Online Language Teaching and Learning: Present condition and Future Prospects in Bangladeshi Primary Education System

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Submitted to: Mohammad Mahmudul Haque

Dedication

This thesis is dedicated to my parents and all my teachers, who have helped me reach this far with all their support and guidance.

Declaration

This thesis is a presentation of my original research work, and has not been submitted for any other degree to this or any other university. Wherever contributions of others are involved, every effort is made to acknowledge with due reference to the literature.

Signature: _____

Date: _____/_____/_____

Acknowledgements

Abstract

This study assesses the prospects of online teaching and learning in Bangladesh with a focus on primary education. It tends to find out the effectiveness of this mode of education as compared to conventional face-to-face education. Meanwhile, it examines the language teachers' view of this mode of interaction, based on their experience. Moreover, the students also contributed significantly sharing their experience of being taught in such innovative mode of education. This study also finds out the effectiveness of technology in the education system employing a new mode of interaction. The IT expert, education coordinator, education program officer, research and development assistant manager of Jaago online school program provided valuable information on how technology is implemented and can be further improved to conduct the online education program. The social constructivism approach was adopted during the study for a better understanding of the ongoing development of the online teaching and learning. A mixed method of quantitative and qualitative analysis were used to grasp the in depth situation of present condition of OLT in Bangladesh as well as predict the future of it.

Keywords: OLT, face-to-face, online

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Chapter 1

Introduction

"We need to bring learning to people instead of people to learning"

-   Eliott Masie

Technological advancement has given us everything within our reach making our life easier and faster. Education is not out of that; the mode of education has changed a lot in the last few decades. The availability of fast and cost effective internet all over the world has facilitated the online education industry to grow. Similarly, the revolution of the portable smart devices and their capabilities to work has extended the possibilities of Online Learning and Teaching (OLT) far beyond. Now-a-days, living in the 21st century, we can easily make a video call to our relatives or friends living on other side of the world. We also send spaceship in different planets. Technology has a greater impact on reducing the required time and distance in each and every sector of daily life. Then why can't we just revolutionize the education system to go beyond the boundary of a conventional classroom? Yes, we can; but in countries like Bangladesh where most of the people are either middle or lower middle class, cannot avail such technologies. Many of them are not even aware of the latest technology or online education.

People of Bangladesh have been very much familiar to traditional mode (face-to-face) of education. The availability of internet brought a few changes. Only a small number of people were aware of Online Learning and Teaching (OLT) before the launch of Jaago online school in Gazipur in 2011 ("Online School") and the launch of 3G frequency of mobile internet by Teletalk in October, 2013 ("3G Adoption," Wikipedia). Before 3G adoption the 2G (EDGE) internet connection speed were poor and was not sufficient to conduct Online Learning and Teaching. Broadband internet and WiMAX connection were not also available outside of the two metropolitan cities. As a result, most of the middle aged an above people, mostly living in the villages of Bangladesh, never got the chance to use internet based education as there was no such program offering by any organization previously. Even the teenagers were not much aware because, they never got the chance to experience or get to know what it is like.

Online Learning and Teaching (OLT) have been praised and accepted by millions just because of its efficiency, saving time and money at the same time. Now-a-days many

websites like Coursera, Alison, edX offer free online university courses which can be completed from anywhere in the world with just an internet connection and some simple multimedia devices attached with a basic computer setup or even via mobile multimedia devices. In Bangladesh, Jaago Foundation has been conducting their online schooling since their first pilot project in 2011 ("Online School"). Obviously they are the pioneers of online education in Bangladesh and now they have thirteen online schools even in places like Bandarban, Teknaf.

The researcher has come up with two research questions to evaluate the present situation and future prospects of the online education industry in Bangladesh. Throughout the paper, the researcher tries to find out the answers in relation to primary level online English language teachers of Bangladesh. The research questions are:

1. What is the present condition of OLT in Bangladesh?
2. What is the future prospect of OLT in Bangladesh?

Chapter 2

Literature Review

2.0 Introduction:

Online teaching and learning have gained huge popularity among the developed countries around the world. With the success of the computer and information technology it is gaining more popularity among both the learners and teachers. Developing countries like Bangladesh is relentlessly trying their best to improve their technology so that it can be used for the teaching and learning purposes. It is a part of Bangladesh government's 'Digital Bangladesh' movement which is intended to conduct all kinds of official and unofficial activities online. To conduct online teaching and learning, a stable internet connection with moderate connection speed is needed; in addition, a computer or a digital interface with communication devices is essential to carry out the interaction between the teacher and the students. To promote such technological advancement Bangladesh government has already unveiled "Digital Bangladesh" vision.

In response to the call of technology, Jaago Foundation in collaboration with Grameenphone has started their very first online school of Bangladesh. They have taken the idea of OLT one step ahead by opening an online school where instead of learning alone the children are learning in a group interacting with their teacher online. They are conducting their teaching activities for the underprivileged children in different remote areas of Bangladesh. The teachers are conducting teaching procedure from their houses while the students are coming to the classroom and interacting with the teacher through multimedia devices. The teaching procedure offered by Jaago Foundation is now only limited for the students of primary level and they are expecting to expand its barrier later on.

The present study aims to portray the present condition and future prospects of online teaching and learning in Bangladesh. But, only a few studies have been conducted in this specific area. As a result, the researcher had to rely on foreign studies and other secondary sources. Field trips, research findings and information from the foreign research papers are gathered and compared to find out the ongoing situation of online teaching and learning in Bangladeshi context as well as predicting its future prospects in the primary education system.

2.1 What is Online Learning and Teaching:

According to Joshua Stern, Ph. D. "Online learning is education that takes place over the Internet. It is often referred to as 'e-learning' among other terms. However, online learning is just one type of "distance learning" – the umbrella term for any learning that takes place across distance and not in a traditional classroom." (Stern, n.d.). Now-a-days the term 'online teaching and learning' just means learning with the help of internet, but based on the use of different types of gadgets and equipments 'distance education' can be categorized (Stern, n.d.):

• Correspondence Courses: conducted through regular mail with little interaction.

• Telecourses: where content is delivered via radio or television broadcast.

• CD-ROM Courses: where the student interacts with static computer content.

• Online Learning: Most of the content (80 percent or more) is administered through internet (Kubo, 2009, p.92) synchronously and/or asynchronously (Stern, n.d.).

• Mobile Learning: by means of devices such as cellular phones, PDAs and digital audio players (iPods, MP3 players).

Among all of these Online Learning and Teaching has become the most popular approach. According to the Sloan Consortium[1], "online enrollments continue to grow at rates faster than for the broader student population and institutes of higher education expect the rate of growth to continue increasing" (Stern, n.d.). Thus, the central focus of this research paper will be on online learning and teaching.

OLT can be categorized into two distinctive types, asynchronous and synchronous. Let's talk about a little about these two—

2.1.1 Asynchronous Online Learning: Hrastinski (2008) defined asynchronous online learning as, "commonly facilitated by media such as e-mail and discussion boards, supports work relation among learners with teachers, even when participants cannot be online at the same time". BRAC University has online discussion board software named BRACU Moodle which is a kind of asynchronous online learning. Hrastinski (2008) also argues that students get more time to refine their contributions which is considered more thoughtful compared to synchronous online learning.

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1. **Sloan Consortium** (**Sloan-C**), currently known as **The Online Learning Consortium**, is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education. (Wikipedia)

2.1.2 Synchronous Online Learning: Synchronous online learning happens when it is "supported by media such as videoconferencing and chat, has the potential to support e-learners in the development of learning communities" (Hrastinski, 2008). This real time learning and teaching process has been used by Jaago foundation to conduct their online schooling program across Bangladesh. They use videoconference calling to take the classes where the teacher remains at home and students attend the classes communicating with their teacher on the screen ("Online School").

2.2 History of Online Learning and Teaching:

Online learning, distance study or e-learning are fairly new terms in the world of language teaching. As an example "the term 'e-learning' has only been in existence since 1999, when the word was first utilized at a CBT systems seminar" ("E-Learning Concepts, Trends, Applications," 2014). Then computer based training program was first introduced by Daniel Alpert and Don Bitzer in 1959; they created PLATO, an internet based community for learning purposes (Bates, 2012). In the mid 1990s some software developers created programs such as WebCT, Mallard and Pioneer making the course information more accessible to the students, but the technology available at that time was insufficient and often hampered instructional efforts (Kubo, 2009, p.92).

After a lot more effort in 1994 the first online curriculum was introduced by CalCampus (Dumbauld, 2014). Later, in 2006 Bangladeshi descendant Salman Khan founded Khan Academy, an online education platform in USA. Anyone can learn and study any subject from his website for free ("Khan Academy," Wikipedia). According to the data of 2014, 98% of public colleges and universities offer online courses (Dumbauld, 2014). Looking at the progress of online learning and teaching approach it can be easily assumed that in future a huge part of our education system will be handled online.

2.3 Comparing efficacy of OLT with traditional in person teaching environment:

After decades of practice in this field many researchers have found online learning is more efficient than face-to-face learning. The mode of instruction that is used to facilitate the students in OLT seems to bring a better result than face-to-face learning. Beside the main exams, in other graded components, the mark of online learners is very consistent whereas in face-to-face learning it varies a lot. "This finding is consistent with the recent work in economics that demonstrated higher achievement in students in online courses than in face-

to-face lectures" (as cited in Dolan, 2008). When evaluating the mode of instruction in online and face-to-face environment, the score seems to come better in face-to-face classes.

Dolan (2008) conducted a survey for his research and what he found is quite "interesting to note that several of the items that the online students rated lower than the face-to-face students did involved "communications" in one way or another: whether "the instructor's class presentations were clear," whether "the instructor's presentations added to my understanding of the material," whether "the instructor seemed enthusiastic about the material," and whether "the instructor clearly communicated what was expected of me in this class"". When searching for the reason behind it Dolan (2008) found "it may be the case that communicating effectively in the online courses takes more or different types of interactions, since students can't rely on your physical expressions, body language, and follow-up comments". So, it can be easily assumed that though online classes are efficient in many ways, they lack in something like the real time presence and activities of the instructor, which is very important for some kind of learners, for instance, kinesthetic and interpersonal learners.

2.4 Online Language Teaching and Learning Worldwide:

Looking at the history of online teaching and learning it can be easily assumed that the countries that started this at an early age are now very much accustomed to it. Many Universities offer additional online learning course outside of their core online courses to facilitate their area of concentration. As an example, In University of Hong Kong (HKU), China "Hong Kong's Natural Environment (HKNE), is offered as a trans-faculty 'broadening' course, and was first made available in 2002-2003. Broadening courses were introduced as a compulsory curriculum element to provide students with non-specialist exposure to studies outside of their degree program" (Donoghue, 2006, p.81).

