

# **A Case Study of Tertiary Level Online English Learning and Assessment in Bangladesh During COVID-19**

By

Farsin Binte Sultan  
17103014

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

Department of English and Humanities  
Brac University  
September 2021

© 2021. Brac University  
All rights reserved.

## **Declaration**

It is hereby declared that

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

**Student's Full Name & Signature:**

---

**Farsin Binte Sultan**

17103014

## Approval

The thesis titled “A Case Study of Tertiary Level Online English Learning and Assessment in Bangladesh During COVID-19” submitted by Farsin Binte Sultan (ID:17103014) of Summer 2021 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Bachelor of Arts.

### Examining Committee:

Supervisor:  
(Member)

---

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

Departmental Head:  
(Chair)

---

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

## **Ethics Statement**

In this case study, all the ethical issues had been maintained and discussed in detail in the methodology section.

## **Abstract**

The education system all over the world shifted to online mode due to COVID 19 pandemic circumstances. Though online education is convenient and flexible, both teachers and students are facing challenges in online classes and assessments. Thus, this study aims to determine the perceptions of students and teachers regarding online English classes and assessments in the department of English and Humanities (ENH), Brac University, a private university in an ESOL context such as Bangladesh. Alongside, this study explored the possible solutions to the challenges shared by the teachers and students. The study adopted a qualitative single case study approach and the researcher used the purposive sampling technique to collect data from ten tertiary-level English major students and four teachers of the department. Semi-structured interviews were conducted through the online Zoom platform and interviews were recorded and after transcribing, the interviews are analysed thematically. The results revealed that preparing video materials for flipped classrooms and providing feedback on time was difficult and stressful for the teachers. On the other hand, students shared that in online classes watching video lectures were convenient, yet live discussions and interaction with the teachers and peers made online learning more effective. They also informed that more timely feedback could have helped them in improving their performance in assessments. This study will help English teachers of an ESOL context such as Bangladesh to modify their way of teaching and assessing online.

**Keywords:** Online education, online assessments, flipped classroom, ESOL/ EFL/ ESL, COVID-19, Brac University.

## **Dedication**

I would like to dedicate my work to my parents whose constant support and guidance enabled me to achieve my goal and fulfilled my desires. Additionally, this work is dedicated to all the teachers and students who are working hard to adjust to online classes and examinations during this pandemic.

## **Acknowledgement**

At first, I would like to thank Allah SWT for this life and every single thing, Alhamdulillah. Then, I would like to thank my family, my parents, my siblings for being a constant support in my life. Thank you for believing in me and helping me in each phase till now.

In addition, I would like to thank the most important person in my university life, whose constant support and guidance made me able to complete this dissertation; my respected thesis supervisor, Dr Sabreena Ahmed. She just not only supervised me but taught me every single detail of writing an academic paper, how to conduct research and cite them. Moreover, thank you for your patience, tolerating my tantrums, my late-night texts and most importantly being with me when I lost belief in myself.

After that, I would like to thank, our respected Chair Ferdous Azim Miss, Mahmudul Sir, Al-Amin sir, Lubaba Sanjana miss and all the teachers of ENH who made this four years journey of mine amazing.

And, of course, my fellows, seniors and juniors thank you all to make my ENH life so memorable.

## Table of Contents

|                                                       |             |
|-------------------------------------------------------|-------------|
| <b>Declaration .....</b>                              | <b>ii</b>   |
| <b>Approval .....</b>                                 | <b>iii</b>  |
| Ethic Estatement .....                                | iv          |
| <b>Abstract.....</b>                                  | <b>v</b>    |
| <b>Dedication .....</b>                               | <b>vi</b>   |
| <b>Acknowledgement .....</b>                          | <b>vii</b>  |
| <b>Table of Contents .....</b>                        | <b>viii</b> |
| <b>List of Tables .....</b>                           | <b>xvi</b>  |
| <b>List of Figures.....</b>                           | <b>xvii</b> |
| <b>Chapter 1 Introduction.....</b>                    | <b>1</b>    |
| 1.1. Online Teaching and Learning.....                | 1           |
| 1.2. Importance of Assessment in Online Learning..... | 2           |
| 1.3. Assessment in Online English Major Classes.....  | 3           |
| 1.4. Statement of Problem.....                        | 5           |
| 1.5. Research Questions .....                         | 6           |
| 1.6. Scope of the Study .....                         | 6           |
| 1.7. Limitations of the Study.....                    | 7           |
| 1.8. Significance of the Study .....                  | 7           |
| 1.9. The Definitions of the Key Terms .....           | 8           |
| <b>Chapter 2 .....</b>                                | <b>12</b>   |

|                                                                          |           |
|--------------------------------------------------------------------------|-----------|
| <b>Literature Review .....</b>                                           | <b>2</b>  |
| <b>2.1. Introduction.....</b>                                            | <b>2</b>  |
| 2.2. Concepts of Online Teaching and Learning .....                      | 12        |
| 2.2.1. Online Teaching and Learning.....                                 | 3         |
| 2.2.2 Advantages and Disadvantages in Online Teaching and Learning ..... | 14        |
| 2.2.2.1. Advantages in Online Teaching and Learning.....                 | 14        |
| 2.2.2.2. Disadvantages in Online Teaching and Learning .....             | 15        |
| 2.3. Online Education Procedure .....                                    | <b>16</b> |
| 2.3.1. Mode of Communication .....                                       | 17        |
| 2.3.2. Materials for Online Classes .....                                | 18        |
| 2.3.3. Assessment of learning in online classes .....                    | 18        |
| 2.3.4 Types of assessments .....                                         | 19        |
| 2.4 Theories Used for Online Classes.....                                | 21        |
| 2.5. Teachers’ and Students’ Role in Online Teaching and Learning .....  | 22        |
| 2.5.1. Teachers’ Role in Online Education .....                          | 23        |
| 2.5.2. Students’ Performance in Online Education .....                   | 23        |
| 2.6. Online Classes during COVID-19 in Bangladesh .....                  | <b>24</b> |
| 2.7 Research Gap .....                                                   | <b>24</b> |
| 2.8 The Conceptual Framework of the Study .....                          | <b>26</b> |
| 2.9 Chapter Summary .....                                                | <b>29</b> |
| <b>Chapter 3 .....</b>                                                   | <b>30</b> |

|                                                                             |           |
|-----------------------------------------------------------------------------|-----------|
| <b>Methodology .....</b>                                                    | <b>30</b> |
| 3.1. Introduction.....                                                      | 30        |
| 3.2 The Qualitative Paradigm and Philosophical Assumptions.....             | 31        |
| 3.3. Research Design.....                                                   | 33        |
| 3.4. Single Case Study Approach .....                                       | 34        |
| 3.5. The Researcher's Role.....                                             | 36        |
| 3.6. Setting .....                                                          | 37        |
| 3.7. Selecting the participants .....                                       | 37        |
| 3.7.1. Student-Participants' Profiles .....                                 | 39        |
| 3.7.2. Teacher-Participants' Profile .....                                  | 40        |
| <b>3.8. An overview of Data Collection Procedures .....</b>                 | <b>40</b> |
| 3.8.1. Semi-structured Digital Interview.....                               | 41        |
| 3.8.1.1 Designing the Interview Protocol .....                              | 41        |
| 3.8.2. Piloting the Interviews .....                                        | 43        |
| 3.8.3. Purposive sampling.....                                              | 43        |
| 3.8.4. Conducting Final Interviews.....                                     | 44        |
| <b>3.9. An Overview of the Data Analysis Procedures .....</b>               | <b>45</b> |
| 3.9.1 Data Analysis Framework.....                                          | 45        |
| 3.9.2. Analysing Interviews .....                                           | 46        |
| <b>3.10. Ethical consideration .....</b>                                    | <b>47</b> |
| <b>3.11. Establishing Credibility and Trustworthiness of the Study.....</b> | <b>47</b> |

|                                                                                 |           |
|---------------------------------------------------------------------------------|-----------|
| <b>3.12. Chapter Summary .....</b>                                              | <b>49</b> |
| <b>Chapter 4 Results and Discussion .....</b>                                   | <b>50</b> |
| <b>4.1 Introduction.....</b>                                                    | <b>50</b> |
| <b>Part 1 .....</b>                                                             | <b>51</b> |
| <b>4.2. Students' Perceptions Regarding Online Classes and Assessments.....</b> | <b>51</b> |
| 4.2.1. Advantages and Disadvantages for Students in Online Education.....       | 51        |
| 4.2.1.1. Advantages of Online Education .....                                   | 51        |
| 4.2.1.2. Disadvantages of Online Education.....                                 | 53        |
| 4.2.2. Students' Perceptions Regarding Materials and Online Assessments.....    | 56        |
| 4.2.2.1. Materials for online semesters:                                        | 56        |
| 4.2.2.2. Assessments for online semesters:                                      | 56        |
| 4.2.3. Challenges Students Face in Online Assessments .....                     | 58        |
| 4.2.3.1. Internet and Digital device disturbance during assessments:            | 58        |
| 4.2.3.2. Timed-exam pressure:                                                   | 59        |
| 4.2.3.3. Physical and mental health issues:                                     | 59        |
| 4.2.3.4. Not receiving justification from the teachers:                         | 60        |
| 4.2.4. Students' Solution of the Challenges During Online Assessments .....     | 61        |
| 4.2.4.1. Consulting with the teacher:                                           | 61        |
| 4.2.4.2. Mobile and Backup internet:                                            | 61        |
| 4.2.4.3. Learning from different sources:                                       | 62        |
| 4.2.4.4. Completing the assigned work beforehand:                               | 62        |

|                                                                                 |           |
|---------------------------------------------------------------------------------|-----------|
| 4.2.5. Students' Perspectives Regarding feedback and Consultation .....         | 63        |
| 4.2.6. Recommendations from Students for Online Education In Bangladesh .....   | 63        |
| 4.2.6.1. Emphasis on class participation:                                       | 64        |
| 4.2.6.2. Teacher's role in online education:                                    | 64        |
| 4.2.6.3. Students' Self-directed learning:                                      | 65        |
| 4.2.6.4. Stable internet infrastructure:                                        | 66        |
| <b>Part 2</b> .....                                                             | <b>67</b> |
| <b>4.3. Teachers' Perception Regarding Online Classes and Assessments</b> ..... | <b>67</b> |
| 4.3.1 Positive and Negative Aspects of Online Classes for Teachers .....        | 67        |
| 4.3.1.1. Positive Aspects of Online Education                                   | 67        |
| 4.3.1.2. Negative Aspects of Online Education                                   | 69        |
| 4.3.2. Teachers' Perceptions Regarding Materials and Online Assessments .....   | 72        |
| 4.3.2.1. Materials for Online semesters                                         | 72        |
| 4.3.2.2. Assessments for Online semesters                                       | 73        |
| 4.3.3. Challenges for Teachers During Online Assessments .....                  | 75        |
| 4.3.3.1. Interaction with the students:                                         | 76        |
| 4.3.3.2. Providing feedback to the students:                                    | 76        |
| 4.3.3.3. Plagiarism:                                                            | 77        |
| 4.3.4. Solution for Challenges During Online Assessments .....                  | 78        |
| 4.3.4.1. Checking plagiarism and Alternative solution:                          | 78        |
| 4.3.4.2. Technical and personal problems solutions of the students:             | 79        |

|                                                                                |            |
|--------------------------------------------------------------------------------|------------|
| 4.3.5. Teachers' Recommendation Regarding Online Education in Bangladesh ..... | 79         |
| 4.3.5.1. Students' role in Online education:                                   | 80         |
| 4.3.5.2. Internet Infrastructure:                                              | 81         |
| 4.3.5.3. Blended Classroom:                                                    | 81         |
| 4.3.5.4. Training for technical tools:                                         | 82         |
| 4.3.5.5. Psychological Acceptance for online classes:                          | 82         |
| <b>Chapter 5 .....</b>                                                         | <b>84</b>  |
| <b>Conclusion and Recommendations .....</b>                                    | <b>84</b>  |
| 5.1. Contribution of the Study.....                                            | 84         |
| 5.1.1. Implications for Knowledge .....                                        | 84         |
| 5.1.2. Implications for Pedagogy .....                                         | 85         |
| 5.1.3. Implications for Theories .....                                         | 86         |
| 5.1.4. Implications for Society .....                                          | 87         |
| 5.2. Recommendations.....                                                      | 88         |
| 5.3. Further Research .....                                                    | 89         |
| <b>References.....</b>                                                         | <b>90</b>  |
| <b>Appendix A.....</b>                                                         | <b>101</b> |
| LETTER OF CONSENT FOR PARTICIPANTS .....                                       | 101        |
| <b>Appendix B:1.....</b>                                                       | <b>102</b> |
| Interview Questions for the s .....                                            | 102        |
| <b>Appendix B:2.....</b>                                                       | <b>103</b> |

|                                                                   |            |
|-------------------------------------------------------------------|------------|
| Interview Questions for the Teachers .....                        | 104        |
| <b>Appendix C .....</b>                                           | <b>106</b> |
| <b>Notational Conventions of the Interview Transcripts .....</b>  | <b>106</b> |
| <b>Appendix D:1.....</b>                                          | <b>107</b> |
| <b>Sample Interview Collection of Nisha (Student) .....</b>       | <b>107</b> |
| <b>Appendix D:2.....</b>                                          | <b>118</b> |
| <b>Sample Interview Collection of Sadia (Teacher).....</b>        | <b>118</b> |
| <b>Appendix E:1.....</b>                                          | <b>126</b> |
| SAMPLE OF CODING TEMPLATE NISHA’S (STUDENT) RESPONSE TO RQ 1..... | 126        |
| <b>Appendix E:2.....</b>                                          | <b>128</b> |
| SAMPLE OF CODING TEMPLATE OF SADIA’S (TEACHER) RESPONSE TO RQ 2 . | 128        |
| <b>Appendix E:3.....</b>                                          | <b>130</b> |
| SAMPLE THEME GENERATION TEMPLATE FOR STUDENTS .....               | 130        |
| <b>Appendix E.4 .....</b>                                         | <b>131</b> |
| SAMPLE THEME GENERATION TEMPLATE FOR TEACHERS .....               | 131        |
| <b>Appendix F:1 .....</b>                                         | <b>132</b> |
| RATING FOR STUDENTS’ INTERVIEW BY RATER .....                     | 132        |
| <b>Appendix F:2 .....</b>                                         | <b>136</b> |
| INTER-RATER RELIABILITY PERCENTAGE FOR STUDENTS’ INTERVIEW .....  | 135        |
| <b>Appendix F:3 .....</b>                                         | <b>136</b> |
| SAMPLE OF EMAIL FOR MEMBER CHECKING .....                         | 136        |

|                                |            |
|--------------------------------|------------|
| <b>Appendix G.....</b>         | <b>137</b> |
| AUDIT TRAIL OF THE STUDY ..... | 137        |

## **List of Tables**

Table 1: The Philosophical Assumptions of the study

Table 2: Students participants' profile

Table 3: Teachers participants' profile

## **List of Figures**

Figure 1: Online assessment framework for English language teaching and learning (Castek & Coiro, 2010).

Figure 2: Interview protocol (Steps in conducting the pilot study, as cited in Majid et. al., 2017)

Figure 3: Thematic analysis: Six interactive phases (Nowell, et. al., 2017).

# **Chapter 1**

## **Introduction**

This chapter discusses online teaching and learning, online assessment and its importance, online assessment process in English major classrooms and sheds some light on how the online education and assessment system is proceeding during the COVID-19 pandemic situation in the ESOL context such as Bangladesh. Moreover, this chapter addresses the problems of conducting classes and assessing the English major tertiary level students of Bangladesh in online teaching and learning mode to have effective online-based English major classrooms in future.

### **1.1. Online Teaching and Learning**

Online education is a form of learning where students can attend classes even staying away from academic institutions by using their digital devices through the internet. Recent evidence suggests that online teaching-learning has become an important aspect in the field of education as finding no other alternatives to provide education during COVID 19 pandemic situation to the students in the class (Alam, 2020). From the established literature, it has been shown that though teachers do not have sufficient training regarding online classes, they are bound to conduct online education due to pandemic circumstances (Khan, et. al., 2021).

With the use of the internet, online education has become much more convenient for both learners and teachers. Sari (2020), highlighted in her paper that online teaching and learning are designed to reach and engage modern learners individually, depending on their time and place. Online learning system for students concentrates on learning style, content, aim, current knowledge and individual skills. Moreover, E-Learning is an individual plan in their learning which provides learners motivation during studying, developing confidence and

improvised self-esteem. Furthermore, an online learning experience helps to widen access to knowledge and ICT (Information and communication technology) skills.

Agreeing with that, Dhull and Sakshi (2016), asserted that withing internet access students can get more information and acquire knowledge, which will help them to add different sources in their study and develop in an online way to help their abilities (as cited in Sari, 2020). Concentrating on developing the online learning opportunity, Viana and Peralta (2021), mentioned in their paper that digital advancement is a key aspect of broadening learning opportunities depending on their source of knowledge, curriculum and access to internet connectivity which are great aspects of online learning.

Considering the characteristics of online teaching and learning which is ample for online assessment techniques, Rapanta, et. al, (2020), asserted in their paper that successful online teaching and learning require a student-centred design classroom that concentrates on what students will have to do to learn. If teachers focus on content, they end up with poor and cheap video or multimedia production, which will not achieve its goal. On the contrary, if they focus on what learners will do, teachers put them in motion and have an opportunity to help them learn. In addition, online learning provides more opportunities to devote attention to the correction of individual work for learners. As it is known that individualised feedback is a powerful source of learning. Besides, a successful online course promotes peer collaboration if it is conducted for several weeks.

## **1.2. Importance of Assessment in Online Learning**

Online teaching and learning can be evaluated through assessments; therefore, assessment is considered as one of the most salient and effective aspects of an educational context, as it provides observable evidence of learning. In addition, it determines learners' progress and demonstrates an understanding of the curriculum. Moreover, the assessment forms the basis

for learners' independence and support the development of the necessary skills for autonomous learning (Joshi, et. al, 2020).

The online assessment is an important step inside the e-learning process as this provides convenient feedback to all participants in the learning and teaching process, helps to improve the learning and teaching experience (Barbosa & Garcia, 2005). Agreeing with this Joshi, et. al, (2020), mentioned in their paper that the application of online assessment within the academic context should be based on an academic rationale and demonstrate how it facilitates and is supported by the curriculum, departmental and institutional e-learning strategies to enrich the students learning experience. To support, Barbosa and Garcia (2005), talked about the assessment inside the e-learning process and defined the factors of importance to the main elements that participate in this process: the educative content and adaptation process, the users or students and the teachers and assessors.

Several attempts have been taken those online assessments provide multiple advantages which are beneficial not only for the learners but also for the educational sector. Behind the purpose of e-assessments, there is no difference from conventional assessments; for students it can be the attainment of the learning outcomes, receiving formative feedback, a grade or certification. In addition, online assessments provide feedback where both the teachers and learners can understand the pedagogical implementation of the assessments. Apart from that, an online assessing system ensures students make appropriate use of the multitude of resources the Internet offers (Joshi, et. al, 2020).

### **1.3. Assessment in Online English Major Classes**

The rapid growth of English as a foreign language (EFL) class where the innovation of technical equipment enhances class activities, to facilitate English language learning in real-life contexts. Wang & Zhan (2020) alluded in their paper that the types of equipment that are used for online classes such as video conferencing, interactive forums, screen sharing and

learning materials sharing, provide more convenient access for foreign language learners to have sufficient exposure.

Moreover, Flipped teaching context is more flexible in the blended learning approach that facilitates different sorts of online assessments (Lee, 2016). Furthermore, assessments that are well designed for a flipped English language classroom, provide opportunities for students to demonstrate their knowledge and at the same time, accurately measure the proficiency level of English language learners. Additionally, assessments designed for a flipped context, serve to create meaningful opportunities for interaction about learning between teachers and students (as cited in Khalil & Fahim, 2016).

Alongside, in the twenty-first-century pedagogical approach effectively use technology and active learning to transform students' learning experiences, assessment for learning within a flipped English language classroom context successfully met the dynamic pace of generation Y. Consequently, the flipped classroom framework freed up time for assessment practices that focused on developing the underpinning language skills of students necessary for effective communication (as cited in Khalil & Fahim, 2016).

Therefore, it has been suggested that a successful implementation of online teaching and learning is taking student characteristics into account; therefore, the reasons for offering the online course may add easy and convenient access for students, increase the higher degree completion rates and appeal of such language courses to non-traditional students. (Sadiku, et al., 2018).

Along with the world, the Bangladesh government also decided to close down all the educational institutes to keep social distancing among the students. Findings showed that the closure of the educational institutions resulted in participants being unhappy and unsatisfied which affected their learning and communication in English. Kedraka and Kaltsidis (2020), shared that the extension of university closure and online classes at home due to COVID-19

caused interception in the continuation of learning, which was aligned such as disruption in the daily routine of life of practices and studies (as cited in Dutta & Smita, 2020). In addition, Dutta and Smita (2020), cited in their paper that learners do not have access to sufficient resources, for instance, academic books, library books at home which causes disturbance in their studies. Before focusing on online education, teachers adapted several changes for interactive classes where a combination of pre-recorded materials and live classes on the digital platform is presented (Brac.net, 2020).

#### **1.4. Statement of Problem**

In any teaching situation, assessment techniques must match with what teachers have taught in class. In the case of face-to-face learning mode, teachers use various formative (Kleij et al., 2013, 2015; Groen & Eggen, 2020) and summative assessments (Haertel, 2013; Sander, 2013, Groen & Eggen, 2020). However, the way to administer such assessments in online learning is probably challenging as the mode of education changes from offline. (Joshi, et. al, 2020). Besides, there are several institutional, administrative and technical limitations of implementing e-learning in Bangladesh. As a consequence, it is recommended that better orientation of the participants, quality content distribution through user-friendly systems and enhanced asynchronous interaction between the lecturers and students are the key pre-requisites to harness the optimum benefit from e-learning technologies in Bangladesh (Sarker, et. al, 2020).

To date, limited studies have investigated how online assessments at the tertiary level are administered in ESOL contexts such as Bangladesh. Besides, teachers' perceptions regarding online assessments have not been alluded to in many qualitative studies. Therefore, this study aims to explore the perceptions of both students and teachers regarding online education, what challenges tertiary level English major learners of Bangladesh face when they are assessed online especially after having online classes and teachers to give online

assessments to the students; alongside, how they overcome the challenges. Online teaching and learning can be successful when the online classes and assessments are administered well by the teachers and comprehended by the students. In order to make such online classes effective, both students' and teachers' perceptions have to be examined. Thus, this study is designed to explore what sort of challenges students and teachers face in online classes and assessments taken during this COVID-19 pandemic situation in a Bangladeshi private tertiary institution named Brac University. The findings of the study will help the English teachers of tertiary institutions to modify their teaching styles in online classes according to the needs of the students.

### **1.5. Research Questions**

The following research questions have been contrived to achieve the purposes of the research. The first section of the questions is attempted to gather information regarding students' and the second question is intended to know teachers' perspectives regarding online education consisting of challenges, solutions and recommendations.

1. a) What perceptions do the tertiary level English major students have regarding online education in an ESOL context such as Bangladesh?  
b) What challenges do the students faced during online assessments?  
c) How do the students overcome the challenges that they face during online classes and assessments?
2. a) What perceptions do the English teachers have regarding online education in an ESOL context such as Bangladesh?  
b) What challenges do the teachers face during online assessments?  
c) How do the teachers overcome the challenges that they face during online classes and assessments?

## **1.6. Scope of the Study**

This study intends to explore students' and teachers' perspectives regarding the online classes and assessment system of a private university during the COVID-19 pandemic situation in an ESOL context such as Bangladesh. Limited studies have covered Bangladeshi students' and teachers' perspectives regarding the after-effects of having flipped classrooms and online assessment at once at the tertiary level. Several pieces of literature were established about different aspects of online teaching and learning during COVID-19 such as internet connectivity, education in rural areas, financial crisis, mental health and physical health problems, challenges in online education. However, among all these researched works there is a gap between how students of the tertiary level feel about online assessment during the pandemic crisis.

The researcher chose a Bangladeshi private university named Brac where the tertiary level students belong to an ESOL context such as Bangladesh because the researcher wanted to include students who have done classes in a physical setting and due to the COVID-19 pandemic, they are doing online classes. The researcher chose Brac university because students are having flipped classrooms and they are having different assessments techniques to get evaluated by the teachers. Along with that, teachers are also adapting the new mode of education to conduct classes, assessing the students. Thus, it is important to see interpret what learners and teachers do think regarding online classes and assessments.

## **1.7. Limitations of the Study**

This study has certain limitations which have been addressed by the researcher. This study is based on the ESOL context where it is challenging to interact with the participants by using the online Zoom platform. Some of the participants felt reluctant to turn on their videos, however, the researcher requested them to do so. Another major challenge the researcher faced was to reach the participants to take the interview as during the COVID-19 situation, every people

have time management issues. Another aspect that is important to mention is that in this study, the researcher did not get a chance to involve the administrative staff of the university, which could have given this study another angle.

## **1.8. Significance of the Study**

After reviewing the literature, very little qualitative research has been conducted in the ESOL context regarding students' and teachers' perceptions regarding online education and online assessments during the COVID 19 pandemic situation (please see section 2.7 in chapter two). This study attempted to fill the gap by highlighting both students' and teachers' perceptions consisting of challenges, solutions and recommendations regarding online classes, materials and assessments.

All the participants of this study are non-native speakers where the course contents are provided in English. Due to this pandemic, participants become active in online education mode where the teachers provided them with pre-recorded lectures and students can watch the videos at their convenient time. In this regard, in the ESOL context, the acceptance of online education and assessing the English major learners is quite challenging. Thus, this study is going to be significant as it qualitatively analysed the positive and negative reactions of online classrooms and provided recommendations from the participants to work on the challenging aspects to have stable online education in an ESOL context.

Another significant aspect, online education contains strategies, theories and conceptual frameworks to conduct classes and assess the learners. In this regard, the theories which are mentioned (please see section 2.5 in chapter 2) and the theoretical framework (section 2.8 in chapter 2) can be justified if the policymakers or teachers from the ESOL context use these in pedagogical practices. Therefore, this study is valuable in the field of online education and assessments in flipped classrooms.

Finally, the research design of this study indicates the idea that interpretivism can help researchers to interpret with the collected data can bring changes in the thinking to challenge social phenomena is not represented as this study attempted to bring both teacher and students' perceptions s regarding online education.

