

Impact of pandemic on English learning in post-pandemic situation of a Secondary School
student preparation for S.S.C Examination

By

Mushfika Khandaker

Student Id: 19103007

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Declaration

It is hereby declared that

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

Student's Full Name & Signature:

Mushfika Khandaker

Student ID: 19103007

Approval

The thesis titled “Impact of pandemic on English learning in post-pandemic situation of a Secondary School student preparation for S.S.C examination” submitted by Mushfika Khandaker (19103007) of Summer, 2022 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of B.A. in English on January 2023.

Examining Committee:

Supervisor:

(Member)

Dr. Sabreena Ahmed.

Associate Professor, Department of English and Humanities

Brac University Program

Coordinator:

(Member)

Bijoy Lal Basu

Associate Professor, Department of English

University of Dhaka

Departmental Head:

(Chair)

Dr. Firdous Azim

Professor and Chairperson, Department of English and Humanities

Brac University

Ethics Statement

This study analyses a secondary level student's interview and that is why the participant was emailed a letter of consent that he virtually signed to confirm his agreement in the study. Pseudonym was used instead of the participant's original name to maintain the privacy.

Abstract

The aim of this thesis paper is to explore the effect of COVID-19 pandemic on English learning in post-pandemic situation of a Secondary School student preparation for S.S.C examination. In Bangladesh, the significance of Secondary School Certificate (S.S.C) Examination and its result is extreme in terms of determining the institutions to study and career. However, the pandemic situation created a drastic change in all sectors, especially, in education sectors. The sudden transition from traditional classrooms to online learning platforms changed the entire pattern of teaching, learning and evaluating process all over the world. For this reason, it is crucial to investigate how the secondary school students dealing with this situation and preparing for their board examination after re-opening of schools. Therefore, this single case study tends to explore the point of view of a secondary school student in this regard. A qualitative single case study approach have been followed all through the investigation. With the motive to discover the impact, both positive and negative, the information gathered through a semi-structured interview with a secondary school student of a renowned Bangla medium school, close observation, analysing his class notes (before, during and after pandemic situation) along with the related research articles and papers previously conducted on this subject. Finally, the findings of this study can be used by the English teachers and educators to understand how to teach their students and modify the curriculum according to their students' convenience.

Keywords: English learning, ESOL context, during pandemic affect, post-pandemic impact

Dedication

This dissertation dedicated to my father for his relentless support, sacrifices and love!

Acknowledgement

I would like to thank my almighty Allah for giving me the ability, strength, courage and patience to complete this dissertation. After that I want to acknowledge my sincere gratefulness towards my parents, my younger brother and my beloved husband for their constant support, care and motivation throughout the time despite having some major tension and crisis moments. Finally, I would like to convey my heartfelt appreciation to my thesis supervisor, Professor, Dr. Sabreena Ahmed, who played a significant role from the beginning of my dissertation journey to complete this study by providing mental support, continuous feedback and advice to make this study successful.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The outbreak of the COVID-19 pandemic affected almost all the countries around the world (Zhu, Wei & Niu, 2020). In order to control the transmission of the disease many governments announced lockdown in their country. Everyday life was severely hampered due to COVID-19 in terms of health sector, socio-economic sector and education sector. After the declaration of the COVID-19 pandemic, the lives of children drastically changed and created a whole new education system (Reuge, Jenkins, Bossard & Soobrayan, et al., 2021). In the countries that had been severely infected by this virus, school closures were announced there in February 2020. More countries began to close their schools as the health crisis became a challenge with each passing day. In response to tackle the situation, governments in over one hundred ninety countries had temporarily closed schools by April 2020. Over ninety percent of students worldwide who were enrolled were compelled to enrol in distance learning or were unable to attend school as a result of these closures (UNESCO, 2020). Children around the world were losing knowledge with each passing day as they were forced to skip schools.

1.1.1 Difficulties during pandemic on worldwide education

There were various challenges in the education field during the epidemic. For instance, lack of technological knowledge was one of the difficulties faced by both students and teachers. For the online classes, numerous online classroom platforms such as Google Meet, Google classroom, Zoom, facebook were increasingly being used (Godber & Atkins (2021);

Wargadinata, Maimunah, Dewi & Rofiq (2020)). Technological disruptions with those applications due to frequent internet cut out were a major issue of disturbance during pandemic reported by students and teachers (Parikh, 2020). In addition, many countries had substantial issues with a reliable internet connection and access to digital devices (Muhammad & Kainat, 2020). For this reason, there was low attendance in those classes. Also, in many developing countries, the economically backward children were unable to afford online learning devices. Therefore, it can be observed that there were adverse effects on learners during pandemic, especially those who were financially unstable.

Students, parents and instructors all over the world have experienced unexpected loss as schools have been closed to address this issue. Due to the lockdown, many children had experienced emotional and psychological hardship and were unable to work effectively (Pokhrel & Chhetri, 2021). In this regard, Sahu (2020) discovered that the sudden rise in infected cases led to a feeling of unpredictability and anxiety about what would happen. Additionally, it had greatly increased the stress levels of the students (Singh, Roy, Sinha, Parveen, Sharma & Joshi, 2020). The learning process and the psychological well-being of the students suffered as a result of the stress. In this regard, Lee (2020) stated that safety protocols such as closing schools and centres for extended periods of time expose students to the negative influences of isolation, anxiety and uncertainty on academic, psychological and developmental achievement.

Student's academic activity and the assessment procedure were another matter of concern during lockdown. Studies concluded by Rohman, Marji, Sugandi and Nurhandi (2020) and Aguilera-Hermida (2020) showed that the students prefer face-to-face activities, and present a negative attitude and low motivation towards online classes. This opinion and attitude of the students' affected negatively in their academic performance (Aucejo, French, Araya & Zafar, 2020). In addition, Gutte (2020) found students complain of lower motivation due to the

absence of communication between the students and the teacher during the online classes. Moreover, students' academic activity became drastically fall with time for the online classes held for both internal and public examination due to lack of consultation with teachers (Sintema, 2020) when they faced difficulties in learning. Due to the lockdown, student assessment procedure became another significant challenge faced by the instructors. Online examination was introduced for student assessment where students tried to copy items available in the internet (Meccawy, Meccawy & Alsobhi, 2021). Due to this high rate plagiarism in students' copy, the quality of education during online mode became questionable. Lockdown of schools and colleges had not only affected internal assessments but also public examinations which led towards lower motivation. Various public board examinations, admission examinations, job interviews and university examinations had also been re-scheduled and postponed numerous times in many countries due to the COVID-19 lockdown. The education system across the world had been severely impacted due to the epidemic situation.

1.1.2Post pandemic re-opening of schools

The lockdown was imposed globally to stop the spread of COVID-19. By December 11, 2020, the COVID-19 vaccines started to formulate to handle the rapid spread of this virus (Moreira, 2021). With the introduction of the vaccines by October 2021, almost majority of the people from all over the world got vaccinated. Consequently, by the end of 2021 the educational institutions of almost all the countries gradually started to re-open after the one and a half year long lockdown. Before re-opening all the institutions, government urged

everyone to get vaccinated with 2 doses and maintain all the safety protocols including washing hands, using sanitizers and maintaining social distance and so on.

A recent UK based report finds that the pandemic nonetheless hampered students' academic progress and personal growth this year as well. Still, teachers noted gaps in their students' understanding, particularly in their ability to write persuasively. There is still concern about how the pandemic has affected certain students' mental health and wellbeing. Instructors noted that students' resilience and confidence were poorer and their anxiety levels were higher (Ofsted, 2022). Additionally, in the post-pandemic period, children encountered challenges with face-to-face instruction, learning, activities, engagement, and interaction when they returned to their schools. However, teachers made an effort to apply efficient techniques to assess what students had learnt, but the results were disappointing. They made an effort to extend the period for curriculum adaptation in order to close knowledge and skill gaps. Some schools used regular assessments to determine what information pupils retained and gave them time to go over subjects they had not fully understood when learning them remotely.

1.1.3 The Bangladesh Context

Secondary School Certificate Examination (S.S.C.) is a significant public test in Bangladeshi society (Sultana, 2018). The grades of this examination is remarkable and frequently referenced when making decisions for students' future education as well as employment context. Students who want to enrol in a renowned college must perform well in this test and obtain outstanding GPA. In addition, Higher Secondary Certificate Examination (H.S.C) is the second significant board examination which students need to pass to pursue higher degree

on their subject of choice. For the purposes of university admissions examinations, the GPAs from both the S.S.C. and H.S.C. board examinations are taken into account.

The impact of COVID-19 lockdown which was implemented from March 2020 was far reaching and had affected learning during the academic year in Bangladesh. All educational institutions in Bangladesh were closed indefinitely from April 18, 2020. Even the public examinations (Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC)) that were supposed to be held later were not held. After months of postponing the public examinations the education ministry gave out result which is popularly called 'autopass' (Monamee, 2021) was published in the following days for those public examinees (batch 2020-2021) based on their performances during continuous assessment process and also based on their results of the previous public examination. After that, in the last one and a half years, there was no teaching in the classroom as the school was closed due to the extension of the lockdown of the educational institutions. According to an article published by the United Nations Children's Fund (UNICEF), around 70 million students around the world have been deprived of education for a consecutive year until last March. About ten crore children were from fourteen countries, Bangladesh being one of them. Several schools, colleges and universities had discontinued face-to-face teaching (Rouf, Hossain, Habibullah & Ahmed, 2022). That time, it was essential to impose an alternate academic and evaluation strategy. With the introduction to the alternate academic system to tackle the emergency situation, there was a complete change in the way educators deliver education through various online platforms, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning was an entirely different experience for the learners as well as for the educators.

All levels of students and educators dealt with numerous difficulties during the online classes. The issues, such as, illiteracy regarding technological knowledge, unstable internet speed,

frequent load-shedding, lower level of motivations and confidence of instructors in handling web tools disturbed the ongoing classes quite often. Additionally, random adaptations of educational policy and lack of clarity in the assessment appear as another significant obstacle (Shrestha, Haque, Dawadi, & Giri, 2022). Also, Sifat, Ruponty, Shuvo, Chowdhury and Suha (2022) found both students and instructors were dealing with difficult psycho-emotional factors during online learning.

On September 3, 2021, Education Minister of Bangladesh, Dr. Dipu Moni, announced the re-opening of all the educational institutions in Bangladesh from September 12, 2021 (Hossain & Rocky, 2021). However, the government has added 19 conditions for re-opening schools. Among those conditions wearing facial mask, social distancing were mentioned. As per the instructions, only students who have received two doses of corona vaccine have been asked to attend the classes. After re-opening of the schools, students of all levels have been facing numerous difficulties in terms of learning and adjusting with new schedule and curriculum. However, despite the major dependence on students' wellbeing and participation for the better future of Bangladeshi education system, no research has been conducted solely on this topic.

1.2 Statement of problem

Classrooms play a significant role in terms of teaching and learning situation. However, due to the COVID-19 pandemic this traditional way of teaching and learning was disrupted heavily. At present, teachers around the world are trying to encourage students to participate in the class attentively in face-to-face classes as they lost two academic years due to the prolonged gap. However, instructors feel that many students are not able to pay attention in

the class like before or they do not have that interest to attend the classes regularly (Walters, Simkiss, Snowden & Gray, 2021).

In case of Bangladesh, although many measures have been taken to compensate the learning gap by introducing online mode of learning, in reality, the present state of education in Bangladesh is not sound. During online mode students did not take the class seriously which increases the learning gap immensely. As the online situation was very different than the traditional classroom, students tended to have advantages of not attending the class or not participating in the classes and also using unfair means in the examination. This is why, after re-opening of the educational institutions, students of all levels is facing various difficulties at present.

To know more about this issue, I searched for current research articles and found that many studies have been conducted on predicaments faced by the students during the online learning situation. However, there remains a significant gap in the literature regarding studies on how students are affected by this prolonged learning gap after re-opening of schools in an ESOL context such as Bangladesh, especially in mainstream English classrooms. It is difficult to understand how re-opening of schools has affected students' English learning unless their learning situation before COVID-19 pandemic and during lockdown is evaluated. That is why, this qualitative single case study aims to find out how a secondary Bangladeshi student learns English before, during COVID-19 lockdown and also when his school was re-opened, specifically, for his National Secondary School Certificate Examination.

1.3 Central research objective

The primary purpose of my study is to explore how COVID-19 pandemic had affected Bangladeshi S.S.C student's English learning and what challenges he faced after re-opening of school, in an ESOL context such as Bangladesh.

1.4 Research questions

To achieve the purpose of the study, the following research questions are addressed:

1. (a) What was the student's English learning experience before COVID-19 pandemic?
(b) How did the COVID-19 pandemic affect the S.S.C student's English learning?
2. What difficulties did he experience in learning English after re-opening of school?

1.5 Significance of the study

To date, there has been a minimal study conducted to explore the widespread impact of the epidemic on students' learning and their academic life in the post pandemic situation after the re-opening of the schools. This study tends to find out the difficulties by interviewing a Secondary School Certificate (S.S.C) Examination candidate, in an ESOL context, like, Bangladesh, to know about his predicaments of learning during post-pandemic situation, especially in the case of English learning. In addition, the results of this study might be helpful in the field of the education system of our country as it gives a clear idea about student's experience and situation they are going through which will ask the Bangladeshi educational policy makers and teachers to modify the curriculum and activities that has been followed in the secondary level examination so that students can cope up easily with the situation. The findings of this study will also provide a scope for further studies regarding the education system, especially for the post pandemic situation.

1.6 Limitations of the study

There are certain limitations of this study. The entire research findings are based on the experience of a secondary school student, in an ESOL context, like, Bangladesh, as this is a single case study. The student tried to give the interview briefly as he had to attend his model

tests in the school and take preparations for his board examination. It would have been better to have the interview for a longer time. As the student write rarely during his online classes the second limitation was that I could not able to analyse much of his online class written works. I could have analysed more about his learning difficulties during pandemic if I found some more of his writing in his copies. Finally, since this is a single qualitative case study the findings and the results of this study cannot be over generalised to address the issues and challenges.

1.7 Scope of the study

The study is focusing on a qualitative single case study conducted with a secondary school student to explore how the epidemic has affected his English learning and what difficulties he faced in the post-pandemic situation after re-opening of schools. The participant of this study is from Dhaka, Bangladesh and I chose this student because I wanted to include student's experience during the whole process, who have completed all his classes and all the prior education and currently waiting for the board exam. As I wanted his experience and perspective from online classes as well as his performances after re-opening of schools I chose an urban student because they were actively engaged and attended the online classes from the beginning of the government announcement. Moreover, I had access to his residence and his class works for the data collection of this study. Additionally, as this is a qualitative study, I chose a single case study to find in-depth data using methods triangulation by analysing prolonged observation and field notes, his written works (before, during and after COVID-19 pandemic) and semi-structured interview.

There has been limited study on this aspect of post-pandemic learning situations of secondary level students, in an ESOL context, like, Bangladesh, that the current study intends to investigate to connect the Bangladeshi context with an international link. Even though the

study is exploring the experience of an ESOL student, its scope is broader because the research outcome gives a clear idea about a student's mental state and learning difficulty at that time which might be used by the Bangladeshi educational policy makers to keep those aspects in mind before introducing any new academic curriculum for students. Therefore, it is important to see what are the predicaments an ESOL student facing after the re-opening of the educational institutions.

1.8 Definitions of key terms

English for Speakers of Other Languages (ESOL): The learners who live in a country where the citizens use English as a second or foreign language or only in the formal setting for academic or professional purposes. For instance, Bangladesh, India, Nepal, Pakistan and many other countries where they have their own first languages to communicate that are spoken by everyone in the society. These learners are included in this category. The participant of this study is an ESOL learner of English who is from Bangladesh. In school, he has been taught English by non-native speakers within the ESOL learning contexts.

Secondary School Certificate (S.S.C): It is an important board examination in the education arena of Bangladesh (Ministry of Education, Bangladesh, 2010). 9th and 10th class books are the syllabus of this exam and the questions are asked from those. Candidates have to give both written and practical test to clear this exam. Madrasa students sit for Dakhil which is equivalent to S.S.C examination. Similarly, English medium students sit for O-levels which also correspond to S.S.C examination to qualify for further education. SSC or equivalent is mandatory for getting admission to colleges and later universities. The central object of this study is to explore how COVID-19 pandemic had affected a Bangladeshi S.S.C student's English learning.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The primary focus of this study is to find out the impact of pandemic on learning in ESOL context of a Bangladeshi secondary school student. This chapter thus discusses relevant theories and scholarly works related to predicaments in teaching and learning during COVID-19 in online classrooms. The chapter also aims at locating a gap in the literature regarding finding out the learning challenges of the student after re-opening and highlight how this study is significant for filling that gap. The chapter is divided into three parts as the following:

Part 1: Impact of COVID-19 Pandemic on Education discusses how the epidemic has affected the world in terms of teaching and learning, psycho-social impact on students and technological effect on education system.