These kinds of universities not only emphasize on the main courses but can also look after on other additional course as they have better technological infrastructure. In contrary, though "HKU is extremely well-provisioned with the hardware and software infrastructure components" (Donoghue, 2006, p.88) to run online learning, they "suffer in the provision of time, training and support necessary to implement such an initiative" (Donoghue, 2006, p.88).

Alike HKU, many online learning organization fails to arrange all the components precisely but, American organizations like University of Phoenix, Oregon State University,

Pennsylvania State University have been offering and conducting online learning courses very successfully over the previous years (Kubo, 2009, p.94). Talking about University of Phoenix, they offer both undergraduate and graduate courses either online or in their ground campus. Numbers of its degree programs are accredited by organizations such as Association of Collegiate Business Schools and Programs, the Commission on Collegiate Nursing Education, and Teacher Education Accreditation Council (Kubo, 2009, p.94).

Bangladesh's neighbouring country India has gone a long step ahead with their online teaching and learning system. Bangalore based company, "Entranceindia provides practice papers for all engineering and medical entrance tests in India" (Babu, 2015). Some companies like "*Simplilearn* and *Intellipaat* look to generate content, especially aiming at mid-level professionals, others like *Learnsocial* plays more of an aggregator role. These companies also offer blended classes, integrating both online and offline experience, along with self-take courses" (Babu, 2015).

2.5 Online Language Teaching and Learning in Bangladesh:

Online language learning and teaching is a very new concept in the world of Bangladeshi education system. Bangladeshi people are not that much accustomed to online education system yet. Though, British Council has been offering online English language learning and teacher training courses ("Learn English online" and "Online teaching resources"). They also offer website learning and mobile application software to be used even in smartphones to learn English language ("Learn English with apps" and "Learn English with websites"). Before British Council, no other organization had ever seen offering online language education in Bangladesh. BBC Janala (http://www.bbcjanala.com), a website operated by BBC has been in online language teaching field for a long time. Even today they offer 3 steps English learning course with the hope that at least 2.5 crore people of Bangladesh be able talk in conversational English. With the funding of UK government and under the project of 'English in Action' BBC Media Action has been conducting this program. These courses are absolutely free for any Bangladeshi who is willing to learn English online ("কোর্সগুলো সম্পর্কে জানুন").

On the other hand, BELTA (Bangladesh English Language Teachers Association) occasionally offers online course opportunities only in specialized sectors; these programs are mostly organized as a workshop for the trainee teachers. English Club BD claims them to be the first online English learning website of Bangladesh (EnglishClubBD). They offer course

materials for phonetics lesson, IELTS, spoken English, English for presentation, University admission and many more but, they cannot provide an interactive online class or lectures. None of the above organization in Bangladesh can provide such classroom facilities.

The waiting for such classroom ends after the establishment of Jaago Foundation in 2007. They have been trying to set up online classrooms for children since then. Now they have 13 online schools all over Bangladesh for the underprivileged children mainly living under poverty line ("JAAGO Foundation," Wikipedia). As per their website says "The mechanism behind the 'JAAGO Online School' is fairly simple; a rural classroom is connected to a teacher in Dhaka via video conferencing technology and internet. The classes are operated with a teacher from JAAGO Foundation's Teaching Center in Dhaka and two local classroom teachers in the rural areas. The software we currently use for this form of schooling is an interactive and professional video conferencing software aimed at making the learning process communicative and interactive even with the virtual presence of its remote learners" ("Online School").

There was nothing like this seen before in Bangladesh. It has only been possible for the advancement of internet and information technology. Without a high speed stable internet connection this would not have possible. Besides, previously internet connection was more than hard to find in those rural areas where they are conducting their online schooling activity.

Chapter 3

Research Methodology

3.0 Introduction:

This paper aims to discover the present situation and future prospects of online learning and teaching in Bangladeshi education system. To assess the ongoing condition and predict the future of online education in Bangladesh, the researcher has done some research in the form of survey. To keep the study going the researcher designed some questionnaire (Appendix I) to be asked to the English language teachers both from online and face-to-face stream. Appendix II is targeted to extract information mainly from the students (both form Jaago Online School and random students of primary and high school level) concerning their preference for either online or face-to-face education. Both quantitative and qualitative data is found from the study. This chapter mainly focuses on the methods that were applied to carry out the study; such as, research layout, participants, instrumentation, data collection procedure, data analysis procedure, setting, sampling, obstacles etc. All the subsections and information discussed in this chapter will be sensible if it is applied to a similar situation like this research.

3.1 Research Layout:

This research solely focuses on English language teaching and learning online. So, the researcher collected the language teachers' and the students' perspective about the online language education system now running in Bangladesh. Therefore, the two most important stakeholders of this education system were asked several questions to extract the desired information and to come to a conclusion. The teachers were ten in number; they provided their valuable viewpoints regarding their perspective of present situation and future prediction about the online language teaching and learning in Bangladesh. The opportunity of teacher training and to work as a online teacher were also revealed from their responds. On the other hand, the student interviewees were hundred in number; they were mainly asked about their preference of online classroom and how they feel being or not being a student of online language education stream also mentioning their needs that cannot be meet yet.

3.2 Participants:

The participants were divided into two groups; the first group consists of English language teachers who have been involved either in online classroom teaching or face to face teaching. Other group

Group 1: General profile of online language teachers

No.	Age	Gender	Years of Experience	Academic Background
1	24	Female	1 year	B.A. in English
2	26	Male	1 year	M.A. in English
3	25	Male	6 months	B.Ed. (Hons.)
4	25	Female	1.5 years	M.Ed.
5	27	Female	2 years	M.S.S.
6	25	Female	1 year	M.Ed.
7	22	Male	3 Years	B.S.C.
8	27	Male	6 months	M.S.S.
9	23	Female	1.5 years	BBA Student
10	23	Male	1.5 years	Engineering Student

Group 2: General profile of online language students

Institution	Class	Number of students
Jaago Online School, Gazipur	I	12
	II	27
	III	23
	IV	38

Group 3: General profile of IT experts

Institution	Age	Gender	Years of experience	Academic Background
Jaago foundation	30	Male	7 years	BSc
Jaago foundation	32	Female	4 years	CIDTT
Jaago foundation	30	Male	**5** years	Masters Degree
Jaago foundation	28	Male	**5** years	IER, DU

3.3 Instrumentation:

Two sets of questionnaire were prepared, one for the teachers and another for the students. The questions were basically the same. There were twenty one questions in total for each group. First seventeen questions were based on likert scale and rests of the question were simple qualitative question supposed to write in not more two sentences. The researcher also developed a questionnaire for technical experts and education coordinators. There was one IT expert, two education coordinators and one research and development expert. All of them were from Jaago foundation. They provided with their valuable technical knowledge and expertise to answer the interview questions strengthening the research from its core.

3.4 Data Collection Procedure:

The samples were distributed the survey sheets and filled out with their opinion. All the samples had to answer two parts of the questionnaire. For Part A, the samples had to tick mark their desired answer and for Part B, they had to tick multiple options and write some short sentences in response.

3.5 Data Analysis Procedure:

For Part A the researcher has used likert scale to measure the mean score for each statement. The mean is the sum of all scores of all subjects in a group divided by the number of subjects, $[X = \sum X/n]$ (Seliger & Shohamy, 1989, p. 215). For Part B, the researcher briefly analyzes the qualitative responses with suitable charts that illustrate the score rather than showing numbers.

3.6 Setting:

The teachers' survey was done mostly in a formal setting inside their cubicle (the digital classroom) after their class of morning shift. The researcher conducted some of the teachers' survey in an informal setting, where they were sitting in the teachers' common room, having tea and chitchat.

3.7 Obstacles:

The researcher got the chance to meet the teachers only in the schools during the class time. As the teachers were busy taking classes there was a little chance to talk with them. It was really hard to interview them and get the answers of the questionnaire. Similarly, same thing happened in case of the students; the researcher could barely talk to them as they were very much busy in the playground beyond the class time. Though, he could talk to some of the students outside of the school even in their houses as they were easier to catch up there.

Chapter 4

Research Findings

4.0 Introduction

This chapter is the accumulation of all analyzed data collected by the researcher through the surveys. This chapter will focus on the central research question and try to find out the answers. Most of the collected and analyzed data is tabulated to facilitate the readers. For the qualitative questionnaire responses the researcher has used charts for better understanding and visualization.

4.1 Findings from the teachers' and students' questionnaires:

Findings from the questionnaires are divided into two parts as like as the main questionnaire. Part A is comprises of the quantitative responses and Part B contains qualitative responses provided by the teachers and the students.

4.1.1. Findings from Part A:

As per the interpretation key, all the teachers' responses are either satisfactory or very satisfactory. There are neither any negative nor any not satisfactory responses found from them. So, the findings from them tell that are very much optimistic about the present condition and future prospect of online teaching and learning in Bangladesh.

