be nervous at the moment. At the same time, it is worth mentioning that they answered all the questions with confidence and in a friendly manner. Some of them were less interested in volunteering for the research because of their shyness.

About answering the survey questions, very few participants volunteered to answer all the questions. Another obstacle was gathering the perfect participants together. They were often busy with their exams, the annual sports program, or a long vacation for Ramadan and Eid. However, the participants who volunteered on their own helped a lot in conducting the paper with their valuable responses.

Chapter Two: Literature Review

2.1 Introduction

The four essential language skills are - listening, speaking, reading, and writing. Reading skill plays an important role in learning. Before the availability of gadgets and the internet, people used to invest a large amount of their time in reading. Although, with the developing energy of the world, people are now becoming robotic towards their work and life with the excessive use of automations. Among them, the COVID-19 pandemic brought a large amount of changes in peoples overall life. This paper specifically focuses on the reading habit changes amid the secondary level students of Bangladesh. This chapter describes the relevant literatures for assembling the paper.

2.2 Reading Habits in Youth

Nowadays, reading habits among the students are quite hard to find. They are usually found to read books for academic purposes in the classroom or for exams. Although some people still find reading enjoyable and spend their leisure time reading interesting books (Baba & Affendi, 2020). Also, Maharsi et al. (2019) state that the interest of reading books among the students are highly noticed when the materials are easy to avail and get access. It plays an important role in determining the students' reading interests. It is necessary to provide them with proper sources, suggest effective books, and provide reading texts and tasks that are interesting to them. Usually, moderately challenging books keep students engaged to enjoy reading (Gambrell, 2015). For that reason, it is important to build more libraries with a huge collection of interesting books to keep students interested in reading.

2.3 Impact of Technology on Reading Habits

Due to technological innovations, drastic changes can be noticed in everything. Technology has shifted the nature of reading materials as well. Regarding choosing the form of reading tools, it is noticeable that the young generation is more into soft copy compared to hard copy reading material (Islam & Billah, 2019). It indicates that people who are used to reading hard copies of books since childhood are unlikely to choose soft copies of reading tools over printed copies. Though technology makes it easier for students to reach more sources of reading, students are getting less interested in reading books (Obaidullah & Rahman, 2018) and engaging in collecting resources from vague sources with no proper knowledge. Also, online reading habits are not influential to every student (Rimi, 2019) as they often lose concentration from the reading, rather they explore irrelevant things on the internet which causes them unsatisfying results.

2.4 Use of Technology in Education before the COVID-19 Pandemic

With the blessing of technology, work has been better, easier, and more flexible. Complicated and critical work now can be done with great efficiency with the help of technology. The use of technology has both positive and negative impacts on education that cannot be ignored. To ensure effective use of technology for teaching and learning, it is necessary to use applicable gadgets in the classroom (Raja & Nagasubramani, 2018). Digital technology sets the seal on using multiple learning sources, which includes blended learning, e-learning, online courses, etc. It make sure many actions, such as communication, learning, corresponding, cooperating, and collaborating. Bangladesh is making rapid changes in higher education by developing technology that concentrates on the transformation of not only the educator but also the educational institutions, and the policymakers as well (Rahman, 2020). Although the increase of technology in the classroom for better education brings a lot of opportunities, it also imposes some challenges. As Bangladesh is a developing country, it is obvious that not all

people have the necessary equipment such as computers, projectors, mobile phones, stable internet connection, etc. to make the most use of the technology (Shohel & Kirkwood, 2012). However, as Mallick et al. (2020) state a classroom equipped with multimedia technology helps the students to feel encouraged and highly motivated to study. It certifies that they can visualize the subject matter by reading from the multimedia. It helps students to be creative and capable of facing any global challenges.