Part 2: Learning in Post-pandemic stage includes the predicaments that teachers and students faced and the solutions of teaching after re-opening of the educational institutions.

Part 3: Bangladesh Context elaborates on the educational structure and system of Bangladesh and the difficulties students' faced during the epidemic.

2.2 Part 1: Impact of COVID-19 Pandemic on Education

School closures due to COVID-19 have brought significant disruptions to education across all over the world. At the peak of the pandemic, almost all the countries including Central Asia

region closed their schools, which consequently affected millions of students. Given the abruptness of the situation, teachers and administrations were unprepared for this transition and were forced to build emergency remote learning systems almost immediately. There were many difficulties and limitations of that emergency remote learning among which the lack of personal interaction between teacher and student was significant.

2.2.1 Challenges of teaching online

When the COVID-19 outbreak began in China, the epidemic spread around the world in just a few months in 2019. All types of educational institutions and offices in the world were immediately closed so that it could not spread. Gradually all the official work and school-college are started in online mode. There were many challenges in teaching online during COVID-19 pandemic. Ahmadon, Ghazalli, and Rusli (2020), in their review, sought to investigate the challenges of online education during the COVID-19 epidemic. They identified six issues of online learning which are technical readiness, technical literacy, facilities, financial, emotional and domestic situation. In their study, they further said that online education is also considered harmful for students with low self-discipline. This review found that while online education was considered positive before the epidemic began, the sudden and compulsory implementation of online education negatively affected students and their family members. For instance, in Nepal students had negative effect on their knowledge and skill as examination in primary and secondary schools were suspended (Saraswati, Ram and Padam, 2020). In India, there were also some challenges in online teaching mode that Shreedha (2020) found, the syllabus during pandemic was not made for online teaching which is why teachers had quite a difficult time to prepare a whole new curriculum for the students as they were not trained with the technology and gadgets. They also reported the difficulty in accessing internet during class time. Copeland, McGinnis, Bai, Adams, Nardone,

Devadanam, Hudziak (2021) reported that the pandemic adversely affected students' behavioural and emotional functioning, particularly attention which were caused by isolation, health issues, and uncertainties. In this regard Kudratbek (2020) mentions that now-a-days students easily get bored about any subject and they are not interested in doing homework. He further added that the teaching method is based entirely on memorization process due to which they lack the ability to describe a topic on their own.

Students are required to attend school in order to study in proper way and stay within a system, which greatly hampered due to the lockdown. For this reason students are having difficulties in many cases. Burgess and Sievertsen (2020) elaborate that going to school is essential to improve skills. Students from poor families and those who were less skilled before closing are at higher risk of learning disabilities. High school students are also at greater risk of learning loss and dropout (Haque et al., 2022).

Another big challenge of online learning is it creates inequality in learning. According to Haque, Natalie, Emily and Karen (2022), poor rural students find it difficult to pursue distant learning as most of them do not have this technological advantage due to lack of money. Similar issue regarding online education mode in Pakistan found by Ullah, Ashraf, Ashraf and Ahmed (2021) where they stated that online learning cannot produce good results in developing countries like Pakistan because a huge majority of students are not able to access the good internet facility due to technical as well as financial issues. Also, distance learning through web and computerized gadgets requires special skills that both educators and students lacked (Haque et al., 2022). Moreover, students point out the challenges of dealing with a new system, which is further complicated by the interaction with peers and teachers. Along with this issue, students expressed difficulties in attending the classes between the family work and they lacked attention. Private coaching is considered by many respondents

to be a preferred alternative to schooling rather than distance learning. Yet, access to such personal guidance is a challenge for poor families that creates inequality in the society.

2.2.2 Teachers' and Students' responses during online learning

Teachers' and students' responses are important because in that process they were teaching and learning. For this, a teacher survey conducted by The Inverness Institute, California where the project is designed to include teachers' perspectives where classroom teachers reported a decrease in areas, such as, students' interest in the classroom and participation in group work, ability to control emotional reactions, their engagement in independent learning, their attention span, and learning motivation. In this regard Buckler, Chamberlain, Stutchbury and Hedge (2020) argue that it becomes very difficult to gain interest in learning both logically and psychologically when schools are closed for a long time. Teachers are also concerned about growing inequality during online learning for the students who go to school from a distance. Teachers are frustrated with the lack of interest in participation and general discomfort among students, which many students are displaying. They also mentioned that, the students could not return to class as the situation was not favourable. In some cases, students had to stay home to take care of their younger siblings or due to ongoing family health concerns, some parents did not feel safe to send their children to school in that situation. Moreover, teachers, parents and students at all levels were extremely dissatisfied with distance learning. In addition, most of our teachers have reported that the current hybrid reopening process is extremely difficult, inefficient and unstable. Teachers are deeply concerned about health and safety of students, loss of academic education, social and emotional disturbances, family disturbances, and changes in personal education with their

own schedules and rules as difficult issues, which are beyond the scope of the education system.

In addition, Dumford and Miller (2018) also emphasised that online learning can have benefits in terms of engagement, but it can be worse based on the quality of interactions and discussions. Many teachers were able to understand the condition of the students very deeply. Since it is not normal for a student to stay in a house all the time and study by looking at the screen where there was no interaction with anyone, some students may be mentally disturbed, some may suffer from domestic violence, some may suffer from depression with the thought of further academic loss, some may be financially depressed. For this reason, Vahid (2020), through his video message, urged his fellow professors to think about the challenges students face at home and encouraged them to focus more on teaching rather than evaluating them.

Due to the COVID-19 breakout, there was a dramatic shift towards online education, so it is important to understand what the students think of them. Khan, Kamal, Illiyan, and Asif (2021) learned about some of the challenges Indian school pupils encountered when taking online lessons in this regard. The vast majority of students among them claimed that online classes were less comfortable than physical classes. The second most frequent comment was that students believed their online classes lacked teacher engagement. Many of the students claimed that low study motivation in online classes was caused by numerous distractions at home, although some said they did not understand the material presented in online lectures. Additionally, they discovered that because there are no group tasks, poor communication, and limitations on outside activities in online classes, students feel alone. Some students claimed that due to eye strain issues, headaches, and social media distractions, it is difficult to maintain a study schedule in online classrooms. Additionally, several students stated that poor internet connectivity makes them uninterested in taking online courses. However, because the majority of students are taking online classes using mobile phones, which are an

inappropriate device for virtual classrooms, students have encountered difficulties and issues, including difficulties submitting their assignments and attending online classes. Many students believed that in online classes, the instructors did not provide superior instruction. According to the study by Fawaz, Nakhal, and Itani (2021), students expressed worries about the way they were taught and evaluated, the amount of work they were given, technical issues, and confinement.

Numerous studies were conducted on how students are performing in this online system and what challenges they are facing. In a study, Meinck, Fraillon, and Strietholt (2022), reported that, teachers, students and principals were asked for their views on the extent to which students were improving in their academic life during the epidemic. Both the principal and the teacher said that the students' education was disrupted at that time. Most teachers around the world have reported that they have not been able to make the progress that students normally would have made at that time of year. The exact opposite picture can be seen in the students' descriptions in terms of agreement. There were mixed reactions and explanations in their responses. Nearly half of the students from all over the world reported that they learned as much as they could in normalcy, even in lockdown, and they did not suffer any academic loss. On the contrary, more than half of the students said they did not see any improvement in their studies at that time. Although the study system was still in place, the focus at that time was only on some important subjects and topics where their main goal was to complete the syllabus and mitigate the gap. The report also mentioned that many teachers followed a modified and short syllabus in class to teach students at that time. The majority of teachers across countries reported being open to innovation and shifting priorities in the future, as well as that, they believed new approaches to teaching and learning will continue to be important after the pandemic.

With no matter how many better and advanced technologies are available, there remains a big difference between online learning and the traditional learning system. As Radha, Mahalakshmi, Kumar, and Saravanakumar (2020), in their study compared e-learning and traditional learning in terms of students' perspective where they stated that, although there is a growing popularity of online learning, traditional classrooms are preferred by the most students because learning in the classroom is more practical than learning online. In traditional classes students have more opportunities to discuss and express their opinions with their teachers and classmates.

2.3 Part 2: Learning in Post pandemic stage

Every level of education, whether primary, secondary or higher, faced significant obstacles during the pandemic. Thrust into a virtual reality once COVID-19 spread rapidly, educators experienced difficulties in providing uniformly high-quality education to those of disparate means. By the end of 2021, almost all the countries started re-opening of the educational institutions where some predicaments arise due to this prolonged closure which created an unwanted concern.

2.3.1 Teachers' and students' Predicaments after re-opening

After all the educational institutions were closed, the students used various social networking sites using the internet for a significant portion of their days. In addition to a variety of websites, they also used instant messaging apps to communicate with each other. There they spent most of their time using abbreviated forms of many words and incorrect sentence structures which negatively affected their writing skill. Muftah (2022), shows how social

media has affected education during the epidemic. In the current context, it seems that social networking sites had a profound effect not only on our social interactions, but also on education and particularly on the English language. It has been proven that these various social media platforms have created a field of digital environment in today's new age education. In the study, he discussed the impact of different social media platforms on English language learning during the COVID-19 epidemic from a student perspective. Although social media has numerous positive effects on language skills and language learning, many researchers are concerned about the harmful effects of these sites on students. Due to excessive use of these sites, students are making mistakes such as inconsistent spelling and grammatical violations, unspoken terms, words and strange pronunciation which adversely affect the correct learning method (Amin 2020; Baldwin,2012). Additionally, Lin, Warschauer and Blake (2016), explained that the use of language on the internet is often criticised as less accurate and less consistent. In another study conducted by Tariq, Mehboob, Khan, and Ullah (2012), reported that the negative impact of social media on the L2 learning process of Pakistani students. Similarly, continuing a study on Saudi students Akram and Albalawi (2016), said that facebook is a negative learning illusion for students.

2.3.2 Solutions of teaching in post pandemic stage

Since this online education system has been continuing for a long time to continue the mainstream education process, many people have given some suggestions to make this system better and run more smoothly. Haque, Natalie, Emily and Karen (2022) recommended some ideas, such as, developing effective policies and comprehensive guidelines with a blended approach for remote and in-person learning. They also advised to strengthen

monitoring and evaluation of remote learning systems at local and national levels, utilising ICT resources, providing financial and psycho-social support to rural students to bring them back to school. They asked to revise the entire curriculum and concise the syllabus to mitigate the learning loss during school closures. Finally, they suggested to prepare a comprehensive plan with parents and school authorities to support the government in overcoming this national crisis.

Eight strategies for teachers to use when interacting with their pupils and their class time were proposed by UNICEF (2021) as the students were about to return to their individual schools after a long absence. Since the protracted school closures had an adverse effect on many students' mental health and well-being, they advised teachers to listen to their students' worries with empathy. They encouraged educators to observe students' progress before introducing new academic material to them because certain students may find it harder to focus or may require longer time to get back into the swing of things. They added that educators should provide students the chance to get up, move around, and re-establish contact with their fellows. They continued by saying that teachers may offer a lot of support if they notice a youngster is having trouble learning or paying attention by moving forward at a slower speed. Finally, in accordance with school safety regulations, the experts recommended instructors to make sure that when the students return to school, they have plenty of opportunities to socialize, play, and interact with the classmates they have been missing for so long.

2.4 Part 3: Bangladesh Context

The Bangladeshi government also chose to continue the teaching and learning process during COVID-19 by using an online class technique in light of the health concerns. Bangladeshi

students also witnessed unprecedented levels of disruption in their studies. During the COVID-19 issue, there has been a noticeable move in many educational institutions to emergency online learning programs in an effort to reduce the disruptions to instruction. They had trouble switching over to the new online evaluation techniques, getting used to them and resolving several other problems with online education (Dutta & Smita, 2020).

2.4.1 Education system of Bangladesh

Mainstream, madrasa and vocational are the three major educational streams of Bangladesh. The mainstream education have two parts, namely, Bangla medium and English medium. The traditional Bangla-medium curriculum and system are further divided into three broad levels (Ministry of Education). From class one-five students receive their primary education; from class six-ten they receive their secondary and from class eleven-twelve they receive their higher secondary levels of education (Sultana, 2018). According to Begum and Farooqui (2008), from the Bangladeshi educational perspective, secondary education is a significant stage of education for every student. At the conclusion of secondary levels of education, students take their first board test, namely, Secondary School Certificate (SSC) examination. Typically, it takes place in the first date of February each year where the examination board setting the routine and location. After that, students can study at the higher secondary level, leading to a Higher Secondary Certificate (HSC). A strong performance on the S.S.C. and H.S.C. examinations helps students enter the institutions of their choice, earn degrees or even enter into their wished job. Bangladesh's higher education system includes postsecondary education (Middlehurst & Woodfield, 2004). For the higher education there are universities and degree-granting colleges which majority of the students aims for. Some students also chose the Polytechnic Institutions which also provide higher educational degrees.

Students have the option of attending Madrassas which provide Islamic religious education at the three levels, namely, Ebtedayee, Dakhil and Alim. In this stream, Ebtedayee institutions correspond to the primary schools which provide primary education. Dakhil institutions correspond to secondary schools, provide secondary education, and "Alim" levels provide higher secondary education (Middlehurst & Woodfield, 2004).

Other students prioritize vocational training run by numerous ministries of Bangladesh. In this stream, candidates can choose between a lengthier professional certification and a more condensed job-specific orientation.

Other than that, one of Bangladesh's educational systems that mostly adheres to the British Cambridge curricula is the English medium school system. In those schools, all topic texts, subjects with the exception of Bangla and religious studies books, are taught in English. In the English medium schools, there are two levels namely, O-level and A-level which are directly administered by the British Council. Here, O-level is correspond to the S.S.C. and the A-level is equivalent to the H.S.C. (Ministry of Education).

2.4.2 During the pandemic

Several months after the closure of Educational Institutions in Bangladesh, it was decided to start online classes. As this change happened overnight, it was not very effective in the beginning. Teachers were not technologically skilled and could not understand many technical issues. Due to which students rarely attended those classes. Very few students who attended classes would feel hesitant to ask the teacher in front of the rest of the classmates if there was any problem. Similar points were made by Rasheed, Kamsin and Abdullah (2020) where they stated that, some of the Bangladeshi students who used to watch recorded version of online lectures worried that they would not have the teacher with them to ask questions.

On the other hand, many students have preferred to email teachers privately to ask something related to the subject.

During the pandemic, students spent most of their time in front of screens. As a result, they lose interest in their studies and spend more time doing things that was not fruitful. An evaluation found that the students engaged in a variety of wasteful activities as a result of the school's prolonged closure. They talked, chatted, played games, played Facebook, and watched television for the majority of the day (Brac.net, 2020). Andrew, Cattan, Costa-Dias, Farquharson, et al. (2020), makes it abundantly clear in their report that secondary-school-aged children spend the majority of their time gaming or browsing various websites on computers or mobile devices. On this, parents of older children had stated that they were enjoying using technology throughout the day. On the other hand, primary school students' parents stated their children spend an hour or more every day playing with technology. They also discovered that the majority of younger children and more than half of older children spent at least eight hours a day in front of a screen. In this regard, Sultana, Roshid, Haider, Khan, Kabir and Jahan (2022) have encountered challenges faced by Bangladeshi teachers and students when engaging in online learning and instruction. They experience a variety of physical problems, such as headaches, back pain, and so on, as a result of sitting in front of the screen for an extended period of time. They also discovered low enrolment in online classes and low student attendance.

Due to this long break, the students were having a negative impact on their studies as well as other social aspects. For this reason, the government had announced that classes will be taken on television channels for all students from class 1 to class 12 so that they can be involved with their study. Asadullah, Bhattacharjee, Tasnim and Mumtahena (2020), found that during school closures, COVID-19 had caused significant disruptions to education and a sharp reduction in study time. During pandemic, it was natural to assume that students will pay

much more attention to their education, whether they do so on their own, with the assistance of parents and home tutors, or through the appropriate use of the internet. Also, they were expected to participate in the television-based classes. They discovered that students studied less at home than usual during school hours. This indicates that the amount of knowledge lost as a result of the prolonged school closure was greater than it should have been. They also discovered that children with parents who were highly educated spent significantly more time learning at home than children with parents who were not educated. They went on to say that there is still a gap because studying at school and studying at home cannot possibly produce the same results. Then, the government issued an official notice announcing that all classes of children would receive free television classes to ensure that they were not left behind. This means that the majority of the children in their study did not have a television at home, so they were not eligible for this benefit. They found evidence that the children of the village, despite having a television in their homes, only a few of them attended those classes. For instance, they found evidence that the children of the village. It goes without saying that the students who were surveyed hardly ever use the internet to learn. They came to the conclusion that home schooling could not be used in place of schooling, and that the closure of schools for a number of months could have a significant impact on the educational outcomes of Bangladeshi school children.