No.	Statements	Teachers' questionnaire results	Students' questionnaire results
1	Teaching language online has been very effective in the Bangladeshi context.	4.2	4.4
2	The content of online school is more interesting than conventional schools' text book based content.	4.3	4.5
3	The teachers can stay in touch with the students even from home.	3.6	3.53
4	After this school is finished, students want continue their studies in an online high school.	3.8	4.06
5	There is enough support and demand for the emergence of a new online school in Bangladesh.	3.7	3.48
6	The prospective students are willing to start their school life in an online school.	4.0	4.6
7	The government is supportive to the organizations that run online schools as a part of their 'Digital Bangladesh' vision.	3.4	3.45

8	Graduate scholars find the profession of an online school teacher prosperous in Bangladesh.	4.4	3.87
9	There is enough numbers of training facilities (public and private) especially for prospective online teachers/graduate scholars.	3.2	3.08
10	Online school teachers' participation in any online teacher training program has been very useful for pedagogic purpose.	3.8	3.63
11	Following online teachers' forum, online portal, expert's blog etc. have been useful for online school community.	3.9	3.98
12	Advanced technological inventions and their availability in Bangladesh can make the road to online education system wider.	4.3	4.66
13	Having or being a member of a community which practices and analyzes online education has been useful for online school community.	4.2	4.48
14	Teachers get a chance to meet students' parents periodically.	3.9	4.2
15	The parents of the students are satisfied with the mode of online learning.	4.3	4.37
16	The teachers are satisfied with what and how they teach them.	4.1	4.26
17	The online education system will flourish in Bangladesh in the future.	4.4	4.53

** (The interpretation key of teachers' and students' attitude is: 1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory, 3.01-4.25 = satisfactory and 4.26-5.00 = very satisfactory.)
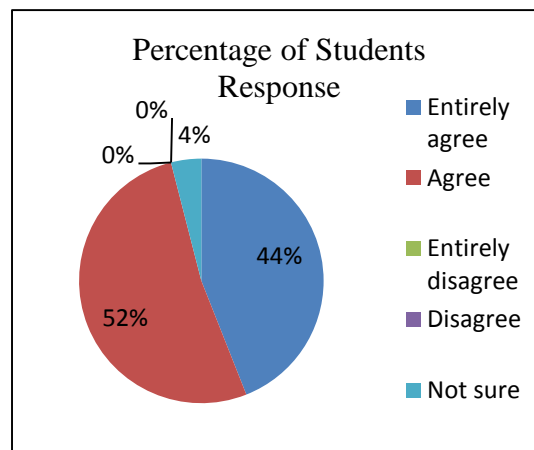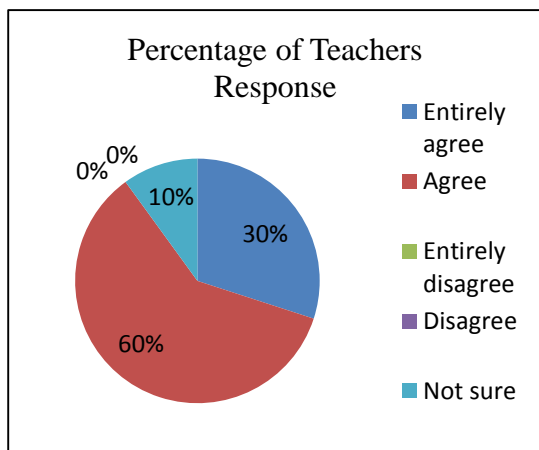
Response to question no. 1:

The following table shows the percentages of teachers' and students' view on online language learning. Most of the answers both from the teachers and the students are positive. Teachers show their agreement as 90% (cumulative).The students seem to be more optimistic about the issue as their result shows 96% (cumulative) of positive answers.

Table 4.1: Learning language online has been very effective in the Bangladeshi context.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	3	30%	44	44%

Agree	6	60%	52	52%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	1	10%	4	4%

*Figure 4.1: Learning language online has been very effective in the Bangladeshi context.*

Response to question no. 2:

While interviewing the teachers, the researcher found that the teachers follow the English version books of National Curriculum and Textbook Board, Bangladesh. They also use supplementary books which are used in renowned English version schools. While observing the classes, the researcher found that the teachers use a lot of interesting videos and authentic materials to keep students' attention on the subject. The result (*Table 4.2*) and (*Figure 4.2*) shows that a good percentage of teachers and students agree over the issue of interesting class content compared to other conventional schools' class content. Only 5% of the students are not sure about this issue.

Table 4.2: Class content of online school is more interesting than conventional schools' text book based content.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	30	30%	55	55%
Agree	70	70%	40	40%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	0	0%	5	5%

Figure 4.2: Class content of online school is more interesting than conventional schools' text book based content.
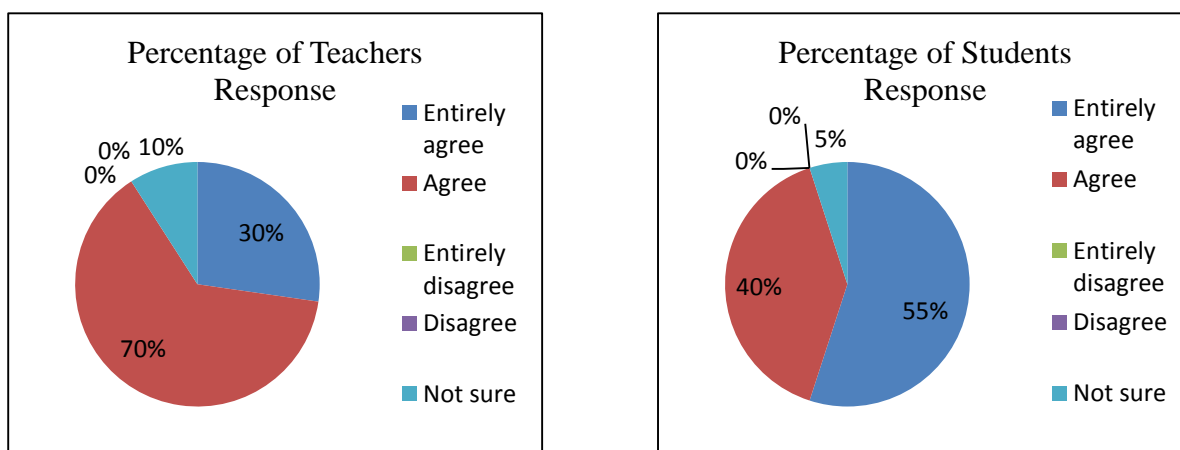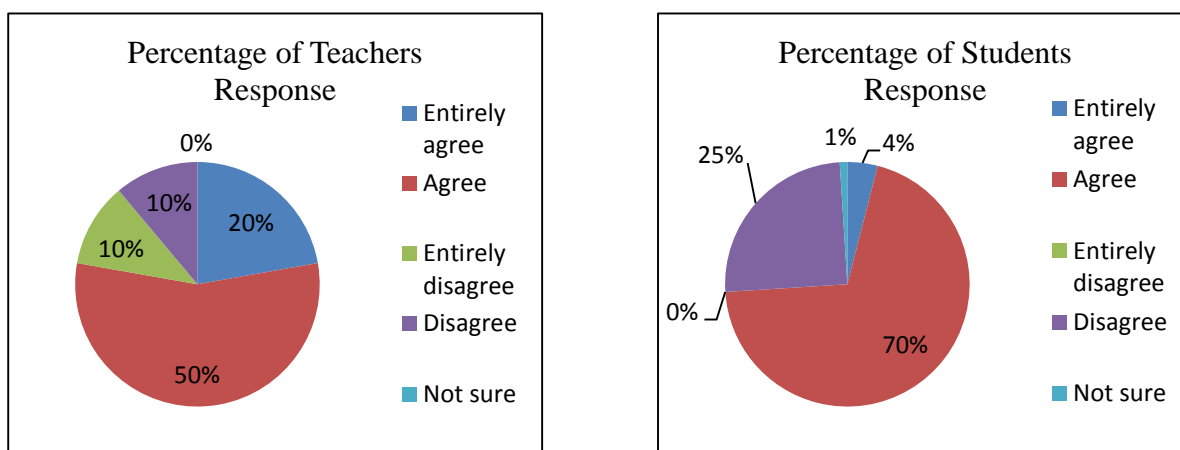

Response to question no. 3:

The teachers often need to stay in touch with the students if it is really needed. Though a little number of teachers' (20%) and students' response (25%) shows their disagreement on the issue, 70% (cumulative result) of the teachers and 74% (cumulative

result) of the students agree while 10% of the teachers and 1% of the students are not sure about it.

Table 4.3: The teachers can stay in touch with the students even from home.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	2	20%	4	4%
Agree	5	50%	70	70%
Entirely disagree	1	10%	0	0%
Disagree	1	10%	25	25%
Not sure	1	10%	1	1%

Figure 4.3: The teachers can stay in touch with the students even from home.
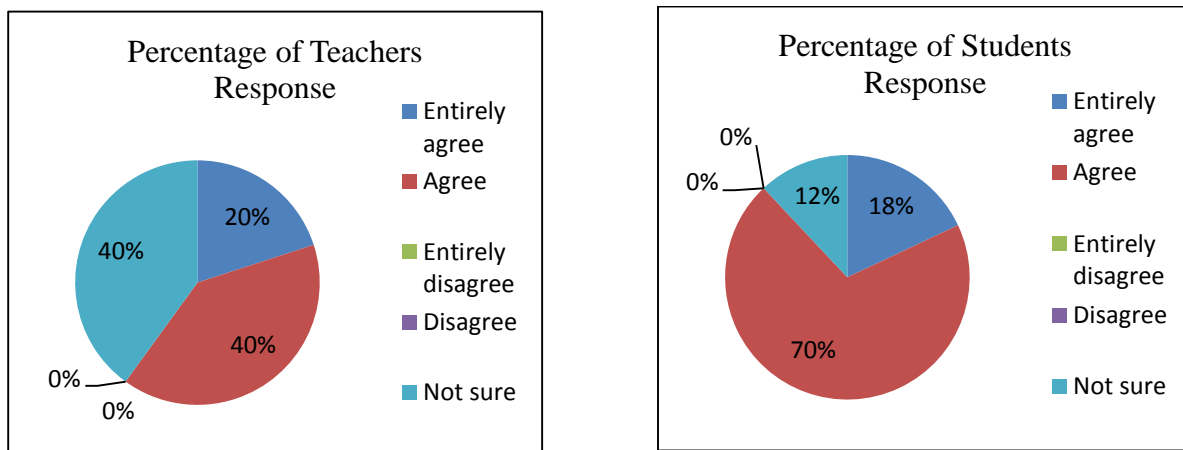

Response to question no. 4:

Though there is no online high school yet established in Bangladesh, most of the students show their fondness for it. The result shows their inclination for an online high

school is very prominent. The teachers also think that their students are eager enough willing to join an online high school when this school is finished.