## **1.9. The Definitions of the Key Terms**

**Online education:** Online education interprets the concept of education which is delivered and administered by using online platforms connecting with the internet. It helps the learners and teachers to set their learning pace, provides flexibility and convenience. Precisely, a well-designed online learning system reduces the costs for resources and gives more affordable education opportunities for learners (Erarslan & Arslan, 2020). In this study, the major focus is online education and its effects on learners and teachers' life. Along with positive and negative impacts, during the COVID-19 pandemic, the worldwide education system shifted online. Therefore, this term is vital in this case study as it contains the main focus of views regarding online classes and assessments from the participants. Precisely, the term 'education' in this study, consists of all aspects of online classes.

**Online assessments:** Online assessment can be defined as an evaluation of a learner's performance, competence or skills through tests by using the internet over the digital platforms. In this paper, it is mentioned that there are two types of assessing environments which are asynchronous and synchronous (Alias, et. al, 2020). Moreover, two types of assessment techniques are highlighted formative assessments that go through a process to examine learners' performance and summative assessments which are based on evidence about the performance in a particular context that can be conducted at a point in time (Groen & Eggen, 2020). In this case study, this term has been used to find out the assessment's techniques Brac university, department of ENH has implemented, exploring students' and teachers' perceptions regarding the assessments they are designing and taking during the online semesters.

**Flipped classroom:** A Flipped classroom intends the approach of blended learning where the students study instructional materials before class; for instance, watching online lectures and prepare themselves to apply the learning material during class (Alten, et. al., 2019, Cheng, Ritzhaupt, & Antonenko, 2018; Hew & Lo, 2018; Hew, & Chen, 2017; Scott, Green, & Etheridge, 2016; Strayer, 2012). In this case study, the data refers to this new classroom environment where students are using digital devices not only for watching the videos; however, students and teachers are doing online classes using digital platforms as well. Generally, the flipped classrooms are where students are asked to watch a video, prior to the main session by viewing a site or online articles at home before coming to class (as cited in Capone, et. al., 2017). As Brac university implemented flipped classrooms during COVID 19, this study focuses on students; and teachers' perceptions regarding such a technique for the department of ENH.

**ESOL context:** According to the Oxford learner's dictionary, ESOL stands for English for speakers of other languages. It is specifically referred to the teaching of English as a foreign language to people who are non-native speakers of the English language; however, learn English as a first or second language where English is used either as a first or second language; for instance, Bangladesh. Therefore, Bangladesh is considered as an ESOL context where the participants of this study are non-native speakers, yet they use English as a medium of communication and instructions. Moreover, this term has been used here to interpret the challenges participants are facing in online education in a context such as Bangladesh where English is used as a second language.

**COVID-19:** COVID-19 stands for Coronavirus disease 2019 which was declared a pandemic by the World Health Organization (WHO) on March 11, 2020 (Hua & Shaw, 2020; Zhang & Shaw, 2020; Zhong et al., 2020). As Rahman et. al., (2021) mentioned that it is an emerging respiratory disease, caused by a novel coronavirus, and it was first reported in Wuhan, China

in late December 2019 (Deng, 2020; Hayat et al., 2020; Hua & Shaw, 2020; Jandric, 2020; Zhang & Shaw, 2020; Zhong et al., 2020). As this case study is focused on online education during the COVID-19 pandemics, therefore, this term has been used for several aspects to interpret with contextual reference. Ela, et. al., (2021) mentioned in their paper that in Bangladesh, the government confirmed the coronavirus case in early March. After that, the government of Bangladesh announced a lockdown nationwide to enforce social distancing and due to that reason, all the educational institutions were closed on March 18, 2020, which remained close until further notice (Jahid, 2020; Opu, 2020; Shammi et al., 2020, Shawon, 2020). In this paper, COVID-19 has been used to emphasise the start of online education in Bangladesh, specifically at Brac University that gave the reason to choose flipped classrooms to stay safe at home.

**Brac University:** Brac University is a private university in Bangladesh that is accredited by the University Grants Commission (UGC) and approved by the Ministry of education, Government of Bangladesh. Brac university attempts to nurture innovative and fresh concepts to enhance tertiary education. This university assures high-quality education and aims to fulfil the demands of modern times. Along with BRAC, this university is constantly working for educational progress for national development. In addition, the medium of instruction and assessments are taken in English. Thus, this study chose Brac university because, during the COVID-19 pandemic, it introduced a platform named BUX, in an ESOL context such as Bangladesh where teachers provided pre-recorded lectures before live discussions and students can watch the video lectures at their convenient time. This system is known as flipped-classroom and Brac university is the only tertiary level institution that took this initiative in Bangladesh.

## **Chapter 2**

### **Literature Review**

#### **2.1. Introduction**

The primary focus of this study is to find out the aspects of online education such as online teaching and learning process including mode of communication, materials for classes, problems teachers and students face during online classes and how the assessments are taken in Bangladesh during the COVID 19 pandemic. This chapter discusses theories and scholars' perspectives about online teaching and learning; how it has been implemented through assessing the learners during the pandemic and teachers' and students' opinions regarding online teaching practices. This chapter also aims to find out the gap in the literature regarding assessments in Bangladeshi English language classrooms in online teaching and learning scenarios, by highlighting Bangladeshi teachers' and students' perspectives. Therefore, this chapter is going to discuss concepts of online teaching and learning, the online education system, online assessments, students' and teachers' role in online teaching, and lastly, online teaching and learning in Bangladesh during COVID-19.

#### **2.2. Concepts of Online Teaching and Learning**

This part of the chapter attempts to discuss online teaching and learning concepts and characteristics. Moreover, the implementation of different phases in online teaching would be included in this section. Furthermore, the advantages and disadvantages that may occur in online classes, online class procedures and assessments during the COVID-19 pandemic are going to be added.

### **2.2.1. Online Teaching and Learning**

Flores and Gago (2020) mentioned that online teaching comprises the idea of educating people by using technology via the internet. During the COVID-19 pandemic, social distancing was practised globally to control the spread of the virus. Hence, physical classrooms all around the world switched to the online mode to ensure safety for everyone and make sure that education does not come to a standstill. Consequently, by giving a new shape to the education system in the world, teachers and learners accepted the changes and continued their learning and teaching online. Moreover, Gago (2020) shared that this practice relates to the concept of the post method condition where the eclectic method is applied to conduct online classes. As a result of the closure of educational institutes, teachers and students had to rapidly adapt to remote modes of teaching with help of technology. Teachers had to learn and change their way of teaching for this circumstance. Furthermore, teachers take their preparation for creating an educational environment by implied decisions, adaptations, and choices to meet learners' needs, expectations behind the purpose of operating educational institutes (Sepulveda-Escobar & Morrison, 2020).

Online learning has emerged the education process for both the students and teachers with the combination of digital devices and the internet because of the advancement of information and communication technologies. In this paper, the term “online learning” is used to refer to any language-learning environment assisted with computers, smartphones, the internet, and other WEB 2.0 technologies. Kern (2013), said that online learning is used as a complementary resource to support face-to-face English education or solely as a distance learning resource, especially in higher education institutions. The developments in technology and widespread availability of internet connection brought some strength particularly in the field of language learning in higher education. Sun and Chen (2016), shared that offering online education for learners for the reason that a well-established online learning system reduces the

costs for resources and gives more affordable education opportunities for the learners (as cited in Erarslan & Arslan, 2020).

There are the five-phase processes that are implemented in online classes suggested by Avgerinou and Morris (2020), for online learning that may make the education system more convenient during the COVID-19 pandemic. Firstly, the implementation of the asynchronous session for daytime and PowerPoint or video materials are provided to the learners. Secondly, there should be a balanced framework for online classes or managing time to watch pre-recorded lectures. Thirdly, it comes to the faculty's responsibility to work on Assessment, Grading & Reporting, plan for meaningful Parent-Teacher Conferences, and create criteria for teachers to share meaningful feedback on virtual student learning. Finally, teachers should take some feedback from the students to share their opinion regarding the online learning experience which will help the teachers to find the gap and work on that for better teaching.

### **2.2.2 Advantages and Disadvantages in Online Teaching and Learning**

COVID-19 has opened the door to online teaching as an emergency and created a standard for future learning spaces. The sudden change in the educational environment evoked contrasting points of view. Teachers and students have mixed opinions regarding online teaching and learning management systems as the pandemic classroom is different from regular online classes, therefore the pedagogical practices are different.

#### **2.2.2.1. Advantages in Online Teaching and Learning**

The advantages are needed to be highlighted to enhance the path of the future online classroom environment. Afrin (2020), shared that online learning is putting both teachers and students to learn new things. In this pandemic attending online classes costs less money than attending physical classes. As students and teachers do not need to travel to reach the institutes to attend classes, they can save time, and attending class is as simple as opening up their digital devices with an internet connection. Moreover, there is less pressure than regular classes where teachers

and students can work at their place and pace. As long as they participate appropriately online and meet deadlines, they are fine with the less intensity of online education. Furthermore, being online, it is convenient to contact the teacher easily, teachers and students who are not tech-savvy, this pandemic pedagogy is forcing them to learn to navigate the lectures, download materials, communicate well digitally (Afrin, 2020; Dumford & Miller, 2018).

Agreeing with this, online learning is beneficial as it is flexible for learners, they can do their courses at a convenient time. Moreover, learners feel less stress than in traditional classrooms as there is no competition with other students. Another point that can be highlighted, online learning promotes individualised learning which means students can be independent learners included self-awareness, self-determination, and e-autonomy. In online learning, if the students' study in a disciplined way they will be successful otherwise they will turn into a failure (Erarslan and Arslan, 2020, Paudel, 2021).

#### **2.2.2.2. Disadvantages in Online Teaching and Learning**

Online teaching is more different than in the traditional classroom environment. Therefore, the challenges are also different for both teachers and students. Along with the advantages, there are disadvantages as well (Klein and Ware, 2003; Hameed et al, 2008; Almosa, 2002; Akkoyuklu and Soylu, 2006; Lewis, 2000, Marc, 2002; Dowling et al, 2003; Mayes, 2002, Zhao, et al., 2015). It has been assumed by Hernández & Flórez (2020), that students might feel demotivated to attend online classes because of not fulfilling class objectives, poor internet accessibility, constant feeling of isolation by the lack of in-person interaction with the teacher and peers, distractions encountered where students' study. At home, students are facing challenges to attend classes which may affect the online classroom environment.

Kebritchi et al., (2017) mentioned in their paper that it is a challenge for institutions to engage students and make them participate in the teaching-learning process. As teachers need to move from offline mode to online mode, changing their teaching methodologies, and

managing their time. Moreover, teachers face difficulty in developing content which not only covers the curriculum, though also engages the students. In addition, some teachers faced difficulties using ICT, designing an exciting material, explaining the material, assessing, and feedback. Along with this, Afrin (2020) shared that, though some students said they enjoy online classes and it helps them to keep pace with their studies; however, the availability of internet networks, and the financial ability of different students to have Wi-Fi and personal digital device. Thinking about the rural context where students may not afford digital devices and an internet connection, the online classroom environment is problematic. Moreover, the sudden shift from traditional classrooms and face-to-face learning to online learning has resulted in a completely different learning experience for students. Most students do not have access to high speed or reliable internet services and are thus struggling with online learning. (Ahmad, 2020).

Supporting the previous aspects, most learners do not have online experience before this pandemic situation. In addition, learners do not get the opportunity to elucidate their confusion in their classes as there is a lack of interaction. Another challenge that occurs in online learning is when learners procrastinate their study or course work (Erarslan & Arslan, 2020).

### **2.3. Online Education Procedure**

Carey (2020), mentioned that the concern regarding online classes is not about whether online teaching-learning methods can provide quality education, it is rather how academic institutions will be able to adopt online learning in such a massive manner (as cited in Dhawan, 2020). We cannot deny the fact that COVID-19 turned everyone's attention to an existing but undiscovered area of the education sector. Due to technological advancement, even during this lockdown, students and teachers are communicating and trying hard to accept this pandemic as new normal. It is presented the consequence of this new normal change which entails the

necessity to provide an evidence-based perspective to find the answers to what are the most recurrent topics explored in the studies on online teaching (Carrillo & Flores, 2020).

Previously mentioned literature emphasised what online practices related to social, cognitive and teaching issues have been learning in teacher education, demonstrated to drive impact on the teaching and learning process in the context of teacher education. Furthermore, it points out what questions need to be examined in future research, based on the works and their characteristics, processes, outcomes, and the implications of online practices. Although the concepts of online, e-learning, virtual, digital, web-based, remote, or distance learning are rather different, they were considered relevant for this study of examining any kind of practice in which the teaching and learning process is mediated by the use of technology in a remote scenario (Carrillo & Flores, 2020).

### **2.3.1. Mode of Communication**

Covid-19 introduced us to different modes of communication processes to conduct the online class. Previous research has established regarding online learning (Abney et al., 2018; Aydin, 2012; Brick, 2012; Chawinga, 2017; Faizi et al., 2013; Wong et al., 2017) that not only the institutions but learners also gain from online education in terms of language learning since it provides independence to the learners and to have the chance to maximise the learning opportunities among several web-based tools, computer programs, or other more convenient social media applications and platforms such as Facebook, Twitter, and Instagram.

Having effective communication over social media among teachers and students is a must for online education as there are fewer opportunities to interact face to face. There are some positive impacts regarding the communication in online classes shared by the learners. They fully supported the online learning system as a tool to help them learn beyond the usual model of face-to-face learning in the classroom. With this LMS, learners are trained to get used to working Internet-based and paperless and they can acquire new vocabulary and expertise in

information and technology fields. There are expectations from students to give assignments in the form of individuals only to keep social distancing and physical distancing, without the task of the group (Allo, 2020).

### **2.3.2. Materials for Online Classes**

According to Singh and Thurman (2019), online learning indicates the idea as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students” (as cited in Dhawan, 2020). In addition, Martin, et. al, (2020), mentioned in their paper that Bichronous online learning is defined as the blending of both asynchronous and synchronous online learning, where students can participate anytime, anywhere learning during the asynchronous parts of the course but then participate in real-time activities for the synchronous sessions. the term "chronous" which means personification in time, scholars refer to this blend as synchronous online learning. The amount of the online learning blend varies by the course and the activities included in the course

### **2.3.3. Assessment of Learning in Online Classes**

During online education, the maximum number of teachers and students are not satisfied regarding the assessment techniques and mark distribution. Both the construction and delivery of online assessment are perceived as major challenges for the teacher and students where they feel contradictory to process the system (Khan, et. al., 2021). In this regard, Berry (2008), discussed in his piece of literature that assessments are administered formally by education authorities through centralised tests or examinations, they can also be conducted informally by teachers in their everyday classroom practice. Along with this, for all an inevitable connection between assessment and learning, the interrelation between them is conceptualized by multiple means out of contrasting learning theories, yielding three perceptions s of assessment;

assessment of learning (AoL), assessment for learning (AfL), and assessment as learning (AaL), the first of which has been predominating assessment practices in classrooms for long whilst the latter two have been promoted by educational researchers and gaining prominence as well as popularity recently. Grounded upon the theory of constructivism and the perceptions of learner autonomy, assessment for learning and assessment as learning to play vital roles in supporting students' learning and nurturing autonomous learners in English language classrooms (as cited in Ng, 2020).

Most research on the assessment of learning in online classes has been carried out that teachers face challenges to adapt the materials as these are unfamiliar in the educational contexts (Dhawan, 2020; Nambiar, 2020; Fitria, 2020). Assessing the students, based on these materials was an extra task for the teachers. Moreover, teachers aim that the assessments will transpire the curriculum in a formative manner where all four skills will be assessed. As written on paper is the root practice for assessing the students, during the new version of the curriculum this practice remained unimplemented. However, in Bangladesh, two skills (listening and speaking) are mostly neglected. During this pandemic, these skills are included. Furthermore, teachers are less encouraged in classroom communicative activities and emphasize more on the exam contents which are helpful for the students to obtain a good result. It results in that there is a mismatch between the material and assessment. It is occurring as the washback effect of assessment does not encourage teachers to teach a communicative aspect of language teaching (Rahman et al., 2018). Thus, this literature has highlighted the assessment procedure is not facilitating the teaching and learning processes.

#### **2.3.4 Types of Assessments**

The online learning environments are usually divided into two categories synchronous and asynchronous. In the case of assessing in these two environments, there will be two different modes of tests will be conducted. Therefore, the synchronous assessment activities will be real-

time for instance, viva voce or interview, presentation, case study, problem-based, task-based, project-based activities. On the other hand, the asynchronous test is a non-real-time assessment such as project assignment, lab report, progress report, research paper (Alias, et. al, 2020).

Becker and Bergstrom (2013), before developing an online assessment, teachers need to choose from which type of Computer-Based Test (CBT) they should develop. Moreover, the viability and usefulness of different types of Computer-Based Tests (CBTs) need to be evaluated to choose the optimal type of test for the specific test situation. Therefore, the usefulness and feasibility of different types of Computer-Based Tests (CBTs) need to be evaluated to choose the congenial type of assessment for the particular test situation (Becker & Bergstrom, 2013).

To support this idea, several established pieces of literature have shown that four different test approaches are distinguished; formative assessment, formative evaluation, summative assessment and summative evaluation. In this phase, formative assessments and summative assessments are going to be briefly introduced. Formative assessment focuses on assisting and improving the learning process to facilitate learning by making decisions at the level of the learner and the class (Kleij, et. al, 2013; 2015) where learners' characteristics, performance or competence can be measured which provides an effective method to improve schooling. Additionally, Kleij et al., (2015) distinguished three types of formative assessment: data-based decision making, assessment for learning, and diagnostic testing. To illustrate, data-based decision making is utilizing the existing data from the institute's database and implementing the results of analyses to initiate teaching, curricula, and institute's performance; and implementing the improving actions practically and evaluating these initiatives. Following that, Kleij et al., (2015) also added that assessment for learning focuses on the quality of learning of the learning process and evaluate what is being learnt and the results of classroom interaction and relationship towards that.

Following that, the equal importance of diagnostic learning which focuses on how a task is solved specifies the learner's developmental stage and attempts to find out the gap between their knowledge and performance. Thus, depending on the learners' level instruction can be adapted (assessment for learning), the teachers can evaluate the learner's developmental stage (diagnostic testing), or can be aggregated to provide a synopsis of the current status of the curriculum and school performance (data-based decision making). Therefore, formative assessments go through a process to examine learners' performance (Groen & Eggen, 2020).

Along with formative assessment, there is another test named summative assessment. Haertel (2013), entitles summative assessment as it is designed to make inferences among individual learners based on their performance. Sanders (2013) mentioned four purposes for summative assessment which are selection, classification, certification, or placement. In addition, summative assessments are based on evidence about the performance in a particular context which can be conducted at a point in time. Multiple tests can be combined in summative assessments (as cited in Groen & Eggen, 2020).

In addition, due to this pandemic, there are take-home exams that have no pressure as sit-down examinations. Students are required to download the examination paper, complete the examination on the student's computer and submit their completed examination paper through Turnitin. Apart from that, there are open-book exams as well which seems like a take-home exam. Though, take-home exam concept may sound easier and convenient, yet when the take-home examination is given a 48-h window to complete the take-home examination and submit it. In this regard, students can face technical issues and they need to resolve technical issues, glitches or it allows students to grapple with unexpected situations if they arise. (Gamage, et. al., 2020).

## 2.4 Theories Used for Online Classes

Along with using technology and digital platforms, there are some theoretical aspects are included in conducting online classes. There is a combination of different sorts of theories that help teachers to understand the context and students' schema to some extent. Scholars alluded that specific learning styles of the current or the millennial generation to understand how these behavioural changes impact the existing teaching practices. Similarly, the technological advancements attribute how they are aligned with teaching and learning theories have to be probed further; thus, pedagogical approaches employed for the millennials would not be deemed as obsolete or futile. The manifestation of theories and concepts in this study are based on the organization of concepts, conventions, potentials, philosophies, and ideas invoked by Bloom's Taxonomy and the Comprehensive Learning Theories (CLT) that are frequently and synonymously used in numerous instructional settings (Mahmud, et. al, 2019).

In the online education system, there are not many changes regarding implementing theories; however, the "community of inquiry" model for online learning environments developed by Garrison, Anderson & Archer (2000) is based on the concept of three distinct "presences": cognitive, social, and teaching. Precisely, it has become one of the more popular models for online and blended courses that are designed to be highly interactive among students and faculty using discussion boards, blogs, wikis, and videoconferencing (as cited in Picciano, 2017). Along with this, another theory for online learning is "online collaborative learning" (OCL) which facilitate the use of the internet and gathering educational knowledge and as this theory contain three phases as idea-generating, idea organizing, intellectual convergence. These are helpful to evaluate the learners and encourage the learners to solve problems through analysis; moreover, a teacher plays the role of facilitator in this regard (Harasim, 2012).

## **2.5. Teachers' and Students' Role in Online Teaching and Learning**

Teachers and students are working together to continue online classes. Despite having challenges, they are attempting to attend classes. It is mentioned as one of the most important features of university-led initial teacher education that, there is a balanced connection between educational theory and practice. During the COVID-19 pandemic there has been the rapid development of online pedagogy and educational protocols occasioned by university 'virtualisation' (Linsa et al., 2020).

### **2.5.1. Teachers' Role in Online Education**

The value given to teachers should be appreciated because it is the teachers who know their learners and the classroom context best. According to Khalid (2016), the role of the teacher should be of a facilitator instead of being authoritative. The passive learning method needs to be replaced by active learning methods preparing students to play their role as global citizens (as cited in Hernández & Flórez, 2020). However, the lack of live teaching experience weakened teachers' learning process to evaluate their pedagogical practices as the teaching context is different Ferdous and Shifat (2020), attempted to take all the teachers' inconveniences and mental aspects into account during conducting classes and assessing the students; teachers happen to lose control of their patience and end up rebuking students sometimes on odd occasions (Rupanta, et, al., 2020). Eventually, it gives rise to turmoil and turbulent feelings in teachers' minds to what they feel sorry for soon after. Besides, teachers' mental health worsens when issues like salary, promotion, bonus, and allowance are unsettled in the current crisis.

### **2.5.2. Students' Performance in Online Education**

Ferdous and Shifat (2020) shared students who have more or less technological knowledge, are aware of using apps or other media essential for an online class, are less interested and less stressed in attending the classes. This scenario is different for many students who do not know

how to install or use the apps, making them stressed (Dhawan, 2020; Nambier, 2020). On the contrary, the shortcomings of online classes that learners have lack of connection which affected this teaching experience in such a way that caused a lot of anxiety and their motivation levels plummeted. Another challenge that students and teachers confronted during this unexpected teaching situation related to working remotely from home considering all the conceivable distractions in the family (Sepulveda-Escobar & Morrison, 2020).

## **2.6. Online Classes during COVID-19 in Bangladesh**

Aktar (2020), observes that ‘Emergency online teaching’ is not similar to ‘online teaching’. Forced online teaching has now become a need globally due to the pandemic. Emergency circumstances need an emergency way out since we have to survive. Bangladeshi university classrooms are not well equipped for online classes. An uninterrupted internet facility is very rare here. The difficulty can be divided into two parts-(a) internet speed is not satisfactory for virtual learning; and (b) many pupils, mostly of public universities, have financial issues. Many students are not tech-savvy. Even though educators attempt to connect with all pupils and provide resources via e-mail, instructors struggle to get them onboard (as cited in Afrin, 2020).

To support this, Munni & Hasan (2020), acknowledged that in this COVID-19 situation when all the sectors get affected, it was really difficult for educational institutions to continue their activities and continuing classes. Therefore, using Facebook is much convenient for teachers and students to communicate and give instructions, and it requires less internet data. Furthermore, Dawson (2007); Haug and Tumbo (2016) alluded that students have a positive perception regarding mobile learning where they can use various social sites for study and mobile helps them to communicate faster with their teachers in this quarantine. Studies have found that mobile phones are cheaper than other devices like desktop computers or laptops, and hence, it is claimed that mobile is suitable for teaching and learning devices for the students at low cost. Mobile learning is potentially the most exciting, innovative, and technologically

advanced system that will help the effect of revolutionising the delivery of the higher education institution in the future (as cited in Munni & Hasan 2020).

## **2.7 Research Gap**

Considering all of these pieces of literature, it seems that online teaching and learning is enhancing the education system during COVID-19 despite having several challenges for both students and teachers (Dhawan, 2020; Nambiar, 2020; Hernández & Flórez, 2020). Overall, there seems to be some evidence to indicate that teachers are attempting different pedagogical practices to help the learners and assessing them based on their adapted, prepared materials. In one literature it has been mentioned that there is a mismatch between the material and assessment in online education as the washback effect of assessment are not appreciated in a communicative classroom context. (Rahman, et. al, 2018).

Research to date has not yet determined that can online classes be an alternative for physical classrooms. Besides, researches regarding formative assessment and summative assessment (Kleiji, 2013; 2015; Sanders, 2013; Haertel, 2013; Groen & Eggen, 2020) do not present students' perspectives regarding online education has changed in the Bangladeshi ESOL context. However, all the literature studies remain narrow in focus dealing with qualitative research on teachers' and students' perceptions together regarding online education and assessments. Precisely, the after-effects of implementing flipped classrooms for English major courses are not focused to date though Alten, et. al., (2019) did a meta-analysis regarding flipped classrooms, yet did not mention the consequences of it in English courses. Moreover, the literature paper regarding assessments during pandemic (Gamage, et. al., 2020) mentioned the assessments and situations of online assessments all over the world; however, did not attempt to highlight the situation of online assessments based on provided materials in a flipped-classroom in an ESOL context as Bangladesh. Furthermore, all these literature pieces mentioned the challenges; nonetheless focused on the teachers' and students' recommendations

for better enhancing online education in Bangladeshi universities. In the end, the research gap can be fulfilled by highlighting learners' and teachers' perspectives and recommendations at once regarding online education and assessments and how much the English major courses are going to be beneficial for the future in Bangladesh during COVID-19.

## **2.8 The Conceptual Framework of the Study**

Having a theoretical framework helps to get authentic and reliable data from the research. It makes the process convenient and prepared an outline for the paper. The Theoretical Framework for this qualitative research to conduct the study is to find the specific, contextualized data. The results in this paper are based on qualitative analysis and the targeted audience was Bangladeshi tertiary level students and teachers from the English department of BRAC University, Dhaka. The targeted students were 10 and 4 teachers were interviewed to gain sufficient knowledge about the online education system and the assessment system during the COVID-19 pandemic. The responses from these students and teachers have been analysed qualitatively.