Due to the lockdown, all levels of students needed to stay at home instead of attending the classes physically. They had to continue their studies from a distance which is why it was then became essential to determine whether the e-assessment could accurately assess the full potential of students and their learning (Masood and Shahed, 2022). As Islam, Hasan and Sultana (2021), many challenges have crippled the implementation of effective assessment in Bangladesh. Among them, due to their inadequate understanding of the English curriculum, teachers and test developers are unable to select the appropriate assessment method with

confidence, which maintains proper alignment with the curriculum aims and objectives are significant. They generally consider the curriculum as a document that contains instructional content. According to Ali (2016), the large class size prevents teachers from engaging students in implementing different assessment methods. He discovered that in a short time in class, it was difficult to evaluate and respond to a large number of students. Many teachers have identified short classes as an obstacle to implementing effective assessments. In addition, he identifies the traditional classroom set-up that prevents teachers from reaching out to students for individual opinions. Also, students' beliefs and attitudes towards learning English go against effective assessment methods. The general idea of students about language learning is to acquire grammatical skills that lead them to memorise grammatical structures. As a result, they are not motivated to respond to alternative assessment methods. However, they argue that language learning does not mean memorising grammatical rules in isolation, but rather, learning a language develops communication skills to create an advanced language in each situation. According to Ali and Hamid (2020), assessment practices compromise the social expectations of parents and students, such as their high expectations about good grades. These social expectations affect schools and teachers, and therefore, they adopt a method of assessment consistent with teaching on the cost of teaching students. Such compromises will give students a false sense of self-efficacy, an essential element of students' self-regulated growth as an independent student. As per Mortuza (2021), current assessment process are at great risk where he stated how students taking advantage of home assessment and giving exam by using unfair means to achieve a good mark which also affecting their moral ethics.

2.5 Research Gap

The existing literature emphasises the impact of the COVID-19 epidemic on education by focusing on the various challenges and difficulties (Ahmadon, Ghazalli & Rusli 2020;

Saraswati, Ram & Padam, 2020; Khan, Kamal, Illiyan & Asif, 2021) during online classes that hinder students' learning situations. On the other hand, some authors have traced how students' faced psycho-emotional (Copeland, McGinnis, Bai, Adams, Nardone, et al., 2021) and physical difficulties due to long screen time (Andrew, Cattan, Costa-Dias, Farquharson, Kraftman, Krutikova, Phimister & Sevilla, 2020; Brac.net, 2022); and few others have tried to show the negative impact of social media on students' learning ability (Muftah 2022; Tariq, Mehboob, Khan & Ullah 2012; Akram & Albalawi, 2016; Amin, 2020; Baldwin, 2012; Lin, Warschauer & Blake 2016). Scholars like Sultana, Roshid, Haider, Khan, Kabir and Jahan, (2022) highlighted how both teachers' and students' (Fawaz, Nakhal & Itani's, 2021) faced difficulties with technology and network issues (Ullah, Ashraf, Ashraf & Ahmed, 2021; Haque, Natalie, Emily & Karen, 2022), poor interactions (Dumford & Miller, 2018) and lack of interest (Buckler, Chamberlain, Stutchbury & Hedge, 2020; Meinck, Fraillon & Strietholt, 2022) and low motivation (Khan, Kamal, Illiyan & Asif 2021) to join classes during online teaching and learning situation.

To date, limited studies have been conducted on post-pandemic learning situations of Bangladeshi secondary level students. That is why, this qualitative single case study attempts to bridge this gap of knowledge by interviewing Bangladeshi Secondary School Certificate (S.S.C) Examination candidate to know about his predicaments of learning during post-pandemic situation, especially in the case of English paper. This study takes Bangladesh as an example an ESOL context where a very important national examination as S.S.C has been affected immensely by COVID-19 pandemic.

2.6 Conceptual Framework of this study

The procedural conceptual framework of this study is adapted from Almaiah, Al-Khasawneh and Althunibat's, (2020) framework. I modified this framework by adding the re-opening

challenges of students in terms of learning English. The framework corresponds to research questions that aim at exploring a Bangladeshi student's perception on effects of online learning during pandemic along with the challenges he faced after re-opening of schools. The conceptual framework is given in Figure 1:

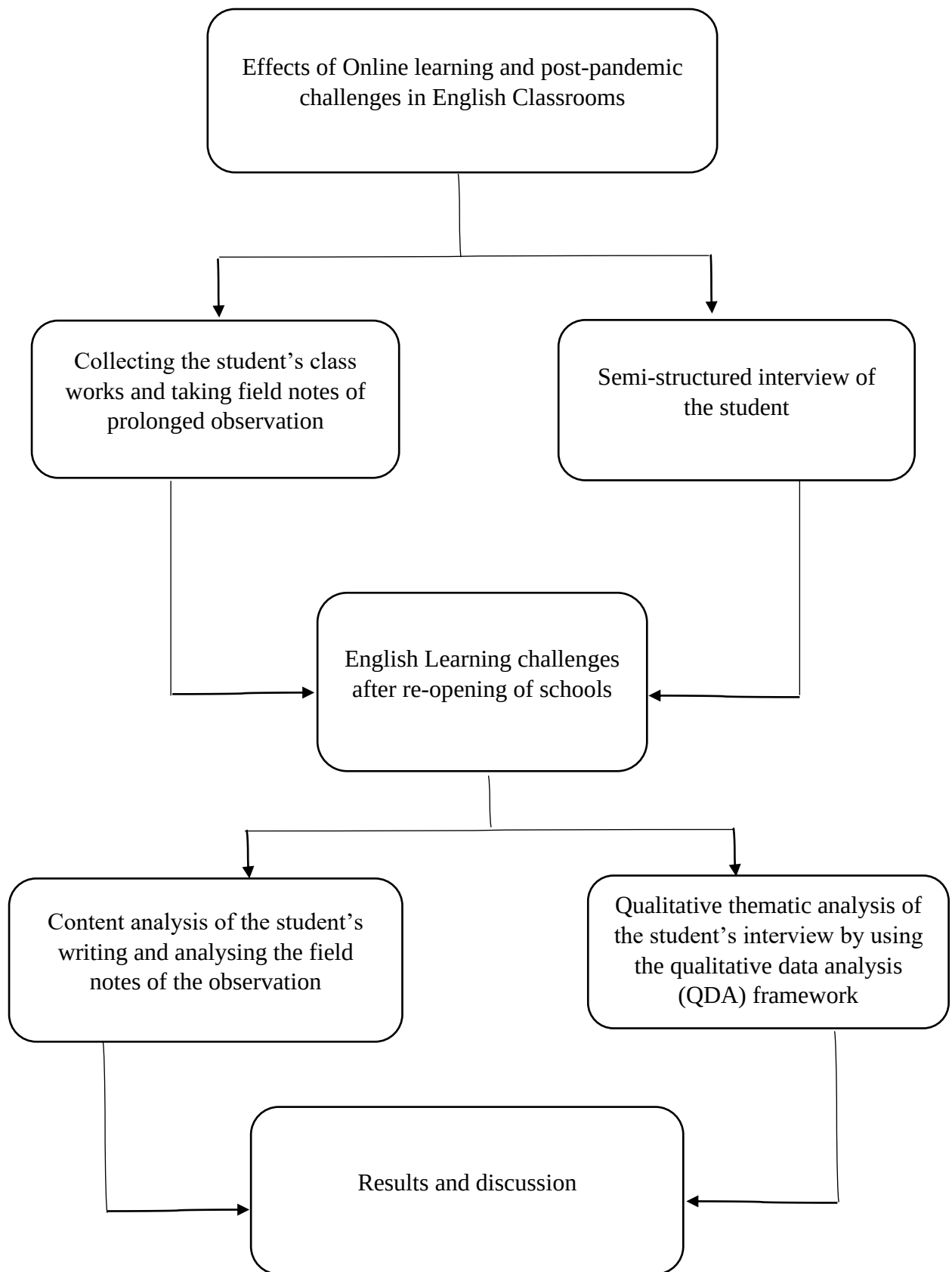


Figure 1: The Procedural Conceptual Framework of the study

As per the framework, I collected all the written documents (class works) from the student. Additionally, I took field notes of the student's activities during class time. Next, on completion of the analysis of documents and field notes, I interviewed the student by using Harrell and Beadle (2009) interview protocol. Finally, I tried to explore and interpret all the collected data without any bias. The body of knowledge maintained by educational researchers is enriched by this framework. Within this framework, an educational researcher is able to effectively identify the gaps and challenges students are experiencing in their academic progress as a result of the prolonged school closure.

2.7 Chapter Summary

The first part of the chapter discussed the impact of COVID-19 lockdown on education. The second part briefly discussed the challenges and difficulties teachers and students faced during online classes. The final part of the chapter described existing studies on Bangladeshi students' participation in classes during pandemic and various challenges that follow by. At the end of the chapter, the gap of the knowledge that has been found was placed along with the procedural conceptual framework in the light of the current studies of the field.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter elaborates the methodologies of this research those were adopted to conduct this study. The main objective of the study is to explore the way COVID-19 pandemic had affected a Bangladeshi S.S.C student's English learning. Also, the study investigates the major challenges he faced after re-opening of school, in an ESOL context such as Bangladesh. The first research question explores what was the student's English learning experience before COVID-19 pandemic and how did the COVID-19 pandemic affect the S.S.C student's English learning. The second research question aims at finding out what difficulties he had experienced while learning English after re-opening of school. The chapter also discusses the grounds behind selecting a qualitative single case study approach, selection and setting of the participant, procedure and frameworks of data analysis, data collection process, researcher's role, ethical considerations and trustworthiness and credibility of the study.

3.2 Research Paradigm and Its Philosophical Assumptions

The research paradigm reflects researcher's skill and shows how the subject will be introduced (Guba & Lincoln, 1994; Kivunja & Kuyini, 2017). The key element for a qualitative research is the research paradigm and its philosophical assumptions. For my research paradigm, I used interpretivism among all other qualitative research paradigms as my study tends to explore students' English learning experience during pandemic and the predicaments that he is facing in the post-pandemic situation. As research paradigm, interpretivism emphasises on the findings based on the participants' experiences and views.

Additionally, according to Patton (1990) and Martens (2015), researchers are free to choose any techniques or research plan that is suited for their study. Therefore, to conduct my study I chose interpretivism to find out the predicaments that he is facing in the post-pandemic situation and how he faced challenges in learning English during pandemic.

The philosophical assumptions of this study are adopted from Creswell (2018), *Interpretive Framework and Associated Philosophical Beliefs* (p.17) showed in the following table:

Research Paradigm	Philosophical Assumptions			
Interpretivism	Ontological Participant's experience and views.	Epistemological Researcher's participation and close observation throughout the session	Axiological Elaborations of participant's Experiences and views along with researcher's interpretation.	Methodological Qualitative Single Case Study

Table 1: The Philosophical Assumptions of the Study

The ontological assumptions refer to the reality which is being perceived through participant's personal experience (Creswell, 2007). For example, I have analysed the audio recording of the interviews and class notes, through which, I will explore what was the student's English learning experience before COVID-19 pandemic(RQ 1a), how did the COVID-19 pandemic affect the S.S.C student's English learning(RQ 1b), and also, what difficulties does he experience in learning English after re-opening of school (RQ2). Based on the ontological assumption, I will place an emphasis on the responses of the questions where the participant will respond to the questions through interviews which will be provided

in the findings. After that, epistemological assumption states the researcher's interaction with the participant in terms of research technique. Moreover, axiological assumption elaborates the researcher's observations and interpretation which should be integrated with the participant's biases and experience. For instances, I am exploring student's perceptions on his difficulties with English learning during pandemic, here, my opinions and interpretation should be as appropriate possible so that the participant's experience and perspectives are respectfully considered. Lastly, methodological assumption elaborates the writing style of this study where the views and opinions are gathered through prolonged observations, content analysis and a semi-structured interview. For this research, I used a qualitative single case study for a better understanding of the participant's perspectives on how he faced challenges in learning English during pandemic and the predicaments he is facing after re-opening of schools.

3.3 Research Method

3.3.1 Single Case Study Approach

As this research investigates the learning experiences of a secondary school student during pandemic in terms of learning English, I use single case study approach. According to Punch (2009), a case study is an entire view of real-life activities of people in a societal activity in a specific natural environment. Similarly, Yin (2003) stated that a case study is a qualitative technique in which the expert investigates a reality, which may be referred to as a case or as several cases to different fields, by gathering information inside and outside with different methods for data, such as observations, interviews, documents and audio recordings. Since the main objective of this study is to investigate what was the student's English learning experience before COVID-19 pandemic, learner's English learning challenges during

lockdown and also the difficulties he is facing after re-opening of schools I chose this single case study approach. As per Stake (1995) categories of cases, this study could be categorised as an exploratory case study as it tends to explore a student's experience in a unique real-life situation. I am undertaking this study in an ESOL country's context. This case study might have further implications in terms of English learning and teaching in the post-pandemic situation within Bangladesh or any other ESOL contexts. Additionally, similar dilemma or complexities also might be faced by other countries for which scholars and researchers may find the results of this study useful for their area. In this way, even if it is a single case study, the findings and recommendations of this study could be used extrinsically.

3.4 Setting

As my present address is in Dhaka, my research location for this study is in Dhaka, Bangladesh. This is because, I required to spend a good amount of time with my research participant to analyse his experiences and perspectives accurately. Additionally, as I was intended to explore an urban student's situation through content analysis and prolonged observation, I had to gather data as per the student's study routine. Since my home is in Dhaka, it was convenient for me to spend ample amount of time with the participant and also it was easy to organize the interview. For this, I could closely observe my participant's performance as well as his class notes which allowed me to get a deeper knowledge about the predicaments for which this study has been conducted. Therefore, I wanted to focus my study on a particular Bangla medium secondary school student to explore how the COVID-19 pandemic affected English learning as well as his post-pandemic challenges after re-opening of schools in terms of learning English rather than observing numerous schools and students.

3.5 Selection of the Participant

As the participant of this study I chose one secondary school Bangladeshi student.

Sampling Technique

Among all the sampling techniques of qualitative research, I used purposive sampling technique as my participant sampling method. According to Patton (2002), in qualitative studies, purposive sampling technique is used widely to identify and select cases for the most use of limited resources. This includes selecting a participant or a group of participants who experienced a particular situation. Along with experience and ideas, the researcher mentioned the importance of willingness to participate and communicate their experiences (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2016). The criteria for selecting the participant for this study:

1. The participant must be a S.S.C candidate of batch 2022.
2. The participant should have experienced both teaching-learning situation due to COVID-19 traditional teaching mode to online learning.
3. The participant must be willing to be a part of this study.

The participant of this study, belongs to the age group of 15-16 who is studying in a Bangla Medium school located in Dhaka from the beginning of his education. Furthermore, the student belongs to upper middle class family from the perspective our society. The student had faced direct transition from traditional teaching mode to online learning due to the COVID-19 lockdown. For this reason, he had numerous challenges in his English learning. Moreover, after the re-opening of schools he faced several other difficulties and thus he has a clear idea about the whole situation that the other students of his age group facing during and after pandemic.

3.6 Data Collection Procedures

For conducting this study, I used close observation (Prolonged engagement to observe the participant), online class works and interview to collect data using case study method similar to standard methods.

3.6.1 Prolonged observation

Observations were made from March 2020 to September 2021 onwards. An integral part of qualitative research, observations allow me to determine whether what the participant said in the interview matches his or her actions. As per, Merriam (1998), participant observation provides a first-hand information of the situation under study and when combined with interviews and document analysis, allowed for a holistic interpretation of the phenomenon under investigation. Observation took place in participant's home. Image of the setting from where the participant attended the online classes was also given (see appendix D.1). During the process of observation notes were taken which included participant's learning style and how the participant was involved with his English learning during online classes.