Table 4.4: Students want to continue their studies in an online high school.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	2	20%	18	18%
Agree	4	40%	70	70%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	4	40%	12	12%

Figure *4.4: Students want to continue their studies in an online high school.*
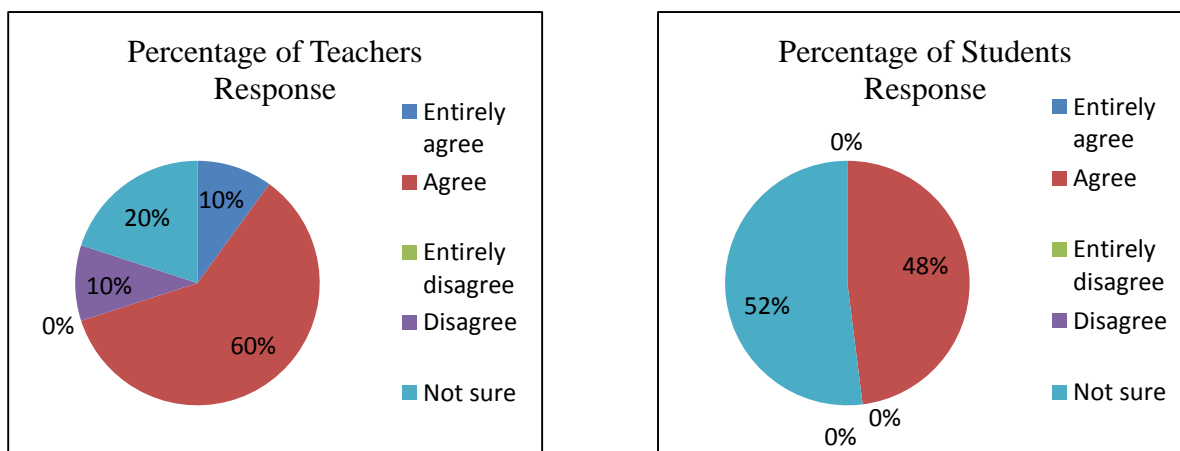

Response to question no. 5:

The result shows that more than 60% of the teachers agree on the issue; though 52% of the students are not sure about it. Even after that, 48% students agree that there is enough

demand and support for the emergence of a new online in Bangladesh. Only a few teachers (10%) disagree.

Table 4.5: *There is enough support and demand for the emergence of a new online school in Bangladesh.*

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	1	10%	0	0%
Agree	6	60%	48	48%
Entirely disagree	0	0%	0	0%
Disagree	1	10%	0	0%
Not sure	2	20%	52	52%

Figure 4.5: *There is enough support and demand for the emergence of a new online school in Bangladesh.*
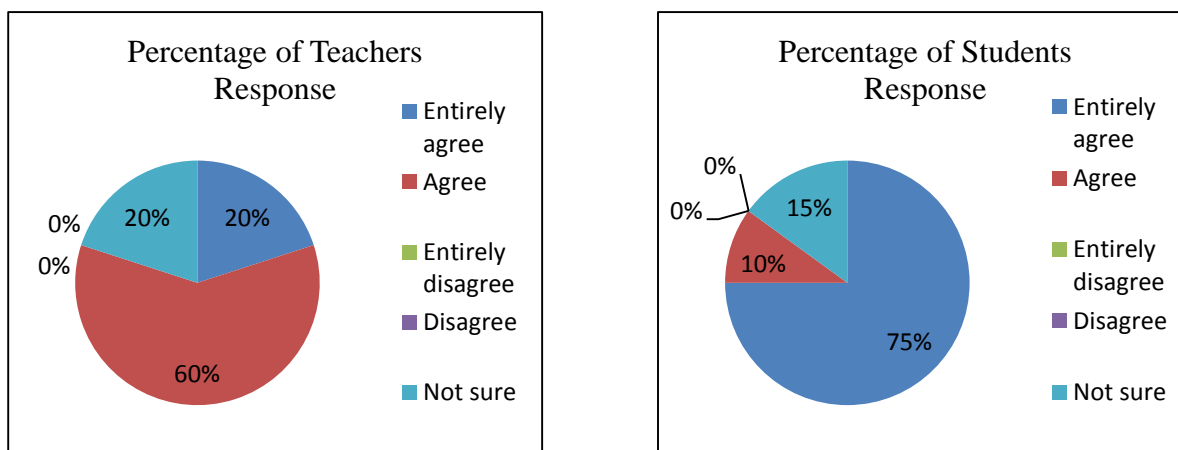
Response to question no. 6:

Most of the teachers (80%) and students (85%) think that the prospective students want to start their school life in an online school. None of them disagree with the statement. Only 20% teachers and 15% of the students are not sure about it.

Table 4.6: The prospective students are willing to start their school life in an online school.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	2	20%	75	75%
Agree	6	60%	10	10%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	2	20%	15	15%

Figure 4.6: The prospective students are willing to start their school life in an online school.
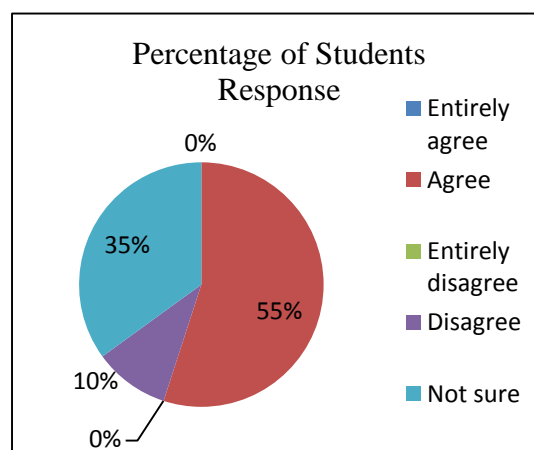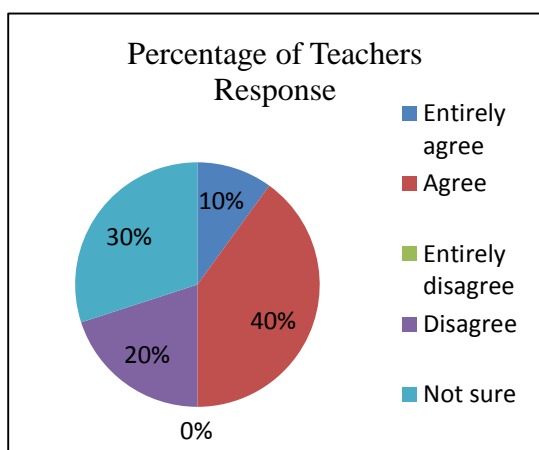
Response to question no. 7:

50% of the teachers and 55% of the students think that the government is supportive to the organizations that run online school as a part of their 'Digital Bangladesh' vision. 20% of the teachers and 10% of the students disagree on the issue. 30% of the teachers and 35% of the students are not sure about it.

Table 4.7: Government is supportive to the organizations that run online schools as a part of their 'Digital Bangladesh' vision.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	1	10%	0	0%
Agree	4	40%	55	55%
Entirely disagree	0	0%	0	0%
Disagree	2	20%	10	10%
Not sure	3	30%	35	35%

Figure 4.7: Government is supportive to the organization that runs online schools as a part of their 'Digital Bangladesh' vision.
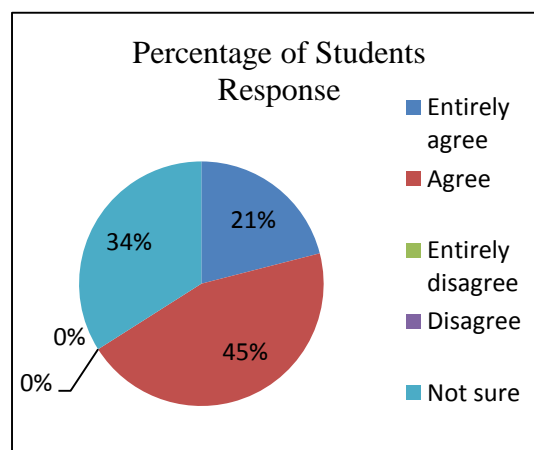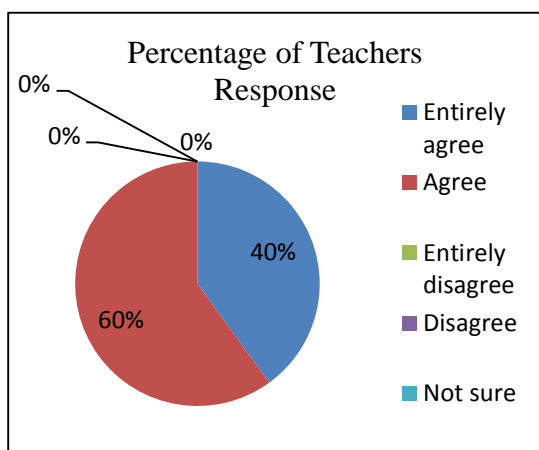
Response to question no. 8:

90% of the teachers and 66% of the students think that the profession of an online school teacher is prosperous in Bangladesh. None of the teachers or students disagrees on the issue though only 34% of the students are sure about it.

Table 4.8: *Graduate scholars find the profession of an online school teacher prosperous in Bangladesh.*

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	4	40%	21	21%
Agree	6	60%	45	45%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	0	0%	34	34%

Figure 4.8: *Graduate scholars find the profession of an online school teacher prosperous in Bangladesh.*
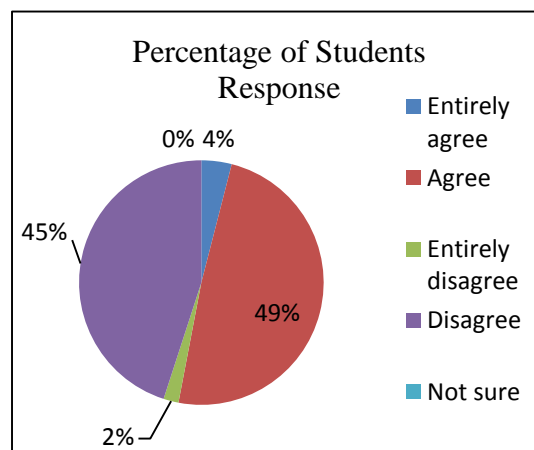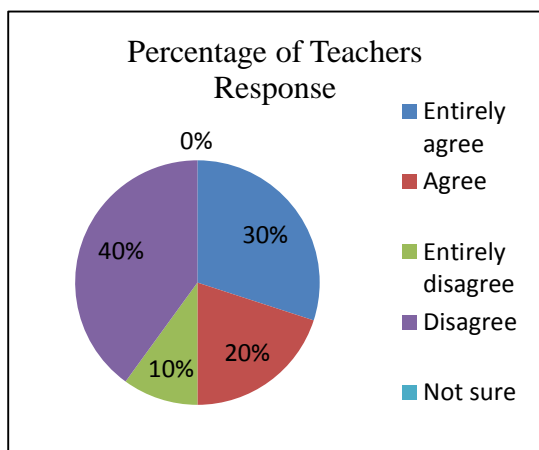
Response to question no. 9:

50% of the teachers and 53% of the students think that there are enough numbers of public and private online teacher training facilities for prospective online teachers and graduate scholars. On the other hand, 50% of the teachers and 47% of the students disagree on the issue. None of them responds neutrally.