2.5 Use of Technology in Education since the COVID-19 Pandemic

The blessing of digital technology made it easy for institutions to continue their work through the internet when people were compelled to sit still due to the crisis (Mustapha et al., 2021). The pandemic started to swallow everything by stopping progress in every work while the internet came with tons of opportunities to go on. The teaching-learning experiences took some time to get better and eventually it became better over time. By providing enough sources for the teachers as well as the students to cope with the new journey of conducting studies online (Okoye et al., 2021). Daniel (2020) says schools and colleges took a great advantage of asynchronous learning during the pandemic. They used digital sources to ramp up their capacity to teach remotely. Even though COVID-19 now has a bare effect on people, the sudden shift to online learning has become a source for many institutions to maintain teaching regarding similar situations that prevent people from coming out of their homes, for example, extreme political affairs.

2.6 Impact of Shifting to Online on Teachers

The use of technology has been used in the education system for a long age, but the use of it in the classroom was not vividly noticed before COVID-19. After the pandemic, the use of multimedia became one of the drastic changes in the education system. Most of the institutions of higher study now use multimedia in the classroom so it became important for

the teacher to shed light on the workability of technology-enhanced teacher development (Jamil, 2018). Islam (2021) says new technologies generate positive learning opportunities that enhance the quality of teachers so that they can make the classes more attractive. If there is a way that the environment of the classroom can be made more suitable for the students to be attentive and learn enjoyably, it must be taken into consideration. According to Islam and Ahmed (2016), the proper usage of information technology in classroom teaching shows the effectiveness of education. After all, the classroom is one of the most effective places for the teacher to spread knowledge among the students. As Shrestha (2012) says for a contemporary project plan to succeed, there is a need to create a space for integrating the project with the existing system. Therefore, it is highly recommended that institutions grant teachers to use essential technology in the classroom as well.

2.7 Impact of Online Shifting on Students

Technology has been a blessing for students from the beginning. As Fatema et al. (2020) say, most of the students are connected with the internet whereas only a few students are not connected with the internet and it is positively enhancing their academic performance as well as improving their quality of life. With the help of technology, students have access to endless information for studying and research. Students can have up-to-date information and day-to-day dealings of the world with some clicks on the internet. They have the opportunity to access several books from the internet which is time-saving and affordable for everyone (M. T. Islam et al., 2022). However, students are also facing stress, anxiety, and disappointment (Dutta & Smita, 2020) due to excessive use of the internet and mobile phones. Hence, it can be said that addictive internet usage (Fatema et al., 2020) can gradually make a student stuck to the negative ends of technology.

2.8 Shift in Reading Materials after COVID-19

As an effect of the COVID-19 pandemic, almost every aspect of life took a different turn overnight. In order to attend online classes, students had to rely on online sources of reading materials as it was easier to collect. It is challenging for both the students and the teachers to find the sources of books if they do not have the potential to go in the direction that is useful for searching the reading materials (Hashim et al., 2023). It was not easy for everyone to keep up with it as interesting as it is to use online sources for entertainment, browsing for academic purposes is not that interesting (Sun et al., 2021). Students had a clear preference for print reading over reading digitally for school and homework rather than online resources for reading materials.

2.9 Purpose of the Study

The relevant pieces of literature for this study detect that several types of research have been done focusing on the reading habits of different countries and circumstances. Very few studies have been done on the reading habit changes among secondary-level students of Bangladesh after the COVID-19 pandemic. Therefore, this paper tried to dig deeper into the gap and address it in a manner that not only describes the facts but also offer possible remedies for the challenges the students face regarding the changes in their reading habits.

Chapter Three: Research Methodology

3.1 Introduction

In this chapter, the research methodology adopted for this study is discussed. As stated earlier in the paper, the main aim of the study is to explore the changes in reading habits among the secondary-level students of Bangladesh after the COVID-19 pandemic and the challenges and opportunities that come along with the changes. As Bhandari (2023) states qualitative research collects and analyzes non-numerical data through texts, audio or video, interviews, questionnaires, etc. to describe people's opinions, attitudes, beliefs, and social reality. This paper follows a qualitative research method for collecting data. The qualitative research method of the paper can include the specific point of view of the participants, and observe their behavior towards the significant changes in reading habits through direct interactions. It allows the paper to have a close view of the preferences of the participants to ensure it can meet the main focuses of this paper.