3.6.2 Content Analysis

According to Fraenkel and Wallen (2003), content analysis is a significant process for an educational research. Written documents such as, student's scripts, copies and so on. Thus, scanned copies of participants' class works was collected as data for this study. The class works of the participant's (see Appendix D, D.1 & D.2) were analysed to see the difference in learning during pandemic and to find out the predicaments he is facing in the post pandemic situation in learning English.

3.6.3 Semi-Structured Interview

For this study, I conducted a face-to-face semi-structured interview with the participant during different sessions. According to Jamshed (2014), semi-structured interviews are those in-depth interviews where the respondents have to answer some previously set open-ended questions by the researchers for their study. In addition, semi-structured, in-depth interviews are utilized extensively as interviewing format possibly with an individual or sometimes even with a group. As per this study, semi-structured interview approach seemed to be appropriate because it creates a friendly communication space both for the researcher and the interviewee. Although the interviewer had some predetermined questions, however, she did not try to influence her interviewee through her personal bias. In this free scenario, the participant did not feel awkward to share his problems, challenges, views and opinions in the interview sessions without any hesitation.

The interview session with the participant lasted between 33 to 34 minutes. The interview was recorded, transcribed, and validated by the interviewee. At the beginning of the interview, participant was asked some background questions about their English learning experience in general. After that, he was questioned about the research questions about technology and how he used it during lockdown, and what were the challenges he faced during his online classes. Consequently, the interview then move towards more direct topics pertinent to the study, such as, what difficulties he is facing in the post-pandemic situation after returning to his traditional classroom setting and the English learning challenges during lockdown.

3.6.3.1 Interview Protocol

For designing this study's semi-structured interview, I adopted the interview protocol of Harrell and Beadle (2009) published for RAND National Defense Research Institute, as follows:

Phase 1: Introduction

Phase 2: Explain the entire process

Phase 3: Questions should be arranged according to the topic

Phase 4: How much time the participant want to spend on each topic should be decided before

Phase 5: Think carefully about the number of questions and appropriate probes

Phase 6: Thank you and next steps

According to Harrell and Beadle (2009), a semi-structured interview protocol should contain aforementioned six phases. To begin the interview there need to have a brief introduction where I introduced myself, the objective of the study, and the rationale for which the participant had been asked to participate in the interview. After that, I explained the plan of the interview which includes the time duration of the interview, assurances to maintain the ethical issues, such as, not revealing the name, institution and information about the experience and ideas that came from the interview. Moreover, to maintain a good flow throughout the conversation, the interview questions were arranged by topic. Here, I tried to formulate interview questions on the basis of each research question. For this, I used a matrix for preparing the interview questions (See Appendix B). As mentioned in the protocol, I also included the specific problems and the rationale. I needed to assume carefully about how much time should be allocated for the interview and how many questions could be covered by that time. Additionally, it is important to decide how much time should be reserved for each topic. Lastly, I took time to express gratitude to the participant at the end of the interview and indicate towards the next steps in the process. In the next steps, the participant asked to provide his class works and other written documents to me.

3.7 Data Analysis

In the previous section, I have discussed the data collection methods which are close observation, participant's class notes and a semi-structured interview. Here, the data analysis methods of the collected data are discussed.

3.7.1 Analysing, Observation and field notes

To analyse student's activities and participation throughout the prolonged observation session I established the following table where I saw his body language, participation and engagement, his activities during class time, interaction with his teachers and his writing.

Observation criteria	Analysis and description of the student's
Body language	
Participation and Engagement	
Activities during class time	
Interaction with his teachers	
Writing	

Table 2: Field note and observation criteria framework of the study

3.7.2Analysing student's written work

According to Fraenkel and Wallen (2003), content analysis is a significant process for an educational research. Written documents such as, student's scripts, copies and so on. Thus, scanned copies of participants' class works were collected as data for this study.

To analyse the documents for this single qualitative case study I prepared a table, given bellow:

Competence in writing	Analysis and description of the student's copy
Content and Idea	
Grammatical error	
Sentence structure	
Vocabulary	
Hand writing	

Table 3: Content analysis framework of the study

To analyse student's copies I established this table where I would like to see his content and idea about the topic, grammatical knowledge, pattern of his sentence structure, use of vocabulary and his handwriting.

3.7.3Analysing student's interview

For this qualitative single case study, I used Creswell and Poth (2018) data analysis framework to analyse the student's interview, as follows:

Organizing the data
Reading and memoing the data
Coding the data
Describing the codes according to themes
Interpreting the data

Table 4: Data Analysis Framework (Creswell & Poth, 2018, p. 183)

To analyse the collected data of this study, I chose Creswell and Poth's (2018) data analysis framework as the prescribed steps are easy to follow and analyse the data. In the beginning, the data needs to be organized and prepared for analysis through transcribing, scanning, sorting and so on. Here, in this study, for organizing the data I transcribed the student's interview and scanned his class notes. After organizing the data, the researchers need to read all the data to get a general idea and meaning of the information. For instance, after conducting the interview and receiving the class notes, I tried to review all the items and corrected accordingly. The next step for data analysis is coding the information. Here, for this study, the interview was coded by using open coding method. After that, in this data analysis, a coding method is used to develop a description of the participant and the themes. This phase is significant as it contributes to the development of important exploration and highlights the diverse viewpoints of the participants. Finally, the last step is to make an interpretation of the findings to find the main objective of the study. By following these aforementioned steps the semi-structured interview had been analysed. For the purpose of analysing student interviews, the audio recordings were thus transcribed using the translated English terms (see appendix F). The transcription of the interview was freely coded (see appendix G) and the codes were categorized according to the themes (see appendix H, H.1 and H.2) in order to analyse the main points.

3.8 Researcher's Role

As this is a qualitative single case study and by interviewing the participant is one of the prime way to collect the data of the study, the role of the researcher is significant here. In this study, I tried to explore the main objective of the study by involving directly with the participant. In this case, it is necessary, to avoid all sort of biasness to find the appropriate reasons. In this regard, Sutton and Austin (2015) stated that in qualitative research the

researcher's primary role is to try to accurately assess the thoughts and feelings of the research participant rather than predominating their own opinions. After collecting all the necessary data, a primary responsibility of the researcher is to protect all personal information of the participants and the information they provide. As I knew all of my limitations, I tried to be as fair as possible by analysing the original experiences and opinions shared by the participant in the interview session and by observing him closely. I did not put any of my own opinion or experience in this study which helps me to conduct the study more objectively. I also tried to maintain ethical issues by not disclosing the name of the participant and his institution which made the participant more comfortable to share his honest opinion with me.

3.9 Ethical Consideration

As the participant of the study is in the age group of 15-16 and is a child, I asked the permission of his parents and take signatures for data collection (see appendix A). I used pseudonym (Rupen) of the participant instead of his original name to not disclose his privacy. The audio recording of the semi-structured interview session with the participant is only used for this study and did not use, share or disclose to anyone else. All the research papers, thesis, articles, newspapers and resources used in this study were properly mentioned and cited.

3.10 Trustworthiness and Credibility of the Study

It is important for a qualitative study to be conducted in a precise and regulated manner to deliver worthy objectives. As per Denzin and Lincoln (1994) researchers in a qualitative study try to explore an event by interpreting ideas in a natural setting. As I directly involved in this study to interpret the objectives it is extremely important to maintain the trustworthiness of the study. In respect to validate the trustworthiness of this study I used methods triangulation (Patton, 1999; Denzin, 1978). In this study, I used variety of methods

to collect the data, such as, prolonged observation and field notes (see appendix C and C.1), analysis of the student's written works from before, during and after pandemic (see appendix D, D.1, D.2), a semi-structured interview with the participant (see appendix F) and analysis of the participant's perspectives to accomplish the methods triangulation. I have also used the procedures of inter-rater reliability to maintain the trustworthiness and credibility of the study (McDonald, Schoenebeck & Forte, 2019). Thus, a portion of interview transcripts were sent to an expert to rate the themes (see Appendix I). The expert was the supervisor of this study who has 12 years of English teaching experience at BRAC University. The rater's agreement on the themes of the transcription was calculated in percentage (90% see Appendix J).

According to Lincoln and Guba (1985) and Merriam (1998), qualitative researchers need to describe in detail how the data analysis and collection was done by explaining all the methods, frameworks, and procedures used to analyse the data so that the reader understands that the process is credible. Additionally, if the results of the study do not present the reality with appropriations, a research loses the credibility (Merriam, 1998). Hence, to maintain the credibility of the study it is important to keep the data and results as accurate as possible (Leung, 2015). As I collected and analysed data from several sources, it is crucial to maintain the credibility of my results. That is why, I re-check the referenced sources and tried to link the participant's perceptions with those published materials. Additionally, to demonstrate the data's credibility and validate the trustworthiness of the data, member checking is a significant process to follow in a qualitative case study (Birt, Scott, Cavers, Campbell & Walter, 2016). Therefore, I sent the transcribed interview to the participant for member checking (see Appendix K). In this process, I talked with my interviewee to be ensured that I understood what he meant through his interview as I wanted to ensure that my presentation of findings became as appropriate as possible. Finally, to ensure the trustworthiness and

credibility of this study I used audit trail (Carcary, 2009) method to keep all the dates and records (see appendix L).

3.11 Chapter Summary

In this chapter, I elaborated the research paradigm and its philosophical assumptions of this study. Also, the explanations for using a qualitative single case study approach, data collection procedures, namely, prolonged observation, content analysis and semi-structured interview were discussed in this chapter. Furthermore, field notes and observation framework, content analysis framework, data analysis framework, research setting and participant were also presented. Lastly, I discussed the ethical considerations, researcher's role and trustworthiness and credibility of this study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses the results of the study based on the research questions. The following are the research questions that served as the basis for this study:

1. (a) What was the student's English learning experience before COVID-19 pandemic?
(b) How did the COVID-19 pandemic affect the S.S.C student's English learning?
2. What difficulties did he experience in learning English after re-opening of school?

To understand the perspective of the secondary school student regarding his English learning before, during and after COVID-19 pandemic, his prior experience of English learning was compared to the current learning. The chapter is divided into three sections:

Section 1: Before pandemic In the first section of this chapter elaborates the COVID-19 pandemic effect on his English learning by analysing student's perspective along with the written scripts before pandemic.

Section 2: During Pandemic In the second section elaborates the experience of the secondary school student on the difficulties he faced in learning English during the pandemic situation by analysing student's script of his online classes along with the close observation field notes.

Section 3: Post-pandemic The last section of this chapter discusses the difficulties student has been facing in the post-pandemic situation by analysing the student's copy from the re-

opening of schools and transition to the traditional classes and prolonged observation field notes.

4.2 Analysing the Student's English Learning: Before Pandemic (January 2020-March 2020)

The Bangladeshi secondary education's goal, according to the National Curriculum and Textbook Board (NCTB, 2012), is to prepare students for admittance into higher education by examining their capabilities and grasp on knowledge. Additionally, it lists the goals for learning English, including developing proficiency in all four language skills (e.g., reading, writing, speaking, and listening), obtaining the requisite grammar knowledge, and becoming autonomous English learners by employing those skills in real life situation.

According to the secondary level English syllabus, students go through the items, such as, multiple choice questions (mcq), short question answer, fill in the blanks, matching, paragraph writing, analysing charts and graphs writing formal /informal letters, CVs and emails, composition writing, isolated grammar items and dialogue writing.

By the end of 2021, gradually educational institutions of Bangladesh have started to open. I tried to collect the secondary school student's class notes who is an S.S.C examinee of the current batch of both class 9 and class 10 to analyse and found the learning gap and difficulty in terms of learning English he faced during and after pandemic by analysing his copies

4.2.1 Analysing English 1st paper: Before Pandemic

Topic: Paragraph Writing

The paragraph written on “Deforestation” by the student given below:

Deforestation Deforestation means cutting down trees in large number. The causes of deforestation are many. Bangladesh is the most densely populated country in the world. It's population is much more in proportion to its area. For this reason people cut trees. Moreover, there are some dishonest people who cut trees in our forests to make money. The affects of deforestation are too many to describe. This destruction disturbs our ecological balance. The existence of animals are going to be threatened. Due to deforestation carbon dioxide is increasing. As a result, world is getting warmer. so, if we destroy trees at random, one day our country will turn into a desert. All living birds and animals will not find any food. The temperature will rise and it will cause green house effect. The country will face great crisis. so, we should prevent it.

The class note of English 1st paper written by the student at the beginning of class 9 is given in the appendix (see appendix D). The following table is used for its analysis:

Competence in writing	Analysis and description of the student's copy	Examples
Content and Idea	The ideas are not original. He is reading someone's notes and memorise the items and write in his copy.	The student memorise the paragraph from his recommended book and write it down in his class work copy.
Grammatical error	Problem with appropriate use of	“so, we should prevent it.”

	punctuation, e.g., coma and capital words.	“so, if we destroy trees ...” “For this reason people cut trees.”
Sentence structure	Simple sentences	As a result, world is getting warmer. The country will face great crisis.
Vocabulary	Limited use of new words	so, effect, face and so on.
Hand writing	Good	

Table 5: Content analysis framework for analysing student's copy Before pandemic

At the beginning of class 9, after reading the student's copy (English 1st paper) I found that the student had the tendency to memorise writing items. Although the main objective of the curriculum was to encourage the students to write creatively, due to the examination oriented system student memorise the paragraph and write it in his copy. In this regard, I asked the participant why did he only follow his teacher's notes where he replied:

Apu, uhh, actually we are asked to follow the teacher's notes only. Otherwise, we do not get a good mark. Teacher told us not to skip any sentences of his notes. (DU RUP 20).

Here, the student is in the rote learning process (Ponmani, 2021) where he completely depends on the memorising items provided by his teachers in respect to get a good grade. This indicates towards the extrinsic motivation (Mili, 2020) where learners study to get a benefit, e.g. good result, rather than with the aim to acquire knowledge.

In addition, he had issues with the appropriate use of punctuation in grammatical items for instance, using capital letter after full-stop, using comma in right places. For example, “For this reason people cut trees.” In this sentence, the student needed to put a comma after “for this reason”; again, “so, we should prevent it.” In this sentence, the student should have used capital “S” for “so” instead of small “s”. Moreover, it is important to use different sentence structures and techniques to write good English (Yu, 2021). Whereas, all the sentences he used in his copy are in simple sentences by utilizing the sequence of subject, verb, and object formula for every sentences. For example, “As a result, world is getting warmer.”; “The country will face great crisis.” Here, the paragraph written by the student is not up to mark. For this, I asked the student in the interview session that if the teachers asked them to write English sentences with different structures e.g. complex or compound. The student replied:

...uuh, no. He told us to write short simple sentences. You know, uhhm, grammatically correct. He said if we write long sentences there will be a lot of error which will bring a bad score. (DU RUP 18)

This statement of the student also shows the importance of a good grade in the board test which works as a prime factor of extrinsic motivation which led to rote learning which is an inappropriate way in terms of learning a language.

For this reason, his teacher strictly asked them to write grammatically correct sentences and also for subject, verb, object rules. Also, the teachers encourage the students to memorise the items to get more marks. That is why, the paragraph written by the student is not grammatically incorrect but it also does not add any volume in his writing. Furthermore, for his paragraph, he used some common known words rather than any new or difficult words. For example, “so”, “effect”, “face”, “find” and so on. For this, I asked the student in the interview session that if the teachers take any extra classes for vocabulary or if they had

asked them to read English story books or encourage them to read English items outside classes apart from their recommended reading books. As a response the student replied:

Not as such. Ummn I mean, uhh... When we read the text one by one, after reading one sentence the teacher explain the sentence in Bangla. So, we do not have any extra class for vocabulary. (DU RUP 12).

For the second part of the question he replied:

Uhhh.. apu he prefer main text books and the recommended notes and sheets more. (DU RUP 14).

In addition to that I asked the participant whether he read English newspapers or watch English movies in which he replied:

I used to see movies but newspapers are too boring for me. (DU RUP 16).

These could be the reasons why the student does not use vulnerable, new or unique words because he had a very little exposure in the target language. Furthermore, as per Duff, Tomblin and Catts (2015) to increase the vocabulary knowledge it is important to read a lot on that target language. In this regard, Biswas (2021) found that majority of the Bangladeshi students facing academic writing difficulties due to lack of vocabulary and lack of teachers' interests in using different strategies to teach vocabulary in class. Instead of teaching various techniques and encouraging students to read plenty of books they ask them to focus on academic readings which is the violation of the objective of the English learning curriculum that NCTB claims to provide. Finally, the handwriting of the student was good, it was readable and all the written sentences were in a straight-line.