Table 4.9: *There is enough numbers of training facilities (public and private) especially for prospective online teachers/graduate scholars.*

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	3	30%	4	4%
Agree	2	20%	49	49%
Entirely disagree	1	10%	2	2%
Disagree	4	40%	45	45%
Not sure	0	0%	0	0%

Figure 4.9: *There is enough numbers of training facilities (public and private) especially for prospective online teachers/graduate scholars.*

Response to question no. 10:

60% of the teachers and 56% of the students think online school teachers' participation in any online teacher training program has been very useful for pedagogic purpose while 35% of the students disagree on the issue. 40% of the teachers and 9% of the students are not sure about it.

Table 4.10: *Online school teachers' participation in any online teacher training program has been very useful for pedagogic purpose.*

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	2	20%	42	42%
Agree	4	40%	14	14%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	35	35%
Not sure	4	40%	9	9%

Figure 4.10: *Online school teachers' participation in any online teacher training program has been very useful for pedagogic purpose.*
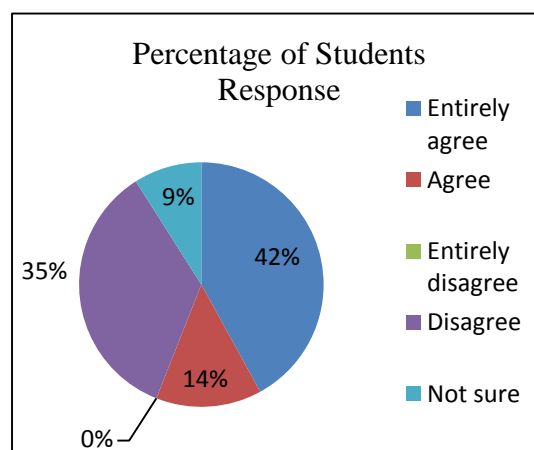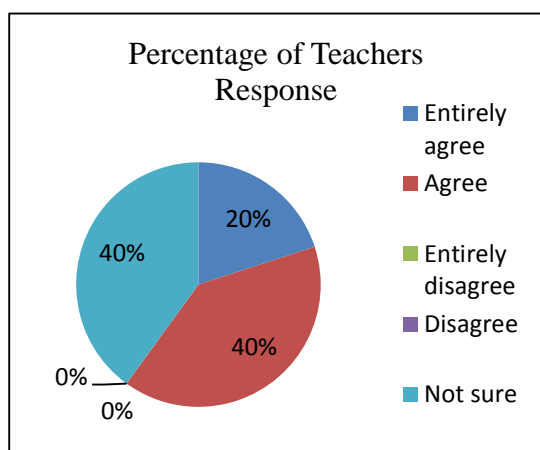
Response to question no. 11:

Online teachers and students find is useful to follow online teachers' forum, online portal, expert's blog etc. Result shows 80% of the teachers and 87% of the students agree that they have been benefited by following these. No one disagree on the issue. Only 20% of the teachers and 13% of the students are not sure about it.

Table 4.11: *Following online teachers' forum, online portal, expert's blog etc. have been useful for online school community.*

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	1	10%	11	11%
Agree	70	70%	76	76%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	2	20%	13	13%

Figure 4.11: *Following online teachers' forum, online portal, expert's blog etc. have been useful for online school community.*
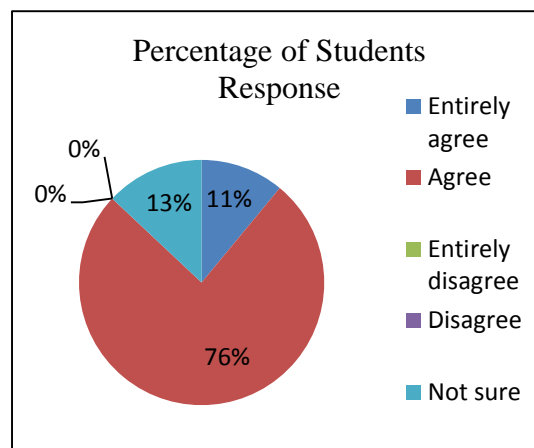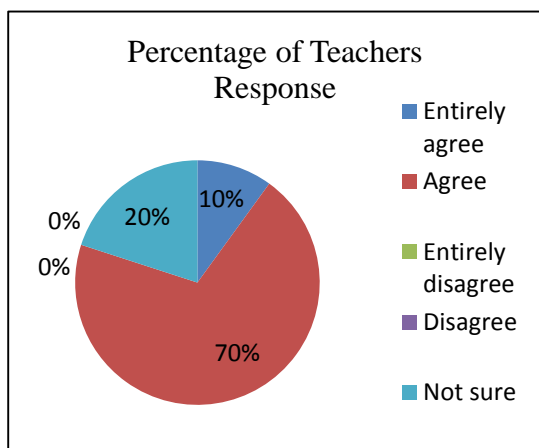
Response to question no. 12:

90% of the teachers and 89% of the students think that advanced technological inventions and their availability in Bangladesh would be flourishing for online education. None of them disagrees on the issue while 10% of the teachers and 11% of the students are not sure about it.

Table 4.12: Advanced technological inventions and their availability in Bangladesh can make the road to online education system wider.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	4	40%	77	77%
Agree	50	50%	12	12%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	1	10%	11	11%

Figure 4.12: Advanced technological inventions and their availability in Bangladesh can make the road to online education system wider.
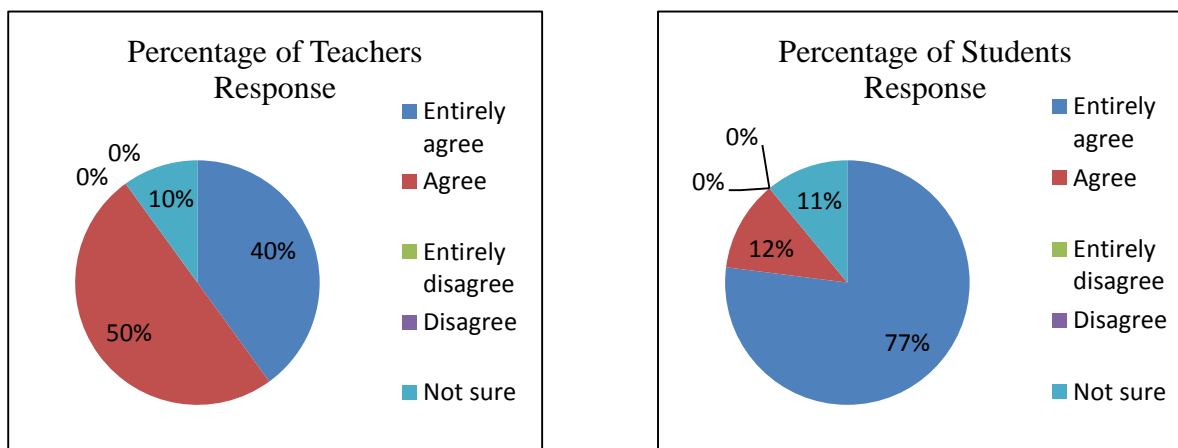
Response to question no. 13:

According to the result, having or being a member of a community which practices and analyzes online education has been very much useful among the teachers and students. 100% of the teachers and 91% of the students think that accordingly. Only 9% of the students are not sure about the issue while no one disagrees.

Table 4.13: Having or being a member of a community which practices and analyzes online education has been useful for online school community.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	20	20%	57	57%
Agree	8	80%	34	34%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	0	0%	9	9%

Figure 4.13: Having or being a member of a community which practices and analyzes online education has been useful for online school community.
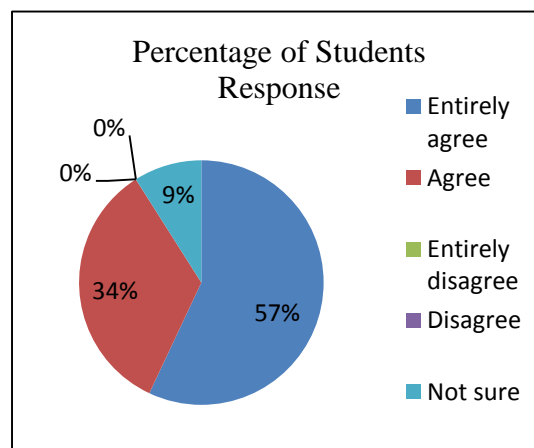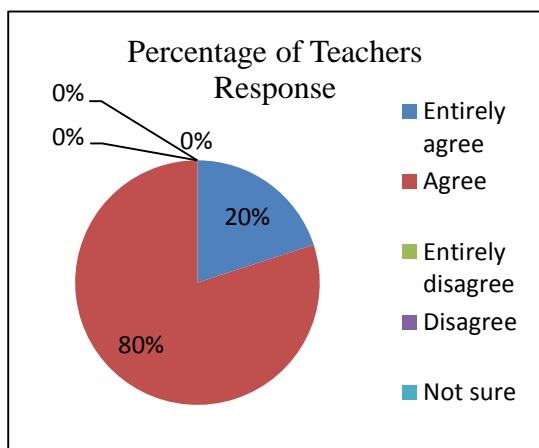
Response to question no. 14:

Teacher-parents meeting plays a significant role in the learning process. 70% percent of the teachers and 77% of the students agree that they the teachers get a chance to meet the students' parents periodically. No one disagrees on the issue while 30% of the students and 23% of the students are not sure about the issue.

Table 4.14: Teachers get a chance to meet students' parents periodically.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	2	20%	33	33%
Agree	5	50%	44	44%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	3	30%	23	23%

Figure 4.14: Teachers get a chance to meet students' parents periodically.
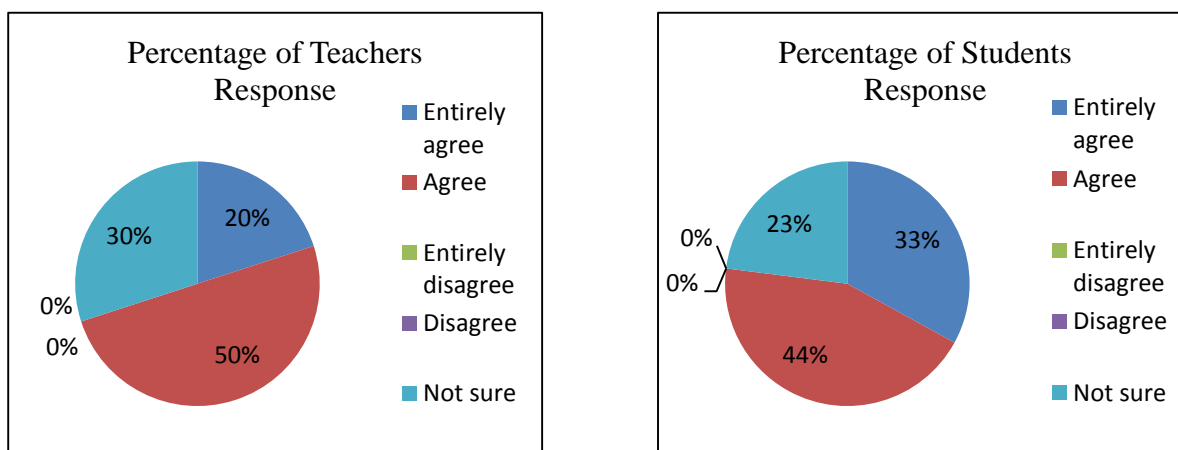
Response to question no. 15:

Though the parents could not be interviewed the teachers and the students could respond whether the parents are satisfied with mode of online learning. The survey result shows 90% of the teachers and 93% of the students thinks that the parents are very satisfied. Only 10% of the teachers and 7% of the students are not sure about the issue.