3.2. Participants

The required people to participate in this study are the secondary-level students of Bangladesh to get their opinions on the changes in reading habits after the pandemic. In order to get a clear picture of their opinion, a non-probability sampling method has been used for this research. Since the non-probability sampling method arranges participants who volunteer to contribute to the study (Creswell, 2015), it will be easier to reach interested participants. This paper collected essential data from secondary-level students. Several colleges in Dhaka, Bangladesh have been reached out with permission to get participants from the secondary level by the researcher. Participants were able to take non-biased participation and had no obstacles to sharing their views and opinions.

3.3. Data Collection Instruments

As the paper follows the qualitative research method, the instruments for collecting data should relate to the method. Therefore, semi-structured interviews and open-ended questionnaires have been used for the data collection. The participants among the students answered the open-ended questions supplied that included basic pieces of information by the researcher and once they were done with the questionnaire, one-to-one interviews were conducted with selected participants to have a direct interaction with them. It helped the researcher to follow their attitudes towards giving opinions and taking notes.

3.4. Method of Data Collection

To collect specific and effective data for finding out the proper outcome for this paper, questionnaires, and semi-structured interviews were conducted with the participants. For this, the first thing that was taken into consideration was to ensure getting permission from each participant. The questionnaires were distributed to the participants through Google Forms and a certain amount of time was given to them to answer the questions. To maintain confidentiality the researcher seeks permission from each participant at the beginning about their consent to use the answers for use in the paper. The participants were directed to ask for any help they needed from the researcher. After they were done with the questionnaires, the responses were collected through email.

About the one-to-one interview, a protocol was maintained to structure the contents and take necessary notes. For storing the data of the interview, an audio recording device was used with the permission of the interviewee. As it was a semi-structured interview, some question have been added and deducted according to the progress of the interview.

3.5. Method of Data Analysis

It is important to organize the vast amount of data collected from the participants in order to analyze them properly (Creswell, 2015). To sort the collected data, a table is used to assemble the data in a way that the most used keywords by the participants can be detected easily. For detecting the keywords, the interviews and the questionnaires are transcribed according to the needs of the paper to meet its purposes. Every transcribed script is copied to multiple sources to avoid the loss of information due to technical difficulties. Once the table was ready, relevant themes were generated using the keywords and used in the finding section afterward. After summarizing the findings, comparisons were made to the existing works combined with the researcher's personal opinions.

Chapter Four: Results and Discussion

In this chapter, the data derived from the questionnaire and interview process applied to the secondary-level students, are analyzed and discussed. Those data are put into the related themes for better understanding.

4.1 Productivity of the Students

The congenial use of technology increases the creativity and proficiency of the students regarding keeping them up to date with the world. While the whole world depends on technology for most of the situations, Bangladesh is not keeping itself away from this development. Most of the colleges are using multimedia for teaching in the class which is ultimately making the class more enjoyable and interesting for the students. It helps students to learn flexibly no matter where they stay and they feel independent about learning which develops their self-esteem. It is also worth mentioning that spending a huge amount of time on multimedia devices is somewhat affecting the way students are working on developing their skills. Anyway, students feel confident about their studies as they can not only use multiple resources, but they get the opportunity to use that knowledge and present themselves in front of others using websites, communication apps, and even in their classrooms.

4.1.1 Wide Range of Resources

The use of technology is mostly a blessing to the education system as it brings out several opportunities for better learning for the students. In Bangladesh, the students of the secondary level depend on the suggested textbooks from the instructor. Some of the students wish to follow the other related books that would be helpful to them regarding the subject they are doing. So, it is obvious that college students need to learn new things from various sources to get a complete view of the subject.

Participants mentioned that as easy as it is to find different resources from the internet, it is not always easy to find hard copies of the books during need. Therefore, they try to take selected parts of the book and print them out when needed. Paper books make it easier for students to note down stuff directly interacting with the books but while searching for additional information ringing up to the internet helps a lot as they do not have to buy all of the materials but just collect the softcopies of them. The internet has unimaginable stocks of books and research papers of different authors in a way that everyone can easily access.