Topic: MCQ (*English For Today*)

The class note of English 1st paper written by the student at the beginning of class 9 is given in the appendix (see appendix D). The following table is used for its analysis:

The MCQ answers written by the student given below:

U-4, Lesson 1 MCQ

- 1.C. travelling along a route
- 2.D. it was going to dark and stormy evening
- 3.B. the boatman had already too many people
- 4.B. on the wooden board
- 5.A. nobody died
- 6.B. the boat was unable to carry anymore people

Here, in the English 1st paper class after completed reading Unit 4, lesson 1 text of *English For Today*, the teacher solved all the mcq which were supposed to complete by the student to check the reading skills. Regarding this, in the interview session the student said that the teacher asked them to write the answers in their copies and memorise the answers and if this portion comes to their test they need to write the answers as per his saying. This system of learning also lacks round reading process which helps to enhance student's reading skill. This practice of English teaching and learning situation is the main reason why English curriculum of secondary education does not fulfill its main objectives. According to National Curriculum and Textbook Board(NCTB, 2012) and its recommended book *English for Today* which aims

to follow communicative language teaching approach (CLT) mentions the objectives for learning English is acquiring competences in all four language skills and becoming independent learners of English (Kasumi, 2015).

4.2.2 Analysing English 2nd paper: Before Pandemic

Topic: Grammar (Noun clause)

The explanations of noun clause written by the student given below:

*বাক্যের যে অংশটুকো কোনো sentence এর subject, object, complement and appositive (কোনো noun এর পরিচয় দেওয়া) হিসেবে কাজ করে, তাকে noun clause বলে।

Actually Noun clause works as a noun.

Underlined parts are noun c:

Where he lives is known to me.

What he has said, was true.

For the secondary education, the English curriculum encourages the students to acquire grammar and apply it in the real life contexts whereas the students in the class asked to memorise the grammar rules and learn grammar in isolated manner. In this regard when I asked the student how they receive lectures on grammar items, he replied:

Umm, for English 2nd paper, in the grammar classes.. teacher explain us the rules, uhh... suppose what is noun and how it perform in a sentence. (DU RUP 18).

After that I asked him how he practised grammar after receiving the class lectures where he replied:

Uhh, we solve model questions, practise sheet. (DU RUP 20).

Then I asked about how his teacher give feedback, in which he said:

Yeah, after that he tell us the correct answers in front of the class and asked us to mark us by our own. (DU RUP 22).

Here, the teachers follow prescriptive/deductive/explicit/declarative way of grammar teaching where the instructor give grammatical explanations or some rules followed by a set of exercises designed to clarify the grammatical point and help the learner master the point which is the common scenario of almost all the Bangla medium classrooms. However, the principles of teaching grammar support the inductive/descriptive/implicit/procedural way of grammar teaching (Thornbury, 1999) which is the reverse of the previous process. As in inductive teaching, the teacher will give passage or a context to the students where the learners learn automatically through understanding the context. In this process the teacher may guide the students by giving them hints. Although, the main objective of teaching grammar is to understand the language and use it properly in real life situation but in the Bangla medium classroom, the students are getting instructions for grammar in an isolated manner.

4.3 Analysing the student's English Learning: During pandemic (April 2020-October 2021)

4.3.1 Analysing English 1st paper: During Pandemic

Topic: Paragraph Writing

The paragraph written on “Environmental Pollution” during pandemic by the student given below:

Environmental Pollution Environmental pollution are one of the major problem of modern life. It is a great thread to us. The causes of environmental pollution are many. Humans are mostly responsible for it. There are many environmental pollution. such like air pollution, water pollution, sound pollution etc.

The class notes (English 1st paper) written by the student during online classes of class 9 is given in the appendix (see appendix D.1). The following table is used for its analysis:

Competence in writing	Analysis and description of the student's copy	Examples
Content and Idea	Ideas are not original as he is trying to follow his class teachers sentences	He wrote his teacher's stated lines in his copy.

Grammatical error	Problem with verb and problem with appropriate use of punctuation, e.g. capital words	Environmental pollution are one of the major problem of modern life
Sentence structure	Tendency to skip writing, difficulty in completing sentences, repeating and simple sentences	For example, finished the paragraph abruptly and repeated use of same sentences.
Vocabulary	More uses of common and easy words and difficulty in finding appropriate words, spelling mistakes	Many, causes, pollution. "Thread" instead of threat
Hand writing	Smaller than before	

Table 6: Content analysis framework for analysing student's copy during pandemic

I observed the student throughout the online classes and took field notes (see appendix C) where he was never paying attention to the class lectures, did not take any notes. During the class time, lying down on a bed he used to open his mobile phone and started unnecessary wasteful activities such as, chatting with his friends, playing video games and so on. As the teachers could not able to see anything he was never got caught. While analysing his copy of online classes, after reading the student's copy, I found that the student had the tendency to skip writing and shortening the sentences. There are some small sentences written in his copy in an incomplete way. For example, "It is a great thread to us."; "There are many environmental pollution." However, he had issues with the appropriate use of punctuation in

grammatical items, for instance, using capital letter after full-stop, using coma. For instance, In the last sentence he wrote “suchlike air pollution, water pollution, sound pollution etc.” In this sentence, the student should have used capital “S” for “such” instead of small “s” as this is the first word after the full-stop. Additionally, the ideas and content are not original as he tried to follow his teachers note to write. Moreover, during online classes, he faced difficulty in completing sentences. For instance, he finished the paragraph abruptly, by stating different kinds of pollutions where there was nothing about the Environmental pollution in his writing. Furthermore, there was no proper description and elaboration in his writing. This attitude of the student indicates towards the degradation of motivation. Gutte (2020) also reported students’ lower motivation and lack of interest in writing (Buckler, Chamberlain, Stutchbury & Hedge, 2020) during the online classes. In addition, for his writing, he sometimes had challenge to find appropriate words to convey his ideas. For example, almost in all the sentences he used “Environmental pollution” which he could replace with other words. Finally, the handwriting of the student became smaller than usual.

Only a small portion of the students' writings was able to be collected during the duration of online classes. That is why, I asked the student whether he attended all the classes and faced any difficulties in joining the classes, in which he replied:

Majority of the classes I tried to attend. Umm.. I missed some morning classes as there was no exams it was not mandatory to attend.. Uhh.. yes... there were a lot of trouble joining and stay connected in the classes due to the poor internet connection, power cuts and technical glitches. Ahhh... also, confused with the use of the applications like, we didn't attend classes on facebook earlier. I faced problem with get used to it. (DU RUP 48)

The student faced difficulties with unstable internet connection, load shedding to stay connected and joined during the online classes. Ullah, Ashraf, Ashraf and Ahmed (2021) also found both teachers' and students' faced difficulties with technology and network issues, poor interactions. He also stated lack of technological knowledge brought new challenges both for the students and teachers in terms of conducting the classes smoothly.

Additionally, in most of the classes students only attended the classes as there was no submissions and any fixed evaluation process during lockdown, students were not encouraged enough to write anything on their copies. That is why, it was difficult to find any written documents from their online classes. Most of the time students used to take screenshots (see appendix C.1) if they were asked by their teachers to take notes of the classes. In this regard, I asked the participant in the interview session that how he practised English during pandemic as I found only 2 or 3 writings in his copy where the student replied:

I used to take screenshots when our teachers asked us to take notes. That is why I didn't write anything on my notes as those topics were there saved in my phone gallery. (DURUP 52)

Due to laziness and by taking snaps and screenshots the student did not write in his copy. Instead of writing he used to save the snapshot in his phone gallery. There was not also any specific assessment policy during online classes for the students. On this point, I asked the participant about the assessment procedure during pandemic where he replied:

uhh... we were asked to submit assignments for the assessment. (DU RUP 58).

After that I asked him he did those by his own on which he replied:

Umm... to be honest,.. uhh no. There were a lot of assignments. 6 assignments for each subjects and we were given a week to complete those and submit. So, it was not

possible. I used to copy the assignments from numerous groups. The answers were available in different facebook groups and even in google. I just used to write the answers in the paper and submit it. (DU RUP 60).

This is the evidence of low motivation of the student to not write on his own. Meccawy, Meccawy and Alsobhi (2021) found similar result where students during online classes tended to copy items from internet. In this regard, Khan, Kamal, Illiyan and Asif (2021) also found students' lack of motivation during online classes and lack of interest (Meinck, Fraillon, and Strietholt, 2022) to write during classes. He was not encouraged to write the assignments by his own as the answers were already nicely written and easily available on internet. However, I asked the participant about how did the teacher gave the feedback through grades or marks where he replied:

Uhh, we did not receive any feedback. We automatically promoted to class 10. (DU RUP 62).

This also led towards low motivations and lack of interest of the students due the unstable assessment policy. In the interview session, the participant stated that he faced psycho-emotional difficulties due to the fluctuating assessment procedure and also postponing the dates of his board tests.

Furthermore, as the participant of this study is an S.S.C candidate his preparation and the entire learning style changed due to this alternative education system. As mentioned in the previous section while analysing the before pandemic learning situation of the student where it is visible that the student used to write every topic and take notes of every discussion during class time as part of his English learning and preparation for the board examination which started to lack during the online classes. I rarely found 2-3 writings in his copy from his online classes. This practise of learning changed the entire process of his preparation for

the board examination. The student started to take snaps, playing games and chatted with friends instead of writing and participating during the class time. Additionally, continuous postponing of the exam schedule also encouraged him to waste his time instead of learning which he mentioned in the interview session.

4.4 Analysing the Student’s English Learning: In post-pandemic situation (October 2021- August 2022)

4.4.1 Analysing English 1st paper: After re-opening of schools

Topic: Paragraph Writing

The paragraph written on “May Day” by the student given below:

May Day

May day or International workers Day is observed on May 1 all over the world. It is a public holiday in almost all countries of the world. Since the Industrial Revolution in the 18th and 19th countries in Europe and the US the workers in mills and factories have been...

The class note of English 1st paper written by the student of class 10(after re-opening of schools) is given in the appendix (see appendix D.2). The following table is used for its analysis:

Competence in writing	Analysis and description of the student’s copy	Examples
Content and Idea	The ideas are not original. He is	He tried to copy the lines he

	reading someone's notes and memorise the items and write in his copy.	heard from his teacher.
Grammatical error	Problem with the appropriate use of punctuation	There should be a coma in the last sentence also in "International workers Day" he should use capital W instead of small w.
Sentence structure	Incomplete sentence, tendency to skip writing entire sentence.	Finished abruptly and the idea is not clear in the following sentence: "Since the Industrial Revolution in the 18 th and 19 th countries in Europe and the US the workers in mills and factories have been..."
Vocabulary	Frequent uses of common words rather any new or difficult words. Difficulty in finding appropriate words and also found multiple spelling errors	May 1 instead of 1 st May or May 1 st ,
Hand writing	Became lazy to write properly and his written words became	

	tiny also handwriting became slower and unable to finish writing on time.	
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Table 7: Content analysis framework for analysing student's copy in post-pandemic

I closely observed this class and took field notes (see appendix C.1) while he was attending the class. During the class time, while the teacher was giving lessons, the student was not paying attention to class; for instance, he was checking his friends, looking outside the class, moving his legs and rolling pen. After that when the teacher asked them to write the paragraph he was struggling to write and also he was barely able to produce anything new. While analysing his notes I found in his copy that he finished abruptly the paragraph without stating anything properly. After reading the student's paragraph, I found that the student did not have the clear idea about writing a paragraph. There are certain norms of writing paragraphs where there are three main sections of a paragraph, which are, topic sentence, supporting details and concluding sentence (University of Sheffield) which is missing in the student's copy. Additionally, he had the tendency to skip writing the entire sentences. There are some small sentences written in his copy in an incomplete way. For example, in the last sentence he wrote "Since the Industrial Revolution in the 18th and 19th countries in Europe and the US the workers in mills and factories have been..." which was incomplete and his ideas were also not conveyed clearly. However, he had issues with the appropriate use of punctuation in the grammatical items, for instance, using capital letter after full-stop, using comma. For instance, in the last sentence he wrote "Since the Industrial Revolution in the 18th and 19th countries in Europe and the US the workers in mills and factories have been..." there should be a comma after US. Also, in this sentence, the student should have used capital also in "International workers Day" he should use capital "W" instead of small "w" as this is the

name of a national holiday. Additionally, the ideas and content are not original as he tried to follow his teacher's note in his writing. Moreover, after re-opening of schools, he faced difficulty in completing sentences. For instance, he finished the paragraph abruptly and ideas are not clearly came out in his writing. Furthermore, there was no description and elaboration about the topic. In addition, for his writing, he sometimes had challenge to find appropriate words to deliver his ideas. For example, "almost all the countries, all over the world". Finally, the student became lazy to write properly and his written words became tiny also handwriting became slower and unable to finish writing on time. In this regard, I asked the student in the interview session why his handwriting became small in which the student replied even he did not know about this issue.

Along with this class I observed his two to three classes where I noticed his class performances were confusing. He was not able to concentrate in the class lectures also during his writing he became puzzled and stuck many times. Also, in all the classes that I observed, he was never able to finish the class works on time.

4.4.2 Analysing English 2nd paper: Before Pandemic and post-pandemic

Topic: C.V. cover letter

Student's writing after re-opening of schools and before pandemic situation is given below to analyse the differences in his English learning.

Student's writing: After re-opening of schools	Student's writing: Before Pandemic
25th May, 2022 The Managing Director Pharmaceutical company Ltd. Dhaka	12 February, 2020 The Principle Engineering University School and College BUET Campus, Dhaka-1000

Subject: Application for the post of Sales Promotion Manager. Dear Sir, With due honour and respect, I would like to state that I have seen your advertisement on paper. Having all the requirements, I would like you apply for the post. Sincerely Yours, Mansrur Rahman	Subject: Application for the post for an Assisat English teacher. Dear Sir, In response to your advertisement published in The Daily Star on 20 January, 2020, I have come to know that there is a vacan post of Assistant English teacher in your renowned institution. I desire to offer myself as a candidate for the post. If you appoint me, I will render my utmost service to achieve organizational as well as personal goals. I look forward to hearing from you and hope that you would be kind enough to call me for an interview shortly and oblige thereby. Yours Sincerely, Mursalin Encloser: My full C.V. and other necessary documents.
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Here, before the COVID-19 pandemic the student used to write in a more detailed way by explaining the reasons whereas after the prolonged gap he tried to write the letter but did not explain the reasons properly and also finished abruptly. During the traditional classes they used to memorise and write regularly which they lack during online classes. Due to his lack of practise he is unable to finish his writing appropriately. In this respect, I asked the participant if he is noticing any difference after re-opening of schools than his earlier regular English classes (before pandemic) in terms of learning and concentrating in which he replied:

Uhh, as I said.. umm.. before the online classes, it was all normal, we need to attend all the classes, sitting on a chair properly, write all the important points, taking notes, doing homework. But.. in the online classes we didn't need to do all those things, we

used to lay down on bed and attend the classes, we could see the lectures any time as those were recorded, we did not have to write, we used to take screenshots or snaps of the important topics but we are not able to do these now. Also, uhh.. We didn't had any exam also so we didn't have to prepare or write on time. But after re-opening, we need to attend so many model tests.Uhhh... I couldn't able to write or complete sentences, like before...It is really difficult to concentrate in classes. As we used to do a lot of things chats, open multiple screens during online classes. Now its really difficult. (DU RUP 66).

Here, during class time the student was using internet to chat and play with his friends which affected negatively on his learning style. In this regard, Muftah (2022) also tried to show the negative impact of social media on students' learning ability. Also, after the online classes, the student is no longer able to write longer sentences. In addition, I asked the student of the reason why his handwriting became smaller with time that I noticed while analysing his copies. In the response, the student said that

Ummm... I also do not know the reason. My teachers also told me to increase the size of my writing. (DU RUP 68).

Moreover, I asked the participant that what device he used to attend the classes where the participant replied:

Ohhh, mobile phone. It was easy and flexible. (DU RUP 70)

The student was attended the classes using his mobile phone. This could be a reason of his small handwriting. As he attended the classes in the small screen and type messages and comments for a long period of time, now when he tried to write it became smaller. Casey (2013) found somewhat similar to this in her investigation. She found that due to over use of technology people are not able to write as they used to write also sometimes they could not

read their own writings. Furthermore, I asked the student that why he did not complete all his writings and finished all the topics in an incomplete way in his copies where he replied:

Umm.uh... I am facing writing difficulties. I couldn't feel like writing. Also, I am uhh... unable to finish the writing on time. (DU RUP 72).