This paper adapted a framework given by Coiro and Castek (2010) named "Assessment frameworks for teaching and learning English language arts in a digital age". Prior to illustrating the framework, the phrase "English Language Arts" is going to be discussed briefly. Language Arts is the study of improving language skills. As Coiro and Castek (2010) mentioned about English language arts indicates that as a subject for the improvement of English language skills combining reading, writing, listening and speaking. In this regard, this paper is going to adopt this broader vision into a specific perspective which is concentrating on the improvement in English language courses' assessment for the tertiary level students. Moreover, in their paper, they used the word 'English Language Arts' whereas the researcher used it as 'English Language teaching and learning as the study conducted in Bangladesh where the 'arts' term is not commonly used in this context. Furthermore, in Coiro's paper, he

mentioned about ‘digital age’ where the researcher of this paper used this as ‘online’ because it comes under the phrase and conveys the idea of using technological advancements in the educational sector. Most importantly, during the pandemic, all the techniques are introduced with the digitalization process.

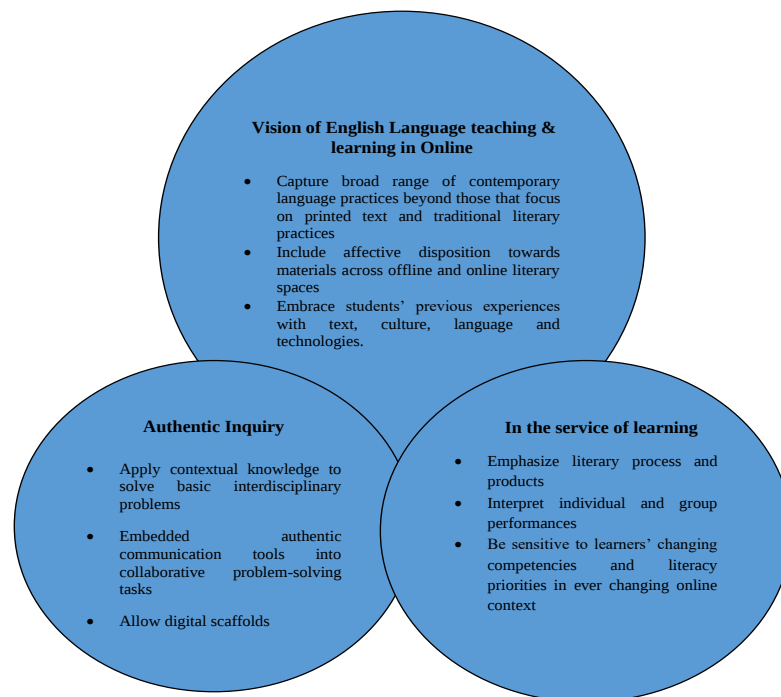


Figure 1: Online assessment framework for English language teaching and learning

Let us now consider the actual framework given by Coiro and Castek (2010) for the assessment for English language teaching. In this research, the researcher chose a theoretical framework where specifically the English language assessment techniques are highlighted. To conduct this study, the model given by Coiro and Castek (2010) has been chosen to establish the key variables to collect data. In this framework, Coiro and Castek attempted to mention the ideal strategy of online assessment techniques. First of all, they said that there should be a capture of a broad range of contemporary language practice beyond focusing on printed texts and traditional literary practices. In addition to that, there should be included affective dispositions towards texts and people from across offline and online literary spaces. Moreover, students' previous experiences with texts, culture, language and technologies should be

embraced. These three concepts are confined within a broad vision of English Language Arts. The researcher attempts to focus on the English department students of Bangladeshi University students and teachers; therefore, the vision is specific to interpret with their English language teaching and learning skills.

Following that, in this online assessment framework, it is mentioned that there should be an application of contextual knowledge to solve broad interdisciplinary problems, where authentic communication tools should be embedded for problem-solving tasks. In this phase, interdisciplinary interprets with the idea of covering all the aspects of the English language; for instance, pronunciation, skills, grammar, course contents. Besides, it allows the use of digital scaffolds for authentic problem solving and reduce the language barriers in online learning and teaching as well. Therefore, these concepts come into authentic inquiry.

Turning now to another criterion, where it is mentioned that there should be emphasized literacy process and products, interpretation of individual and group performances and particularly, teachers should be sensitive to learners' changing competencies and literacy priorities in an ever-changing online context. These concepts establish the theoretical background of how online assessments should be implemented. This framework is used to interview the teachers and students to find that are these ideal concepts are available and, in their assessments, or not during this pandemic situation. Therefore, all these three sections are going to be used to collect data to find out both teachers' and students' perspectives regarding online assessment and are they meeting their specific targets.

## **2.9 Chapter Summary**

In this chapter, the concepts of online teaching and learning, their advantages and disadvantages are reviewed. Following that, the online education procedure consists of the mode of communication, assessments of learning in online classes, types of assessment are

given to find the research gap. In the next section, theories used for online classes are brought into the light. After that, the role of teachers' and students' in online classes is reviewed. To understand the scenario of Bangladesh, the researcher interpreted the established literature on online classes during COVID 19 in Bangladesh. In the next part, the research gap and following that the theoretical framework is given which is going to help to find the data.

## **Chapter 3**

### **Methodology**

#### **3.1. Introduction**

This chapter discusses the research methodology adopted to conduct this study. As mentioned in chapter one, the main aim of this study is to find out whether online teaching and learning help the students to learn effectively by interpreting with tertiary level students' perspectives, regarding online assessment. To reach this aim, there are a few research questions are listed down for both students and teachers. The first question is what do the Bangladeshi tertiary level students and English teachers think about online education and assessments during the pandemic. The second question aims to find out the challenges students and teachers faced during online education. Finally, the third question is what solutions they would suggest overcoming the challenges for having better online education in Bangladesh. In further, this chapter delineates the rationale behind choosing interpretivism qualitative research design, the process of selecting the participants and collecting data, the framework of the data analysis process and steps that are taken to build the trustworthiness of the study.

#### **3.2 The Qualitative Paradigm and Philosophical Assumptions**

Qualitative research follows a particular research design based on the philosophical assumptions for the study. To conduct this study, the researcher chose interpretivism worldview among all other research paradigms to find out students' and teachers' perspectives regarding online assessments for their online English language courses to focus on the meaning which may employ multiple methods to reflect different aspects of the issue. Thanh and Thanh (2015) mentioned in their paper that researchers interpret with the theoretical aspect which allows them to view the world through the perceptions and experiences of the participants.

Moreover, to seek the answers for research, the interpretive paradigm uses those experiences to establish and interpret their perspective from gathered data.

Agreeing with this, Creswell (2018) asserted that interpretivists adapt a relativist ontology in which a single phenomenon may have multiple interpretations rather than a truth that can be determined by a process of measurement. Therefore, the interpretivism perspective intends to gain an in-depth understanding of the phenomenon though it is a complex context which attempts to generalise the base of overall interpretation (as cited in Pham, 2018). In addition, Pham (2018) mentioned that since participants have multiple interpretations of the diverse ways of seeing and experiencing the world through different contexts and cultures, researchers should try to avoid bias in studying the events and people with their interpretations (Hammersley, 2013).

The philosophical assumptions which are going to be mentioned in the table below are adapted from Creswell (2018).

Table 1: The Philosophical Assumptions of the study

| Research Paradigm | Philosophical assumptions |                        |                    |                   |                    |
|-------------------|---------------------------|------------------------|--------------------|-------------------|--------------------|
|                   | <b>Ontological</b>        | <b>Epistemological</b> | <b>Axiological</b> | <b>Rhetorical</b> | <b>Methodology</b> |

|                |                                                                                |                                                                                                                                           |                                                                                                               |                                                                                                                                                                   |                                          |
|----------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Interpretivism | Socially constructed idea containing multiple perspectives of the participants | An interactive approach is used by the researcher, to focus on the specific contextualized environment to cooperate with the participant. | The researcher's intuition, biases, values are going to be discussed along with participants' interpretations | The researcher's point of view and interpretation has been used to adopt a narrative style, focusing on the particular activities to conduct qualitative research | Qualitative, single case study approach. |
|----------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|

According to Creswell (2018), ontological assumptions refer to the nature of reality and its characteristics and in this study, the nature of reality is socially constructed including multiple perspectives from the participants. For instance, the researcher analysed the interview recordings of the participants, interpret their answers to find out what they think regarding online teaching and learning and its assessments techniques [RQ 1 & 2 (a)], what kind of problems they are confronted with online assessments [RQ 1 & 2 (b)], and how they solve those challenges to have better online education [RQ 1 & 2 (c)]. Moreover, their interview transcripts alluded to the meanings of their perspectives which are subjective and value bounded.

Moving on now to consider the second philosophical assumption is epistemological assumptions where the researcher chooses different approaches to get involved in the research to establish a relationship with the issue of the study. The researcher, played her role to collect data by being interactive, cooperative, participative during collecting data from the participants to facilitate the discussion.

Following that, the third philosophical assumption is axiological which indicates the intuition, values and biases of the researcher during analysing the data. Further, in this chapter,

the researcher explained her positionality or role as a researcher (as mentioned in section 3.4 below) who have attempted to understate the effect of any personal bias or value while discussing the findings.

Let us now turn to the rhetorical assumption of this qualitative study which is based on the narrative style. Risemann (2008) said that this design is created to find out the perspectives of the individuals to provide stories (as cited in Creswell 2018); in a multiple case study where an inductive approach involves the composition of questions to identify relations between an independent variable and the behaviour of an individual (Johnston & Pennypacker 2008; Creswell, 2018).

Finally, this chapter is going to mention the methodological assumptions that talks about the methods the researcher adopted to conduct this research.

### **3.3. Research Design**

The researcher developed this research design for this study by considering the established literature and the research questions. This study is based on the interpretivism paradigm, which is also referred to as constructivism because it emphasizes the ability of the individual to construct meaning. Interpretivism's main belief is that research can never be objectively observed from the outside rather it must be observed from the inside through the direct experience of the people (Mack, 2010). Moreover, Creswell (2018) mentioned that this research paradigm attempts to interpret the participants' position to acknowledge their perspectives in their context and based on their experiences. Thus, the researcher can interpret collected data and give that a shape according to their experience and knowledge. This is interpretivism research paradigm is known as a part of constructivism.

Here, the interviews and discussion with the participants reflected the individual's perspective which creates more opportunities to explore the positive outcome. Though the

interpretive paradigm is not a dominant model of research, it is gaining considerable influence because it can accommodate multiple perspectives and versions of truths (Thanh, N. & Thanh, T., 2015).

Willis (2007) asserts that “interpretivism tend to favour qualitative methods such as case studies and ethnography” (as cited in Thanh, 2015). Therefore, this method is suitable for researchers’ single case study research. Consistent with the previous idea, Thomas (2003) asked that qualitative methods are usually supported by interpretivism because the interpretive paradigm “portrays a world in which reality is socially constructed, complex, and ever-changing...” (as cited in Thanh & Thanh 2015). Furthermore, Mack (2010) said that interpretivism researcher seeks to understand social phenomena, the researcher who seeks to change and to challenge social phenomena is not represented.

Subsequently, the important aspects of choosing this research design as this study were carried out in a naturalistic setting, where the researcher asks broad research questions designed to explore, interpret, or understand the social context. Data collection techniques involve the data is collected through observation and interviews that bring the researcher in close contact with the participants (Thanh & Thanh 2015).

### **3.4. Single Case Study Approach**

According to Gustafsson (2017), a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalise over several units. In this regard, the case study explores real-life single or multiple bounded systems over time through in-depth, detailed data collection by using multiple sources like interviews, observations, audio or videotaped recordings, documents of information to report a case description and themes (Creswell, 2018).

Additionally, it helps the researcher have a deeper understanding of the subject participants are exploring. In this context, Yin (2018) states that researchers can choose single

or multiple cases to understand the differences and the similarities between the cases and can use them to investigate real-life incidents or events. As a result, the researcher can explore the case with the ability to analyse the data within the case analysis, between the case analyses and make a cross-case analysis. Moreover, it provides the researchers with the power of the ability to look at subunits that are located within a larger case. According to Yazan (2015), Yin addresses his criteria for quality research, namely validity and reliability, while discussing the analytic procedures in the case study and all these techniques are conducive to enhancing validity and reliability during analysis.

Hence, the researcher chose a single case study because the researcher's focus was on an English department of one private university in Bangladesh. As Siggelkow (2007), mentioned that the existence of the phenomenon can opulently be described by single case studies (as cited in Gustafsson, 2017). Therefore, a single case study approach is chosen to allow deeper insight into online education and assessments at the ENH department of BRAC University. As students' and teachers' experiences during online assessments are real-life phenomena and there are issues to work within the education field. In addition, the case study approach fulfilled the criteria of having data from various sources, the researcher collected data by taking interviews from students' and teachers' groups, analyzing data by video tapped recordings and transcriptions of interviewees, previously established works of literature. Moreover, the researcher chose this approach as a single case study allows wider exploring of research questions and theoretical evolution (Eisenhardt & Graebner, 2007). Moreover, Gustafsson (2017) mentioned that a case study is an intensive study aimed to generalize over several units, where the focus is based on an especially unit. Furthermore, this case study consists of transferability which indicates trustworthiness and allows investigation in a smaller context; however, it can be applied in a bigger context as in the online education field of the world.

### **3.5. The Researcher's Role**

During this Covid-19 pandemic, the education system all over the world was disrupted. In this phase, the learning and teaching of Bangladeshi educational institutions are being carried out online to make the best use of this crucial time and help the learners to receive their education. Despite having challenges, the teachers, students and other stakeholders are effectively participating to carry out this online teaching and learning successfully. Being a student, the researcher is aware of the fact that both teachers and students are facing challenges in online education regarding taking classes and assessments. Observing the online teaching and learning process and experiences from fellow students' regarding the academic pressure in online classes made the researcher inquisitive that what could be the solution for their challenges and effective assessing techniques for their convenience.

Thus, the researcher intended to find out the issues of online assessments, what are the participants' opinions, how they overcome these issues, and recommendations for better online education in their life. This study is designed to keep a mark on the development of online education in future to have a justified online assessment system where both students and teachers will be benefitted. Precisely, enhancing the assessment techniques of tertiary-level learners and making a convenient educational environment for both teachers and learners online, is the subsequent purpose of this study which will be beneficial for suitable teaching and learning practices.

Throughout this study, the researcher did not use the first-person narrative rather chose to use a third-person tone to convey her perspectives regarding online teaching and learning during the pandemic to make this study free from personal or cultural biases.

### **3.6. Setting**

This study is set in a private university, named BRAC University, Dhaka, Bangladesh, particularly the English and Humanities department. The reason for choosing this university is that during pandemic circumstances, this private university chose to conduct virtual classes and shifted to the online flipped classroom by providing video lectures on a newly developed educational platform named BUX. Along with that, there are different sorts of assessment techniques are taken by the teachers to evaluate the learners. Moreover, the English department is more writing extensive department, therefore it creates curiosity regarding the alternative online assessments.

Furthermore, teachers of this university are highly qualified to take classes of all the level learners. Considering the students' criteria, almost all the students belong to the ESOL context as Bangladesh is a non-native English speaker. However, all of them have the basic knowledge and communication skills of the English language what helped the researcher to interpret their thoughts. As the researcher's main purpose of the study is to find out the perceptions of the learners and teachers whether they are satisfied with the flipped-classroom manner and assessments techniques; therefore, this university served the researcher as a convenient site for selecting the participants for the study. It is important to mention that all the steps of data collection procedures were carried out online as the COVID-19 pandemic crisis was going on.

### **3.7. Selecting the Participants**

To conduct this study the researcher chose purposive sampling and snowball sampling techniques to receive substantiate data. It is important to clarify that purposive sampling generally selects the participants based on the research questions where the mode of selection is non-random but their perspectives matter to bring the change. On the other hand, snowball

sampling is where one participant recruits other participants for the study and it is used when potential participants for the study is difficult to find.

In this regard, Sharma (2017), asserted that purposive sampling is also known as judgmental, selective or subjective sampling, reflects a group of sampling techniques that rely on the judgement of the researcher when it comes to selecting the units; for instance, people, case/organizations, events, pieces of data that are to be studied. Agreeing with the previous idea, Etikan et. al, (2016) mentioned in their paper that though data gathering is crucial in research, as the data is meant to contribute to a better understanding of a theoretical framework; however, it is the deliberate choice of a participant due to the qualities the participant possesses. Likewise, snowball sampling is a method of gathering information to access specific groups of people wherein a particular social context with a multi-stage process, this technique introduces other people to take part in the research (Naderifar, et. al, 2017).

Prior to interviewing the participants, it was essential to making some criteria for selecting the participants to get validated data from them. To choose participants, the researcher attempted to find participants by the following aspects:

- Firstly, this paper is attempted to do a single-case study on one private university, English Department; therefore, all the participants are from BRAC University, the English and Humanities department.
- Secondly, in terms of selecting the student-participants, the researcher chose the tertiary level learners from all three disciplines; ELT, Literature and Media Studies for this study as they have an understanding of the course requirements, several course content ideas, have good communication skills and have previous experience of doing offline courses which is essential for doing the case study.

- Thirdly, teachers who are experts within the offline mode of education in this field for a long period; at present they are conducting online classes with different assessing techniques.

### 3.7.1. Student-Participants' Profile

Participants' profiles are presented in the following tables along with their educational qualifications and experience of assessments.

Table 2: Students participants' profile

| No  | Name   | Major                    | Semester                     | Previous Medium of instructions | Assessments in School/College                    |
|-----|--------|--------------------------|------------------------------|---------------------------------|--------------------------------------------------|
| 1.  | Ramisa | ELT                      | MA -2 <sup>nd</sup> Semester | Bangla                          | Written exam                                     |
| 2.  | Nisha  | ELT                      | 14 <sup>th</sup>             | English version                 | Written exam                                     |
| 3.  | Anima  | ELT                      | 12 <sup>th</sup>             | Bangla                          | Written exam                                     |
| 4.  | Maisha | ELT                      | 11 <sup>th</sup>             | English                         | listening, writing, reading, speaking activities |
| 5.  | Tania  | Media & Cultural Studies | 10 <sup>th</sup>             | Bangla                          | Memorized written exam                           |
| 6.  | Nazim  | ELT                      | MA-1 <sup>st</sup> Semester  | English                         | Creative Exam based, Critical analysis           |
| 7.  | Nafisa | Literature               | Graduated Spring'20          | Bangla                          | Written exam                                     |
| 8.  | Afia   | Media & Cultural Studies | 11 <sup>th</sup>             | Bangla                          | Written exam                                     |
| 9.  | Eva    | ELT                      | 11 <sup>th</sup>             | Bangla                          | Written exam                                     |
| 10. | Faria  | Media & Cultural Studies | 11 <sup>th</sup>             | Bangla                          | Written exam                                     |

### 3.7.2. Teacher-Participants' Profile

Table 3: Teachers participants' profile

| No. | Name   | Educational Qualification                    | Experience of Teaching | Teaching Subjects                                                       | Online course for each semester |
|-----|--------|----------------------------------------------|------------------------|-------------------------------------------------------------------------|---------------------------------|
| 1.  | Sadia  | PhD in Applied Linguistics                   | 15 years               | Socio-linguistics, Translation, Teaching Techniques, Teaching practicum | 4                               |
| 2.  | Samina | PhD in Applied Linguistic                    | 13 years               | Linguistics courses                                                     | 3                               |
| 3.  | Rubina | Masters in English literature, Media Studies | 5 years                | Prose, Composition II, Media course, literature courses.                | 4                               |
| 4.  | Adiba  | Masters in English Literature                | 5 years                | Literature- urban novel, Research methodology                           | 4                               |

### 3.8. An Overview of Data Collection Procedures

In this case study, the researcher chose to interview the participants to collect data. As interviews are data collection methods in which an interviewer asks the respondents questions face-to-face, by telephone or online. Besides, qualitative research requires defining the meanings of the themes of experiences of the participants. Most importantly, the interviewer's job is to interpret participants' answers (Moser & Korstjens, 2018). This research work is particularly based on the interview method where participants shared their experiences during online semesters. Moreover, Alshenqeeti (2014) mentioned in his paper that an interview is "a conversation, whose purpose is to gather descriptions of the life-world of the interviewee" concerning the interpretation of the meanings of the 'described phenomena'. It clarifies that for gathering the insight from participants' experiences interviewing would be a suitable approach.

### **3.8.1. Semi-structured Digital Interview**

This interview has been conducted over zoom meetings with a semi-structured questionnaire where the researcher invited the participants to join. During this pandemic situation, this mode of communication was convenient for both the researcher and the participants. Besides, a key advantage of Zoom is its ability to securely record and store sessions without recourse to third-party software. Moreover, this feature is particularly important in research where the protection of highly sensitive data is required (Archibald, et. al, 2019).

Therefore, collecting data and restoring it to interpret zoom is helpful. Another reason for choosing a digital interview, it helps to keep the conversation natural and interactive. In addition, using zoom is convenient for the participants and as they can have the ease of logging in, and not being responsible for the technical or functional components of Zoom, made their experience stress free and pleasurable. Furthermore, participants valued being able to see and connect personally with the interviewer when discussing a sensitive topic and appreciated the option of using their computer, tablet, or cell phone for the interview (Gray, et. al, 2019).

#### **3.8.1.1 Designing the interview protocol**

The researcher adopted the protocol from Majid, et. al (2017) where they showed five phases to have a definite protocol for validating qualitative research.

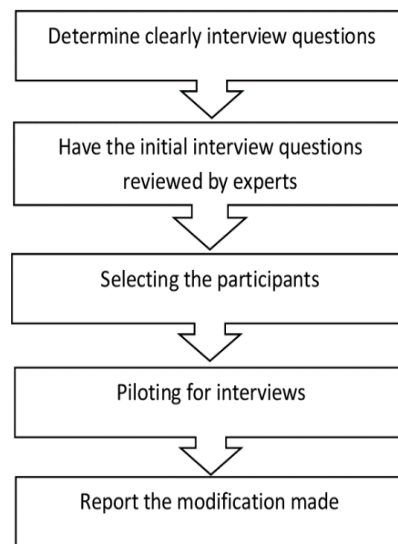


Figure 2: Interview protocol (Steps in conducting the pilot study. Majid et. al., 2017)

In the first step, the researcher should determine clear interview questions related to the research question to have validated data from the participants. Each interview question of this study is attempted to heed information from the participants to answer the research questions.

The second step is having the initial interview question reviewed by experts. In this study, after preparing the questionnaire, the questions are reviewed by the supervisor about their language, wording and relevance to the research questions. In this phase, it has been suggested by the supervisor to ask a few relevant background questions to interpret their perceptions.

The third step is selecting the participants which is an important step in the protocol to gather proper justification from the participants. Turner (2010) suggests that the participants should share as similar criteria as possible to the group of participants for the major study (as cited in Majid et. al., 2017). In this study, there are two groups of participants; students and teachers (please see section 3.7 of chapter 3).

Following that, in the fourth step, piloting the interviews to assure that the questions are understandable to the participants. Moreover, it helps to make a revision to the final

questionnaire and modify if needed in case of chronology, timing or researcher could improve the interviewing skills and further probe in important areas (Jacob & Furgerson 2012).

Finally, report the modification mode, after piloting the interviews the researcher can modify the phases where needed, for example, what sort of probing question can be added to collect enhanced data from the participants which are occurred in this study.

### **3.8.2. Piloting the Interviews**

As Alshenqeeti (2014), mentioned that piloting interviews before the actual interviews help researchers to modify the interview questions can get accurate information. After receiving the expert's suggestion, the researcher piloted the questions with one of the students who completed her BA in English from Brac University and one teacher from Brac University, ENH department at the beginning and then edited a few questions. It helps to make the questions more specific and understandable for the participants. Aggreging with this, Chenail (2011) asserted that sometimes piloting is not practical because researchers do not want to lose limited research participants and their valuable information to a pilot study database not used in the study proper or the researcher does not want to take up participants' valuable time with under-developed questions. Therefore, it is not convenient for the researcher as there is a limited number of participants and did not want to make the number scale small. However, in this study, piloting helped to get resourceful data from the participants by asking a few probing questions.

### **3.8.3. Purposive Sampling**

In this research, the researcher used purposive sampling where one participant suggested to another participant to share their experience. In this manner, participants had different perspectives regarding their experience, however, the broad aspect was similar. Moreover, in the purposive sampling technique each participant has a different goal, they can provide

researchers with the justification to make generalizations from the sample that is being studied, whether such generalizations are theoretical, analytic and logical (Sharma, 2017). Furthermore, in qualitative research design, multiple phases are depending on the previous phase. In this scenario, purposive sampling provides the researcher with a wide range of non-probability sampling techniques for the researcher to interpret the data.

#### **3.8.4. Conducting Final Interviews**

After designing the interview protocol and selecting the participants, the researcher contacted the participants through messenger and email. After getting their consent, sent them a formal consent form consisting of the idea regarding interview questions and the purpose of the study. Next, the researcher fixed the day and timing to avoid clashes in their schedule. All these interviews were around thirty to forty-five minutes long, as it was qualitative research therefore, depending on the situation and based on probing questions it got longer.

In the final interviews, at first, the researcher greeted the participants and thanked them for participating in the interviews. After that, the researcher gave a brief idea about the interview and mentioned that this interview is going to be recorded, however, the name is going to be anonymous. Then researcher started the interview with participants personal information which are mentioned as background information. In this regard, the researcher was aware of the fact that the interviewer needs to keep participants' personal questions to a minimum length (Galletta, 2013). Following that the researcher moved to the actual interview question. During the interviews, the participants were asked questions that were aligned aligning with the research questions (see appendix B, interview questions). Furthermore, a few probing questions were added to get the relevant data for this study. Moving toward the end of the interview, the researcher asked for the recommendations from the participants and after completing the answer, thanked them for their valuable time as Charmaz (2006) mentioned that the researcher must thank the participants for their contribution so that they feel valued.

### 3.9. An Overview of the Data Analysis Procedures

#### 3.9.1 Data Analysis Framework

In qualitative research, the process of data collection, data analysis, and report writing are not always distinct steps; rather interrelated and occur simultaneously throughout the research process (Creswell, 2018). Lincoln and Guba (1985) shared that to conduct thematic analysis we should outline practical and effective procedures that aim to present the trustworthiness of the study (as cited in Nowell, et. al., 2017). To collect data, the researcher used six interactive phases of thematic analysis given by Creswell (2018).