4.1.2 Accessibility of the Resources

Technology has made it effortless for students to gain knowledge from a broad collection of materials. During the interview session, participants spoke briefly about the trouble-free access to information using technology for academic purposes and personal use. In case a student cannot attend a class, they can collect the topics covered in the classroom from their peers and do self-study. They mentioned that doing self-study always helps a lot whether they join the class or not. It increases their confidence and they are independent about choosing which sources they would like to use for covering the topic. It encourages them to study on their own and enjoy it while learning. Accessing resources from the internet may sometimes break the boundary such as collecting books unethically which requires a certain amount to pay for getting access. The ethical issues can be avoided by using the hard copies of the books to study that were bought from the bookshop as it maintains the permission of authors and publishers.

4.1.3 Affordability of the Resources

Using technology for educational purposes helps students get access to various types of resources, mostly at no cost. Before the revolution of the internet, students had to collect paper books from their local libraries. At that time even if a student has a thirst for

knowledge, it is not always possible to buy materials in the time of their need. In Bangladesh, the use of technology and multimedia spread all over the country, especially after the Covid-19 pandemic. During the pandemic situation, institutions couldn't continue academic learning among the students as it was impossible for everyone to get out of the home.

Also, many people lost their earning sources during the massacre and were unable to provide for their families which affected the students as well. Participants mentioned that since the pandemic they have started to depend on the resources found online and use the softcopies as reading materials because it was more affordable, sustainable, and easier to use. Using the internet students can collect most of their study materials only by paying the internet bill.

4.1.4 Flexible Materials

Among softcopy and hardcopy reading material, it is mostly user-friendly to use softcopies. During the interview session, all of the participants discussed the fact that how comfortable it is to use a wide range of resources with easy and faster access. Students can easily connect with other students and teachers to share their opinions about any topic. Also, a softcopy of reading material is easily accessible through the internet and saved to any device to use later when needed. Some participants mentioned that it is easier for them to study from a hard copy of a book or other resources because it helps them to keep their minds steady on the book. It is easier for them to improve their learning using paper books.

Usually, the hard copies of a reading take up a certain amount of storage which might not be available for everyone. Unlike hard copies, the soft copy of a reading material is easier to store within the used device and students can edit those books highlighting important information, adding notes beside the paragraph, etc. Arranging the study materials

encourages students to be attentive to their learning as well as drives them to search for more relatable content.

4.2   Challenges of the Students

4.2.1 Importance of the Suitable Device

The technology is getting better and more user-friendly every day. To enjoy those updated facilities one must have the option to use the latest gadgets available because all updates of the technology cannot be accessed from outdated devices. For Bangladesh as a developing country, the income of the common people is barely enough to fulfill their daily needs let alone use the money for luxurious products. The COVID-19 pandemic has had a huge influence on the economy of not only Bangladesh but the entire world. The number of people who can use the latest technology with the latest devices is very few in comparison to the common people who hardly have access to those devices. The latest devices give people the opportunity to enjoy the elements with real-life experience. Therefore, using reading materials from a basic device and an expensive device is very different. The students who can use the latest technology can easily connect with the online material whereas the students who use basic devices, usually find joy in reading the paper books that they can easily access to take notes for understanding.

4.2.2 Influence on the Concentration

Using technology allows us to use a vast collection of knowledge from all over the world. Although it is a blessing to have this opportunity, it is important to take measures of how much we are using it and if it is affecting our health or not. As long as we are using technology in moderation. Using technology for everything requires a large amount of screen time. In the questionnaires, the participants referred to the fact that they spend a lot of time

using their devices. They use personal computers or mobile phones for such activities. They reported that despite getting all these resources, sometimes it becomes an issue for their health while they are surfing the internet for a long time or using multimedia to read. It causes headaches and sometimes the need to use power lenses as it affects their eyesight as well. They also mentioned a vibe that technology is addictive which makes them spend more time on the devices than connecting with their peers and others as it is important in education to build contact with people and strengthen communication skills.