Here, as the student was not in touch with writing for a very long time, he is facing difficulties with writing. This is because, during the online classes he had less practise in writing, he lack the ability to write longer sentences and also finish writing on. He responded lack of interest in writing. According to Meinck, Fraillon and Strietholt (2022), due to the long school closure, students reported lack of interest in writing. After that I asked him if his teachers gave any suggestion regarding this matter in which he replied:

Ohh yeah, They asked me to memorise properly so that I can write and complete the entire thing properly. (DU RUP 74).

Here, as the student facing writing challenges, in spite of giving him a proper suggestions on free handwriting and practising outside reading and writing more, the teachers encouraged him to memorise which hampered his creative writing and thinking skills. For this reason, the student did not feel motivated to write something on his own. After that, I asked the student about the factors that might help him to reduce the pressure he has been facing after re-opening of school. In which he replied

Well, uhh... I think the number of test we are giving is really hectic. If those can be reduced that will be a lot of help. I am already facing writing difficulties. I hope with time I will be able to overcome this. (DU RUP 76)

The student here mentioned about the test pressure and the academic burdens that increase the level of pressure to higher extent which also affect their psycho-emotional wellbeing and lower the confidence.

Since after re-opening of schools the student faced numerous difficulties, especially, writing, learning pattern and interacting with the teachers, I asked the student about his preparation for his board examination (S.S.C) which is going to take place a month later. Responding to this question the student replied:

Uhhh, It's quiet good. As we are going to give the exam will be on some selected subjects and on a short syllabus specifically designed for us. Ahh... but I am worried about completing... umm, I mean... after re-opening I am not being able to finish my writing on time. Also couldn't able to complete on time. I am in tension with my writing. (DU RUP 78)

Although the participant was a bit relaxed with the short syllabus he was tensed about completing his writing on time. Importance of the board examination is also shown through his statement. Due to the prolonged school closure the student lose the practise of writing which after re-opening of schools put him into trouble. As a result, he became less confident and in a psycho-emotional trouble about his preparation. In this regard, Copeland, McGinnis, Bai, Adams, Nardone, et al., (2021) also found students' psycho-emotional difficulties regarding their academic progress.

As he mentioned about a special short syllabus that have been designed for the current batch of S.S.C students, I asked him to briefly tell me the short syllabus for both the English papers that he is following for his S.S.C examination preparation. The participant replied:

We have total 100 marks for English; 50 marks for each paper. For first paper, we have mcq, question-answer, fill in the blanks, summary, paragraph, email and dialogue. And for English 2nd paper, there is, preposition, article, right form of verbs, change the sentences, suffixes, prefixes, tag questions, punctuation, C.V. and application. (DU RUP 80)

Here, it is clearly visible that majority of the topics have been cut off from the syllabus to reduce the study pressure from the students. While the original secondary level syllabus claims that the students will be able to utilize the English language skills independently in real life situation but with the lack of practise and this short syllabus design might lag the students far behind to achieve the main motive of learning. This students might fall into trouble when they are about to attend the higher secondary level of education where the syllabus will be the same as before. Additionally, the participant's performance before COVID-19 pandemic and during and after pandemic learning style drastically changed which may affected negatively in terms of his future education process.

Finally, since it is a single case study, the result of this study might not be over generalised but the majority of the cases are quite similar to this scenario. We might get over with the COVID-19 pandemic but this learning gap due to the accidental epidemic will continue to effect negatively in the long run for all levels of students.

CHAPTER FIVE

CONCLUSION

5.1 Introduction

This final chapter elaborates a brief summary of the major findings of the study, identifies the implications and based on the results suggests some recommendations.

5.2 Summary of the Study and the Major Findings

Scholars, researchers and educators have been analysing students' academic progress and learning difficulties during COVID-19 pandemic from different aspects in terms of teaching and learning English but very few research have been conducted after re-opening of educational institutions. Additionally, no researches have been conducted from Bangladeshi students' perspective on post-pandemic predicaments. Remote learning process was an absolute exceptional case for all the students, educators and instructors. With the prolonged school closure students started to lose their interest and motivations from academic and social activities. To investigate the rationale behind it this study explored the perspective of a secondary school student on what was the student's English learning experience before COVID-19 pandemic, how did the COVID-19 pandemic affect the S.S.C student's English learning and what difficulties he had experienced while learning English after re-opening of school.

This study used prolonged observation, content analysis (class notes of before, during and after COVID-19 pandemic), semi-structured interview and audio recording to collect data. To shape the study appropriately I adapted a procedural conceptual framework from Almaiah, Al-Khasawneh and Althunibat's, (2020) framework. For analysing the study results, I used

Creswell and Poth's (2018) Data Analysis Framework where I transcribed the semi-structured interview of the student, coded the interview using open coding, arranged the coding according to themes and related it with the findings. Along with the data analysis framework I established a content analysis framework to analyse student's writings. Throughout the time span from traditional classroom to during lockdown to re-opening of schools, the student witnessed different kinds of predicaments in his learning. For the prolonged observation and taking field notes I also established a framework for analysing the observation and field notes. By analysing the written items of the students, the interview session along with the close observation, I found the student faced challenges, such as, concentration problem, lack of interest, de-motivated, writing difficulties, psycho-emotional problems due to the fluctuating assessment procedure along with his less confidence regarding the board examination preparation and interaction problems with the instructors. Lastly, I faced difficulty in finding student's written documents in his copy during his online classes.

5.3 Implications of the Study

5.3.1 Implications for Knowledge

There are several studies conducted on the students' learning challenges during the COVID-19 pandemic but it is also important to know the problems students faced after re-opening of the educational institutions to bridge the learning gap. Even though the situation caused a crucial challenge and brought new changes for the academic life of every level of students, there has no research been conducted on this area. For this reason, I chose this topic for its significance and usability. Students' academic practises drastically changed in this new normal situation after re-opening of schools which is why researchers need to analyse the issue. This study provides a primary level of data and findings based on a secondary school

student's perspective and activities throughout the time frame, there can be various other points to acknowledge. As there has not been any study on this area, therefore, the scholars who wants to examine the post-pandemic challenges faced by the Bangladeshi students in English learning classrooms in Bangladesh might use this study as their guide. The results of this study might also be used to evaluate the country's current education system after re-opening of schools by addressing the difficulties and challenges which is necessary to overcome with proper modifications.

5.3.2 Implications for pedagogy

As the students faced an extremely exceptional educational transition due to the COVID-19 epidemic, to continue a successful and reliable teaching and learning situation in the post-pandemic states it is important to know the entire perspective both from learners and educators. That is why, this study focused on a secondary school student's perspective who was about to take his one of the significant board test, to know his state of mind and challenges he faced in preparing for his examination. To make the learning system more convenient and shorten the learning gap in accordance to the student's personal experience, the teachers, educators and instructor all over the country should be informed of this study finding. With the help of this study result, teachers can modify their teaching techniques to help the S.S.C students to overcome their learning challenges. Also, the Bangladeshi educational policy makers might use this study to re-shape the curriculum and activities based on the student's perspective.

5.3.3 Implications for Theories

A procedural conceptual framework was adapted from Almaiah, Al-Khasawneh and Althunibat's, (2020) framework to shape this study. I modified this framework by adding the re-opening challenges of students in terms of learning English. It will be beneficial to investigate the major challenges after re-opening of schools in terms of English teaching and learning in classrooms. The body of knowledge maintained by educational researchers is enriched by this framework. Within this framework, an educational researcher is able to effectively identify the gaps and challenges students are experiencing in their academic progress as a result of the prolonged school closure. Based on the findings of this study, the researcher can modify the curriculum and change the activities in respect to improve the English language skills of the students.

5.4 Recommendations

Due to the prolonged school closure due to COVID-19 pandemic the students in the post-pandemic situation after re-opening of schools showing lack of interest in regular classes and became more relied on technology and visual contents. Therefore, I would like to recommend some suggestions for the post-pandemic situation after re-opening of schools based on the study findings, which are given below:

- The educators should bring some changes in the curriculum and syllabus
- Instead of practising the regular daily activities, the teachers should use new techniques, e.g. creative activities; to increase students' concentration and engagement.
- Teachers should give more creative writing during class time to mitigate students' writing difficulties.
- Both teachers and parents need to encourage and motivate the students to learn and perform well rather than running for a good score in the examinations
- The number of examination should be decreased
- During the classes of schools and colleges, the teachers should use technology to make the class interesting
- Questions should be more focused on creative sections rather than memorised.
- Teachers should use and maintain a proper assessment policy and constructive feedback process.

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APPENDIX A

LETTER OF CONSENT FORM

Dear Participant,

My name is Mushfika Khandaker. Currently, I am pursuing my undergraduate degree in English at Department of English and Humanities, Brac University, Dhaka, Bangladesh. The title of my dissertation is “Impact of pandemic on English learning in post-pandemic situation of a Secondary School student preparation for S.S.C examination”. The objective of this study is to explore the difficulties and challenges an S.S.C student faced during online classes in terms of learning English along with the problems the student facing in the post-pandemic situation.

The participant of the study will be subjected to an interview, which will be performed in person. The interview will be recorded, however, the interview recording will only be used for this study purpose. Also, I will be using pseudonyms, to protect your identity. If you would like to participate in this study, please read and complete the consent form on the next page. It will be really appreciated if you help me doing this study by sharing your experience.

Regards,

Mushfika Khandaker

Bachelors Student of English

Department of English and Humanities

Brac University, Dhaka, Bangladesh.

Phone No. 01891970796

E-mail: mushfika.khandaker@g.bracu.ac.bd

Research Participation Consent Form

Please read the following statements and mark the boxes:

1. I have read the description and understand the information provided, which defines what this research is about and how data will be collected.	
2. My participation is entirely voluntary, and I reserve the right to withdraw at any time.	
3. As part of the research, I choose whether to engage in a physical or online interview.	
4. I give my permission for both my voice and my appearance to be recorded.	
5. Please feel free to get in touch with me at the following phone number or email address if you have any queries or need any clarifications.	

.....

Name

Date:

Phone No.:

Email address:

.....

Father's Name:

Date:

Phone No.:

Email address:

.....

Signature

.....

Father's Signature

APPENDIX B

INTERVIEW QUESTIONS FOR PARTICIPANT

Data for answering both the research questions 1 and 2 were collected by interviewing the participant of the study.

Interview Questions	Background Information	RQ (1a)	RQ (1b)	RQ (2)
1. What is the educational background of the student and what is the medium of instruction in your school?	*Bangla Medium Student *Medium of instructions in school - Bangla X	What was the student's English learning experience before COVID-19 pandemic?	How did the COVID-19 pandemic affect the S.S.C student's English learning?	What difficulties does he experience in learning English after re-opening of school?
2. In regular, how many hours did you study English?	X			
3. Is there any time allocated for vocabulary classes during class time? Did your teacher encourage you to read books apart from the syllabus?		X		
4. Do you read English newspapers or watch English movies?		X		
5. Did your English teacher asked you to write using different sentence structure?		X		
6. Why did you only follow your teacher's notes?		X		
7. How was your online learning			X	

experience?				
8. When all of you got the announcement of online classes?	X			
9. What are the tools you used to attend the class?	X			
10. Did you attend the online classes regularly? Was there any difficulties in attending those classes?			X	
11. Do you think the online classes helps in improving your English knowledge?			X	
12. How did you practise English during pandemic?			X	
13. Did you follow round reading process during online classes?			X	
14. What was the assessment procedure during pandemic and how was your interaction with your teachers during online classes?			X	
15. What problems are you facing in the classroom after re-opening of the school?				X
16. Is there any difference are you noticing than your earlier regular English classes (before pandemic) in terms of learning and				X

concentrating?				
17.While reading your copies I see your handwriting became smaller with time, could you tell me what is the reason behind it?				X
18.What are factors do you think will help you to reduce the pressure?				X

APPENDIX C

Sample of Observation and Field Notes: During pandemic situation

3rd February, 2021: Online Class

Observation criteria	Analysis and description of the student's
Body language	Lying down on bed
Participation and Engagement	Did not participate in the class
Activities during class time	Chatting with friends, playing games
Interaction with his teachers	No interaction with the teacher
Writing	Did not write anything in his copy

APPENDIX C.1

Sample of Observation and Field Notes: Post-pandemic situation after re-opening of schools

28th August, 2022: After Re-opening of school

Observation criteria	Analysis and description of the student's
Body language	Putting hand on his head, moving legs and pen
Participation and Engagement	Did not participate in the class
Activities during class time	Looking outside the class, checking his

	friends
Interaction with his teachers	No interaction with the teacher
Writing	Difficulty in writing, stuck and puzzled, could not finish his work

APPENDIX D

Student's writing: Before Pandemic (January 2020-March 2020)

The paragraph written on “Deforestation” by the student given below:

Deforestation

Deforestation means cutting down trees in large number. The causes of deforestation are many. Bangladesh is the most densely populated country in the world. It's population is much more in proportion to its area. For this reason people cut trees. Moreover, there are some dishonest people who cut trees in our forests to make money. The affects of deforestation are too many to describe. This destruction disturbs our ecological balance. The existence of animals are going to be threatened. Due to deforestation carbon dioxide is increasing. As a result, world is getting warmer. so, if we destroy trees at random, one day our country will turn into a desert. All living birds and animals will not find any food. The temperature will rise and it will cause green house effect. The country will face great crisis. so, we should prevent it.

The MCQ answers from *English For Today* written by the student given below:

U-4, Lesson 1 MCQ

1.C. travelling along a route

2.D. it was going to dark and stormy evening

3.B. the boatman had already too many people

4.B. on the wooden board

5.A. nobody died

6.B. the boat was unable to carry anymore people

The explanations of noun clause written by the student given below:

*বাক্যের যে অংশটুকো কোনো sentence এর subject, object, complement and appositive (কোনো noun এর পরিচয় দেওয়া) হিসেবে কাজ করে, তাকে noun clause বলে।

Actually Noun clause works as a noun.

Underlined parts are noun c:

Where he lives is known to me.

What he has said, was true.

APPENDIX D.1

Student's writing: During pandemic (April 2020-October 2021)

The paragraph written on “Environmental Pollution” during pandemic by the student given

Environmental Pollution

Environmental pollution are one of the major problem of modern life. It is a great thread to us. The causes of environmental pollution are many. Humans are mostly responsible for it. There are many environmental pollution. such like air pollution, water pollution, sound pollution etc.

below:

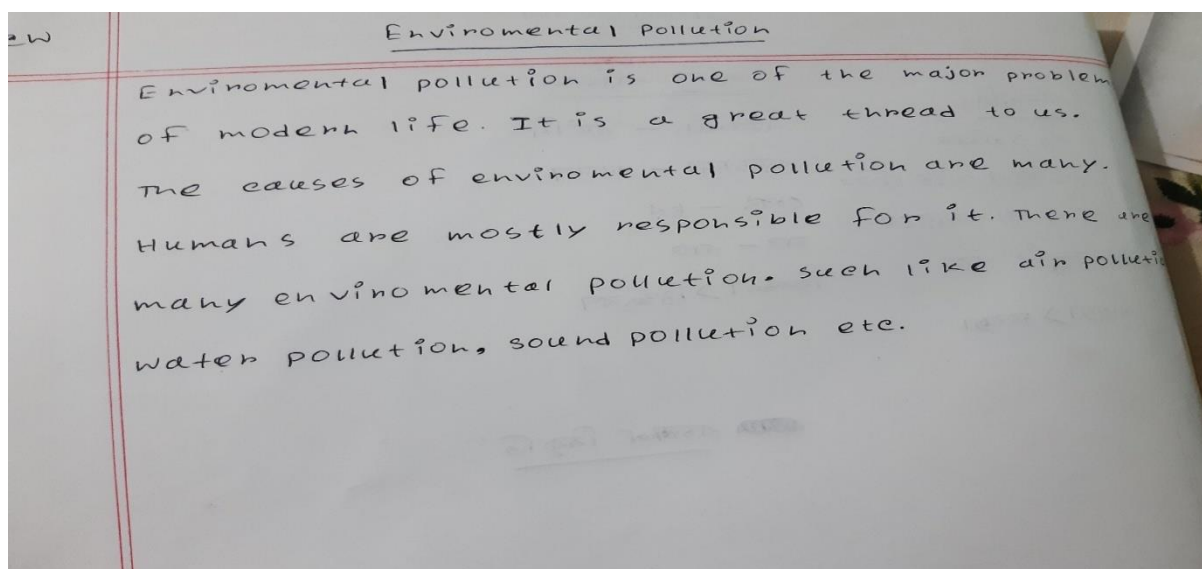


Image of Student's copy

APPENDIX D.2

Student's writing: In post-pandemic situation (October 2021- August 2022)

The paragraph written on “May Day” by the student given below:

May Day

May day or International workers Day is observed on May 1 all over the world. It is a public holiday in almost all countries of the world. Since the Industrial Revolution in the 18th and 19th countries in Europe and the US the workers in mills and factories have been...