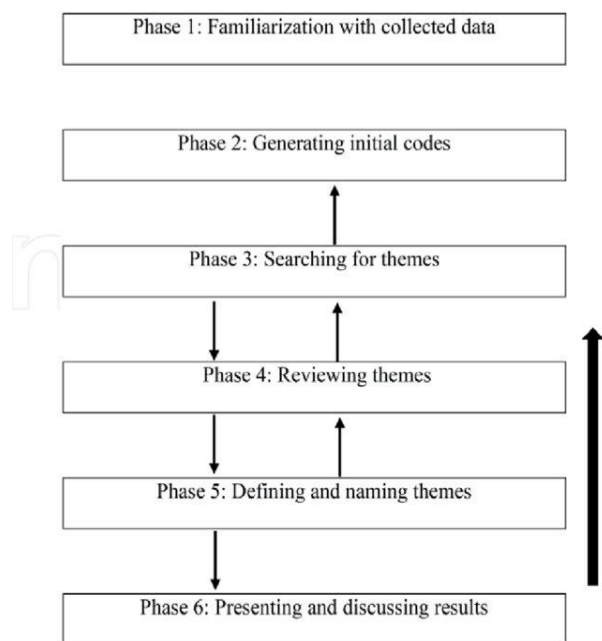


Figure 3: Thematic analysis: Six interactive phases (as cited in Nowell, et. al., 2017).

The benefit of this approach is that thematic analysis is a qualitative research method for identifying, analysing, organizing, describing, and reporting themes found within a data set, that can be widely used across a range of epistemologies and research questions (Nowell, et. al., 2017). Another important aspect for selecting thematic analysis, it is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights (Braun & Clarke, 2006; King 2004). The procedures of the researcher, by using the thematic analysis framework is given below.

In phase 1 the researcher heard all the interview recordings and transcribed them to get familiarized with the data. Alongside, researchers noted down the keywords from the interview which she matched with the recordings. Then in the next step involves proceeding through initial readings of the transcripts to find the most salient significations in the participants' testimonies (Labra, et. al., 2019). Following that, in phase 2 researcher used the familiarized data to generate initial codes. In this phase there are three types of codes researcher found; first- descriptive codes (with little interpretation), two- interpretive codes (in-depth interpretation to understand fully) and three- inferential codes (relating to data, explaining and indicating the relationship). After that, in phase 3 searching themes where the researcher read the generated codes, assessed the correlation codes with interview excerpts understand relevance concerning study objectives; grouped the codes according to the occurrence and relevance to the concept and identified. In phase 4 researcher reviewed the themes to understand is a theme, sub-theme or code, does the theme accurately represent the data with which it is linked to interview excerpts or codes and relevance. Then in phase 5 researcher defined and named the themes after the revision and interpretive, consisting of conceptual definition. Lastly, in phase 6 researcher presented and discussed the results where phase 5 subjects are analysed.

### **3.9.2. Analysing Interviews**

For analysing the participants' interviews, the audio recordings were transcribed by using otter.ai and manually corrected as there were code-switching during the interviews. Then the transcriptions were coded with a seven-column coding template (Ahmad, 2017) by utilizing initial coding, in-vivo coding and structural coding (Saldana, 2013; Weinbaum & Onwuegbuzie, 2016). At first, the researcher transcribed the interviews of each participant. Then, the researcher selected the important codes from the transcripts and listed those into relevant categories (see Appendix E:1, E:2). After that, the categories were analysed for

identifying prominent themes in this case. All the themes are compared and merged to create a thematic form to answer the research questions (see Appendix E:3, E:4).

### **3.10. Ethical consideration**

Arifin (2018), mentioned that in a qualitative study, ethical considerations have a particular resonance due to the in-depth nature of the study process. Before pursuing data collection procedures, ethical issues were taken into account to conduct this study. At first, participants were asked to participate voluntarily where they have informed of the purpose of the study. Most importantly, all the interviewees are referred to with pseudo names to keep their real identity hidden. All the collected information is confidential which are not cause any harm to ones' belief. Before starting the interview Google-meet/Zoom, participants were provided with a consent form and the interviewer asked participants' permission to record the call with the promise of keeping it confidential.

### **3.11. Establishing Credibility and Trustworthiness of the Study**

To make the study credible and trustworthy a researcher needs to follow a few steps. Saldana (2011), mentioned that qualitative researchers are advised to be well organized and systematic to enhance the trustworthiness of their study. Moreover, trustworthiness refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Polit & Beck, 2014). According to Lincoln and Guba (1985), establishing trustworthiness in a research study requires credibility, transferability, dependability and confirmability from the researcher (as cited in Pandey & Patnaik, 2014). To establish the trustworthiness of this research, the researcher attempted a few steps to present valid data consisting of member checking, triangulation and provided a condensed description of the study which broadens the thinking aspects to gather deeper knowledge and make resourceful.

At first, the researcher had expert consulting with her supervisor which helped to understand and edit the mistaken parts. Then, the researcher used the interview protocol name steps in conducting the pilot study (Majid et. al., 2017). After collecting the data by interviewing the participants, the researcher transcribed the interview and send an email for members to check where the participants assured that they said those words during the interview (please see Appendix F:3). This step is done to justify Merriam (1998), that credibility is established based on finding what is congruent to reality. Moreover, a qualitative study is considered credible if the descriptions of human experience are immediately recognised by individuals that share the same experience which happened in this study. Another important aspect to establish credibility, the researcher did triangulation as in this study there are multiple sources to collect data, for instance, students' perspectives, teachers' perspectives, theoretical frameworks and established literature pieces. All these sources help to facilitate deeper understanding (Pandey & Patnaik, 2014).

Established literature presents that triangulation justifies information from different sources to form a consistent pattern of themes and categories within a study (Creswell, 2018). Moreover, four types of triangulations are identified by Denzin (1978) and Patton (1999); methods triangulation, triangulation of sources, analyst triangulation and theory/perspective triangulation (as cited in Pandey & Patnaik, 2014). Among these four types, the researcher chose methods triangulation as consistency of findings generated by different data collection methods in one phenomenon, another one is the triangulation of sources as different participants can share different perspectives regarding within the same method. The researcher used zoom recordings of participants' interviews and analysed the data and interpreted with their perspectives.

The researcher has followed the procedures of inter-coder reliability, along with inter-rater reliability. In the case of intra-coder reliability, the researcher coded participants'

interviews. After that, the researcher coded the data again to see compatibility with the previous coding to have a credible theme and data. Apart from that, when using the inter-rater procedure, the researcher requested her supervisor to rate a part of the interview transcripts (please see Appendix F:1). The raters' agreement on the themes of the transcription was calculated in percentage 90% (please see Appendix F:2). Moreover, Merriam (1995) asserted that tentative interpretation of the collected data and get back to the participants to assure that these interpretations are plausible (as cited in Pandey & Patnaik, 2014). Thus, the researcher did member checking by sending an email attached with participants' interview transcriptions (Please see Appendix F:3). Furthermore, to achieve credibility in this study, the researcher provided excerpts as thick descriptions from the interview to make the concept understandable (Tracy, 2010). Furthermore, following Pandey and Patnaik (2014), the researcher attached the audit trail that has been done in this study to establish confirmability. Therefore, in this qualitative study, the researcher applied the above ways of establishing credibility and trustworthiness.

### **3.12 Chapter Summary**

In this chapter, the researcher mentioned the philosophical assumptions and interpretivism research paradigm, the rationale behind selecting a single case study approach for conducting this study. Besides, the researcher's positionality was also mentioned along with an explanation for selecting the participants. Therefore, the researcher discussed the data collection procedure where the steps of conducting the interviews and reasons are given, along with the description of interview protocol steps to establish the trustworthiness and credibility for this research work. The final segment of the chapter described the data analysis framework adopted for the study, along with the justification for establishing the credibility and trustworthiness of data.

## **Chapter 4**

### **Results and Discussion**

#### **4.1 Introduction**

The main objective of this study is to find the perspectives of both students' and teachers' regarding online assessments to find the possible solutions for better online education in the ESOL context which can be enhanced in the post-COVID 19 situation. Therefore, the researcher attempted to find out whether the participants of Brac University can come up with some recommendations for their challenges to have better online education in future. In this regard, this chapter intends to find out students' and teachers' perspectives about online education and assessments. This chapter will present the findings of the students and teachers of the study based on the following research questions:

- a) What perceptions do the tertiary level English major students and teachers have regarding online education in an ESOL context such as Bangladesh?
- b) What challenges do the tertiary level English major students and teachers face during online assessments?
- c) How do students and teachers solve the problems that they face during online classes and assessments?

To have a better interpretation of participants' perceptions, there is a need for some background information of the students for instance the major courses they completed during the offline and online semesters which had helped the researcher to analyse their interviews and to understand the rationale behind their perceptions (please see table 3.7.1 and 3.7.2. Participants' profiles in chapter three). Moreover, two parts are going to present in this chapter;

part one: students' perception regarding online classes and assessments and part two: teachers' perceptions regarding online classes and assessments.

## **Part 1**

### **4.2. Students' Perceptions Regarding Online Classes and Assessments**

In this section, students' perceptions regarding online assessments are going to present. It will contain what sort of advantages and disadvantages students experience during online education, challenges they face during assessments and how they overcome those challenges.

#### **4.2.1. Advantages and Disadvantages for Students in Online Education**

According to Nambiar (2020), online learning and classes are progressively becoming part of the education system worldwide. The online mode has made education convenient and easily accessible by one and all. However, online education has some disadvantages which create challenges for the students and teachers as well. In this section students' perceptions on the advantages and disadvantages are going to be presented.

##### **4.2.1.1. Advantages of Online Education**

All the participants shared that online education during this pandemic was a great opportunity for them to pursue their studies amid the crisis. They came up with similar aspects on the advantages of online education which are given below:

###### **4.2.1.1.1. Convenience of no travelling:**

Participants shared that due to lockdown they can stay at home and do the classes at their own pace. At this remote learning, they do not need to travel to university which saves their time, energy, educational expenses. Among ten participants, four of them shared that it reduces their travel expenses and chances to miss the classes. One of the participants shared that:

*It saves transportation fees along with other ones like costs for food and other major stationaries needed for educational activities (DU NAF 16).*

Thus, E-learning is cost-effective in the sense that there is no need for the students or learners to travel and it offers opportunities for learning for the maximum number of learners with no need for many buildings (Arkorful & Abaidoo, 2015).

#### **4.2.1.1.2. Working at your own pace:**

Students shared that, during these online semesters they can work at their own pace. As most of the assessments are paper-based therefore, they can have time and flexibility to work on those. One interviewee mentioned that:

*There is flexibility to work on my papers. I can get more time for that... (DU AFI 14).*

Though assignments consume time and effort, however, they can choose the suitable timing for themselves to concentrate better. In this regard, Smedley (2010) shared that the adoption of e-learning provides the institutions as well as their students the much flexibility of time and place of delivery or receipt of according to learning information (as cited in Zhao et. al., 2015).

#### **4.2.1.1.3. Pre-recorded video lectures:**

At BRAC University students are provided pre-recorded video lectures which help to prepare themselves before class and they can watch those at their convenience. Moreover, they can re-watch whenever they need to clarify any aspect as this consists of the perceptions of the flipped classroom. Precisely, in the classroom context students had to give that hundred per cent effort which is now more flexible because the lecture is now provided beforehand. One of the interviewees said:

*I can watch the lecture videos even when I am working out, I don't need to concentrate fully, because they are going to repeat it in the live session or I can watch them again if I need. Most importantly I don't need to go outside and can get the lecture at home (DU NAZ 18).*

In this regard, Capone, et. al., (2017), mentioned that flipped classrooms encourage learners to have an active role in applying the new information to different contexts in a creative

way. Moreover, the teacher can give absent students, online videos or lectures they can easily watch at home pausing or rewinding them when necessary.

#### **4.2.1.2. Disadvantages of Online Education**

Online classes introduce flexibility and convenience in participants' life, nevertheless, there are some disadvantages as well which created challenges for the students to perform better in online assessments. Different participants shared different aspects among those internet connectivity issues, face to face communication obstacles with teachers and peers are a common response from all the participants. Apart from that, two students mentioned struggles regarding watching video materials and education quality deteriorated during this lockdown.

##### **4.2.1.2.1. Lack of face-to-face communication:**

Due to technological advancements, communication mode gets enhanced every day. During COVID 19 pandemic, online classes created an opportunity to have interaction among teachers and students, however, it lacks face to face communication. One of the participants shared that:

*In offline semesters we could have detailed feedback, could ask for feedback instantly but in online semesters we need to wait to ask anything. Do not receive proper feedback except short notes on my papers which sometimes I don't understand (DU ANI 20).*

Moreover, the online learning method may be less effective in clarifications, explanations, and interpretations than traditional methods of learning. The learning process is much easier face-to-face with instructors or teachers (Arkorful & Abaidoo, 2015). In online classes, students may attend the live sessions, yet they keep their micro-phone and camera turned off which hardly make any difference in not attending the classes. Most importantly, students do not get feedback and justification from the teacher as there is no face-to-face communication. Students feel hesitant to ask any question to the teacher in front of everyone during the live sessions whereas learners could have consultation hours in their offline semesters. Due to the lockdown, the consultation hours are not available for them. They have

to email and wait for teachers to reply and through email sometimes students face confusion, challenges to solve their problems.

#### **4.2.1.2.2. Internet connectivity:**

Internet connectivity issues are a common concern for all. In our country, we do not have the internet infrastructure to continue online classes without disturbance. Hence, all of us working through this. However, there is no particular solution to these problems, rather it creates challenges to do online classes and assessments. Students shared that most of them face internet issues and to some extent, it gives them anxiety, panic attack during the timed exam or deadline. Most of the participants shared that they face internet connectivity issues during class hours or assessments. One interviewee shared:

*Once I was taking a midterm exam in google form, and during the exam, my page did not load which caused the delay to get that and I need to reload several times (DU NAZ 36).*

In this regard, Nambier (2020) mentioned in his paper that technical issues like poor network connectivity, power cuts, broadband issue, poor audio and video quality, problems with the app, getting disconnected in between the classes and finding it hard to log in again as the main issues are common in online classes.

#### **4.2.1.2.3. Time consumption in video materials:**

Online semesters require more time and effort than offline semesters. In online semesters students are provided with video materials which create pressure for students. It hampers their mental health as well because they are continuously connected to their devices as there are other courses videos they need to watch. Indeed, those are convenient and resourceful, yet they consume more time to watch than the actual duration. One of the participants shared that:

*Each video consists of 6-12 minutes, but when we watch those, we need to take notes, write them down as I need to take notes. So, in that way sometimes I need hours to complete one video. Teachers do not understand this. They think we are doing online semesters. We stay free all day so that we can manage, which is not actually (DU MAI 22).*

Watching videos and preparing for class make students more stressed in these online semesters. Bordes et. al., (2020) shared that, students feel intrinsically and extrinsically motivated if they are provided with such material which can help them to improve their learning efficiency. On the other hand, there is a lack of opportunity to communicate with the teacher. One of the participants shared that:

*Video lectures are not sufficient for us. Lectures during live sessions can be much more convenient for us (DU TAN 24).*

In this scenario, Bordes et. al., (2020), also mentioned in their research work that the majority of student participants shared their preference for a short length of asynchronous online content, where they agreed on their concluding part that both content organization and viewer satisfaction improve when presenting a topic in shorter video lengths.

#### **4.2.1.2.4. Procrastination:**

During online classes, students can work at their own pace, watch the video materials at their convenient time which to some extent make them procrastinate their works. It hampers their workflow and it can affect their performance when they waste their time in that manner. One of the participants shared that:

*During the online semesters, I often procrastinate my works because it is tiring to watch the screen for a long time and then I take a break and then I don't feel enough motivated to start again (DU MAI 18).*

Several studies have focused on procrastinating as a major barrier that hinders students from succeeding in online courses (Park et. al., 2018). This is happening because there is no accountability regarding their performance which was present in their physical classrooms.

#### **4.2.2. Students' Perceptions Regarding Materials and Online Assessments**

Based on the findings this section is going to emphasise students' perceptions regarding the materials they were provided and assessments they had during their online semesters.

#### **4.2.2.1. Materials for online semesters:**

During these online semesters, students are provided video lectures on BUX, research papers, secondary papers, supplementary YouTube videos, PDF versions of the book chapters. All these materials are soft copies; therefore, students can read or watch these materials whenever they feel convenient. One of the participants shared that:

*In these online semesters, we are provided with so many materials that it becomes difficult to understand which one is the actual text and which one is supplementary material (DU MAI 24).*

This indicates that, though video materials are convenient, hence students sometimes feel pressured to cover all the materials. As mentioned earlier, that synchronous online learning is defined as the blending of both asynchronous and synchronous online learning, where students can participate anytime, anywhere learning during the asynchronous parts of the course but then participate in real-time activities for the synchronous sessions (Martin, et. al, 2020). Apart from that teacher always share anything related to the course contents. Students shared that these materials are helpful to complete their assessments and gratify their queries, however, to some extent they are more intensive and requires double efforts than offline semesters.

#### **4.2.2.2. Assessments for online semesters:**

Learners of Brac University have assignments, mid-terms, quizzes, written exams, workshops, presentations, discussions as assessments. These are the formative assessments that focus on assisting and improving the learning process to facilitate learning by making decisions at the level of the learner and the class (Kleij, et. al, 2015). In online semesters as most of the assessments are paper-based therefore, students can get the time and work at their own pace. It relates with the established literature that here in this online learning environment, there is a division of two categories synchronous and asynchronous. In the case of assessing in these two environments, there will be two different modes of tests will be conducted (Alias, et. al, 2020).

Due to this COVID-19 situation students are performing better in writing and feel comfortable in presentation as they can keep their camera turned off where no one can see their face. Along with that, students have to sit for timed exams where they need to answer the question within a short period. In this regard, students face several challenges in completing the assessment. They face technical issues, for instance, their device gets hanged, Google forms may not load or they may not submit the paper due to electricity issues. It gives them panic attacks; they feel anxious for not being able to submit the paper on time.

Students also have alternative assessments, for instance, follow-up viva, oral quizzes, group discussion. These are most oral assessments which are designed to evaluate their competence or to check if they copied in their written assessments or used their interpretation. In this regard, Arkorful and Abaidoo (2015), again mentioned that learners might have excellent academic knowledge; however, they may not present the needed skills to deliver their acquired knowledge. Moreover, when participants are asked about the effects of online assessments, students shared that these assessments are beneficial for their future as most of the assessments are practical tasks that are going to help them if they pursue the teaching profession. One of the participants shared that:

*As we asked to make a lesson plan, developing materials, syllabus as assessments; these practical assignments are going to help us in our carrier (DU NIS 36).*

Similarly, other ELT major participants shared that the practical assessments are going to help them in future. These assessments are formative which is going to enhance their skills as well. In this regard, in the literature review (please see section 2.8) in the conceptual framework, it has been presented that the implementation of contextual knowledge to solve broad interdisciplinary problems, where authentic communication tools should be embedded for problem-solving tasks. As previously mentioned, the formative assessment focuses on assisting and improving the learning process to facilitate learning by making decisions at the

level of the learner and the class where learners' characteristics, performance or competence can be measured. it provides an effective method to improve schooling (Kleij, et. al, 2013; 2015). However, one participant from Media and Cultural studies shared that:

*Courses like Editing, copywriting is going to help me, but due to this pandemic, we could not visit any newsroom or print media office which is a course requirement for practical experience (DU TAN 38).*

Therefore, it can be interpreted that in online semesters, practical assessments can be continued, yet fieldwork experiences are not being able to occur.

#### **4.2.3. Challenges Students Face in Online Assessments**

In the previous section, the researcher mentioned online assessments where students face challenges that affected their performance going to be discussed in this section. The major problem, all the students faced and worry about is an internet connection and digital device service. Along with that, as most of the assessments are paper-based therefore, students face physical and mental health suffering during these online semesters. These aspects are discussed below.

##### **4.2.3.1. Internet and Digital device disturbance during assessments:**

Internet connectivity issue is a common concern in online education which affects assessments as well. All the participants shared that they faced either internet connectivity issues or digital device problems during the examination or doing research works. In this regard, we can emphasize the scenario of the timed exam. One of the interviewees shared that:

*When I was in my hometown, Rangpur, I felt difficulties in attending classes and doing assignments because there was electricity cut-off for days and internet disturbance (DU RAM 30).*

In addition, most students do not have access to high speed or reliable internet services and are thus struggling with online learning. Afrin (2020) shared that, the availability of internet networks, and the financial ability of different students to have Wi-Fi and personal

digital device. Hence, thinking about the rural context where students may not afford digital devices and an internet connection, the online classroom environment is problematic.

#### **4.2.3.2. Timed-exam pressure:**

The participants who sat for online timed-exam shared that during timed-exam they feel pressurized and anxious because at once they need to take care of many things; for instance, internet connection, server issues, electricity, device issues, besides they need to complete the assessment on time and submit that. During submission, if they cannot submit on time their response will not be accepted. One of the participants shared:

*I could not complete all the answers during the timed exams which affected my course grade last semester (DU FAR 26).*

In this regard, Alam (2020) asserted, time management has been a crucial thing as students take time to respond to the class due to some technical interruptions. Students get nervous because of timed exams and that affects their performance. Another participant shared that:

*During the timed exam, I got a panic attack, felt anxious because the time limit was short and my laptop got hanged, where I lost time from the exam (DU ANI 28).*

As mentioned in the literature review chapter, Gamage, et. al., (2020), asserted in their paper that it seems convenient and easier to have take-home exams; however, this system to some extent creates disabilities for the students physically and mentally. For instance, if students are given a 48-h window to complete the take-home examination and submit it. In this regard, students can face technical issues and they need to resolve technical issues, glitches or it allows students to deal with unexpected situations if they arise.

#### **4.2.3.3. Physical and mental health issues:**

The majority of participants agreed with the fact that in these online semesters, students got different sorts of physical problems. Among those back pain, eyesight problems are common. Along with these, mental health also got disrupted due to immense academic pressure and the

lockdown situation. In one literature it is mentioned that continuous use of mobile phones and earphones caused issues, for instance, eye strain and pain, ear pain, backache, headache. They felt stressed and strained both mentally and physically (Nambier, 2020). One interviewee shared that:

*In these online semesters, I got severe health issues such as vision problems, anxiety, mental health, swallow fingers, back pain, sleeping disruption. Always thinking about completing my studies, doing well in the exams making me feel sick (DU MAI 18).*

Moreover, looking at the screen for a long time created vision problems for most of the participants. During research paper assessments they need to give more time and effort which consumes more time than a regular written exam. In case of mental health of the learners get deteriorated due to online classes. Considering this finding, the issue of mental wellbeing seems to be closely connected to the operation of digital artefacts as there are poor network and power cuts result in learners could not join classes as expected, consequently, they were anxious and frustrated (Shrestha, 2021).

#### **4.2.3.4. Not receiving justification from the teachers:**

Another reported problem for students was interacting with the teachers. Students shared that as there is no face-to-face interaction with the teacher, sometimes they face challenges to understand the interaction, even if they need to ask anything they email the teacher and wait for their reply which hampers their work. One participant shared:

*Teacher too three quizzes, among them bet two will be count. If I don't know each quiz mark, how can I know which scripts mark is counted? It becomes difficult to develop own self. (DU NAF 24)*

Arkorful and Abaidoo (2015) mentioned, the learning process is much easier face-to-face with instructors or teachers. In this study, students shared that during these online semesters they do not receive proper justification on the given marks as teachers only provide

the marks, do not show them scripts. Therefore, students do not understand where they need to improve.

#### **4.2.4. Students' Solution of the Challenges during Online Assessments**

In this phase, the data received from the participants regarding how they overcome the challenges during online assessments are going to be present.

##### **4.2.4.1. Consulting with the teacher:**

In all cases, the informants reported when they face any technical or personal issue during assessments, they try to contact the teacher through Facebook, messenger, personal mobile number or they inform them through email. In most cases, technical issues happen during the timed examination. Therefore, they need to inform the teacher as soon as they can. Besides, students shared that they try to keep back-up as mobile internet if they face internet connectivity or electricity problems. One participant shared:

*During the assessment whenever I face any technical problem, I inform the faculty as soon as possible (DU FAR 30).*

On that account, Dumford and Miller (2018) shared that being online, it is convenient to contact the teacher easily, teachers and students who are not tech-savvy, this pandemic pedagogy is forcing them to learn to navigate the lectures, download materials, communicate well digitally which is beneficial to enhance their performance as well.

##### **4.2.4.2. Mobile and backup internet:**

One of the research experts shared that the secure mobile exam systems to become one of the short-term solutions to safeguarding academic integrity in the COVID-19 pandemic situation (Setiaji, et., al., 2020). Consequently, having a smart mobile phone with the internet helps the students to have supplementary support during assessments. One of the participants mentioned:

*I try to keep my digital device like laptop and mobile phone charged, besides I buy mobile internet, two or three GB packages when I have timed exams so that if I face any issues, I can switch to that (DU NIS 34).*

Moreover, Dhawan (2020), mentioned that a terrible time of fate has taught us that everything is unpredictable and we need to be ready to face challenges. During the online assessments particularly timed exams, students try to keep mobile internet as backup support in case of avoiding being a failure in submitting the final paper.

#### **4.2.4.3. Learning from different sources:**

During interviews, few participants shared that, if they face any technical challenges during assessments, for instance, using zoom or google meet for making a presentation; they watch YouTube tutorials to learn how can they do it. As one interviewee shared:

*At the beginning of online classes, I did not know how to share a screen, record the video, share new files, etc. then I started taking help from YouTube. Sometimes I asked for help from my friends as well (DU NIS 38)*

In this aspect, Alten, et. al., (2020) shared in their paper that the embedded SRL (self-regulatory learning) support enhances students' skills, compared with students in the condition without SRL support and, consequently, enhances their learning outcomes. Therefore, it assures their learning is more convenient and effective in any circumstances.

#### **4.2.4.4. Completing the assigned work beforehand:**

Some of the participants shared that, to avoid any technical issues, internet connectivity problems they try to start working on their paper earlier and complete it before the deadline. It helps them to be stress-free and complete their assessments on time. One participant shared:

*I know that I am going to face technical issues, or any problems, that's why I start working on my papers beforehand and submit them before the deadline (DU TAN 32).*

In this regard, learners' autonomy and self-motivation are really important to avoid any problematic situation. The environment for e-learning also encourages learners to depend on themselves for the reason that instructors are no longer the solitary source of knowledge (as cited in Arkorful & Abaidoo, 2015). This indicates the idea that students should be self-motivated to complete their assessments beforehand without waiting for the last moment.