4.2.3 Mental and Physical Health of the Students

Technology is often presented in a way that it makes life easier which is true but it also comes with some positive and negative consequences. Focusing on the aim of this paper, the intention was to find out the challenges that came along with technology in the reading habit of secondary-level students, it came to notice that the tangibility of the hard copies of reading material has an unbreakable bond with the students which extends by the use of soft copies because ultimately there used for increasing knowledge. Although it is unavoidable some students are losing their bond with the essence of using paper books and engaging with too much time spent on the screen. Speaking of the time spent on screen, the participants mentioned suffering from headaches and back pain sitting too long in front of the desktop. Let alone physical health, some mental issues can be noticed as mentioned before that they are unable to be productive and creative with their work. The prearranged version found on the internet is blocking their creativity from being expressed correctly.

4.3 Implementation of Post-Pandemic Reading Habit

The students of the secondary level of Bangladesh are now based upon both soft copy and hard copy of reading materials for their learning. While hard copies are tangible and more connecting, soft copies are easier for students to carry with them and arrange according to

their needs. It would be nice if they could collect the hard copies of the reading materials so that they can follow whichever materials are available. Post-pandemic situations prepare students in a way that they can now easily adapt to any circumstances according to the requirements. They collect printed materials which are mostly used for covering any subject and rely on online resources for the additional pieces of information they need to fulfill their learning. Some students tend to use the same material in both soft copy and hard copy so that they can easily carry the soft copies anywhere and use the hard copy for the time reading to give relief to the eye and solely focus on the subject. However, it is clear that even though soft copies are easier to use, the direct connection of the students with the hard copies still rules over the online version of the books. Hence, even though online reading materials are now slightly less popular among students, their usage will increase as paper books or reading material, in the near future as long as our education systems develop gradually.

Chapter Five: Conclusion

The motive of this paper is to explore the secondary-level students' preference toward the expanding use of technology in the education system, their challenges, and the utilization of technology in every aspect of their student life subsequently the drastic change of the COVID-19 pandemic. Since the pandemic the world might be rapidly shifting to base upon technology, the traditional use of everything is still common around the world. It is interesting to find out that students of Bangladesh are positively relying on technology. Turns out, with favorable circumstances, they prefer to utilize the complete essence of technology. Regarding choosing reading materials, whether they should be using softcopy or hard copy, they are most likely to use hardcopies if available, otherwise soft materials are also a great source for their study.

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Appendix A: Semi-structured Interview Questions

Research Questions

1. How are the significant changes in reading habits influencing the secondary-level students of Bangladesh after the COVID-19 pandemic?

2. What are the challenges of the post-pandemic changes in reading habits for students?

3. How can post-pandemic reading habit changes be implemented to develop the education system?

To answer the research questions, the following questions were asked of the participants during the semi-structured interview process. Some questions were generated during the interview when needed.

Interview Questions	Background Info	RQ1	RQ2	RQ3
1. What is your name?	×			
2. Where are you studying?	×			
3. What are you studying now?	×			
4. Do you like reading books?	×			
5. Which genre do you find most interesting?	×			
6. What is your experience with browsing books from online?	×			
7. In what format did you read books before the COVID-19 pandemic?	×			
8. Where do you used to buy your books?	×			
9. During the COVID-19 pandemic, how did you manage to collect your academic reading materials?		×		
10. How did the teachers give you other reading materials besides the academic books if needed?		×		

Question				
11. How did your teachers conduct classes during the COVID-19 pandemic?		×		
12. Did you have to make any significant alterations to cope with the changes? (New device, web browsing, etc.)			×	
13. Did you read other books during the COVID-19 pandemic?			×	
14. How did you collect them?			×	
15. What about after the COVID-19 pandemic, how do you get your books now?			×	
16. Since the COVID-19 pandemic necessarily recognized us with different formats of books, which format is comfortable with you to work with?				×
17. Did you notice your friends? Which format do you think they prefer to use?				×
18. What is your assumption about future reading style about which format would be more used?				×
19. Would you use both online and offline formats if available then?				×