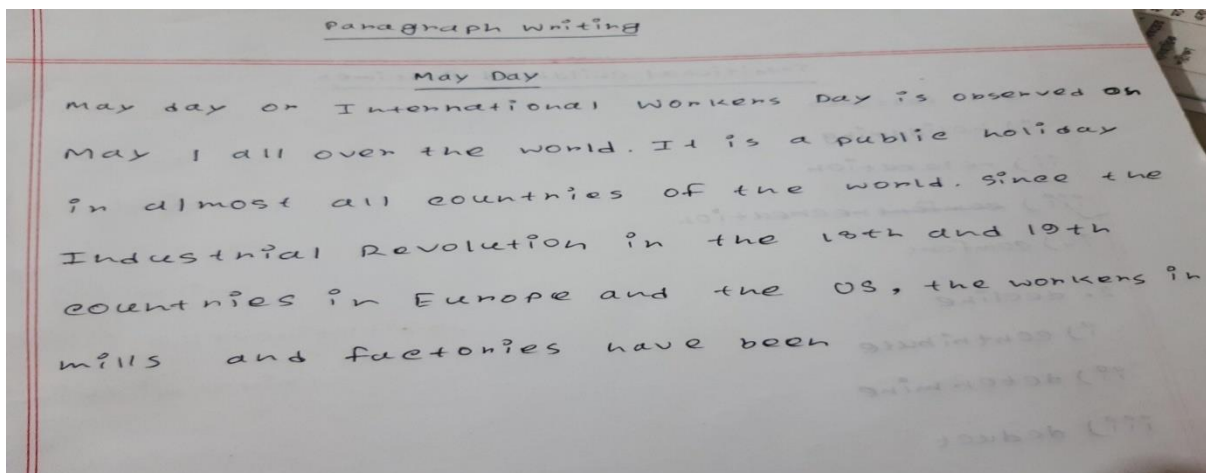


Image of Student's copy

Student's writing after re-opening of schools and before pandemic situation is given below to analyse the differences in his English learning.

Student's writing: After re-opening of schools	Student's writing: Before Pandemic
25th May, 2022 The Managing Director Pharmaceutical company Ltd. Dhaka Subject: Application for the post of Sales Promotion Manager. Dear Sir, With due honour and respect, I would like to state that I have seen your advertisement on paper. Having all the requirements, I would like you apply for the post. Sincerely Yours, Mansur Rahman	12 February, 2020 The Principle Engineering University School and College BUET Campus, Dhaka-1000 Subject: Application for the post for an Assistant English teacher. Dear Sir, In response to your advertisement published in The Daily Star on 20 January, 2020, I have come to know that there is a vacant post of Assistant English teacher in your renowned institution. I desire to offer myself as a candidate for the post. If you appoint me, I will render my utmost service to achieve organizational as well as personal goals. I look forward to hearing from you and hope that you would be kind enough to call me for an interview shortly and oblige thereby. Yours Sincerely, Mursalin Encloser: My full C.V. and other necessary documents.

APPENDIX E

Notational Conventions of the Interview Transcripts

	Notation	Meaning
1.	DU	Discourse Unit
2.	[]	For any action with voice
3.	,	Small pause
4.	...	Long pause (if in the middle of the sentence) Incomplete sentence (if at the end of sentence)
5.	Umm/uh	Hedging in speech
6.	DU RUP43	DU RUP 43 refers to secondary school student Rupen's DU number 43.

APPENDIX F

Sample interview with Rupen

DU	Participants	Questions and Answers
1	I	Hi Rupen, Good afternoon! How are you?
2	RUP	Hey, I am goo alhamdulillah. What about you, apu?
3	I	Uhh, I am going through a lot of pressure. What about your classes?
4	RUP	Umm, we don not have any classes right now. We have completed our final model test and preparing for our S.S.C examination.
5	I	So, next month you will be sitting for S.S.C examination, right?
6	RUP	Ohh yeah, finally and hopefully! We already 7 months late.
7	I	I see! Rupen, I asked you about to take an interview about your learning experience in before, during and after pandamic, remember?
8	RUP	Uhh... Yes I remember!
9	I	So, are you ready to give the interview?
10	RUP	Yeah, sure!
11	I	Okay then let's start our interview. What is your educational background and what is the medium of instruction in your school?
12	RUP	Well my education background is Bangla as I am in a Bangla medium school and the medium of instruction in our school is Bangla.
13	I	Accha.Do you like study English?
14	RUP	Uhh, a kind of.
15	I	In regular, how many hours did you study English?
16	RUP	Well, usually I do not study English at home. Uhhh I mean by my own. I go for private tuition where we practise and before examinations I go through the sheets and notes.
17	I	Tell me about your English classes in your school. Did you enjoy them and what is the pattern of the classes?
18	RUP	To be very honest, I do not enjoy the English classes at all. Especially in English 1 st paper classes where we need to open our English for today book, we read out loud the text by rotation and then

		the teacher aske us to write down the mcqs and question answer.
19	I	Ohh, those practise tasks? Did you solve them on your own or there are any group or pair task?
20	RUP	No! There is no group, pair or individual task. Uhhh, our teacher tell us the answer and we need to write down the answers in our notes.
21	I	I see. Is there any time allocated for vocabulary classes during class time?
22	RUP	Not as such. Ummn I mean, uhh... When we read the text one by one, after reading one sentence the teacher explain the sentence in Bangla. So, we do not have any extra class for vocabulary.
23	I	Did your teacher encourage you to read books apart from the syllabus?
24	RUP	Uhhh.. apu he prefer main text books and the recommended notes and sheets more.
25	I	Do you read English newspapers or watch English movies?
26	RUP	I used to see movies but newspapers are too boring for me.
27	I	Well, you were saying English 1 st paper is not a very fun to you. What about English 2 nd paper?
28	RUP	Umm, for English 2 nd paper, in the grammar classes.. teacher explain us the rules, uhh... suppose what is noun and how it perform in a sentence.
29	I	How did you practise grammar after receiving the lectures?
30	RUP	Uhh, we solve model questions, practise sheet.
31	I	Ohh, then your teacher give feedback?
32	RUP	Yeah, after that he tell us the correct answers in front of the class and asked us to mark us by our own.
33	I	Did your English teacher asked you to write using different sentence structure?
34	RUP	...uuh, no. He told us to write short simple sentences. You know, uhhm, grammatically correct. He said if we write long sentences there will be a lot of error which bring a bad score.
35	I	Okay, I got it. Why did you only follow your teacher's notes?
36	RUP	Apu, uhh, actually we are asked to follow the teacher's notes only. Otherwise, we do not get a good mark. Teacher told us not to skip any sentences of his notes.

37	I	Ohho. Now let us move towards the pandemic situation. How was it?
38	RUP	Uhh, to be very honest, for first few weeks it was fun. I was sit and relax nothing to do but after that it was so annoying. I could not go out, met with the friends. It was so frustrating. After that, we got the announcement of the classes which was conducted through BTv.
39	I	Did you attend those classes?
40	RUP	Umm, maybe two or three classes. Actually, those were morning classes and I missed those due to my sleeping habit. Also, in those classes the teachers came one by one and teach us by looking at the screen. Like radio show. Also, there was no tests on those lectures so I did not attend those classes. But we got the announcement of online classes.
41	I	When all of you got the announcement of online classes?
42	RUP	In May! I remember, uhh... after the Eid vacation.
43	I	Well, tell me how was your online learning experience?
44	RUP	Ahh...it was confusing.. umm... I was happy that I could see my friends and teachers after a long time but instructions was very unclear. Uhhh.. we took a lot of time to understand the process of online classes. Ahh.. so, many apps, we were newly introduced which functions didn't know at all. But once the classes started we used to chat in the comment box and also we did not have to write as the teachers could see us, so, it was fun!
45	I	What are the tools you used to attend the class?
46	RUP	Uhhh, facebook, zoom and google classroom. Mainly, facebook is used for taking the classes.
47	I	Did you attended the online classes regularly? Was there any difficulties in attending those classes?
48	RUP	I tried to attend the online classes but it was difficult to stay connected or joined. Uhh.. that is why I couldn't able to attend majority of the classes ahh.. yes... there were a lot of trouble joining and stay connected in the classes due to the poor internet connection, power cuts and technical glitches. Ahhh... also, confused with the use of the applications like, we didn't attend classes on facebook earlier. I faced problem with get used to it.
49	I	Do you think the online classes helps in improving your English knowledge?
50	RUP	Uhhh... I do not think so. We used to have 2 classes every week

		where first few weeks we were confused.... I mean how did it work and all...
51	I	Well, while going through your copies I find only 2 or 3 writings which were also finished in an incomplete way. Could you please tell me then how did you practise English during pandemic?
52	RUP	I used to take screenshots when our teachers asked us to take notes. That is why I didn't write anything on my notes as those topics were there saved in my phone gallery.
53	I	Did your teacher follow round reading process during online classes?
54	RUP	Uhh... no.. it was not possible actually. Due to the unstable Internet connection, our teacher used to read the whole text with Bangla meaning of each lines and then told us to write the mcqs and short question answers as per his saying.
55	I	So, how was your interaction with your teachers during online classes?
56	RUP	Uhh,... We used to write our names in the chat box for the attendance. As our classes was taken on facebook, we couldn't speak, we need to write in the comment section. As we were 56 students in a section it was difficult to answer all the questions. We used to do a lot of fun with our friends in the comment section as the teacher couldn't see it properly.
57	I	What was the assessment procedure during pandemic?
58	RUP	Ahh...we were asked to submit assignments to grade us.
59	I	Did you do those assignments by your own?
60	RUP	Umm... to be honest,.. uhh no. There were a lot of assignments. 6 assignments for each subjects and we were given a week to complete those and submit. So, it was not possible. I used to copy the assignments from numerous groups. The answers were available in different facebook groups and even in google. I just used to write the answers in the paper and submit it.
61	I	How did the teachers gave you feedback? Was there any grade or marks?
62	RUP	Uhh, we did not receive any feedback. We automatically promoted to class 10.
63	I	Alright! Let's talk about the post pandemic situation. What problems are you facing in the classroom after re-opening of the school?
64	RUP	It was very confusing... umm, I mean I was happy that I am going to meet all of my friends but it became very unusual, getting ready for

		schools, wearing face masks, sanitizing, taking notes in classes. It was normal as before, I mean the class activities but in the online classes it was flexible.
65	I	Is there any difference are you noticing than your earlier regular English classes (before pandemic) in terms of learning and concentrating?
66	RUP	Uhh, as I said.. umm.. before the online classes, it was all normal, we need to attend all the classes, sitting on a chair properly, write all the important points, taking notes, doing homework. But.. in the online classes we didn't need to do all those things, we used to lay down on bed and attend the classes, we could see the lectures any time as those were recorded, we did not have to write, we used to take screenshots or snaps of the important topics but we are not able to do these now. Also, uhh.. We didn't had any exam also so we didn't have to prepare or write on time. But after re-opening, we need to attend so many model tests. Uhhh... I couldn't able to write or complete sentences, like before...It is really difficult to concentrate in classes and as well as in the tests. As we used to do a lot of things chats, open multiple screens during online classes. Now its really difficult.
67	I	While reading your copies after re-opening of schools I see your handwriting became smaller with time, could you tell me what is the reason behind it?
68	RUP	Ummm... I also do not know the reason. My teachers also told me to increase the size of my writing.
69	I	What did you use to attend the classes? I mean, mobile, laptop or tab?
70	RUP	Ohhh, mobile phone. It was easy and flexible.
71	I	Uhh, I also noticed in your copies that you did not complete all your writings. Why is it like that? Why didn't you complete your writing.
72	RUP	Umm.uh... I am facing writing difficulties. I couldn't feel like writing. Also, I am uhh... unable to finish the writing on time.
73	I	Did your teachers gave any suggestion to you regarding this?
74	RUP	Ohh yeah, They asked me to memorise properly so that I can write and complete the entire item properly.
75	I	What are factors do you think will help you to reduce the pressure?
76	RUP	Well, uhh... I think the number of test we are giving is really hectic. If those can be reduced that will be a lot of help. I am already facing writing difficulties. I hope with time I will be able to overcome this.

77	I	Now, as your board examination is knocking at the door, how is your preparation for the exam?
78	RUP	Uhhh, It's quiet good. As we are going to give the exam will be on some selected subjects and on a short syllabus specifically designed for us. Ahh but I am worried about completing... umm, I mean... after re-opening I am not being able to finish my writing on time. Also couldn't able to complete on time. I am in tension with my writing.
79	I	Uhh, can you please briefly tell me the short Syllabus for both the English papers that you are following for your S.S.C examination preparation?
80	RUP	We have total 100 marks for English; 50 marks for each paper. For first paper, we have mcq, question-answer, fill in the blanks, summary, paragraph, email and dialogue. And for English 2 nd paper, there is, preposition, article, right form of verbs, change the sentences, suffixes, prefixes, tag questions, punctuation, C.V. and application.
81	I	For the writing part, is there any Syllabus or it is unseen.
82	RUP	Uhh, no we had given a list after re-opening of schools, we are asked to memorise the sheets as a part of the preparation.
83	I	Well. That is it for this session. Thank you so much Rupen for your time.
84	RUP	Thank you apu. No problem at all.
85	I	If I need to know more on this issue I am going to call you. Thank you once again, Bye! And All the very best for you S.S.C exam!
86	RUP	Yeah, sure. Anytime apu. Thank you! Bye.

Appendix G

Sample of Coding Template by the Researcher

RQ 1(a): What was the student's English learning experience before COVID-19 pandemic?

Coding of Rupen's interview						
Interview Question (1)	Subordinate keyword of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Tell me about your English classes in your school. Did you enjoy them and what is the pattern of the classes?	*Practise English in regular classes *enjoy the classes	*Reading practise *Do not enjoy	To be very honest, I do not enjoy the English classes at all. Especially in English 1st paper classes where we need to open our English for today book, we read out loud the text by rotation and then the teacher aske us to write down the mcqs and question answer.	*Do not enjoy the English 1 st paper classes *Reading practise	1	DU RUP 18
I see. Is there any time allocated for vocabulary classes during class time?	*Vocabulary classes *leaning experience	*no classes on vocabulary *translation of the sentences	Not as such. Ummn I mean, uhh... When we read the text one by one, after reading one sentence the teacher explain the sentence in Bangla. So, we do not have any extra class for vocabulary.	*no additional classes *translating the sentences by the teacher	2	DU RUP 22 DU RUP 24

Appendix G.1

Sample of Coding Template by the Researcher

RQ 1(b): How did the COVID-19 pandemic affect the S.S.C student's English learning?

Coding of Rupen's interview						
Interview Question (1)	Subordinate keyword of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Well, while going through your copies I find only 2 or 3 writings which were also finished in an incomplete way. Could you please tell me then how did you practise English during pandemic?	*Practise English during online classes *Incomplete writing	*Screenshots or snaps	I used to take screenshots when our teachers asked us to take notes. That is why I didn't write anything on my notes as those topics were there in my phone gallery.	*Demotivated to write *Easy to take snaps and save it to the gallery.	3	DU RUP 36 DU RUP 28 DU RUP 50
Well, tell me how was your online learning experience?	*Online leaning experience	*Confusing *Unclear instructions *Lack of interest to write	Ahh...it was confusing.. umm... I was happy that I could see my friends and teachers after a long time but instructions was very unclear. Uhhh.. we took a lot of time to understand the process of online classes. Ahh.. so, many apps, we were newly introduced which functions didn't know at all. But once the classes started we used to chat in the comment box and also we did not have to write as the teachers could see us, so, it was fun!	*Technological difficulties *Confused with the entire process and instructions *Did not write in class	2	DU RUP 44 DU RUP 52

Appendix G.2

Sample of Coding Template by the Researcher

RQ 2: What difficulties does he experience in learning English after re-opening of school?