Table 4.15: The parents of the students are satisfied with the mode of online learning.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	4	40%	44	44%
Agree	5	50%	49	49%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	1	10%	7	7%

Figure 4.15: The parents of the students are satisfied with the mode of online learning.
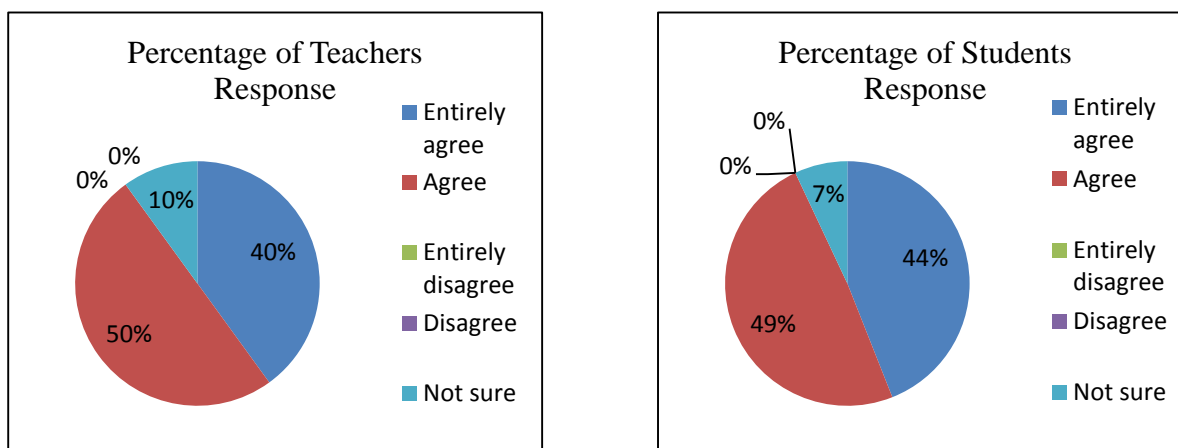
Response to question no. 16:

90% of the teachers and 87% of the students think that the teachers are satisfied with what and how they teach the students. No one disagrees while 10% of the teachers and 13% of the students are not sure about the issue.

Table 4.16: The teachers seem to be satisfied with what and how they teach the students.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	2	20%	39	39%
Agree	70	70%	48	48%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	1	10%	13	13%

Figure 4.16: The teachers seem to be satisfied with what and how they teach the students.
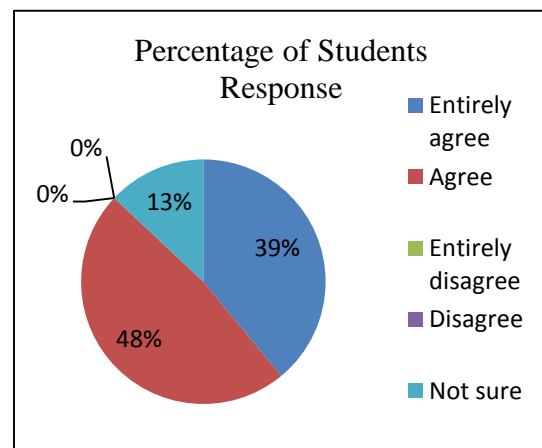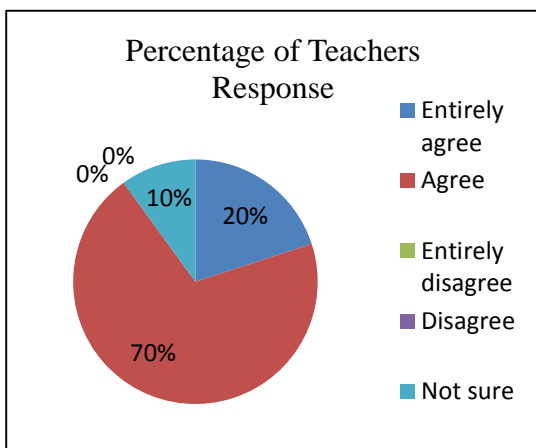
Response to question no. 17:

As per the result says, the teachers and the students are very much optimistic about the future prospects of online education of Bangladesh. 100% of the teachers and 93% of the students respond positively against the statement. Only 7% of the students are not sure about the issue.

Table 4.17: Online education will flourish in Bangladesh in the future.

Responses	Number of Teachers	Percentage (%)	Number of students	Percentage (%)
Entirely agree	40	40%	60	60%
Agree	60	60%	33	33%
Entirely disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Not sure	0	0%	7	7%

Figure 4.17: Online education will flourish in Bangladesh in the future.
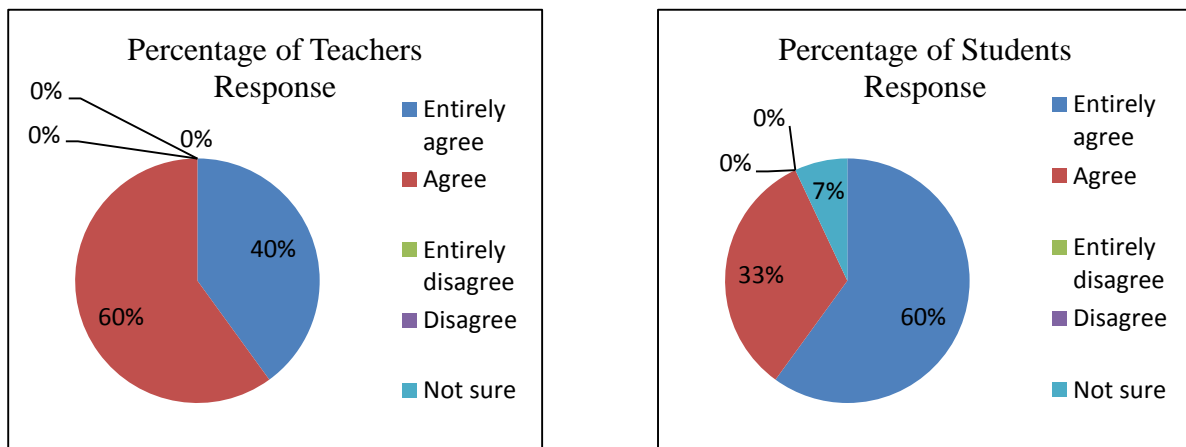
4.1.2. Findings from Part B:

Response to question no. 1:

There were seven distinct options and an alternative way to provide their own preferences other than the given options. The result shows that they only use WebEx other than the given options. The teachers have to use WebEx mandatorily to conduct the online video classes. Other than that, they mostly use Youtube to play interesting videos during class time to keep the students' attention into studies and to play educational videos for pedagogic purposes. They use Facebook and Hangout to keep in touch with the students as well as to promote online education among the mass people. The following chart shows the percentage of use of these social media networks by the teachers and students:
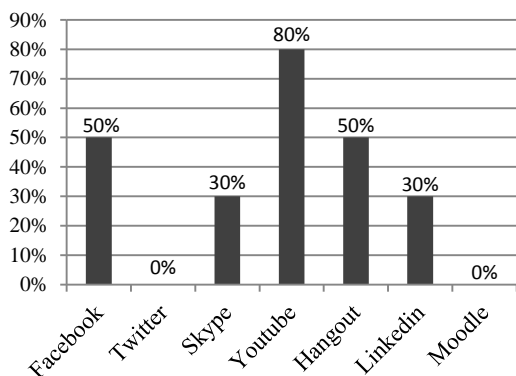
Figure 4.18: Teachers' preference of social networks for educational purpose
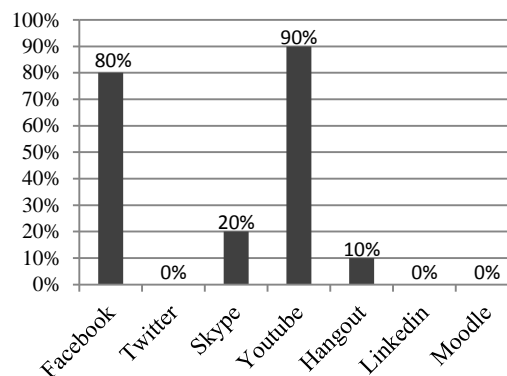
Figure 4.19: Students' preference of social networks for educational purpose

Response to question no. 2:

The teachers' and the students' answers are almost same in case of finding the obstacles that may lead to negative effects on online education. Some of them do not agree at all but, there are some prominent negative points to be noted.

Mainly, the teachers complain about the unstable internet bandwidth. Internet connection problem, mainly disconnecting or not being able to connect to the internet spoils class time and breaks the students' attention, teachers complain. They students agreed on this issue and they added, any kind of technical error during the class time not only hampers their attention but also loosen their motivation.

They also complain about the load shedding or power cut during the class time. If the power cut occurs they need to connect to the internet using generator or emergency power

support system hampering the teaching and learning process and overall interaction between teacher and students. In this case, the Jaago authority has to bear extra fuel charges for running the generator.

Some students have issues that obstruct online education with the society they come from. They complain that many of the students' parents do not understand what an online school is. As a result, the parents do not feel the same importance of an online school compared to a conventional face-to-face school. Sometimes, they are forced to leave online school showing excuses that it is more entertaining than actual learning. They add, some parents also think if they admit their child to an online school then they would have to buy expensive gadgets for the learning purpose.