Appendix B: Sample Interview

Notational Conventions of the Interview Transcripts

Notion	Meaning
DU	Discourse Unit
I	Interviewer
[]	To indicate action
…	Long Pause
DU NUZ 8	DU <space> student name's first three alphabets <space> DU number

Sample Interview of Nuzhat

DU	Participants	Questions and Answers
1.	I	Hello Nuzhat. How are you doing?
2.	Nuzhat	I'm doing fine apu, thank you. How about you?
3.	I	I'm fine as well.
4.	Nuzhat	…
5.	I	So today I would like to take an interview of you about reading habit. Are you comfortable answering the questions?
6.	Nuzhat	Sure apu, go on.
7.	I	Also, the interview will be recorded, do you have any problem with that?
8.	Nuzhat	No apu, it's fine []
9.	I	Okay. What are you studying now?
10.	Nuzhat	Currently, I am doing my A levels under British Colombia School, doing
11.	I	Great.
12.	Nuzhat	…
13.	I	So, do you like reading books outside your textbooks?
14.	Nuzhat	I used to … before the academic stress got to me, then I couldn't really got back into that.
15.	I	Which genre did you like the most?
16.	Nuzhat	Romantic books … rom-com
17.	I	In what format did you read books before the COVID-19 pandemic?
18.	Nuzhat	Directly from the books, more fun!
19.	I	Didn't you enjoy from the pdf books?
20.	Nuzhat	Pdf is so boring to read, I feel sleepy…
21.	I	During the COVID-19 pandemic, how did you manage to collect your academic reading materials?
22.	Nuzhat	Oh, I did not read other books that much…
23.	I	How about textbooks?
24.	Nuzhat	Textbooks were already with me, so didn't have to suffer for that.

25.	I	Did they ever need to send you any material through online?
26.	Nuzhat	Yes, if our teachers needed to provide us any more material, they used to send us pdf's but I always printed them because I felt comfortable using the printed version so that I could get notes, writing on them … I prefer it much better.
27.	I	Was online versions useful?
28.	Nuzhat	Not much to me, I always carry my books and notes…
29.	I	Any specific time when you used pdf's?
30.	Nuzhat	Barely, when I had not time to print, maybe before exam or else, but it never felt useful to me, because I like writing on the paper, while I'm understanding the material which I couldn't do on the pdf's… which is irritating.
31.	I	Okay, I understand. Actually, I feel the same.
32.	Nuzhat	Yeah
33.	I	Well, how about your friends? Which format do you think they prefer to use?
34.	Nuzhat	Most of my friends are like me, they prefer the hardcopies. But some of my friend uses iPad, where they can easily edit, take notes, add thing to the pdf, and online version is easier for them to use.
35.	I	So, a good device is needed to be comfortable with online format?
36.	Nuzhat	Yes, I would love to do that.
37.	I	Yes, device gap is a noticeable thing.
38.	Nuzhat	Yes.
39.	I	Okay, we are at the end now. Thank you so much Nuzhat for you cooperation!
40.	Nuzhat	I hope, I was good…
41.	I	Yes, of course, you did great.
42	Nuzhat	Thank you, apu.

Appendix C: Questionnaire

Following questionnaire have been sent to the participants through Google form to get social and basic information about the participants:

Questionnaire

Please answer the following questions:

1. Name?

   _____

2. Email?

   _____

3. Age?

   _____

4. Institution?

   _____

5. Where do you live?

   _____

6. Father's Occupation?

   _____

7. Mother's Occupation?

   _____

8. Do you like reading books?

   _____

9. What type of books do you read outside your textbooks?

   _____

10. How did you collect your books before the COVID-19 pandemic?

    _____

11. How are you collecting your books since the COVID-19 pandemic?

    _____

12. What is your experience about reading books in different formats? (Hardcopies, Softcopies, Audio Books, etc.)

    _____

13. Which reading format is comfortable to you?

    _____