Coding of Rupen's interview						
Interview Question (1)	Subordinate keyword of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Alright! Let's talk about the post pandemic situation. What problems are you facing in the classroom after re-opening of the school?	*Post-pandemic problems *state situations	*Unusual and confusing *Regular class activities	It was very confusing... umm, I mean I was happy that I am going to meet all of my friends but it became very unusual, getting ready for schools, wearing face masks, sanitizing, taking notes in classes. It was normal as before, I mean the class activities but in the online classes it was flexible.	*New normal situation *Awkward and confusing	1	DU RUP 64
Is there any difference are you noticing than your earlier regular English classes (before pandemic) in terms of learning and concentrating?	*Differences in learning *Before and after pandemic *In English classes	*Concentration problem *Writing challenges *Laziness *Lesser use of multi-media	Uhh, as I said.. umm.. before the online classes, it was all normal, we need to attend all the classes, sitting on a chair properly, write all the important points, taking notes, doing homework. But.. in the online classes we didn't need to do all those things, we used to lay down on bed and attend the classes, we could see the lectures any time as those were recorded, we did not have to write, we used to take screenshots or snaps of the important topics but we are not able to do these now. Also, uhh.. We didn't had any exam also so we didn't have to prepare or write on time. But after re-opening, we need to attend so many model tests.Uhhh... I couldn't able to write or complete sentences, like before... It is really difficult to concentrate in classes. As we used to do a lot of things chats, open multiple screens during online classes. Now its really difficult.	*Difficult to cope up with the changes *Difficult in concentrating *Less usage of technology *Less interest in writing	3	DU RUP 66 DU RUP 52 DU RUP 52
What are factors do you think will help you to reduce the pressure?	*factors that help in reducing the pressure	*Overloaded tests *Writing difficulties	Well, uhh... I think the number of test we are giving is really hectic. If those can be reduced that will be a lot of help. I am already facing writing difficulties. I hope with time I will be able to overcome this.	*Time management *Examination pressure	1	DU RUP 76

Appendix H

Sample Theme Generation Template

RQ 1(a): What was the student's English learning experience before COVID-19 pandemic?		
Interview Questions	Rupen's Response	Themes
Tell me about your English classes in your school. Did you enjoy them and what is the pattern of the classes?	To be very honest, I do not enjoy the English classes at all. Especially in English 1st paper classes where we need to open our English for today book, we read out loud the text by rotation and then the teacher aske us to write down the mcqs and question answer.	*Do not enjoy English 1 st paper classes *Reading practise
I see. Is there any time allocated for vocabulary classes during class time?	Not as such. Ummn I mean, uhh... When we read the text one by one, after reading one sentence the teacher explain the sentence in Bangla. So, we do not have any extra class for vocabulary.	*No additional classes for vocabulary *Translated meanings presented by the teacher
Did your English teacher asked you to write using different sentence structure?	...uuh, no. He told us to write short simple sentences. You know, uhhm, grammatically correct. He said if we write long sentences there will be a lot of error which bring a bad score.	*Use of short simple sentences to avoid grammatical error *Importance of good score
Okay, I got it. Why did you only follow your teacher's notes?	Apu, uhh, actually we are asked to follow the teacher's notes only. Otherwise, we do not get a good mark. Teacher told us not to skip any sentences of his notes.	*Importance of good grade *Instructions to follow teachers' notes

Appendix H.1

Sample Theme Generation Template

RQ 1(b): How did the COVID-19 pandemic affect the S.S.C student's English learning?		
Interview Questions	Rupen's Response	Themes
Did you attended the online classes regularly? Was there any difficulties in attending those classes?	I tried to attend the online classes but it was difficult to stay connected or joined. Uhh.. that is why I couldn't able to attend majority of the classes ahh.. yes... there were a lot of trouble joining and stay connected in the classes due to the poor internet connection, power cuts and technical glitches. Ahhh... also, confused with the use of the applications like, we didn't attend classes on facebook earlier. I faced problem with get used to it.	*Poor Internet connection and load-shedding *Lack of technological knowledge *Low attendance
Well, while going through your copies I find only 2 or 3 writings which were also finished in an incomplete way. Could you please tell me then how did you practise English during pandemic?	I used to take screenshots when our teachers asked us to take notes. That is why, I didn't write anything on my notes as those topics were there saved in my phone gallery.	*Laziness in writing
Did your teacher follow round reading process during online classes?	Uhh... no.. it was not possible actually. Due to the unstable Internet connection, our teacher used to read the whole text with Bangla meaning of each lines and then told us to write the mcqs and short question answers as per his saying.	*Lack of practise *Hampering the creativity
So, how was your interaction with your teachers during online classes?	Uhh,... We used to write our names in the chat box for the attendance. As our classes was taken on facebook, we couldn't speak, we need to write in the comment section. As we were 56 students in a section it was difficult to answer all the questions. We used to do a lot of fun with our friends in the comment section as the teacher couldn't see it properly.	*Lack of interaction *Misuse of technology *Class management problems
Did you do those assignments by your own?	Umm... to be honest,.. uhh no. There were a lot of assignments. 6 assignments for each subjects and we were given a week to complete those and submit. So, it was not possible. I used to copy the assignments from numerous groups. The answers were available in different facebook groups and even in google. I just used to write the answers in the paper and submit it.	*Burdened with academic works *Low motivation in doing the assignments by his own due to availability of the answers *Copying other's assignment *Limited time to submit

Appendix H.2

Sample Theme Generation Template

RQ2: What difficulties does he experience in learning English after re-opening of school?		
Interview Questions	Rupen's Response	Themes
Is there any difference are you noticing than your earlier regular English classes (before pandemic) in terms of learning and concentrating?	Uhh, as I said.. umm.. before the online classes, it was all normal, we need to attend all the classes, sitting on a chair properly, write all the important points, taking notes, doing homework. But.. in the online classes we didn't need to do all those things, we used to lay down on bed and attend the classes, we could see the lectures any time as those were recorded, we did not have to write, we used to take screenshots or snaps of the important topics but we are not able to do these now. Also, uhh.. We didn't had any exam also so we didn't have to prepare or write on time. But after re-opening, we need to attend so many model tests. Uhhh... I couldn't able to write or complete sentences, like before...It is really difficult to concentrate in classes. As we used to do a lot of things chats, open multiple screens during online classes. Now its really difficult.	*Lack of concentration and attention *Difficulty to cope up with new changes *Laziness *Misuse of technology during online classes
While reading your copies I see your handwriting became smaller with time, could you tell me what is the reason behind it?	Ummm... I also do not know the reason. My teachers also told me to increase the size of my writing.	*No idea about the change in size of his writing *Teachers also asked to increase the writing size.
Uhh, I also noticed in your copies that you did not complete all your writings. Why is it like that? Why didn't you complete your writing.	Umm.uh... I am facing writing difficulties. I couldn't feel like writing. Also, I am uhh... unable to finish the writing on time.	*Writing difficulties *Lack of interest in writing
Did your teachers gave any suggestion to you regarding this?	Ohh yeah, They asked me to memorise properly so that I can write and complete the entire item properly.	*Practise of Memorisation

Appendix I

Rating for Student's Interview by Rater

Please indicate whether you "Agree" or "Disagree" with the following themes. Furthermore, you can recommend new themes in the comments/suggestion section.

RQ2: What difficulties does he experience in learning English after re-opening of school?						
Themes	Main Ideas	Discourse Unit	Verbal Support	Inter-rater		Comment
				Agree	Disagree	
Interview Question: Well, while going through your copies I find only 2 or 3 writings which were also finished in an incomplete way. Could you please tell me then how did you practise English during pandemic?						
*Laziness in writing *Relied on snaps and screenshots.	*Laziness to write *Easy to take snaps and save it to the gallery.	DU RUP 36	I used to take screenshots when our teachers asked us to take notes. That is why, I didn't write anything on my notes as those topics were there saved in my phone gallery.		\	
Interview Question: So, how was your interaction with your teachers during online classes?						
*Lack of interaction *Misuse of technology *Lack of concentration in class *Class management problem	*Lower participation during online classes. *Lack of communication between teachers and students *Misuse of technology in class time	DU RUP 40	Uhh,... We used to write our names in the chat box for the attendance. As our classes was taken on facebook, we couldn't speak, we need to write in the comment section. As we were 56 students in a section it was difficult to answer all the questions. We used to do a lot of fun with our friends in the comment section as the teacher couldn't see it properly.	\		
Interview Question: Did you do those assignments by your own?						

*Burdened with academic works *Low motivation in doing the assignments by his own due to availability of the answers *Copying assignments from different groups *Misuse of internet *Limited time to submit	*Burdened with academic works *Low motivation to do the works by his own due to availability of the answers *Tendency to copy answers and write in his paper *Misuse of internet *Shortage of time for a lot of assignments	DU RUP 60	Umm... to be honest,.. uhh no. There were a lot of assignments. 6 assignments for each subjects and we were given a week to complete those and submit. So, it was not possible. I used to copy the assignments from numerous groups. The answers were available in different facebook groups and even in google. I just used to write the answers in the paper and submit it.	\		
Interview Question: Alright! Let's talk about the post pandemic situation. What problems are you facing in the classroom after re-opening of the school?						
*Unusual, awkward and confusing *Regular class activities *New normal situation after re-opening of schools *Online classes were more flexible	*Unusual, awkward and confusing *New normal situation after re-opening of schools *Regular class activities *Online classes were more flexible	DU RUP 64	It was very confusing... umm, I mean I was happy that I am going to meet all of my friends but it became very unusual, getting ready for schools, wearing face masks, sanitizing, taking notes in classes. It was normal as before, I mean the class activities but in the online classes it was flexible.	\		
Interview Question: Is there any difference are you noticing than your earlier regular English classes (before pandemic) in terms of learning and concentrating?						
* Difficulty in concentrating after re-opening *Lack of interest to write *not able to write	*Difficult to cope up with the re-opened changes. *Difficulty in concentrating in class.	DU RUP 66	Uhh, as I said.. umm.. before the online classes, it was all normal, we need to attend all the classes, sitting on a chair properly, write all the important points, taking notes, doing homework. But.. in the online classes we didn't need to do all those things, we used to lay down on bed and attend the classes, we could see the lectures any time as those were recorded, we did not have to write, we used	\		

longer sentences after online classes *Difficult to adjust *burdened with tests	*Less interest in writing *Academic pressure.		to take screenshots or snaps of the important topics but we are not able to do these now. Also, uhh.. We didn't had any exam also so we didn't have to prepare or write on time. But after re-opening, we need to attend so many model tests. Uhhh... I couldn't able to write or complete sentences, like before... It is really difficult to concentrate in classes. As we used to do a lot of things chats, open multiple screens during online classes. Now its really difficult.			
Interview Question: What are factors do you think will help you to reduce the pressure?						
*Overloaded tests *Writing difficulties *Time management	*Examination pressure *Writing challenges	DU RUP 76	Well, uhh... I think the number of test we are giving is really hectic. If those can be reduced that will be a lot of help. I am already facing writing difficulties. I hope with time I will be able to overcome this.	\		
Interview Question: While reading your copies after re-opening of schools I see your handwriting became smaller with time, could you tell me what is the reason behind it?						
*Did not have any clue *Teachers asked him to write in a bigger font	*No idea about the change in size of his writing *Teachers also asked to increase the writing size	DU RUP 68	Ummm... I also do not know the reason. My teachers also told me to increase the size of my writing.	\		
Interview Question: Now, as your board examination is knocking at the door, how is your preparation for the exam?						
*Unable to complete writing after re-opening of schools *Anxious about finishing on time *Short syllabus	*Short syllabus *Tensed with completing writing on time. *Could not able to finish writing after re-opening of schools	DU RUP 78	Uhhh, It's quiet good. As we are going to give the exam will be on some selected subjects and on a short syllabus specifically designed for us. Ahh I am worried about completing... umm, I mean... after re-opening I am not being able to finish my writing on time. Also couldn't able to complete on time. I am in tension with my writing.	\		
Interview Question: Did your teachers gave any suggestion to you regarding this?						
*Practise of memorisation	*Teachers' encouragement to memorise.	DU RUP 74	Ohh yeah, They asked me to memorise properly so that I can write and complete the entire item properly.	\		

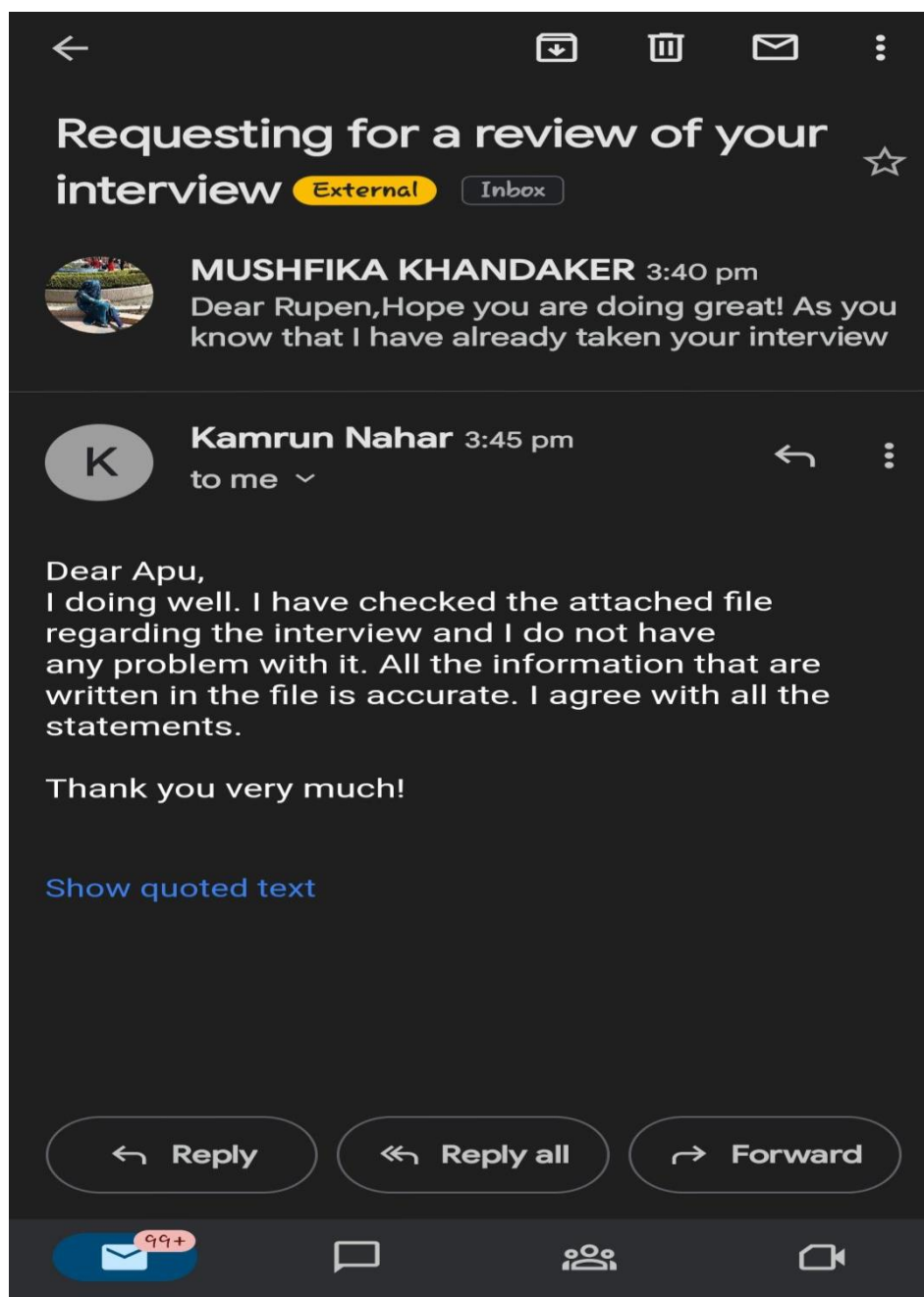
Appendix J

Inter-rater Reliability Calculation for Student's Interview

$$\begin{aligned}\text{Percentage of Agreement by Inter-rater} &= (\text{Total agreement} / \text{Total responses}) \times 100\% \\ &= (9/10) * 100\% \\ &= 90\%\end{aligned}$$

Appendix K

Sample of Email for Member Checking



Appendix L

Audit trail of the study

Date	Activities	Records
8 th May 2022	Deciding on a topic with supervisor	Email
March 2020 to September 2021	Prolonged Observation of the participant and analysing field notes	Field notes, soft-copy rubric
5 th August 2022 to 17 th September 2022	Analysing student's class works	Soft copy
27 th September 2022	Interview of participant	Transcripts
29 th September 2022 to 1 st October 2022	Transcribing interview	Transcribed Audio recording file
3 rd October 2022	Member checking and incorporating the corrections provided by the participant.	Email
5 th November 2022	Contacting rater, sending a portion of transcribed interview for rating, receiving inter-rater's feedback.	Email