Response to question no. 3:

In the earlier days of online classes the teachers used WizIQ, a mobile-ready online learning delivery platform software to conduct the classes. Now-a-days they use Cisco WebEx trial version to take classes. Sometimes, if any technical error occurs with Cisco WebEx they use WizIQ or Google Hangout.

The students seem to know a little about the software used for conducting classes, though the researcher found some responses from them that implies they just know the names of the software.

Response to question no. 4:

In response of this interview question most of the teachers feel the need of a digital writing interface where they could actually write down something and that would be visible to the students. Some other teachers think if the students can be provided with touch screen interface devices or tablet PCs connected to the main server that would facilitate the teaching procedure more effectively. A few teachers feel the need of a secondary camera in the classroom or a better high resolution camera for an efficient interaction between teachers and the students.

The students' responses show that they mostly feel the need of digital whiteboard along with the teacher communicating on the screen. They also feel that if the teacher could write down the instruction himself or herself that would be better than written by the class controller. They also feel that if they could be provided with some digital touch panel devices it would be better and even they could access resources learning by themselves in group.

4.2 Findings from education experts' interview questionnaires:

Response to question no. 1:

Except one interviewee all the other samples feel the need to improve the present technical support. They say, the classroom meeting software (WebEx), the video conference video quality, internet connection speed and stability is need to improve to facilitate better online education. Moreover, the research and development assistant manager of Jaago online School Program feel the need to put dedicated IT experts in every online school branches. Additionally, the issue of load shedding is also to be noted.

Response to question no. 2:

All the interviewees feel that there is not any negative effect of using technology for online language teaching in Bangladesh. Moreover, they argue that they have seen a lot of positive effects of using technology for their past years of experience.

Response to question no. 3:

All the interviewees think all the social networks can be effective for the educational purpose if it is used in the right way. Though the following chart show their preference for each social network websites of software which can be effective for the online language teaching and learning purpose.

Figure 4.2.1: Education experts' preference of social networks for educational purpose.
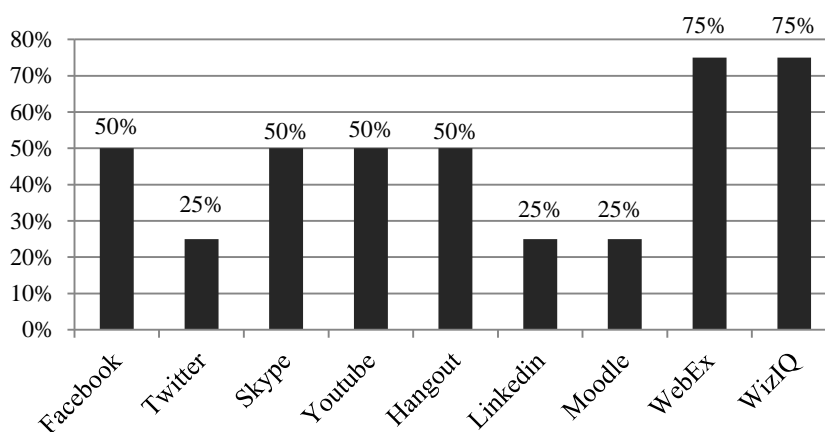
Response to question no. 4:

Though the teachers have to use other software sometime for any technical issues, the experts feel that Cisco WebEx is the best possible solution for them to conduct the classes without any hassle.

Response to question no. 5:

All the interviewees think that the advanced technological inventions and their availability can make online education better. One of the interviewees feels the need of an online assessment tool and better video conferencing software. Senior education coordinator of Jaago Online School Program says that better cyber cables and more availability of higher internet speed can do a better job. She adds that a backup plan to substitute internet and electricity problem can reduce the unnecessary time consumption. Assistant manager of research and development department of Jaago online School Program says, reduced internet cost and its availability in rural areas can in make the road to online education system wider.

Chapter 5

Discussion and Analysis

This study is projected to find out the ongoing condition of online language learning and teaching, and to anticipate its future prospects in Bangladesh. To keep the study going the researcher conducted several surveys and interviews among the primary level online school stakeholders. Basically, the researcher conducted the survey among the Jaago Online School students and teachers. He also interviewed one IT expert, two education coordinators and one research and development expert from Jaago Online School Program.

Research findings from the students' and teachers' questionnaire show that the teachers are satisfied with students result and students are also satisfied with their learning and result. Data suggested by *Table 4.1* and *Figure 4.1* show considerable percentages of the stakeholders agreeing on the positive effect of online teaching and learning and its success in language learning. Likert scale mean score is also satisfactory from teachers' responses and very satisfactory from students' responses. Additionally, *education experts' interview questionnaires response to question no. 2* shows that they have seen using technology for the educational purpose and making it online has been very successful over the past years. This is also similar to Dolan's (2008) study, which says "this finding is consistent with the recent work in economics that demonstrated higher achievement in students in online courses than in face-to-face lectures" (as cited in Dolan, 2008). So, the research findings in relation to the literature suggest that online language learning has been successful in Bangladesh. In addition, survey result from *Table 4.2* and *Figure 4.2* shows that the class content and materials are liked by most of the teachers and students. Similarly, likert scale mean score interpretation key also suggests very satisfactory result. On the other hand, when talking about online education, the medium of an effortless communication comes to anyone's mind. As the *Table 4.3* and *Figure 4.3* shows, the teachers can easily communicate with their students even from their home very easily. Though 25% of the students and 10% of the teachers disagree on this issue, the percentage of agreement is way more than that. Likert scale mean score interpretation key also suggests that both the teachers' and students' responses are satisfactory.

There is not any online high school established yet in Bangladesh, though the students of Jaago online school are very eager to continue their studies in an online high school. Data

suggested by *Table 4.4* and *Figure 4.4* shows that 78% of the students have shown their preferences for an online high school. Similarly 60% of the teachers think that their students are keen enough to continue their studies in an online high school. Their elevated preference may arise a demand for an online high school in near future. In addition, likert sacle mean score shows satisfactory result. In the same way, data suggested by *Table 4.5* and *Figure 4.5* shows that 70% of the teachers think there is enough support and demand for the emergence of a new online school, but the students agreed over the issue by only 48%. In this case, it seems that the students' response is more sensible considering the present situation of not rising up of any other online school or even an online high school. Though the demand seems alright from the students' response, there might be the lack of proper support for the emergence of a new online school. Though likert scale mean score is satisfactory, individual preference in form of percentage provides more vivid idea about the issue. Likewise, concerning the data suggested by *Table 4.6* and *Figure 4.6* it can be said that a considerable number of teachers and students believe that prospective students are willing to start their school life in an online school. So, it can be easily assumed that the demand for the emergence of an online school is greater than the support it gets. The government is not also likely to be supportive enough to the organization that runs online schools. *Table 4.7* and *Figure 4.7* shows that only 50% of the teachers and 55% of the students think that the government is supportive to the organizations that run online schools. The government is not even supportive as a part of their 'Digital Bangladesh' vision. More than 30% of the teachers and the students are not sure about the issue, it is maybe because government activates are merely visible regarding this issue.

While visiting the Jaago Online School in Rayerbazar, the researcher found most of the teachers were young and their general information (section 3.2) in the survey questionnaire suggest that all of them are below 27 years. All of them are either graduate scholar or progressive graduates. Their substantial numbers in this profession says that the profession of an online school teacher is prosperous enough. Similarly, *Table 4.8* and *Figure 4.8* also shows that 100% of the teachers agree on this issue. The students are supposed know a little about it, though their agreement is 66% on it. Likert scale mean score of teachers' questionnaire is also very satisfactory and satisfactory from students' questionnaire. In case of online teacher training all the teachers of Jaago online school are trained by Jaago Foundation itself. While having a talk with the teachers the researcher finds that there are merely any other online teacher training facilities other than Jaago Foundation's own teacher

training program. Research findings in *Table 4.9* and Figure 4.9 show that 50% teachers agree and other 50% disagree on the issue. Consequently, it does not need to explain that their agreement is solely in favour of Jaago Foundation's own teacher training program. The students also respond in the same manner 47% of them believe that there is not enough numbers of training facilities for the online language teachers. Though the likert scale interpretation key shows that the mean score is satisfactory; it is satisfactory in a sense that they do not have any lack of teacher training institute. The lack is in, there is merely any public or private online language teacher training facilities other than Jaago Foundation's own teacher training program. The effectiveness of online language teacher training becomes a notable issue when discussing about online teacher training facilities. The online teacher training provided by Jaago Foundation scores satisfactory measuring by likert scale. *Table 4.10* and *Figure 4.10* shows that 60% of the teachers agree that the training is effective while 40% of them are not sure about it. None of the teachers disagree, but 35% of the students disagree it. Even after that, it cannot be said ineffective as 56% percent of students agree that the teacher training is effective. Research shows that following online teachers' forum, online portal, expert's blog etc. has been useful for online school teachers. Likert scale result is also satisfactory. As per *Table 4.11* and *Figure 4.11* says, 80% of the teachers and 87% of the students seem to be benefited by following online teachers' forum, online portal, expert's blog etc.

Technology plays a significant role to carry on online learning and teaching. Its development can make the road to online education system wider. The teachers, students and the experts agree very strongly on this issue. Likert scale result from both the teachers and students is very satisfactory. *Table 4. 12* and *Figure 4.12* show 90% of the teachers and 89% of the students agree with the statement. Likewise, the experts strongly agree on this issue. Besides, they propose some technological advancement; such as, better video conferencing software, higher internet speed, advanced cyber cables, a backup plan to substitute internet and electricity problem, reduced internet cost and its availability in rural areas. They believe that if the above technologies can be implemented the online education system will be more well-organized. The teachers and the students believe that being a member of a community which practices and analyzes online education has been useful for online school community. According to the likert scale interpretation key results, the teachers' response for this statement is satisfactory and students' response is very satisfactory. Detailed data in *Table*

4.13 and *Figure 4.13* show that 100% of the teachers and 91% of the students agree on the issue.

The teachers can meet the students' parents periodically to discuss about their progress with the studies. Likert scale results from both the group is satisfactory. Similarly, according to *Table 4.14* and *Figure 4.14*, 70% of the teachers and 77% of the students agree on the issue. Students' parents are also very satisfied with the mode of online learning and teaching. Likert scale result from both the teachers and students is very satisfactory according to the interpretation key. Data from *Table 4.15* and *Figure 4.15* show 90% of the teachers and 93% of the students agree on the issue. Teachers' satisfaction is very important for the teaching and learning purpose. Teachers' high level of satisfaction increases their motivation and as a result, students get benefited. According to likert scale result, the teachers' response is satisfactory and students' response is very satisfactory. Detailed data from *Table 4.16* and *Figure 4.16* says the same, 90% of the teachers and 84% of the students agree on the issue. Both the teachers and the students are very optimistic about the future of online learning and teaching in Bangladesh. The ongoing situation and the gradual progress can predict the future of online education. Likert scale result from both the group is very satisfactory. Data from *Table 4.17* and *Figure 4.17* suggest that 100% of the teachers and 93% of the students agree on the statement.