#### **4.2.5. Students' Perspectives Regarding feedback and Consultation**

A common view among interviewees was that teachers are not providing sufficient feedback during the online semesters. In these online semesters, students are not getting sufficient opportunities to develop their skills as teachers are not providing them with any feedback. Some of the teachers provide short feedback which is not satisfactory to understand where they need to improve. In addition, the students are satisfied with the marks, however, in terms of improving they are missing guidance from the teachers. There is a lack of interaction which deteriorate their performance to some extent. As mentioned in the literature review that there is a lack of interaction which hampers learners' performance. One of the participants shared:

*Teachers are not even bothered to give feedback, rather they just let us know the marks. Whereas in offline semesters we used to have a particular date when we could see our checked scripts and know where are our mistakes (DU RAM 18).*

One interviewee argued that:

*In literature courses, the faculty shared the positive note, areas that need to improve which is helpful. But in media courses, there is no feedback rather felt like better to copy-paste from the notes rather than writing from my own (DU TAN 24).*

In terms of consultation, students shared that during online semesters students do not get the chance to talk with the teacher face-to-face which was available during offline semesters. Therefore, students do not get a chance to ask anything from the teacher rather they have to mail and wait for their responses which is time-consuming. One established literature mentioned regarding this aspect that E-learning has certain weaknesses in the sense that it can disrupt the communication between the learner and the educator, that is, direct communication and human touch are lost (Dhawan, 2020).

#### **4.2.6. Recommendations from Students for Online Education in Bangladesh**

There is abundant room for further progress in determining enhanced online education in Bangladesh. Students of BRAC university recommended a few suggestions which can help to

develop the education system and convenient for both of the groups. In this regard, the collected aspects are given below.

#### **4.2.6.1. Emphasis on class participation:**

Students shared that it is really important to have regular live classes instead of only providing pre-recorded video lectures. Students can learn better in live classes where they can interact with the teacher and other participants. Therefore, they can elucidate their queries and can save time, internet costs. In this regard, Nambier (2020) mentioned that additional questioning and individualized attention in the classroom environment to gain a more detailed idea about the student's clarity with concepts being taught is a major advantage when compared to online channels. Pre-recorded lectures are not sufficient for the learners rather due to lack of socialization students are losing their practice in the interactive discussion. E-learning may negatively impact socialization skills (Arkorful & Abaidoo, 2015) which demoralized the learners to be attentive in their classes and make them procrastinate their works. Some felt that, as there are pre-recorded lectures, therefore, their classmates do not feel attend the regular classes which cause low attendance in the classroom. One participant commented:

*Teachers should give detailed feedback to the students. They should introduce active participation in the live classes so that students attend classes (DU RAM 48).*

In this scenario, teachers are asked to introduce interactive participation as a mandatory assessment, which will bring change in learning as well. In this scenario, teachers can follow the “community of inquiry” model for online classes to have better discussions (Picciano, 2017). It is also assumed that if students give full participation, teachers will also feel comfortable, responsible to notice and provide feedback to the students as there will be interaction and opportunities to evaluate their performance in the course.

#### **4.2.6.2. Teacher's role in online education:**

In terms of developing online education, teachers should be considerate and empathic towards students which will help the learners to stay motivated and attentive towards studies. Moreover,

teachers should be responsive towards the shy and irregular students as their additional care can bring change in their performance. Alike offline semesters, there should be a consultation in online classes as some of the students may not be able to ask the question, therefore in consultation, they can get a chance to communicate with the teacher. One interview shared that:

*Teachers should be empathic and give chance to shy students to do better... (DU NAZ 46).*

Another significant aspect suggested by participants is that there should be blended assessments instead of giving writing assignments. Teachers should evaluate the students based on four skills which can be assessed through interactive discussion in class, presentation, creative projects. Moreover, teachers should emphasise creativity, opinion-based assessments instead of memorizing from the materials which also make the students plagiarize. In addition, the limited number of assessments are important for both teachers and students as they need to invest their time on those which may hamper their health. Besides, they would be able to give feedback and return scripts on time. Teachers should be considerate in assigning the students any assessment in case of workload and less screen time. One participant shared:

*There should be mixed of all sorts of assessments, written exams, presentations, assignments, limited timed exams, small assessments, So and of course blended approaches approach should be taken. (DU NIS 66).*

Whilst a minority mentioned that teachers should work on their technical skills and English language as sometimes in pre-recorded lectures students do not understand the language and content because of the poor video quality and few teachers may not be comfortable in taking classes in English. Furthermore, teachers can give the main ideas of the lecture and discuss the contents during classes which will make the learning more effective. One interviewee shared that:

*Teachers should not give the full lecture in the videos, rather they should give the lecture in live classes, in videos they can give the key points of the lecture. Teachers*

*should work on their English language where the students can understand what they are talking about (DU MAI 58).*

According to that, teachers should be punctual to return scripts and feedback on time to help the students to perform better in the next assessments.

#### **4.2.6.3. Students' self-directed learning:**

This COVID 19 pandemic has also taught us, students must possess certain skills such as skills of problem-solving, critical thinking, and most importantly adaptability to survive the crisis (Dhawan, 2020). Agreeing with this aspect, the researcher can relate with participants' view that to do better in online assessments, students should take their own responsibility, be self-motivated to work on their papers and be assigned works on time. Along with that, they should attend classes, take active participation in discussion, unmute their microphone and communicate with the teacher and peers. Most importantly, students need to invest time wisely in their research papers and other assessments. It was suggested that students should be more organized and arrange their study topics instead of procrastinating. One of the interviewees shared that:

*Students should not plagiarise, should start working beforehand, invest time in studies; for an exam, you can study before night, but to write a research paper you need more time like four days (DU NAZ 56).*

Another recommendation for the students is that they should work on their typing speed, reading speed and make themselves prepared to do better in both modes of education because these are now a necessity.

#### **4.2.6.4. Stable internet infrastructure:**

The participants were unanimous in the view that there should be a stable internet infrastructure to conduct online classes and take the assessments in Bangladesh. Considering the rural area context, internet infrastructure is a must and the government should take initiatives to have stable and reliable access to the internet in our country. Bangladeshi institutions can introduce

different communicative platforms for academic purposes. In this regard, Dhawan (2020), presented in his paper that the unavailability of proper digital tools, no internet connections, or Wi-Fi connections can cause a lot of trouble due to which many students might lose out on learning opportunities. Therefore, efforts should be taken by institutions to ensure that every student and faculty is having access to the required resources.

## **Part 2**

### **4.3. Teachers' Perception Regarding Online Classes and Assessments**

This part of the chapter is going to discuss teachers' perceptions regarding their experience on online teaching and assessments, challenges they faced during these online semesters and how they had overcome those along with their recommendation for better online education in Bangladesh.

#### **4.3.1 Positive and Negative Aspects of Online Classes for Teachers**

All the teacher participants shared their perspectives regarding the online education system. In general, there are some positive and negative aspects of online education included in the assessments. Therefore, based on these the following questions of the interviews were interpreted.

##### **4.3.1.1. Positive Aspects of Online Education**

During this pandemic due to COVID-19, online classes were undoubtedly helpful and convenient for the teachers. As there is the lockdown, no one is allowed to go outside, therefore staying at home and continuing the work was the only option for them.

###### **4.3.1.1.1. Flexibility to work:**

When participants were asked about positive aspects of online education, staying at home and conducting online classes are flexible and help them to stay safe during the pandemic. One participant mentioned:

*As an advantage, we all can stay at home and stay safe during this pandemic, because of online semesters (DU ADI 12).*

Alongside, there was a common response regarding flexible working hours. Teachers shared that during the online semesters they are working at their flexible time as they need to manage their household chores and office works constantly. Therefore, they can choose their time according to their convenience. As one interviewee said:

*... the number of hours we are doing, in terms of the load, then I think we are spending fewer hours than before because earlier we would go to the office and they would start at nine o'clock, and we would stay till four o'clock or more. So, if you count the entire days' time, it would be long hours. But now of course we don't have to dedicate all you know, the entire dates (DU SAM 18).*

Moreover, before lockdown, at university they had to work for a particular period, however, due to this lockdown, it is lessened and teachers have the flexibility to work according to their convenience by staying at home, safe and sound. Supporting that, Nambiar (2020), mentioned that teachers think online classes were flexible and convenient, could be easily accessed, can be scheduled as per their convenience and made evaluation and grading work easier.

#### **4.3.1.1.2. Resourceful materials:**

In one established literature it is mentioned that students and teachers from a university in Bangladesh indicated they used a website called BUX to facilitate online learning. BUX is the online learning platform, created by Brac University, Bangladesh, to help transition to online teaching during the pandemic (Shrestha, et. al., 2021). In this regard, participants shared another positive aspect is that they are providing pre-recorded video lectures which are consisting of various reliable sources, specific information, organised content during these online semesters. Additionally, these videos are flipped classroom approach where students can watch these videos at their convenient time and rewatch for several times if they need. In a physical classroom setting, during lectures teachers had a chance to miss any important aspect to deliver, whereas in online semesters they can present the contents more precisely.

*One of the positive aspects of online classes are the video lectures which are recorded and the contents are clearer as there are different sources are used. Students can rewatch the videos, it is more comforting and convenient for both teacher and students (DU ADI 16).*

Another salient positive aspect shared by one participant that moving to online mode, flipped classroom; teachers can complete their syllabus on time, students can get the lectures beforehand which is helping them to be prepared for the assessment whereas other university students wait for live classes and sometimes they miss the classes due to power cut-off, teachers' problems or technical default. Therefore, BUX is beneficial and resourceful for the students.

#### **4.3.1.2. Negative Aspects of Online Education**

The above section discussed the positive aspects, along with that some negative aspects of online education created challenges for the teachers to conduct online classes and assess the students. In this section, the negative side of online education is going to be mentioned.

##### **4.3.1.2.1. Time management:**

Though there is flexibility to work in online semesters, however, during this pandemic time management became a problem for most of the teachers. Indeed, teachers are not working for long hours, yet teachers need to be more cautious about time and managing their works. There are similar responses regarding this aspect that teachers need to be connected with their devices always during online semesters. In this regard, a participant mentioned that:

*Earlier, although we used to be at the office for six hours or so, things were more organized, working at the office, did not have to worry about other things except office work. Now, the thing is that we have to be doing both constantly (DU SAM 18).*

Another response the researcher received was that during online semesters teachers are spending maximum time on recording lectures for BUX therefore, they cannot manage time to provide feedback and return scripts on time. In this aspect, it is established that time management is a challenging challenge since online courses take a great deal of time and hard work (Saminathan, 2020).

#### **4.3.1.2.2. Work from home:**

In this study, it is found that teachers are working from home during this pandemic which was quite challenging for them to keep the balance between a household chore and conducting online semesters. Two of the participants shared that they have small children who need full attention at home. During offline semesters they used to be at day-care which was easier for the teachers to work properly. However, during the lockdown teachers had to work remotely with their children. One participant shared that:

*Home Office is a concept that is difficult for me because I have a small kid, so I do have ... we have the child around, and it has become difficult for me sometimes to take classes (DU SAD 12).*

Another participant mentioned that,

*Due to online semesters, we teachers need to be connected with the devices always, to reply to emails, texts, receive calls, preparing lectures as we are working from home. It hampers our health but we are doing this (DU ADI 22).*

Previous research has established that teachers had a short period to process the rapid changes affecting their professional and personal lives. Professionally, they had to transform face-to-face classes into forms involving online delivery and assessment; ‘learning on the fly’ using novel technologies, finding new ways to support and inspire students’ learning, while operating remotely from their homes (Sethi & Saini, 2020).

#### **4.3.1.2.3. Technical support:**

In this case study, the participants shared that it was quite challenging for them to conduct online classes by using Zoom, Google meets and taking assessments on online platforms. One participant shared that:

*Now, I would say, in the first semester, when we started online teaching, it was a bit difficult in the sense that it was new... (DU SAD 10),*

Nevertheless, training from the BRAC university authority and CSE department made it easier for them to conduct classes. Along with the digital platform, making video lectures,

providing them on BUX was crucial initially. Most of the teachers took a certain period to get familiar with the technical aspects. Agreeing with that another participant shared that:

*English teachers are usually not very tech-savvy. So that's why learning some not so much technical skills for us as teachers, even our students who also really do not need so many technical skills. Certainly, all of this was very difficult (DU ADI 18).*

It has been highlighted by Srestha, et. al., (2021), that in online classes major challenges including poor network, lack of digital skills, lack of technological support from institutions. Moreover, from their research, it is assumed that technological constraints could be the biggest challenge or barrier to learners' progress in an online environment, which is followed by a lack of experience in using technology.

#### **4.3.1.2.4. Preparing the video lectures:**

At BRAC University, teachers make pre-recorded video lectures and provide them to beforehand the regular live sessions. This process is a time-consuming and stressful task for the teachers. One of the participants asserted that:

*every week I have around six classes, right, so that would be around six lectures that I ... then every week I'm taking six, so multiply that four into six, like, every week, we would have to make like 24 on average 24 recordings. And on top of that, also have those regular sessions... (DU ADI 20).*

In addition, teachers shared that the maximum number of the students do not watch the video lectures and expect the teachers to repeat the lecture during the live discussion which eventually is a wastage of time and teachers cannot provide any task or consultation. Many times, teachers have to repeat the lecture in regular sessions which are also time-consuming and stressful. One participant shared that:

*At BRAC university we have BUX, calling flipped classroom. So, we give a recorded lecture. ... the whole point of the flipped classroom is not happening to the fullest (DU SAD 10).*

Therefore, video lectures are a hassle for the teachers, however, the students who are utilizing the video materials properly; could be one of the positive aspects of online classes according to them.

#### **4.3.2. Teachers' Perceptions Regarding Materials and Online Assessments**

In this section, teachers' perspectives regarding the materials they are providing and assessments they are giving to the students during online semesters are going to be presented briefly.

##### **4.3.2.1. Materials for Online semesters**

As cited earlier that online learning indicates the idea as “learning experiences in synchronous or asynchronous environments using different devices (Singh & Thurman, 2019). When teachers are asked about materials for online semesters, all of them shared a common response that they provide pre-recorded lectures, reading materials, scanned portions of the books, additional materials; for example, YouTube videos, research papers. These materials students can access from different devices with an internet connection. All these materials are given in BUX in separate sections. These videos are 6-12 minutes which are segmented into one complete lecture. As one of the interviewees shared:

*... a series of video series of small video lectures, which can go up to one and a half hours, but they are broken into 15 minutes, 10 minutes, 20 minutes, lectures, so I upload all of that, like five 6-10 min videos like that for a particular topic (DU SAM 32).*

Afrin (2020), suggested in her paper to keep the videos short, if the videos are longer than fifteen minutes can cause slow downloading and learner's diversion. Apart from that, teachers also share the live class recordings for students, therefore, students can watch the recordings if they missed the class due to any issue. Again Afrin (2020), shared that if students get sick or are face internet access issues, they may miss a live-streamed class. Therefore, recording those live classes and sending them later, they can watch in their comfortable time

after sorting out their issues. Emphasizing the aspect that, in online semesters pre-recorded video lectures are the major addition that has both positive and negative effects. Besides, regular soft copy materials related to the topics of the course are shared by the teachers to prepare themselves for all sorts of assessments.

#### **4.3.2.2. Assessments for Online semesters**

An important aspect of this study is online assessments where teachers need to choose from which type of Computer-Based Test (CBT) they should develop for viability and usefulness of online assessment (Becker & Bergstrom, 2013). Participants shared that they give written short-timed exams; for instance, midterm, quizzes, assignments, term papers, presentations. Timed exams are given in Google forms where students need to submit the assessment on time. The majority of the participants were agreed on the point that students' complaint regarding timed exams as there are technical issues and digital device problems. One of the participants mentioned that students are more tend to copy from different sources, therefore they cannot submit the paper on time and make excuses regarding other issues. Arkorful and Abaidoo (2020) highlighted that E-learning may also be subject to piracy, plagiarism, cheating, inadequate selection skills, and inappropriate use of copy and paste. It indicates that assessing the learners is quite challenging for the teachers during these online semesters. Though teachers check plagiarism and take actions against it, students are not being concerned about this.

Apart from written examinations, teachers give some alternative assessments, for instance, presentations, oral quizzes and disciplinary viva. As checking plagiarism is become more rigorous for teachers, along with checking plagiarism they take follow-up viva which is not appreciated by the students. On that note, students feel nervous about speaking up and facing viva. One of the participants shared that, she gives group discussions and asked to give an individual lecture in the live classes to ensure students are studying. During online semesters viva or other oral assessments turned into an alternative assessment as there is a lack of

interaction in online classes and oral assessments can create the opportunity to communicate. As mentioned in the literature review that there are two types of assessments are blended to assess the learners. As there are real-time activities that are synchronous; for instance, viva voce or interview, presentation, case study, problem-based, task-based, project-based and non-real-time assessment such as project assignment, lab report, progress report, research papers are asynchronous (Alias, et. al, 2020). Along with that, this perception relates with the researcher's conceptual framework where it is mentioned that there should be emphasized literacy process and products, interpretation of individual and group performances and particularly, teachers should be sensitive to learners' changing competencies and literacy priorities in an ever-changing online context. One informant reported that:

*As assessments, I give my students assignments, ask them to show me the draft and keep a few marks for those, so that they can get a chance to make the final writing better. Besides, I ask for group discussion on a particular topic from the syllabus. I always prefer creativity from the students, so there are creative projects for my students to evaluate (DU RUB 14).*

When teachers are asked about turning on the camera during assessments, they agreed on the point that they do not pressurize the students to turn on their camera, rather keep it turned off. One of the participants ensured that if there is a disciplinary viva as a follow-up for the final exam, therefore, they asked the students to turn on their cameras. Jena (2020) shared that as the learners are present at scattered places during online classes, it becomes difficult for the teacher to monitor their activities in real-time. It interprets that assessing the learners in an alternative way is not easy for the teachers.

Following the previous question, when teachers asked about learners' performance, they shared different perspectives on that note. It is assumed that students are not learning in online semesters because teachers do not have that face-to-face interaction and cannot see them whereas students are just submitting the assessments on time. Whether they learning or not is a big contradiction for the educators. As Arkorful and Abaidoo (2020) said tests and

assessments in e-learning are frequently supervised by proxy, it may be difficult, if not impossible, to control or regulate activities such as cheating. The comment below illustrates:

*I think they don't learn much in online classes. In face-to-face classes, they had an inspiration of learning there, whether now we can see that they are just waking up from sleep and just attending class with a black screen. So, it doesn't help him (DU SAD 22).*

On the contrary, other teachers shared that during these online semesters, students are doing better in writing, creative projects and presentation as well. It is challenging to track the students' and check plagiarism; however, senior students are more sincere and dedicated towards academic writing and critical analysis. One interviewee argued that students are not deprived of learning the content, interested students can learn as teachers are providing the materials. However, in terms of hands-on practical activities students are not getting that opportunity to experience. Escobar and Morrison (2020), mentioned in their paper that in online teaching student teachers (ELT Students) argued that this was not a 'real' learning experience, and therefore they could not experience first-hand what a real-life teaching scenario would be. In one case, the participant thought that:

*... there were a lot of hands-on things that we used to do in the classroom, in the presence of the teachers where students would be working in groups, etc. So, there would be a lot of interaction, those activities have been minimized a lot because of the situation because now students cannot go around and collect data, observe classes (DU SAM 38).*

This result is somewhat counterintuitive as other participants shared in the ELT stream teachers give practical tasks where students can learn about preparing lesson plans, materials, syllabus and teaching techniques which are assessed through real activities. In terms of literature courses, teachers ask for critical analysis and opinion-based responses from the learners which make them interpret the content of the materials.

#### **4.3.3. Challenges for Teachers During Online Assessments**

This section of the paper is going to be mentioned the challenges that teachers face during online assessments which happened due to the negative aspects of online education.

#### **4.3.3.1. Interaction with the students:**

The result of this study showed that in online semesters, due to lack of communication with the students created challenges for the students. Agreeing with established literature by Jena (2020), this study also found that very poor attendance and less interaction of learners are observed in online classes. In addition, students are less motivated to attend online classes and make excuses of no structured learning environment makes it harder for the students to focus during the class. It is challenging because students do not intend to attend online classes, however, before the final term paper or examination, they want to consult with the teacher which is not sufficient to do well in the assessments. One participant commented:

*... in online classes. When we talk to our students, I can see a black screen I cannot see their faces, I cannot see their facial expressions, sometimes they are using black screen and they are not there in the class, they go away. So, there is no point in speaking to that black screen (DU SAD 10).*

And another participant commented:

*... But now what happens is that if the junior/fresher students sometimes are not communicating, ... So, we don't know if they did not respond to me. And if they don't, you know, then it's very difficult to contact them... (DU ADI 14).*

Therefore, from the established literature we can relate where teachers reported that lack of student involvement and engagement in the classes is a problem. As students during online classes made a lot of excuses and showed a lack of seriousness. This in turn tends to make the teachers feel demotivated. A majority of the findings reported that poor attendance due to possible reasons; students being in their hometown where connectivity issues are common, followed by lack of motivation from students' side to attend classes was another issue faced (Nambier, 2020).

#### **4.3.3.2. Providing feedback to the students:**

Concerns regarding providing feedback to the students were more widespread among teachers. Participants shared that during these online semesters it became difficult to reach every student and provide detailed feedback. Moreover, the number of students is around forty and along

with different activities as recording video lectures, it is challenging to return scripts on time with detailed feedback. This view was echoed by an informant that:

*it takes time, more time to see our subject description than in physical constraints. So sometimes we cannot give feedback on time. I know that students are deprived, sometimes it becomes the end of the semester that we are kind of giving them all the feedback to get there (DU SAD 12).*

Teachers understand that students are depriving of getting proper feedback which to some extent hampers their performance because they do not get a chance to know where they need to improve. Successful online education involves training, delivery of knowledge and feedback (Arkorful & Abaidoo, 2020). Therefore, all the teachers try to provide short notes on the written assessments and emails, which are not sufficient for the students.

#### **4.3.3.3. Plagiarism:**

In online semesters it is quite difficult to evaluate the students' performance specifically in written papers. Protecting academic integrity which discusses the matter of plagiarism is the most widely used strategy by using text-matching software (Gamage, et. al., 2020). Most of the students just want to submit the assessments, they are not sufficiently focused on the content knowledge which makes teachers think about students' competence. As one interviewee put it:

*... assessing the students has become impossible, to find out who is sincere and who's not, and who's doing the work on his or her own and who's copying from somewhere else. So, it has been a real concern across, (DU SAM 20)*

In this scenario, they intend to plagiarize from different sources, do not cite the secondary sources properly which causes problems for the teachers to evaluate and affects students' marks. Furthermore, another participant mentioned that:

*Most of the students copy from other papers, they even do not care about understanding the contents of the materials, they are not into learning rather they just want to submit the paper before the deadline. Therefore, it becomes difficult to assess the students though it is not new for my courses (DU RUB 16).*

One report has shown that students tend to plagiarize from different sources and despite changing the question pattern and staying careful students make their way to plagiarize (Srestha, et. al., 2020).

#### **4.3.4. Solution for Challenges during Online Assessments**

In this study, teacher participants are asked how they overcame the challenges during online assessments to have lucrative online semesters and help the learners to get assessed. This section of the part is going to highlight the solution.

##### **4.3.4.1. Checking plagiarism and alternative solution:**

As mentioned earlier that, teachers face challenges in assessing the students in online semesters as they tend to copy in different ways. All participants agreed on the point that they use TURNITIN software to check the plagiarism. TURNITIN is a text-matching software that helps teachers to protect and establish academic integrity and worldwide most universities are using this software to detect plagiarism during pandemic assessments (Gamage, et. al, 2020).

As one participant shared:

*I have become stricter in terms of plagiarism in terms of assessment. ... So, these are how I try to address those problems (DU SAM 20).*

Apart from that, teachers need to interpret with the critical analysis of the students where students' perspectives are prioritized. In ELT courses, assessments are more practical experience-based and in literature courses, teachers especially ask for critical thinking. Another participant shared that, students copy from different sources, change some words which result in no plagiarism in the paper, however, we understand that and evaluate based on that. It proves other established literature views that students are more intend to plagiarize and teachers need to be more cautious while checking them.

During the interview when teachers are asked if they found students plagiarized, how do they manage that phase? The majority of participants agreed with the statement that they

take follow-up viva which was not available in offline classes. In this regard, Gamage, et. al., (2020) mentioned in their paper that many universities employ viva to combat academic misconduct and to maintain assessment security and this technique aims to improve academic learning.

#### **4.3.4.2. Technical and personal problems' solutions of the students:**

During COVID 19 pandemic, personal problems or any sort of health issues are the real concern for everyone. In this phase, it becomes crucial for teachers to manage these sorts of problems. Indeed, teachers are supportive and they give second chance to the students to submit their papers or other assessments. In case of medical issues, teachers ask for medical reports and proper justification. In this regard one of the interviewees shared that:

*it's a pandemic situation in the case of COVID-19. I asked for the medical report and asked them to show that prescribed by the doctors where the students are having a problem with COVID issues, ... only then they can apply for a maker for something otherwise no, I don't allow it (DU SAD 18).*

In terms of technical issues, teachers face more complaints and they usually extend the deadline if students inform beforehand and can submit as soon as they can by taking help from others. One of the participants shared that:

*Students, it's not just internet accessibility, there are other factors like they say their ... which might also be difficult during the lockdown we might ask them to borrow from a family member or neighbour and finish the test (DU ADI 20).*

Therefore, Dhawan (2020), shared that, COVID 19 pandemic taught us to survive within the challenges and to be prepared for further issues.

#### **4.3.5. Teachers' Recommendation Regarding Online Education in Bangladesh**

The concept of online education is completely new in our country. Before COVID 19 pandemic, we used technology for academic purposes, however, the dependency on technical tools and digital platforms raised more than before due to this emergency education mode. Therefore, to make online classes and assessments beneficial and effective, teachers shared

their perspectives which might help the learners to perform better and the education system more relatable use.

#### **4.3.5.1. Students' role in online education:**

Tertiary level students are adults and mature, therefore they should be sincere towards their studies, expected to watch the pre-recorded lecture before class and come to the class prepared. it becomes much easier to get a degree with much more knowledge, with progressing to it. If they want to learn and use this knowledge in their profession, they need to take responsibility, initiatives from that, to be more serious about utilizing the things that are given to them.