The teachers and students show their preference for different social networks for the teaching and learning purpose. As they show their preference for multiple social networks, it overlaps over one another. According to *Figure 4.18* and *Figure 4.19*, 80% of the teachers and 90% of the students prefer Youtube. In addition, 50% preference is shown for Facebook and Google Hangout by the teachers while 80% of the students prefer Facebook and only 10% of the prefer to use Google Hangout. Skype is shown the least preference in average, only 30% of the teachers and 20% of the students prefer to use it. Result from education experts' interview questionnaires in *Figure 4.2.1* shows that 75% of them find WizIQ and WebEx effective for the educational purpose. Previously, Jaago Online School used WizIQ, but currently they use WebEx (trial version), a videoconference meeting software developed by CISCO.

Though the researcher found the process of online learning and teaching is run very efficiently by Jaago foundation, there are still some problems like load shedding and unstable internet connection. As the education experts' responses say, they need to improve internet

connection speed and its stability. One of the experts thinks that the need of a dedicated IT expert is needed in every branch of online school. Moreover, they feel the need to have a backup plan when the internet or the electricity does not work properly. Similarly, they think that the classroom meeting software, WebEx's video quality can be also improved.

The teachers think that advanced devices like, digital whiteboard, touch screen interface devices or tablet PCs for the students connected to the main server or a secondary higher resolution camera can make the teaching and learning process better. Online education experts feel the need of an online assessment tool, better cyber cables and more availability of higher internet speed, reduced internet cost and its availability in rural areas to make the road to online education wider.

Chapter 6

Conclusion

The purpose of this research was to find out the ongoing condition of online language learning and teaching, and to anticipate its future prospects in Bangladesh in relation to primary level online teachers' and students' experience. Research findings suggest that the ongoing condition of OLT is in its developing state and doing just fine. Though this mode of education is all new and people are getting introduced as it is spreading gradually without greater finding. It was started by Jaggo Foundation with the aim to provide the underprivileged children with a better education. Still today they are trying to do the same.

The greatest achievement of online education is it could break the barrier of distance to provide the children with blended and more interesting class content. In developing countries like Bangladesh establishing education program in places where the government cannot even provide quality education is the greatest success by a non-profit organization. The initiative was successful only because of the implementation of technology. Another success was to make underprivileged children interested about school whereas most of them are thrown to the labour force. Online teaching and learning may not get adequate support, but it was successful by increasing the demand for online school among the prospective students and mass people living in remote areas of Bangladesh.

The greatest obstacle for the development of online education is the government does not support the organizations that run online schools though the government campaigning for 'Digital Bangladesh'. Other obstacles are higher rate internet availability in the remote areas where the schools need to be established.

The study has some limitations. There is a lack of previous research in Bangladeshi context. As a result, the researcher could not relate his literature review contextually. This study is only focused on primary online education of Bangladesh; that is why it does not include views of stakeholders from other proficiency level. Additionally, the study focuses on ongoing development and future prospects of OLT in Bangladesh. So, other sectors like the pedagogic aspects could not be focused. The above factors restricted the research findings to this participants group and to a particular aspect only. If, more branches of Jaago online schools could visited then the study would be more detailed, but it was not possible because of time restraints.

More studies can be done for the teachers and students from other proficiency level. It can also be done in particular branches and in other online education centers. In addition, the study was done based on teachers', students' and education experts' perception. Including other stakeholders' perception and conducting more survey work can make this area of study wider. Therefore, more studies need to be done on online education as it is a flourishing and successful mode of education in Bangladesh.

Recommendation:

- ❖ WebEx full version can be used for better online classroom experience.
- ❖ A dedicated IT officer can be appointed in every branch of online school.
- ❖ An online high school can also be founded as the result shows a substantial numbers of prospective students.
- ❖ A backup plan can be employed to substitute internet and electricity problem.
- ❖ Digital whiteboard can be installed in the classrooms.
- ❖ Students could be provided with some digital touch panel devices so that, they can access resource materials learning on their own in groups.

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Appendix: I

Questionnaire for the Online English Language Teachers

General Information:

Your age:___ Gender:_____ Academic background:_____ Years of experience:_____

Part A

Directions: Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree.** Tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
1	Teaching language online has been very effective in the Bangladeshi context.	1	2	3	4	5
2	The content of online school is more interesting than conventional schools' text book based content.	1	2	3	4	5
3	The teachers can stay in touch with the students even from home.	1	2	3	4	5
4	After this school is finished, students want to continue their studies in an online high school.	1	2	3	4	5
5	There is enough support and demand for the emergence of a new online school in Bangladesh.	1	2	3	4	5
6	The prospective students are willing to start their school life in an online school.	1	2	3	4	5
7	The government is supportive to the organizations that run online schools as a part of their 'Digital Bangladesh' vision.	1	2	3	4	5
8	Graduate scholars find the profession of an online school teacher prosperous in Bangladesh.	1	2	3	4	5
9	There is enough numbers of training facilities (public and private) especially for prospective online teachers.	1	2	3	4	5
10	Online school teachers' participation in any online teacher training program has been very useful for pedagogic purpose.	1	2	3	4	5
11	Following online teachers' forum, online portal, expert's blog etc. have been useful for online school teachers.	1	2	3	4	5
12	Advanced technological inventions and their availability in Bangladesh can make the road to online education system wider.	1	2	3	4	5
13	Having or being a member of a community which practices and analyzes online education has been useful	1	2	3	4	5

	for online school teachers.					
14	You get a chance to meet your students' parents periodically.	1	2	3	4	5
15	The parents of the students are satisfied with the mode of online learning.	1	2	3	4	5
16	As a teacher you are satisfied with what and how you teach them.	1	2	3	4	5
17	The online education system will flourish in Bangladesh in the future.	1	2	3	4	5

Part B

Directions: Please fill out the following survey form from your experience and thinking. You can select more than one option where necessary. You are also welcome to write your comment/opinion if required.

1. Which of the following social networks do you use frequently for the educational purpose?
   (a) Facebook
   (b) Twitter
   (c) Skype
   (d) Youtube
   (e) Hangout
   (f) LinkedIn
   (g) Moodle
   (h) Others (Specify)

   _____

   _____

2. Do you find any obstacles that might be harmful for the progress of online education? It yes, please specify your answer.

   _____

   _____

   _____

3. What kinds of software do you use to conduct the classes? Please specify.

_____

_____

_____

_____

4. What kind of technological support (software or devices) or addition of multimedia equipment can further develop the standard of education you provide?

_____

_____

_____

_____

Appendix II

Interview Question for the Students who are Learning Online

General Information:

Your age:_____ Gender:_____ Class:_____

Part A

Directions: Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree.** Tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
1	Learning language online has been very effective in the Bangladeshi context.	1	2	3	4	5
2	The content of online school is more interesting than conventional schools' text book based content.	1	2	3	4	5
3	The students can stay in touch with the teachers even from home.	1	2	3	4	5
4	After this school is finished, students want to continue their studies in an online high school.	1	2	3	4	5
5	There is enough support and demand for the emergence of a new online school in Bangladesh.	1	2	3	4	5
6	The prospective students are willing to start their school life in an online school.	1	2	3	4	5
7	The government is supportive to the organizations that run online schools as a part of their 'Digital Bangladesh' vision.	1	2	3	4	5
8	Graduate scholars find the profession of an online school teacher prosperous in Bangladesh.	1	2	3	4	5
9	There is enough numbers of training facilities (public and private) especially for prospective graduate scholars.	1	2	3	4	5
10	Online school teachers' participation in any online teacher training program has been very useful for pedagogic purpose.	1	2	3	4	5
11	Following online teachers' forum, online portal, expert's blog etc. have been useful for online school community.	1	2	3	4	5
12	Advanced technological inventions and their availability in Bangladesh can make the road to online education system wider.	1	2	3	4	5
13	Having or being a member of a community which practices and analyzes online education has been useful for the online school community.	1	2	3	4	5

14	Teachers get a chance to meet students' parents periodically.	1	2	3	4	5
15	The parents of the students are satisfied with the mode of online learning.	1	2	3	4	5
16	The teachers seem to be satisfied with what and how they teach the students.	1	2	3	4	5
17	The online education system will flourish in Bangladesh in the future.	1	2	3	4	5

Part B

Directions: Please fill out the following survey form from your experience and thinking. You can select more than one option where necessary. You are also welcome to write your comment/opinion if required.

5. Which of the following social networks do you use frequently for the educational purpose?

   (i) Facebook

   (j) Twitter

   (k) Skype

   (l) Youtube

   (m)Hangout

   (n) LinkedIn

   (o) Moodle

   (p) Others (Specify)

   _____

   _____

6. Do you find any obstacles that might be harmful for the progress of online education? It yes, please specify your answer.

   _____

   _____

   _____

7. What kinds of software are used to conduct the classes? Please specify.

_____

_____

_____

_____

8. What kind of technological support (software or devices) or addition of multimedia equipment can further develop the standard of education you receive?

_____

_____

_____

_____

Appendix: III

Questionnaire for the IT Experts who are Facilitating Online Education

General Information:

Your age:___ Gender:_____ Academic background:_____ Years of experience:_____

Directions: Please briefly answer the following questions from your own experience. You may add you own opinion. You can also tick multiple answers.

1. Do you think the current technical support for online teaching and learning is adequate? If no, how would you suggest to improve?

_____
_____
_____

2. Is there any negative effect of using technology for language teaching and learning in Bangladesh?

_____
_____
_____

3. Which of the following social networks do you find effective for the educational purpose?
   (q) Facebook
   (r) Twitter
   (s) Skype
   (t) Youtube
   (u) Hangout
   (v) LinkedIn
   (w) Moodle
   (x) Others (Specify)

_____
_____

4. What kind of software is used to conduct the online classes? Please specify.

_____
_____

5. Do you think advanced technological inventions and their availability in Bangladesh can make the road to online education system wider? If yes, what kind of inventions or their availability do you expect?

_____
_____
_____

Thank You