One participant shared that:

*... in the case of tertiary level students, we cannot So, they have to take their responsibility. They should be looking at prerecorded lectures because we are following flipped classrooms they should come with the knowledge of the lecture and the reading to the class to get the full benefit (DU SAD 34).*

In this regard another participant shared that:

*... students should consume the materials, participate in the discussions, utilize the opportunity of this online education (DU RUB 34).*

Therefore, Students must attend the live classes, participate in the discussion, ask questions, there should be interaction among each other. Without interaction among teachers and students, the education system cannot be enhanced. An interactive session is a good opportunity to understand the lectures and course contents better. In this way teachers may get a chance to know whom they are teaching; students can know more than the course contents which might help them to do better in the assessments. Without communication and interaction, education cannot be fruitful.

#### **4.3.5.2. Internet Infrastructure:**

Internet infrastructure should be developed because despite having a stable internet connection it becomes difficult to continue online classes. All the four teacher participants shared that in

Bangladesh the internet infrastructure should be upgraded to have flipped classrooms. One interviewee shared that:

*The main problem, of implementing online classes is the internet connection. So, if Bangladeshi internet connection or internet infrastructure is upgraded, it will benefit. All levels of students from minor like pre-primary to tertiary level will be beneficial, especially outside Dhaka ... (DU SAD 32).*

On that note, we can interpret with the shared literature review that it is necessary to ensure digital equity for both teachers and students consisting of digital devices, the internet, WIFI to avoid troubles for online education (Dhawan, 2020).

#### **4.3.5.3. Blended classrooms:**

Blended e-learning, is a way to deliver course materials and explanations that are shared between traditional learning methods and e-learning methods in the classroom setting (as cited in Zhao, et. al., 2015). It is expected that after this COVID 19 pandemic, Bangladesh will move to blended classrooms consisting of both offline and online educational strategies. Among the participants one shared that:

*Bangladesh should move towards a blended classroom. Because traffic jam is a big problem in Dhaka. And sometimes traffic jams make some students or teachers come late in class or they may get sick. So, there should be a way to have these recordings (DU SAD 34).*

Blended classrooms can bring more opportunities to connect with education and can be convenient for teachers and participants. Therefore, blended learning could consist of teaching students to make the most out of the new communication networks and out of the increasing availability of educational resources (Capone, et. al., 2017).

#### **4.3.5.4. Training for technical tools:**

An important finding was that both teachers and students should get the training of using technical tools, different platforms. They should get familiar with the writing techniques in Microsoft word files, know different functions, for instance, alignments, spacing, formatting

for academic writings. Particularly, students are more dependent on assignments-based assessments, therefore the training is beneficial for the students and makes it easier for the teachers to evaluate. Teachers should get professional training to prepare video materials.

#### **4.3.5.5. Psychological acceptance for online classes:**

One interesting finding is the importance of psychological acceptance for online education. In the Bangladeshi cultural context, it is important to grow the concept that online platforms can be utilized for institutional education. The comment below illustrates:

*... take home things more now. So, I don't think we were prepared at all, for anything like this, we do not have the infrastructure to, run a fully online semester, in a very efficient manner. Neither do have, neither do we have the mentality to accept it (DU SAM 46).*

In this regard, not only teachers and students should accept the fact, nonetheless, other stakeholders as parents should accept that digital platforms and tools can be used for online academic purposes.

In conclusion of this chapter, the overall results indicate that both students and teachers both of the groups are facing challenges in online flipped classrooms; however, they are trying to solve their issues and expecting a better infrastructure of the flipped classrooms to have better online education and assessments. Along with that, this case study's data proved that online education does have advantages, disadvantages and suggestions that that are similar in all contexts as all literature pieces mentioned; moreover, two aspects are important to highlight that flipped classroom, the BUX platform is helping the participants to complete their syllabus on due time and there are no obstacles to technical disability because students are getting pre-recorded lectures. On the contrary, students are suggesting to have an emphasis on live discussion and brief ideas or keynotes of the contents on pre-recorded lectures. Another paramount aspect is feedback and consultation in the online education system which is essential for the students to understand their academic development in creative, analytic or practical-

based assessments. The next chapter, therefore, moves on to discuss the implications of this case study and suggestions for future online classes.

## **Chapter 5**

### **Conclusion and Recommendations**

#### **5.1. Contribution of the Study**

The findings of this study have significant implications for the understanding students' and teachers' perceptions regarding online classes and assessments during this pandemic lockdown period was challenging; however, by solving their issues they tried to cope up with this new model of education in Bangladesh and provided recommendations to have a better online education. This study has different implications which are discussed below.

##### **5.1.1. Implications for Knowledge**

Previously, many scholars established literature regarding online education perspectives, approximate theories and frameworks for conducting online classes and assessments (Abney et al., 2018; Aydin, 2012; Brick, 2012; Chawinga, 2017; Faizi et al., 2013; Graff, 2006; Kabilan, 2011; Khan, et. al., 2021; Martin, et. al., 2019; Piaccino, 2017; Wong et al., 2017). Current studies are focused on the challenges and opportunities for online education from both teachers' and students' perspectives specifically during COVID 19 pandemic circumstances (Allo, 2020; Carrillo & Flores, 2020; Dhawan, 2020; Fitria, 2020; Nambiar, 2020; Sepulveda-Escobar & Morrison 2020; Hernández & Flórez, 2020, Paudel, 2021). In one literature, Alten, et, al. (2019) presented a meta-analysis about flipped-classroom which is not provided with the effects of the implementation of FTC and challenges teachers and students may face due to this system. However, very few studies have explored qualitatively students and teachers' perspectives regarding online classes and assessments; most importantly the after-effects of implementing online classrooms in the English department courses in the ESOL context. Therefore, it is substantial to investigate the challenges teachers and students from the English

department are facing due to online classrooms and online assessments and their perceptions regarding the materials and assessment techniques. Consequently, this study bridges the gap of knowledge in the field of online teaching-learning and assessments in online flipped-classroom.

In addition, the study was set in a Bangladeshi Private University in an ESOL context, where the participants are non-native English speakers; however, the medium of instruction is in English. Moreover, during online semesters, the teachers provide pre-recorded lectures and students can access them before the live discussions. In this scenario, the lectures are given in the English language where the students sometimes may not understand what the teacher has been interpreted in the lecture; thus, students need to wait for the live discussion or teacher's reply regarding that. Along with this factor, other issues, as a lack of detailed feedback from teachers, students are not motivated to attend online classes, due to lack of interaction students are losing their communication skills in English. Therefore, this study emphasis finding the perspectives of both students and teachers to understand the challenges of online classes and assessments and the solution they had for those challenges to bring changes in future flipped online classes.

### **5.1.2. Implications for Pedagogy**

The online teaching and learning process has currently become a necessary alternative to the traditional classroom due to COVID 19 pandemic. Along with Bangladesh, the worldwide education system shifted to online mode and teachers and policymakers implemented different pedagogical practices for effective online classes for the learners. This thesis has provided a deeper insight into teachers' perceptions regarding online classes and assessments, along with that student participants shared the effects of online classes and assessments they took during the lockdown. From the findings, it has shown that students expect detailed feedback and consultation hour from the teachers to have a better understanding of their performance.

Another significant aspect is found that teachers should emphasise live classes and introduce interactive tasks in the class where students can interact with each other. Therefore, this finding can be contributed to designing interactive online class tasks and activities for future online classes. In terms of issues regarding plagiarism or failing at submitting the papers in due time, teachers can take some alternative assessments to evaluate the students in online classes which are mentioned by the teacher participants in this study.

The findings reported here shed new light on ‘pre-recorded video lectures’ which is also known as flipped-classroom environment. The positive reviews from the participants can be implemented by the policymakers or teachers to utilize this practice in their online classes. In this regard, the findings regarding video lectures can be implemented for further research that what sorts of video content are suitable for the ESOL context learners. Moreover, the finding of this study has presented that video lectures cannot be sufficient for understanding the subject knowledge for students; therefore, the shortcomings of video lectures in online classes can be more emphasised in further research of online classrooms.

Apart from that, the teachers shared that, students should be motivated and emphasise learners’ autonomy. As a consequence, this finding can be beneficial for online pedagogical practices to develop a lesson plan, materials and syllabus in a manner where students feel motivated to learn and participate. Along with that, this finding can be utilised to develop a technical training course as this study has found that due to the COVID-19 situation all level learners and educators shifted in online mode and future there is a high possibility to have blended classroom; hence, both teachers and students should have the mandatory technical training to cope up with any sort of challenges.

### **5.1.3. Implications for Theories**

The principal conceptualized theoretical implication of this study is “Online assessment framework for English language teaching and learning” which has been adapted by the researcher from Coiro and Castek (2010) for the assessment for English language teaching. This conceptual framework has been used in this study for collecting data from the established key variables (please see 2.8 and figure 1); however, this conceptual framework can be implemented for English language assessments for assessing the students based on the provided materials to them. It can be significant to evaluate the learners' performance in authentic, real-life based online assessments in an ESOL context such as Bangladesh to assess four skills which are reading, writing, listening and speaking. Moreover, this study has justified the conceptual framework as it contains the vision of English language teaching-learning in the online context with authentic inquiry and students service in the learning.

### **5.1.4. Implications for Society**

This study has focused on the perceptions of the students and the teachers of tertiary level to know what sort of challenges they face in online classes and assessments. Besides, the researcher attempted to collect findings regarding what participants would like to suggest for future online classes. Thus, the finding can help both teachers and students to understand each other's perspectives and bring changes among learning and teaching method. In general, students do not understand that conducting the class, making examination questions, returning scripts along with detailed feedback is not as easy as it seems; yet teachers are trying their best to provide the best support to the learners. Similarly, teachers have the perception that students are not interested in education rather they always find excuses for not attending the classes or submitting the assessments on time. In this scenario, this study can be beneficial to understand that in online classes technical default, internet connectivity or personal problems are not just excused rather those are challenges for the learners to perform better.

Another aspect, this study can be implemented to change the mentality regarding online education as many of us in this society assume that students do not learn anything from the online courses, teachers are not teaching the way they should and online education is a waste of money. However, the findings here proves that if students get a blend of formative and summative assessments as creative, analytic, practical tasks to take, therefore they can get the experience for their career ahead.

## **5.2. Recommendations**

Based on the findings from students' and teachers' perceptions, the researcher would like to provide a few recommendations:

- To conduct online classes, there should be stable internet infrastructure to afford an internet connection, avoid disturbance during the classes and assessments.
- All teachers and students should get technical support from the government and institutional authority regarding how to use the digital platforms, technical tools, introduce easily accessible apps for online educational discussions.
- For flipped classrooms, video materials should be provided as it can help the students to continue their studies without any obstacles, teachers can complete their syllabus on time; nonetheless, instead of discussing the contents thoroughly, teachers can share the brief idea about the topic and emphasis on the live classes to attend. If teachers face any issue and miss the class, therefore, the teacher can use the alternative by providing the recorded lecture video to the students. It can save the time of both teacher and students and can make the live classes more interactive.
- Students should set their minds and prepare themselves by taking preparation for online classes, completing their assessments before due time to avoid any severe obstacle. Moreover, students should take active participation in online classes to get better communication skills and improve their analytical skills as well as creative thinking.

- Teachers can set time for consultation and providing feedback to the students in the online education system, thus they can know each student, interact with them face to face and provide detailed feedback where students have queries. This process is time-consuming, on that account, students and teachers can fix an appointment depending on their schedule if the students feel the necessity to have face to face consultation using Zoom/Google meet; apart from that, other mediums of communication as Facebook, Messenger, WhatsApp or email can be used for emergency.

### **5.3. Further Research**

This single case study is attempted to find the perceptions of students and teachers from the English department of a private university regarding online education and assessments. However, to understand the effects of online classrooms in assessments; in further work, researchers can do cross-case study within other departments or other universities. Moreover, it is unfortunate that due to the shortage of time and the COVID 19 situation, the researcher could not involve the administration sector in this case study which is an important stakeholder for educational institutes. Therefore, in further study, a researcher can focus on the policy makers' or administrators' perceptions regarding online education and flipped classrooms to interpret with online education. Apart from that, this study is done in a private university setting; therefore, a further study can be done within government universities settings.

## References

- Afrin, M. (2020). Virtual EFL Classes during COVID-19 in Bangladesh: Pros and Cons with Possible Solutions at Tertiary Level. *International Journal of English Language & Translation Studies*, 8(2). 77-86.
- Ahmed, I., Bhuiyan, M., E. M., Helal, M., S. A., & Banik, N. (2020). Hybrid Instruction: Post COVID-19 Solution for Higher Education in Bangladesh. *International Journal of Modern Trends in Science and Technology*, 6(10), 20-25.
- Aktar, T. (2020). Virtual classrooms in low-resource context. *New Age*.  
<https://www.newagebd.net/article/106873/virtual-classrooms-in-low-resource-context>
- Alam, A. (2020). Challenges and Possibilities of Online Education during Covid-19. *Preprints (www.preprints.org)*.  
<https://www.preprints.org/manuscript/202006.0013/v1>
- Allo, M. D. (2020). Is the online learning good in the midst of Covid-19 Pandemic? The case of EFL learners. *Jurnal Sinestesia*, 10, 1-10.  
[https://www.researchgate.net/publication/340815846\\_Is\\_the\\_online\\_learning\\_good\\_in\\_the\\_midst\\_of\\_Covid-19\\_Pandemic\\_The\\_case\\_of\\_EFL\\_learners](https://www.researchgate.net/publication/340815846_Is_the_online_learning_good_in_the_midst_of_Covid-19_Pandemic_The_case_of_EFL_learners)
- Alshenqeeti, H. (2014). Interviewing as a Data Collection Method: A Critical Review. *English Linguistics Research*, 3(1). <http://dx.doi.org/10.5430/elr.v3n1p39>
- Alten, D. C. D. V., Phielix, C., Janssen, J., & Kester, L. (2019). Effects of flipping the classroom on learning outcomes and satisfaction: A meta-analysis. *Educational Research Review* 28. <https://doi.org/10.1016/j.edurev.2019.05.003>
- Archibald, M. M., Ambagtsheer, R. C. Casey, M. G., & Lawless, M. (2019). Using Zoom Video conferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants. *International Journal of Qualitative Methods*, 18, 1–8.

<https://www.researchgate.net/deref/https%3A%2F%2Fdoi.org%2F10.1177%2F1609406919874596>

Arifin, S. R. M. (2018). Ethical Considerations in Qualitative Study. *International Journal of Care Scholars*, 1(2).

[https://www.researchgate.net/publication/328019725\\_Ethical\\_Considerations\\_in\\_Qualitative\\_Study](https://www.researchgate.net/publication/328019725_Ethical_Considerations_in_Qualitative_Study)

Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29-42.

Barbosa, H. & Garcia, F. (2005). *Importance of Online Assessment in the E-learning Process*. Information Technology Based Higher Education and Training. Salamanca, SPAIN.  
<https://ieeexplore.ieee.org/document/1560287>

Becker, K. A., & Bergstrom, B. A. (2013). Test administration models. *Practical Assessment, Research & Evaluation*, 18(14). <http://pareonline.net/getvn.asp?v=18&n=14>.

Bordes, S. J., Walker, D. Modica, L. J., Bickland, J., & Sobering, A. K. (2021). Towards the optimal use of video recordings to support the flipped classroom in medical school basic sciences education. *Medical Education Online*, 26(1).  
<https://doi.org/10.1080/10872981.2020.1841406>

Brac.net. (2020). A Rapid Assessment Impact of COVID-19 on Education in Bangladesh.  
<http://www.Brac.net/program/wp-content/uploads/2020/07/Rapid-assessment-impact-of-COVID-19-education-in>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101. doi:10.1191/1478088706qp063oa

Capone, R., Caterina, P. D. & Mazza, G. (2017). *Blended Learning, Flipped Classroom and*

*Virtual Environment: Challenges and Opportunities for the 21st Century Students.*

Proceedings of EDULEARN 17 Conference. Barcelona, Spain.

DOI:10.21125/edulearn.2017.0985

Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4), 466-487. <https://doi.org/10.1080/02619768.2020.1821184>

Castek, J., & Coiro, J. (2010). Assessments Frameworks for Teaching and Learning English Language Arts in a Digital Age (3<sup>rd</sup> Ed.). *Handbook of Research on Teaching the English Language Arts*. Routledge.

Chenail, R. J. (2011). Interviewing the Investigator: Strategies for Addressing Instrumentation and Researcher Bias Concerns in Qualitative Research. *The Qualitative Report*, 16(1), 255-262. <http://www.nova.edu/ssss/QR/QR16-1/interviewing.pdf>

Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5<sup>th</sup> ed). Sage Publication.

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *J. Educ. Technology Syst.* 49 (1), 5–22. <https://journals.sagepub.com/doi/full/10.1177/0047239520934018>

Dutta, S., & Smita, M. K. (2020). The Impact of COVID-19 Pandemic on Tertiary Education in Bangladesh: Students' Perspectives. *Open Journal of Social Sciences*, 8, 53-68. <https://doi.org/10.4236/jss.2020.89004>

Eggen, T. J. H. M. (2018). Multi-segment computerized adaptive testing for educational testing purposes. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2018.00111>

Ela, M. Z., Shohel, T. A., Shovo, T. E. A., Khan, L., Jahan, N., Hossain, M. T., & Islam, M.

- N. (2021). Prolonged lockdown and academic uncertainties in Bangladesh: A qualitative investigation during the COVID-19 pandemic. *Heliyon*.  
<https://doi.org/10.1016/j.heliyon.2021.e06263>
- Erarslan, A. & Arslan, A. (2020). Online Learning Experiences of University Students in ELT and the Effects of Online Learning on their Learning Practices. *Language and Technology*, 2(1). 44 – 58.  
<https://www.researchgate.net/publication/343678780> Online Learning Experiences of University Students in ELT and the Effects of Online Learning on their Learning Practices
- Etikan, I., Musa, S. A. & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.  
<https://www.researchgate.net/publication/304339244> Comparison of Convenience Sampling and Purposive Sampling
- Ferdous, A. U., & Shifat, N. F. (2020). Dealing with Mental Health in Online Learning: A Retrospect on ELT Teachers and EFL Learners during COVID-19 Pandemic. *REiLA: Journal of Research and Innovation in Language*, 2(3), 101-107.  
<https://doi.org/10.31849/reila.v2i3.5217>
- Fitria, T. N. (2020). Teaching English through Online Learning System during Covid-19 Pandemic. *Pedagogy: Journal of English Language Teaching*, 8(2), 138-148.  
<https://doi.org/10.32332/pedagogy.v8i2.2266>
- Flores, M. A. & Gago, M. (2020). Teacher education in times of COVID-19 pandemic in Portugal: national, institutional and pedagogical responses. *Journal of Education for Teaching*, 46(4), 507-516, <https://doi.org/10.1080/02607476.2020.1799709>

- Gamage, K. A. A., Silva, E. K. D., & Gunawardhana N. (2020). Online Delivery and Assessment during COVID-19: Safeguarding Academic Integrity. *Education Sciences*, 10(301).  
<https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.3390%2Fedu10110301>
- Galletta, A., & CROSS, W. (2013). *Mastering the Semi-Structured Interview and Beyond: From Research Design to Analysis and Publication*. New York; London: NYU Press.
- Gray, L. M., Wong-Wylie, G., Rempel, G. R., & Cook, K. (2020). Expanding Qualitative Research Interviewing Strategies: Zoom Video Communications. *The Qualitative Report*, 25(5), 1292-1301. <https://nsuworks.nova.edu/tqr/vol25/iss5/9>
- Groen, M. M. V., & Eggen, T. J. H. M. (2020). Educational Test Approaches: The Suitability of Computer-Based Test Types for Assessment and Evaluation in Formative and Summative Contexts. *Journal of Applied Testing Technology*, 21(1), 12- 24.  
[https://www.researchgate.net/publication/343501948\\_Educational\\_Test\\_Approaches\\_The\\_Suitability\\_of\\_ComputerBased\\_Test\\_Types\\_for\\_Assessment\\_and\\_Evaluation\\_in\\_Formative\\_and\\_Summative\\_Contexts](https://www.researchgate.net/publication/343501948_Educational_Test_Approaches_The_Suitability_of_ComputerBased_Test_Types_for_Assessment_and_Evaluation_in_Formative_and_Summative_Contexts)
- Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study. *ResearchGate*.
- Hammersley, M. (2013). *What is Qualitative Research?* Bloomsbury.
- Harasim, L. (2012). *Learning theory and online technologies*. New York: Routledge/Taylor & Francis.
- Hernández, S. S., & Flórez, A. N. (2020). Online Teaching During Covid-19: How to Maintain Students Motivated in an EFL Class. *Linguistics and Literature Review* 6(2), 157- 171. <https://doi.org/10.32350/llr.62.14>

- Jacob, S. A., & Ferguson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, 17(42), 1-10.
- [https://www.researchgate.net/publication/317696788\\_Piloting\\_for\\_Interviews\\_in\\_Qualitative\\_Research\\_Operationalization\\_and\\_Lessons\\_Learnt](https://www.researchgate.net/publication/317696788_Piloting_for_Interviews_in_Qualitative_Research_Operationalization_and_Lessons_Learnt)
- Jandrić, P. (2020). Post digital Research in the Time of Covid-19. *Postdigit Sci Educ* 2, 233–238. <https://doi.org/10.1007/s42438-020-00113-8>
- Jena, P., K. (2020). ONLINE LEARNING DURING LOCKDOWN PERIOD FOR COVID-19 IN INDIA. *International Journal of Multidisciplinary Educational Research*, 9[5(8)], 82-92.
- Joshi, A., Virk, A., Saiyad, S., Mahajan, R., & Singh, T. (2020). Online Assessment: Concept and Applications. *Journal of Research in Medical Education & Ethics*, 10, (2), 49-59.
- Khan, R., Basu, B. L., Bashir, A. & Uddin, M. E. (2021). Online Instruction during COVID-19 at Public Universities in Bangladesh: Teacher and Student Voices. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 25(1).
- <https://tesl-ej.org/pdf/ej97/a19.pdf>
- Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and Challenges for Teaching Successful Online Courses in Higher Education: A Literature Review. *Journal of Educational Technology Systems*, 46(1), 4–29.
- [https://www.researchgate.net/publication/319013030\\_Issues\\_and\\_Challenges\\_for\\_Teaching\\_Successful\\_Online\\_Courses\\_in\\_Higher\\_Education\\_A\\_Literature\\_Review](https://www.researchgate.net/publication/319013030_Issues_and_Challenges_for_Teaching_Successful_Online_Courses_in_Higher_Education_A_Literature_Review)
- Khalil, R. M. R., & Fahim, S. S. (2016). Assessment as a Learning Tool in a Flipped English Language Classroom in Higher Education. *Arab World English Journal*. 4-19. <https://pubmed.ncbi.nlm.nih.gov/27752508/>

- Labra, O., Castro, C., Wright, R., & Chamblas, I. (2019). Thematic Analysis in Social Work: A Case Study. *Social Work Education*. <https://www.intechopen.com/chapters/69520>
- Lee, I. (2016). Putting students at the centre of classroom L2 writing assessment. *Canadian Modern Language Review*, 72(2), 258-80.  
<http://www.utpjournals.press/doi/abs/10.3138/cmlr.2802>
- Lincoln, Y. S., & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications Ltd.
- Mack, L. (2010). The philosophical underpinnings of educational research. *Polyglossia*, 19.  
[http://en.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia\\_V19\\_Lindsay.pdf](http://en.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V19_Lindsay.pdf)
- Mahmud, M., M., Yaacob, Y., Ramachandiran, C., R., Ching, W., S., & Ismail, O. (2019). *Theories into Practices: Bloom's Taxonomy, Comprehensive Learning Theories (CLT) and E-Assessments*. Proceeding Book of 1st International Conference on Educational Assessment and Policy (2). DOI: 10.26499/iceap.v2i2.91
- Majid, M. A. A., Othman, M., Mohamad, S. F., Lim, S. A. H., & Yusof, A. (2017). Piloting for Interviews in Qualitative Research: Operationalization and Lessons Learnt. *International Journal of Academic Research in Business and Social Sciences*, 7(4). <http://dx.doi.org/10.6007/IJARBSS/v7-i4/2916>
- Martin, F. Budhrani, K. Kumar, S., & Ritzhaupt, A. (2019). Award-winning faculty online teaching practices: Roles and competencies. *Online Learning*, 23(1), 184-205.  
<https://doi.org/10.24059/olj.v23i1.1329>
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9-18. <https://doi.org/10.1080/13814788.2017.1375091>
- Munni, B. E., & Hasan, S. M. (2020). Teaching English during COVID-19 Pandemic Using

Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh. *Language in India*, 20(6).

Mutton, T. (2020) Teacher education and Covid-19: responses and opportunities for new pedagogical initiatives. *Journal of Education for Teaching*, 46(4), 439-441, <https://doi.org/10.1080/02607476.2020.180518>

Nambiar, D. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2), 782-793. <https://doi.org/10.25215/0802.094>

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16, 1–13. <https://www.researchgate.net/deref/https%3A%2F%2Fdoi.org%2F10.1177%2F1609406917733847>

Pandey, S. C., & Patnaik, S. (2014). Establishing Reliability and Validity in Qualitative Inquiry: A Critical Examination. *Journal of Development and Management Studies*, 12 (1), 5743-5753.

Pham, L. T. M. (2018). QUALITATIVE APPROACH TO RESEARCH: A Review of key paradigms: positivism, interpretivism and critical inquiry. *University of Adelaide*.

Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning*, 21(3), 166-190. DOI: 10.24059/olj.v21i3.1225

Polit, D.F., & Beck, C.T. (2014). *Essentials of nursing research: Appraising evidence for nursing practice (8th ed.)*. Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

Rahman, M. M., Khan, S. J., Sakib, M. S., Halim, M. A., Rahman., M. M., Asikunnaby &

- Jhinuk, J. M. (2021). COVID-19 responses among university students of Bangladesh: assessment of status and individual view toward COVID-19. *Journal of Human Behavior in the Social Environment*. <https://doi.org/10.1080/10911359.2020.1822978>
- Rahman, M. M., Pandian, A., & Kaur, M. (2018). Factors Affecting Teachers' Implementation of Communicative Language Teaching Curriculum in Secondary Schools in Bangladesh. *The Qualitative Report*, 23(5), 1104-1126. <https://doi.org/10.46743/2160-3715/2018.3220>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Sci Educ* 2, 923–945. <https://doi.org/10.1007/s42438-020-00155-y>
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour, *European Journal of Language and Literature Studies*, 1(1) 29-30.
- Saldana, J. (2013). *The Coding Manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications Inc.
- Saminathan, V. (2020). PROBLEMS OF ONLINE CLASSES. *International Journal of Academic Research Reflector*, 9 (6), 1-3. [https://www.researchgate.net/publication/348447927\\_PROBLEMS\\_OF\\_ONLINE\\_CLASSES](https://www.researchgate.net/publication/348447927_PROBLEMS_OF_ONLINE_CLASSES)
- Sari, I. F. (2020). ONLINE LEARNING FOR ENGLISH LANGUAGE TEACHING. *Jurnal Pendidikan dan Pembelajaran*, 1(2), 216-230.
- Sepulveda-Escobar, P. & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607. <https://doi.org/10.1080/02619768.2020.1820981>

- Sethi, G. K., & Saini, N. K. (2020). COVID-19: Opinions and Challenges of School Teachers on Work from Home. *Asian Journal of Nursing Education and Research*, 10(4).
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International Journal of Applied Research*, 3(7), 749-752.
- Shaw, R., Kim, Y., K., & Hua, J. (2020). Governance, technology and citizen behavior in pandemic: Lessons from COVID-19 in East Asia. *Progress in Disaster Science*. <https://www.researchgate.net/deref/https%3A%2F%2Fdoi.org%2F10.1016%2Fj.pdisa.2020.100090>
- Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306.
- Shrestha, S., Haque, S., Dawadi, S., & Giri, R., A. (2021). Preparations for and practices of online education during the Covid-19 pandemic: A study of Bangladesh and Nepal. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10659-0>
- Thanh, N.C., & Thanh, T.T. (2015). The Interconnection Between Interpretivist Paradigm and Qualitative Methods in Education. *American Journal of Educational Science*, 1(2), 24-27. <https://www.coursehero.com/file/p5nnjgho/Thanh-N-Thanh-T-2015-The-interconnection-between-interpretivist-paradigm-and>
- Thomas, C. J. (2020). *Coronavirus and challenging times for education in developing countries*. California: EDUCATION PLUS DEVELOPMENT, Brookings. <https://www.brookings.edu/blog/education-plus-development/2020/04/13/coronavirus-and-challenging-times-for-education-in-developing-countries/>

- Van der Kleij, F. M., Vermeulen, J. A., Schildkamp, K., & Eggen, T. J. H. M. (2015). Integrating data-based decision making, assessment for learning and diagnostic testing in formative assessment. *Assessment in Education: Principles, Policy & Practice*. DOI: 10.1080/0969594X.2014.999024
- Wang, W., & Zhan, J. (2020). The Relationship between English Language Learner Characteristics and Online Self-regulation: A Structural Equation Modeling Approach. *Sustainability*, 12, 3009.
- Weinbaum, R. K., & Onwuegbuzie, A., J. (2016). Getting More Out of Your Interview Data: Toward a Framework for Debriefing the Transcriber of Interviews. *Journal of Educational Issues*, 2(1), 2377-2263.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods (6th ed.)*. Thousand Oaks, CA: Sage Publications Ltd.
- Zhang, H., & Shaw, R. (2020). Identifying Research Trends and Gaps in the Context of COVID-19. *International Journal Environmental Research and Public Health*, 17, 3370. doi:10.3390/ijerph17103370
- Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending Classes without Stopping Learning: China's Education Emergency Management Policy in the COVID-10 Outbreak. *Journal of Risk and Financial Management*, 13(3), 1–6. doi:10.3390/jrfm13030055.

## Appendix A.

### LETTER OF CONSENT FOR PARTICIPANTS

Dear .....

I am Farsin Binte Sultan, an undergraduate student, pursuing my major in Applied Linguistics and ELT at the Department of English and Humanities, Brac University. We have to complete a thesis as a part of our degree. In this regard, I have chosen a single case study titled “A Case Study of Tertiary Level Online English Learning and Assessment in Bangladesh During COVID-19”. Therefore, I would like to invite you to be a part of an interview session to share your experience regarding online classes and assessments you had during these online semesters.

The interview will be conducted through Zoom meetings where the camera will be turned to have a face-to-face interactive discussion. The interview will be recorded; however, please note that your name will be kept anonymous and your experiences will be shared to analyse the data for the study.

If you are comfortable and ready to participate in this interview session, then please read the details given below and sign on to the mentioned section. Your contribution to this study will be appreciated.

Regards,

Farsin Binte Sultan

Student of Department of English and Humanities, Brac University

Mobile No: 01734563066

E-mail: [farsin.sultan@gmail.com](mailto:farsin.sultan@gmail.com)

### Research Participation Consent Form

|    | Statements                                                                                                                                        | Agree |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. | I have read the letter and understood the purpose of the study.                                                                                   |       |
| 2. | I am voluntarily participating in the interview and sharing my personal experience.                                                               |       |
| 3. | I am allowing the researcher to record the interview session and use it for analysing the data.                                                   |       |
| 4. | The researcher has my permission to contact me if she needs any further clarification or other contributions through the following email address. |       |

E-mail address:

.....

Signature & Date

## Appendix B:1

### Interview Questions for the Students

| Background Questions                                                                   |                                                                                                                                                                                                          |                       |                      |                    |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------|--------------------|
| 1. His/her name-                                                                       |                                                                                                                                                                                                          |                       |                      |                    |
| 2. School/College Name -                                                               |                                                                                                                                                                                                          |                       |                      |                    |
| 3. Medium Of instructions -                                                            |                                                                                                                                                                                                          |                       |                      |                    |
| 4. What sort of Assessments you had in your school and college-                        |                                                                                                                                                                                                          |                       |                      |                    |
| 5. Your Major and which semester -                                                     |                                                                                                                                                                                                          |                       |                      |                    |
| 6. What inspired you to choose English for your higher studies (Literature/ELT/Media)- |                                                                                                                                                                                                          |                       |                      |                    |
| 7. What kind of assessments do you have in your offline courses at BRAC University? -  |                                                                                                                                                                                                          |                       |                      |                    |
| <b>Interview Questions for Online assessments</b>                                      |                                                                                                                                                                                                          |                       |                      |                    |
| Sl no                                                                                  | Question                                                                                                                                                                                                 | RQ 1(a)<br>Perception | RQ1(b)<br>Challenges | RQ1(c)<br>Solution |
| 1.                                                                                     | What type of English departmental courses you did do in the online semesters at BRAC University?                                                                                                         | *                     |                      |                    |
| 2.                                                                                     | What sort of advantages and disadvantages do you think online semesters' assessments have?                                                                                                               |                       | *                    |                    |
| 3.                                                                                     | During online semesters, what sort of reading materials/ course materials you had been provided? Were they helpful and understandable for doing well in the assessments?                                 | *                     |                      |                    |
| 4.                                                                                     | What kind of assessments do you have in your online courses at BRAC University?                                                                                                                          | *                     |                      |                    |
| 5.                                                                                     | Did you have any alternative assessment techniques during this pandemic online semester? Group work or individual tasks? Explain.                                                                        | *                     | *                    |                    |
| 6.                                                                                     | What sort of challenges regarding assessment did you face during online semesters? How did you overcome such challenges?                                                                                 |                       | *                    | *                  |
| 7.                                                                                     | Do you think, that these assessment techniques were embedded with authentic communication techniques into collaborative problem-solving tasks for you? If yes, can you describe how they were effective? | *                     |                      | *                  |
| 8.                                                                                     | Are you satisfied with the marks and feedback you received from the teachers in the online assessments that you did? Please share your experience.                                                       |                       | *                    | *                  |
| 9.                                                                                     | Were your teachers supportive and empathic towards you during this COVID 19 situation regarding technical, health, submission issues?                                                                    | *                     | *                    |                    |

|     |                                                                                                                                                                          |   |  |  |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
| 10. | How would you like to define the use of the internet for academic purposes in online education during this COVID-19 pandemic? Any personal experience you want to share? | * |  |  |
|     | <b>Your recommendation regarding online assessments.</b>                                                                                                                 | * |  |  |

## Appendix B:2

### Interview Questions for the Teachers

| <b>Background Questions</b>                                                                               |                                                                                                                                                                                     |                    |                   |                 |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|-----------------|
| His/her name:                                                                                             |                                                                                                                                                                                     |                    |                   |                 |
| The degrees h/she completed:                                                                              |                                                                                                                                                                                     |                    |                   |                 |
| The number of years of overall teaching experience:                                                       |                                                                                                                                                                                     |                    |                   |                 |
| The number of years s/he has been teaching at BRAC University:                                            |                                                                                                                                                                                     |                    |                   |                 |
| The institutions (home/abroad) that s/he teaches:                                                         |                                                                                                                                                                                     |                    |                   |                 |
| How did you get into the field of English language teaching? What was your primary interest in the field? |                                                                                                                                                                                     |                    |                   |                 |
| Could you describe your students and what type of classes you teach?                                      |                                                                                                                                                                                     |                    |                   |                 |
| <b>Interview Questions for Online assessments</b>                                                         |                                                                                                                                                                                     |                    |                   |                 |
| SL. No.                                                                                                   | Questions                                                                                                                                                                           | RQ 1(a) Perception | RQ1(b) Challenges | RQ1(c) Solution |
| 1.                                                                                                        | How many courses do you teach every semester?                                                                                                                                       | *                  |                   |                 |
| 2.                                                                                                        | How would you describe your online teaching experience? Please share both positive and negative aspects.                                                                            | *                  |                   |                 |
| 3.                                                                                                        | What sort of challenges you are facing during online semesters to conduct classes and assessing the learners? How you are solving the challenges?                                   |                    | *                 | *               |
| 4.                                                                                                        | What type of assessments are you using to assess your students during online semesters? (Formative or summative)/ final exam? / Screen on?                                          | *                  |                   |                 |
| 5.                                                                                                        | What are the alternative assessment techniques you are applying for online semesters for your learners?                                                                             | *                  |                   |                 |
| 6.                                                                                                        | What type of problems/complaints do students normally do regarding online assessments and assignments?                                                                              |                    | *                 | *               |
| 7.                                                                                                        | How do you solve learners' problems that occurred due to technical or personal issues? Do you think that learners should receive an opportunity if they failed to submit any paper? | *                  |                   | *               |
| 8.                                                                                                        | What sort of materials you are providing for online education? Are these materials helping the learners or do they just plagiarize from local sources? If yes                       | *                  |                   | *               |

|     |                                                                                                                                                         |   |   |   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
|     | then how do you assess them to evaluate their content knowledge?                                                                                        |   |   |   |
| 9.  | From your perspective, do you think students are learning from the online courses and able to use their learning in critical thinking or analysis?      | * |   |   |
| 10. | How do you manage between authority's decisions and students' preferences while establishing your own teaching beliefs in this online education system? |   | * | * |
|     | <b>Your recommendation regarding online assessments.</b>                                                                                                |   |   |   |

## Appendix C

### Notational Conventions of the Interview Transcripts

|    | Notation     | Meaning                                                                                                                     |
|----|--------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1. | DU           | Discourse Unit                                                                                                              |
| 2. | I            | Interviewer                                                                                                                 |
| 3. | ,            | Small pause                                                                                                                 |
| 4. | ...          | Long pause (if in the middle of the sentence) / losing track of the question.                                               |
| 5. | Umm/you know | Hedging in speech                                                                                                           |
| 6. | DU SAM 30    | DU <space> student name's first three alphabets <space> DU number<br>DU SAM 30 refers to Samina's Discourse unit number 30. |

## Appendix D:1

### Sample Interview Collection of Nisha (Student)

| DU | Participants | Questions and Answers                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | I            | Okay, so hello. Thank you so much for joining me. And I'm really grateful that you take some time for me to do this interview. Thank you for that. So, I'm going to start my interview and the first section will be based on your view of your background information. And the rest of them will be the actual interview questions. So, I'm going to start this interview with your school and college please share that your school and college name, please. |
| 2. | Nisha        | So, my school and college were the same one Mohammad Preparatory and college I passed SSC and HSC both from there.                                                                                                                                                                                                                                                                                                                                              |
| 3. | I            | What was your medium of instruction? Is that a Bengali medium or English medium?                                                                                                                                                                                                                                                                                                                                                                                |
| 4. | Nisha        | No, English version.                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5. | I            | Okay, English version. So, it was mostly English.                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6. | Nisha        | Mostly, yes!                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7. | I            | So, my next question is that what sort of assessment you had in your school and college like what type of examinations you took in your school life and college life.                                                                                                                                                                                                                                                                                           |
| 8. | Nisha        | So, mostly were exam based. We had to sit for exams and assignments as far as I remember assignments that much given. So mostly Oh, we had projects.                                                                                                                                                                                                                                                                                                            |
| 9. | I            | So okay, is that only for English subjects. At all overall, in your school, college, what type of assessments you have it just not only particularly English but if you focus on the English language, there were first paper and second paper right? In your school and colleges. So, what type of assessments do you have.                                                                                                                                    |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. | Nisha | If this is a focus on English only, we had exams, always exams and if I focus on overall all courses then sometimes, we used to have projects like making our scrapbook probably are doing something like arts and crafts. So, we had that subject separately, but it was incorporated in other subjects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 11. | I     | So, my next question is, what is your major and which semester you are at Brac University at this moment?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 12. | Nisha | Okay, so I'm doing the measuring ELT and Applied Linguistics and this is my 14 semesters, and probably, hopefully the last one.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 13. | I     | Okay. You are doing your major in ELT that's applied linguistics and English language teaching. So, what inspired you to choose English for your higher studies?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 14. | Nisha | <p>So, there's a long history to this. Firstly, during my Admission Test, I actually wanted to give I mean, choose any subject from hacker university to unit. I prepared myself for that not for engineering are medical. I had plans to take courses like economics law, or probably English... So unfortunately, I didn't get into couldn't get into the DU. But later on, when I gave an exam in Brac university, I had three options. I took three options. I mean, there were three options. So, I took CSE, EEE and English. Then I got admitted to CSE.</p> <p>After one semester, after my first semester, I understood that this is not my place, and I have to do something, or I have to go somewhere where I'll be comfortable, and I'll be interested. I thought of switching my department. And then second semester was my turn. I prepared myself to switch my department and then after coming from TARC in third semester, I took two courses from our department and then I realized that this is what I'm interested in. And I just switched my department. What actually inspired me most was that in our department, we have option to express our opinion, we can say what we feel we don't have to actually follow rules and theories were which have already been given by someone else so we can put forward our opinion. I love this freedom. So, this is what attracted me.</p> |
| 15. | I     | Okay, so why not literature? Why Applied Linguistics or ELT?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 16. | Nisha | Okay, so I actually never had any habit of reading books. So, ... I still like poems, but not that much interested to do my major in literature. So, when I took here the verses of the two-foundation course, foundation we save for courses, so I feel that I'm more interested in linguistics, not literature. So that's it. Okay. I took my chose my major in linguistics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17. | I     | Okay. So, in your physical classrooms, I meant offline classes, what sort of assessments you had in that time at Brac University, when you were doing your major.                                                                                                                                                                                                                                                                                                                                                      |
| 18. | Nisha | Okay, so, of course, we had presentations, we had assignments, paper-based assignments. Then we had Hall exams as well. We had to sit for exams, two phases, which includes quizzes, midterm and final exam. So basically, midterm final and quizzes were mostly based on Hall exams. And apart from that, we also had assignments, paper-based assignments and presentations sometimes.                                                                                                                               |
| 19. | I     | <p>Okay, so you had like, that was collaborative, all exam, and plus presentations along with assignment exams. So, now I'm switching my actual interview questions. it's based on online assessments. So, my first question for you is that what type of English department of courses you did in the online semesters at BRAC University? What are the courses?</p> <p>Okay, let me make it a little bit easier for you. So, you are doing your major and ELT So, you did a process related to this build right.</p> |
| 20. | Nisha | I did ELT major courses like teaching technique, Materials design, teaching and evaluation, teaching practicum, history of English language.                                                                                                                                                                                                                                                                                                                                                                           |
| 21. | I     | Ah, yeah, yeah, you can. Alright. So basically, you are doing courses like which is really related to ELT? Right?                                                                                                                                                                                                                                                                                                                                                                                                      |
| 22. | Nisha | I've mostly done linguistics courses. I have barely done any literature or media courses.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 23. | I     | So, according to you, during this online semester, what sort of advantages and disadvantages? Do you think online semesters assessments have?                                                                                                                                                                                                                                                                                                                                                                          |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24. | Nisha | I felt that the one major advantage for me was that I could talk. Actually, I could interact with my faculty, because being an introvert, it's really hard to interact with our faculty. When you have a More than 20 to 30 students, peers in our class. So, during the online courses, I realized that it's much easier for me to interact with my faculty. And in most of the cases, most of the courses, I have seen that the attendance rate is really low. If they're 30, or 30, or 30 students, only 10 or 11 are present. So that was a plus point as well. And when I am talking in zoom class, or in online courses, so we didn't have to actually put our camera on. So, it was another plus point. So, I could easily talk and not being judged by others. This is really huge advantage for me.                                    |
| 25. | I     | And disadvantage?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 26. | Nisha | One disadvantage, and that I'll talk about is, in two of my courses, I faced this that the teacher actually, somewhat speaks much more in online classes than physical classes. I mean, they have too mostly because it's hard. It's one of its mostly a one-way communication. So, one issue that I had is when I have to ask the faculty something, or I have a question, or I have a very, it was really hurt, because I felt like I'm interrupting him. And if I raise my hand, virtually raise my hand in zoom or meet. So, it was actually mostly overlooked by the faculty, because probably he is, again, he or she is giving a lecture. So, it's not easier for him to keep note of with raising their hand and other things. So, it was a little difficult to grab the attention of the faculty when I had a query are any questions. |
| 27. | I     | Okay. So, if we focus on the assessments, or our faculty members asked us to submit any papers, sometimes we have queries, right, we have confusions. In this regard, or after, if, in addition, if we talk about that, when we get the feedback, there's an online semester, do you think that there is a lack of opportunity to interact with the faculty members as well? Because we don't, students do not receive sufficient feedback, or proper justification or the marks and any mistakes? From the faculties?                                                                                                                                                                                                                                                                                                                          |
| 28. | Nisha | I, of course, have the one of the most, probably the most important issue was that we had to literally push the faculty that sorry, you have to give instructions for the next paper. And like, he used to forget after the class, and then we have free May, we have to email him, or we couldn't post in the Facebook group, so we have to email him. So, it was a little pressure on us. Because if the faculty doesn't provide instructions, in due time, that it's really hard for us, we had to work at the last moment. So, we had to contact the faculty many times through emails, and it actually takes time because when you are talking in front of the face to face, that's a different issue a different thing.                                                                                                                   |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |       | ... And when you were giving email to someone, and it takes time for him or her to check that one and reply you back, and mostly emails are one to one communication. So that's also self that we had to share the information with others. So, this was one issue. And another one about feedback. This one was, yeah, we did not get sufficient feedback, because since it's online semesters, and the teachers are really busy, and they couldn't give us proper feedback. So mostly what we received were marks and barely, very little feedback on our work. So, and even at the end of the semester when we used to submit our final papers. We didn't get any feedback. And this is what? Actually, I was worried about that. I don't know what mistakes I have done; I don't know how to improve myself. So, if I don't, this is where the feedback is important. So, if I know what mistakes I did, I could have actually improved. Those predicted those mistakes. So, this was a huge disadvantage. Okay. |
| 29. | I     | So, as you were talking about that you didn't receive, hardly receive any feedback in your final exams. So, we know that what kind of assessments you had in your online courses at BRAC University?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 30. | Nisha | So, if I talk about English courses, our department of courses, mostly were based on papers, we had to design lesson plans, then materials and tasks, activities and all. So, this is all about, like, being practical. So, I'm doing something I'm designing something. And then this is a lot of this is a new thing, actually. So, this is what I have to even use this for in my future. So, I'm designing something and not getting any proper feedback is a huge issue. On workshops, were also basically presentations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 31. | I     | So, you mentioned that you did paper-based assessments or any other assessments? Like Did you really, okay presentations, did you say workshops and presentations?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 32. | Nisha | In our one course, I did four workshops, two were practice workshops and to wear main workshops. So, they were basically presentation. So, I have to design something, make slides and give presentation. So, I said presentation and paper-based assessments. That's okay.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 33. | I     | So, did you have any like to sit for any written timed exams? During this online semesters English semester courses? For quizzes or Final papers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 34. | Nisha | No. Not for English departmental courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 35. | I     | Okay. So, you didn't have you just only had that paper based on presentations? You made portfolios, you design materials and lesson plans. Then what sort of difficulties you face during doing all these assessments? And what was the difference between offline and online? Because you mentioned that in your offline semesters, you also prepared write assignments and paper-based submitted paper-based works. So, what was the difference between online and offline for you? |
| 36. | Nisha | So, major differences were basically getting instructions from the faculty, then not being able to contact him or her within a proper time, which delayed the work. And it mostly, we had to actually work at the 11th hour. So, this was a huge issue. And apart from that, I don't think there were any.                                                                                                                                                                            |
| 37. | I     | From your experience, you can say that the major issue and the challenges you face to receive the feedback and instructions and to communicate with the faculty, right.                                                                                                                                                                                                                                                                                                               |
| 38. | Nisha | Yeah!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 39. | I     | My next question is, do you have any alternative assessment techniques during this pandemic, online semesters, like you did all the tasks individually or in group tasks? Anything else?                                                                                                                                                                                                                                                                                              |
| 40. | Nisha | Like so, yeah, there were individual tasks as well and group tasks as well. So, and even in two, two purses, I had options that I could go for either individual work or pair work or group work. So, I mostly did individual works, because I preferred that I can do it on my own time and do anything that I feel is the best. So, plan in my own way                                                                                                                              |
| 41. | I     | If I specify that during regarding alternative assessment, so you just only submitted the papers, you didn't sit for any written exams for your English courses, and you didn't sit for any Viva Right? Or any oral examination?                                                                                                                                                                                                                                                      |
| 42. | Nisha | No. Okay. Okay, not for English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 43. | I     | Okay. So, my next question for you is, do you think that these assessment techniques were embedded with authentic, authentic communication techniques, and it can help you to collaborative problem or to solve collaborative problem task for you, I meant, like, whatever the lessons you are getting, from online semesters, online education, you are able to use these techniques, this content knowledge in your carrier in your academic life in future.                       |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 44. | Nisha | Okay, so the courses that I did online were mostly practical, practical, work-based courses. So, which actually, I love doing. And it's one of the reasons that I did almost all the courses of ELT where we had actually options that we can do one from three, so I read three of them, because I love doing practical works more than theoretical courses. So of course, the things that we need, they're like, planning lessons, then designing macros, activities and making portfolio. I believe this is like, we will have to do this. Even if I become a teacher, or a curriculum designer. So that's, like, I have to probably use this knowledge there. So, it's like, very closely connected to each other                                                                                                                                                                                                                          |
| 45. | I     | Apart from that, whatever the courses you did, and whatever the knowledge you gathered from online courses; do you have to polish or brush up any other skills along with that to do better in online semesters? Any other skills? If I give an example, like using the technical tools, technical spacing with technical difficulties?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 46. | Nisha | Yeah, of course, because since we have been using zoom and Google meet, from the very beginning of online classes it was an issue, because we are new to this. So even I'm mostly I was also new to this. So, this was an this was an issue when it was about presentation. So, I had to have knowledge about how to share my slides, how to connect from how to connect from a laptop, and then do that. And these were some of the technical issues that I had to actually work with. And other than that, I don't think there was anything else                                                                                                                                                                                                                                                                                                                                                                                             |
| 47. | I     | So, as we are talking about you had a technical issue Apart from that, what sort of other challenges regarding assessments did you face during online semesters? And how did you overcome these challenges?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 48. | Nisha | As I already said about it that apart from this issue, there went more anything much more. Something that was scary. There was the fear that what if I could not submit my paper on time. I mean, we almost all of us had the fear I think that if I will be able to submit my paper on time, because we have loadshedding issues, we have Wi Fi issues. So, it was scary. But probably I never have actually suffered from it. Because I couldn't at least submit even at the last moment. So, it was not an issue and the things that I mentioned before, like, contacting the faculty on all it took time, but yes, the faculty reply. Even if I have had to give him or her two to three emails I would have, I did that. So, the problems were solved. And talking about the technical issues I have; I always went for you to YouTube videos and instructions on how to use zoom and meet. So that's where the problems actually solved. |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 49. | I     | So basically, whatever the challenges, however, you challenge to overcome the challenges, you actually did it by yourself, right? watching YouTube, what you do videos, or by starting your own, and taking progressions by your own.                                                                                                                                                                                                                                                                                                                                              |
| 50. | Nisha | Yes!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 51. | I     | Okay, so my next question for you is that during the online semesters, what sort of materials and course materials you had been provided? And were they helpful and understandable for your well-being in the assessments? Like, whatever you have, get the knowledge from your faculties? Are they helpful? Were they helpful for you to do well, in the exams? Or any other assessments?                                                                                                                                                                                         |
| 52. | Nisha | Okay, so, as we know, that everyone has a different style of learning and learning strategies we have, we are very different from each other, everyone is different from each other. So, for me, it was a past one because my faculties used to provide samples. I preferred that a lot, that if I am given a sample, I can follow that very precisely. And when the faculty used to give, provide samples, and then recorded videos, and then we had live classes, as well, and also on your shield, share YouTube videos as extra. So yeah, they're very helpful for me as well. |
| 53. | I     | Did you receive any soft materials, soft copies of scanned version books or research papers? Or only video recorded videos and YouTube videos, and the faculty usually come to the live classes.                                                                                                                                                                                                                                                                                                                                                                                   |
| 54. | Nisha | Along with the video materials, we had soft copy materials, PDF, research papers, teacher's lectures, notes, the samples; I mean, the samples of the assignments that we have to do.                                                                                                                                                                                                                                                                                                                                                                                               |
| 55. | I     | Okay. So, these materials were helpful for you to do well in the assessments, right?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 56. | Nisha | Yep. Okay.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 57. | I     | So, are you satisfied with the marks and feedback you received from the teachers in the online semester, online assessments that you did, you can share your experiences over this?                                                                                                                                                                                                                                                                                                                                                                                                |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 58. | Nisha | I'd say I'm satisfied with my result, but not be the feedback, because I believe that I mean, CGPA is not everything. We are here to learn. And spatially in our department, we have to actually go through all this. What practical courses if we're doing any practical course. So that's basically what we have to do in future. So, as I say that, if I don't get feedback on my work, that what mistakes I had, how I can improve that. So, this would actually, I would, of course, repeat my mistakes. It would have been better if I could get just feedback on my work. That would have helped me more. And so yeah, that's it. I'm happy with my result, but not with the feedback.                                                                                                                                                                                                                                     |
| 59. | I     | Okay. So do you think that if it's not an Online semester, if we were in our offline classes, offline semesters, we could receive sufficient feedback, which can help us to improve our skills? And we can, we wouldn't repeat our mistakes for the future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 60. | Nisha | Yeah, of course, because I did so many similar courses. And it was like, half of them were online, and half of them were offline. So, when I compare between them, I can see that I used to receive very little feedback in offline courses, because what the faculty would do, he or she would explain the explain our problems, one to one, so or even if we receive general feedback in the class, or if I had any problem, I could reach out to the faculty in our department in his or her consultation time. So that was much easier to know where I went wrong, how can I improve, but in online courses? Online semesters, the faculties are really busy. And it was actually it's, I understand it's not possible for them to give consultation. Time, separately. So, this is where the gap was actually. So, I couldn't actually approach the faculty that everything cannot be done over emails. So here was the gap. |
| 61. | I     | Okay, so my next question for you is that were the teachers supportive and empathetic towards you during the COVID-19 situation? Regarding any technical issues, health issues, any submission issues?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 62. | Nisha | Oh, yeah. Mostly, the faculties were really helpful. I didn't face anything. Like, which I would say is that the faculty wasn't helpful, or in the past, I have heard from other people, but in my courses are, at least with me, I didn't face anything like when we, whenever we needed an extension of the deadline, the faculty would actually consider that. And, also, yeah, and if we had saved that, this is what we don't want to do we want to do something different or different. Or want to work on a different topic, he or she would consider that.                                                                                                                                                                                                                                                                                                                                                                |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 63. | I     | My next question is, how would you like to define the use of the internet for academic purposes in online education. Specifically, if we talk about during COVID-19 Pandemic, any personal experience you want to share with us?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 64. | Nisha | Okay, so that's like the that's like our daily food internet nowadays is like our daily food and of course, for online education. So, without internet, the online education would have been sensitive. So of course, it has a huge influence in online education. And but at the same time, it has disadvantages as well, I'd say because the when we are we're doing zoom class, or an in life, classroom live Class, or Google. What we mostly do is probably I'm making a cup of coffee, or am sleeping. No one is watching. So, this is a huge disadvantage, at least for people like me, who prefer faculty lectures, over notes or other videos and all because I feel that I mean, my strategy is that... I would listen our due classes as much as I can, because that's what helps me to do my assignments or give exams or anything. I'm not a person who would memorize everything. I mean, I can't. So that's what actually, I had an issue with sometimes that because no one is serious, serious at home. So, we are doing classes from our home. And so sometimes we have people talking around us our Sometimes when it's like 3:30pm classes, I'm feeling sleepy and I am going to make a cup of coffee. So that's where these were our little, little issues that are does advantage of the online class, education or classes. |
| 65. | I     | Lastly, I would like to know your thoughts regarding online assessments, online education? How would you like to define it? What would you like to suggest for the faculty members or other students, and other students regarding online assessments to do well, to improve the areas where we can do a better online education in Bangladesh?<br><br>First, you can share your suggestion to do better for online assessments?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 66. | Nisha | I would like to say that everyone has a different learning style. So, for me, I prefer assignments and paper-based assessments over everything. Because I get anxiety when I have to sit for a whole written exam. And then again, another on a different note, I would say that, if we are working on, if we're working on papers, we have to invest a lot of time, we have to research we have to prepare, we have to give our best and but when we are sitting for exams, we have to actually just prepare for a few things. And we can sit for exams, and that's at maximum three hours long... So though, that gives me anxiety. But that's also something where less afford can be given less effort is needed but in case of paper-based assessments, we have to actually do a lot of research and where it's really time consuming, and we have to give a lot of effort. And also, people who are not actually much good in research are we're not interested in writing papers. So, it's really hard for them. Of course, we're doing everything in writing papers and assistance as time went, so there are a lot of people who                                                                                                                                                                                                          |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |       | actually are not interested to rise papers, and they prefer exams. So yeah, there should be actually a mixture of all sorts of assent assessments, there should be assignment one to exam, So and of course blended approaches approach should be taken.                                                                                                                                                                                                                                                                                                                                                                                      |
| 67. | I     | So, on that note, I would like to ask you that. Do you think that in online classes in live sessions, faculty members should take fewer steps to make the class more communicative so the more students can participate, the more learners can be enthusiastic interest in the online casts, rather than just turned off their camera and mute their button, but rather they should be communicating with the faculty members and other viewers. Do you think so?                                                                                                                                                                             |
| 68. | Nisha | Yeah, Though I am also not really in support of turning on videos throughout the class, but still, this I think would be really effective. Because otherwise, we are always busy doing our best trawling Facebook period making coffee or we are also sleeping. So, this actually leaves the there is no meaning the job of running the classes and just doing our work. So, if we, if the faculties actually make it a rule that you have to turn on your camera, and microphone can be switched off and can be switched on when someone has to talk. So that actually would make it more helpful to communicate with the faculty and peers. |
| 69. | I     | Okay! That's all for today. Thank you so much for such an interactive discussion. Really appreciate this.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 70. | Nisha | You're welcome. Thank you for having me.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Appendix D:2

### Sample Interview Collection of Sadia (Teacher)

| DU. | Participants | Questions and Answers                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | I            | <p>Hello miss, thank you for joining with me and giving me a chance to know more about your teaching experiences and your teaching life. So, my first question for the section will be to know about your background information related to your teaching experiences. So, my first question is about the degrees you have completed so far.</p> <p>Yes, can you please share about your education I background if your information if you would like to share with us?</p> |
| 2.  | Sadia        | <p>Okay, so I completed my PhD from International Islamic University from the school of education in TESOL and completed my Master's in Applied Linguistics from Curtin University. And he honours in English from Dhaka University. And I'm from among medium school background. And I think teaching at BRAC University for the last 11 years now and is my first full-time job. After graduation, I joined here.</p>                                                     |
| 3.  | I            | <p>Okay, so I would like to know that the How did you get into the field of English language teaching, and what was your primary interest in the field?</p>                                                                                                                                                                                                                                                                                                                 |
| 4.  | Sadia        | <p>From class seven, I knew, I kind of enjoyed reading English, not from a seven, but from childhood, my father is to encourage read more in English. So, the English magazines, or English books of stories, etc, then I kind of had a desire to be an English teacher from a very small age. So, by the time I was in class seven, I knew that I will be studying impact University. So, I planned my steps accordingly. And I wanted to become an English teacher.</p>   |
| 5.  | I            | <p>Very inspiring. So, my next question is that, could you describe your students and what type of classes you usually teach</p>                                                                                                                                                                                                                                                                                                                                            |
| 6.  | Sadia        | <p>My students are tertiary level students. So, I teach, the first year, master's level, and different theoretical courses such as ELT methodology, our research methodology, and then we have composition courses, all sorts of Applied Linguistics courses, sociolinguistics, discourse analysis, etc.</p>                                                                                                                                                                |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.  | I     | Okay! So, right now I'm going to start my actual interview questions, all these questions. To start based on online assessments, online semesters, we are personally so far after, during this COVID-19 situation. So, my first question is, how many courses do you teach every semester?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8.  | Sadia | I teach three-course courses every semester. And I also have thesis students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 9.  | I     | So, my second question is, how would you describe your online teaching experiences. And please share both positive and negative aspects of that.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 10. | Sadia | <p>Now, I would say, in the first semester, when we started online teaching, it was a bit difficult in the sense that it was new, but BRAC university had quite a good strategy of training us online. So, they gave us a Google Form link and Google. You know, like, YouTube videos, given by the CSE department. So, we were trained a month before the online class. So even if it seemed difficult, we could manage all of us right university faculty members could manage the online courses, this, this became easy. Then the second and third semesters, it became easier, because you get straight.</p> <p>... But I personally enjoy the face-to-face classes, because in online classes. When we talk to our students, I can see a black screen I cannot see their faces, I cannot see their facial expressions, sometimes they are using black screen and they are not there in the class, they go away. So, there is no point in speaking to that black screen, I would say. And also, at BRAC university we have BUX, calling flipped classroom. So, we give a recorded lecture. And we are supposed to give tasks in the live lessons, but students don't see the free account. So, they come into the class and expect us to repeat the lectures. If they come blank, they do not see the pre-recorded lectures, we cannot give them the tasks. So, the whole point of the flipped classroom is not happening to the fullest. In this case. Um, yeah. So, I do not enjoy online.</p> |
| 11. | I     | Okay, so, along with liking or not liking positive and negative aspects, what sort of challenges you are facing during online semesters to conduct classes, take examinations, assess the learners, and how you're solving those challenges?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 12. | Sadia | Challenges that lack communication with the students because we cannot see them. And, as I said, we have 40 students in one section. And it's very difficult for us to check scripts because everything is coming online by email. And it takes time, more time to see our object description than in physical constraints. So sometimes we cannot give feedback on time. I know that students are deprived, sometimes it becomes the end of the semester that we are kind of giving them all the feedback to get there. But that doesn't fly much, because it has to be gradual growth in the case of students, but because of the pressure of online teaching, and also, all the scripts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |       | coming in together, at the same time, we cannot manage them. Also, Home Office is a concept that is difficult for me personally, because I have a small kid, so I do have to take care of them. When in physical classrooms, my children are away from me. My smallest child is in daycare, and I don't have to think of any other problem related to her. So, I could concentrate in my class. In the case of the home office, we have the child around, and it has become difficult for me sometimes to take classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 13  | I     | Okay, so ma'am. My next question is that what type of techniques are you using to assess the students during online semesters?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 14. | Sadia | <p>In the online semester, I'm taking quizzes through Google Form and also easy portfolio marking. So, I have smaller class tasks, these clusters join, like, are captured as a portfolio. So, every week I will have in-class activity, and that will be added up to their portfolio. And also, I give them term papers or assignments. So sometimes I skip midterm exams and I give half of the term paper in midterm and full of the term paper. And in defining the semester, I finally have a course that becomes easier for checking plagiarism because they cannot cheat. ...</p> <p>But in the case of Google Forms and quizzes, I see that sometimes they plagiarize the copy from the internet and the book materials, scan materials from books, look at the books and copy the diagrams as well. So, I have changed the question pattern more. The questions are thinking questions. For example, if in socio-linguistics, I'm asking about bilingualism, I will give them a case study and ask them to dissect that case study with types of bilingualism so that they can think so, our question patterns also are changed as a practical thinking, practical application that kind of questions me Okay, BRAC university made it a rule that faculty members will not be giving MCQ. So, there is security in their system in any of the departments, we are not allowed to do that, we can give other forms of questions in the assessment.</p> |
| 15. | I     | So, my next question was about that what are alternative techniques you are applying for your learner's, as, you mentioned that you change the pattern from the previous ones. But in this note, I would like to ask you that, do you take any Viva or any oral presentation this sort of assessment techniques to understand what your learners are studying and know the content of the course. Or the materials?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 16. | Sadia | Okay. For each course, I have an oral presentation in a class live oral presentation, those of the students who are outside Dhaka, sometimes they fail to be in the life process of presentation because of internet problem. So, they can submit a report a video presentation. So that is also a kind of assessment. And we also have viva but viva I use for alternative, alternative ways. Such as if someone has cheated in the exam, any of the questions did not answer well and was left out, then I take them otherwise I don't use my technique. Okay.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17. | I     | So, my next question is that, how do you solve learners' problems that occur due to technical or personal issues? And do you think personally that learners should receive an opportunity if they fail to submit any paper or any task that you asked them to submit on time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 18. | Sadia | In case because it's a pandemic situation in the case of COVID-19. I asked for the medical report and asked them to show that prescribed by the doctors ... I was saying, where the students are having a problem with COVID issues, such as they are ill, or their family members, not distant family members that close once Mother father or someone has died. So, I considered that but some of the students make excuses unnecessary. So, I do not know, they have to show a medical report and this medical report is checked by our doctor of BRAC University. If she approves, only then they can apply for a maker for something otherwise no, I don't allow it. Okay. And mostly it's in the classification task. That's why the mark distribution is throughout the semester. Even if they miss quizzes, they don't miss much, because all the other marks are distributed throughout the way the task portfolio is marking. |
| 19. | I     | So, my next question is, what sort of materials you are providing for online education?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 20. | Sadia | Materials! YouTube videos of different topics, and also book material scanned papers of books and research articles. Sometimes I gave research articles from our BRAC university library database and ask them to critically review them. So that is also marked tasks. This is again, an alternative assessment, I would say, there is no question or answer, they just have to critically review the article. That is also an assessment. Okay. So, this kind of material size.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 21. | I     | To note that as articles, materials you're using helping the learners to understand the content knowledge, to know about that what you're trying to make them know, or they just copy from local sources is from the local context. I meant that sometimes we see that the question, I meant to ask that whenever we see that students are provided with new materials, research papers, they usually copy them in their papers or examination. So, do you think that the provided materials are they're using? Are you learning from that? Are they just using it to copy for their papers?                                                                                                                                                                                                                                                                                                                                            |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22. | Sadia | Okay, so they, I believe that most of the students are not learning in online classes. As I said, if they have diagrams or calculations given sociolinguistics has some they tend to copy. So that's why I changed my question pattern, I made it such that they, even if the copy doesn't help much, they have to think, and they have to apply their idea in the concept. So I think they don't learn much online. In face-to-face classes, they had an inspiration of learning there, whether now we can see that they are just waking up from the state and just attending class with a black screen. So, it doesn't help him. Like if you're sleeping, I'm looking at class, how can we learn? There is no pen and paper? And that's okay.          |
| 23. | I     | So, as you mentioned that, they are not learning much from online education. So, from your perspective, do you think students are whatever the courses they are doing going to use those courses in their career in the future? Because in this or whatever the learning they're having right now, we'll be able to critically think or think or analyse those contents in their questions or any other aspects in your future.                                                                                                                                                                                                                                                                                                                          |
| 24. | Sadia | I think only 5% of students in all of the classes are able to do them. Yeah, not all of them. And fourth-year students have more lack off doing this because they have actually tried to all the faculty members try to make the questions or learning or teaching as such that the students are able to think critically on any given problem, whether it's literature, linguistics, or outside problem, but they are able to analyse and think 5% of the students do very well. And then the next 10% or mediocre that they are kind of easing it, using the knowledge of analysing on through. The rest of the students are, I would say Like ever tendency to copy, copy knowledge and reproduce it just.                                            |
| 25. | I     | On that note, just because of online education or the rest of the students are doing that in their physical classroom as well?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 26. | Sadia | I don't think it's about online. But the overall scenario of he said yes, but one thing I noticed in case of Applied Linguistics students, that when they go for teaching because they are future in English teachers when they go for school teaching, they do very well. So, even if we are giving theoretical knowledge and like, giving them information on many other aspects of teaching they are able to apply a practical basis a kind of way of critical thinking because applying your knowledge is also critical. So, when they go for practical life, they are doing most of the majority of them. But if you are talking about thinking of something as a concept and thinking critically, maybe not all of the students are able to do it. |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 27. | I     | So far, my personal knowledge, I would like to know that, as we mentioned about applied linguistics and ELT, so it does it mean that the applications of theories and the practical fieldwork make them better to and more are working hard on that's the reason they are doing better, rather than other students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 28. | Sadia | I don't know about the Lit stream. I know that media, Internship.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 29. | I     | okay, particularly if we focus on ELT and applied linguistics, as we're talking about and the majority of the students are mostly from ELT background from ENH department as the ratio so on that note, that application of the theories actual field because we are students are provided mostly for portfolios to make a lesson plan to make their own diagrams, their own thoughts using their own experiences. So, all these experiences are helping them to do better, right?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 30. | Sadia | <p>Yes, yes, yes, I agree. Because we groom the students as such in AP linguistics and at all my colleagues, that they are familiar with lesson plans and how to deliberate and we have practical, and we have a demonstration in most of the senior courses. These things help. As a student in Dhaka University, we even didn't have this, we only had one course of lesson planning and demonstration only one course within the full five years. But in the case of breath, university students, we tend to add all these practical demonstrations in all the courses. So that helps.</p> <p>Oh, yeah, I was just with this during these online courses. This is difficult, practically asking them to take classes. I also ask them to take interest in the online live class, I asked them and then I asked them to turn their video on, some of them forget to turn the video on. And some of them said, oh, mam, two minutes, we are not prepared to pay a turn our videos so they are so much video shy and no, like, they want to hide, again behind the fix them. Then I said no demo class should be as if you're teaching. So last semester, I took this interface. And this worked well. And everyone enjoyed taking the class in live sessions.</p> |
| 31. | I     | So lastly, I would like to know about what's your thoughts regarding online education in Bangladesh.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 32. | Sadia | The main problem, of implementing online classes is the internet connection. So, if Bangladeshi internet connection or internet infrastructure is upgraded, it will benefit. All levels of students from minor like preprimary to tertiary level will be beneficial, especially outside Dhaka, they are they don't have problems, to even act on the fees or attend lectures, they have to wait for the recorded or pre-recorded lectures or not. So yes, that's my feedback. And Bangladesh should move towards a blended classroom. Because traffic jam is a big problem in Dhaka. And sometimes traffic jams May, you know, like, make some students come late in class, or may maybe the teacher may come late in class or the teacher may be sick, students may be sick. So, there should be a way to have these recordings, which even the government universities, government schools, or many other schools are already practising. So, we should adopt this and have a provision of using video recordings in case of emergencies as such, so that the students are not deprived of the knowledge they get in touch with this teacher to the pre-recorded or recorded lectures. As you know that none of the schools, recordings are already uploaded biological textbooks, recordings are already available for our core courses, "Amar boi Amar pora" website. Not sure of the name, it's happening, but pre-primary levels, secondary level all the class courses you will find. So already Bangladesh is moving towards spending the classroom and it should continue like that. |
| 33. | I     | Along with that, I would like to know about what's your thoughts regarding students' perspectives? Because I meant that, what should students do to do better in online classes? Because they are not sufficiently motivated to attend the classes or take the examinations. In most of the cases, we see that parents are making comments on that, that there is no education online, but where the teachers are working so hard to make it fruitful. But, on that note, what would we what would you like to share about the student's perspective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 34. | Sadia | I teach them many things because they have their own autonomy and independence to follow. In the case of young children, we can kind of force them that okay for them. But in the case of tertiary level students, we cannot So, they have to take their own responsibility. They should be looking at pre-recorded lectures because we are following flipped classrooms they should come with the knowledge of the lecture and the reading to the class to get the full benefit. I do have many students asking questions right before the feast time they come up with questions the class before the peace classes. So, this should not be the way they should be attending not attending I would say they should be looking at the lectures week by week not hold it till the midterm or not quality can decrease this time so that they have confusion because some of the theories deprecate are step by step. For example, if you think of ELT methodology, if you do not understand GTM you will not understand DM (Direct method). right again dm you did not understand them you do not understand ALM. So, if you miss one lecture, you miss the other lectures consequently, so, in this case, students should be responsible for seeing the lectures otherwise It is difficult for us to teach.                                                                                                                                                                                                                                                                                  |

|     |       |                                                          |
|-----|-------|----------------------------------------------------------|
| 35. | I     | So that's all for me, miss. we are done here. Thank you. |
| 36. | Sadia | Thank you.                                               |

## Appendix E:1

### SAMPLE OF CODING TEMPLATE NISHA'S (STUDENT) RESPONSE TO RQ 1

1. b) What challenges do the tertiary level English major students face during online assessments?

| Interview Question<br><br>(1)                                                      | Subordinate key word of question<br><br>(2)                                                                      | Subordinate main point from conversation<br><br>(3)                                                                                                                | Elaboration examples from verbal to support the subordinate<br><br>(4)                                                                                                                                                                                                                                                                                  | Occurrence main idea transferred into the form as key word(s)<br><br>(5)                              | Frequency of occurrence<br><br>(6) | Ordering of discourse unit<br><br>(7) |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------|
| What sort of challenges regarding assessment did you face during online semesters? | <ul style="list-style-type: none"> <li>▪ Challenges</li> <li>▪ assessments</li> <li>▪ Online semester</li> </ul> | <ul style="list-style-type: none"> <li>▪ getting instructions from the faculty</li> <li>▪ not being able to contact him</li> <li>▪ receive the feedback</li> </ul> | <p>“... the most important issue was that we had to literally push the faculty that sorry, you have to give instructions for the next paper. And like, he used to forget after the class, and then we have free May, we have to email him, or we couldn't post in the Facebook group, so we have to email him. So, it was a little pressure on us.”</p> | Teacher make some delay to provide instructions during online semesters which hampers student's work. | 1                                  | DU<br>NIS 28                          |
|                                                                                    |                                                                                                                  |                                                                                                                                                                    | <p>“... then not being able to contact him or her within a proper time, which delayed the work. And it</p>                                                                                                                                                                                                                                              | Students need to wait for teacher's reply                                                             | 1                                  | DU<br>NIS 36                          |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                               |   |              |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---|--------------|
|  |  |  | <p>mostly, we had to actually work at the 11th hour. So, this was a huge issue”.</p> <p>“... another one about feedback. This one was, yeah, we did not get sufficient feedback, because since it's online semesters, and the teachers are really busy, and they couldn't give us proper feedback. So mostly what we received were marks and barely, very little feedback on our work”.</p> | <p>which causes delay for starting their work.</p> <p>Teachers do not give detailed feedback, sometimes students just received the marks.</p> | 1 | DU<br>NIS 28 |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---|--------------|

## Appendix E:2

### SAMPLE OF CODING TEMPLATE OF SADIA'S (TEACHER) RESPONSE TO RQ 2

2. b) What kinds of challenges do the English teachers at the tertiary level face in online language assessments?

| Interview Question<br>(1)                                                                                                                         | Subordinate key word of question<br>(2)                                                                                           | Subordinate main point from conversation<br>(3)                                                                               | Elaboration examples from verbal to support the subordinate<br>(4)                                                                                                                                                                                                                                                                                                                                                                | Occurrence main idea transferred into the form as key word(s)<br>(5)                                                                                                                                           | Frequency of occurrence<br>(6) | Ordering of discourse unit<br>(7) |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------|
| What sort of challenges you are facing during online semesters to conduct classes and assessing the learners? How you are solving the challenges? | <ul style="list-style-type: none"> <li>Challenges</li> <li>Online semesters</li> <li>Assessing learners</li> <li>Solve</li> </ul> | <ul style="list-style-type: none"> <li>Checking scripts</li> <li>Cannot give feedback on time</li> <li>Home office</li> </ul> | <p>“...it's very difficult for us to <b>check scripts</b> because everything is coming online by email. And it takes time, more time to see our object description than in physical constraints. So sometimes we cannot give <b>feedback on time</b>.</p> <p>“<b>Home Office</b> is a concept that is difficult for me personally because I have a small kid, so I do have to take care of them. When in physical classrooms,</p> | <ul style="list-style-type: none"> <li>Checking scripts are difficult as it comes in email.</li> <li>Cannot provide feedback on time.</li> <li>Difficult to manage young children and take classes.</li> </ul> | <p>2</p> <p>2</p>              | DU SAD 12                         |

|  |  |  |                                                                                                                                                                                                                                                                                                     |  |   |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|
|  |  |  | my children are away from me. My smallest child is in day-care, and I don't have to think of any other problem related to her. So, I could concentrate in my class. In the case of the <b>home office</b> , we have the child around, and it has become difficult for me sometimes to take classes. |  | 2 |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|

### Appendix E:3

#### SAMPLE THEME GENERATION TEMPLATE FOR STUDENTS

|                                |                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------|
| <b>Research question 1 (b)</b> | What challenges do the tertiary level English major students face during online assessments? |
|--------------------------------|----------------------------------------------------------------------------------------------|

| Interview question                            |                                              | What sort of challenges regarding assessments did you face during online semesters? |                                                                                                       |                                                                  |                                                   |                                         |                                              |                                        |                                                            |                                   |
|-----------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------|----------------------------------------------|----------------------------------------|------------------------------------------------------------|-----------------------------------|
| Ramisa (C1)                                   | Nisha (C2)                                   | Anima (C3)                                                                          | Maish(C4)                                                                                             | Tania (C5)                                                       | Nazim (C6)                                        | Nafisa (C7)                             | Afia (C8)                                    | Eva (C9)                               | Faria (C10)                                                | Themes                            |
| Electricity and internet connectivity issues  | Did not face any serious challenge.          | Internet issue                                                                      | Health issue- vision problem, anxiety, mental health, swallow fingers, back pain, sleeping disruption | Looking at the screen for a long time- vision problem, Back pain | Electricity & Internet connectivity               | Did not know which scripts were marked. | Electricity and internet connectivity issues | Internet connectivity                  | Could not complete all the answers during the timed exams. | Internet connectivity             |
| Did not receive justification for given marks | Electricity, internet issues are of concern. | Technical default                                                                   |                                                                                                       | Reading PDF                                                      | Google form or website do not load                |                                         | Interacting with the teacher                 | Lack of communication with the teacher | Anxiety due to submission                                  | Digital device disturbance        |
|                                               |                                              | Timed exam- panic attack, get anxiety                                               |                                                                                                       |                                                                  | Feel anxious during submission of any timed exam. |                                         |                                              |                                        |                                                            | Physical and mental health issues |
|                                               |                                              |                                                                                     | Reading from screen                                                                                   |                                                                  |                                                   |                                         |                                              |                                        |                                                            | Pressure for Timed-exam           |
|                                               |                                              |                                                                                     |                                                                                                       |                                                                  |                                                   |                                         |                                              |                                        |                                                            | Not receiving justification       |

## Appendix E.4

### SAMPLE THEME GENERATION TEMPLATE FOR TEACHERS

|                                                                                                                                                                                                               |                                                                                                                                                                    |                                                                                                                                            |                                                                                                                                                                   |                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Research question 2(b)</b>                                                                                                                                                                                 | What kinds of challenges do the English teachers at the tertiary level face in online language assessments?                                                        |                                                                                                                                            |                                                                                                                                                                   |                                                                                                                                                                                  |
| <b>Interview question</b>                                                                                                                                                                                     | What sort of challenges you are facing during online semesters in assessing the learners?                                                                          |                                                                                                                                            |                                                                                                                                                                   |                                                                                                                                                                                  |
| <b>Sadia (C1)</b>                                                                                                                                                                                             | <b>Samina (C2)</b>                                                                                                                                                 | <b>Rubina (C3)</b>                                                                                                                         | <b>Adiba (C4)</b>                                                                                                                                                 | <b>Themes</b>                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>▪ Lack of communication</li> <li>▪ Checking scripts from email</li> <li>▪ Cannot give feedback on time (DU SAD 12)</li> <li>▪ Plagiarize</li> </ul> <p>(DU SAD 14)</p> | <ul style="list-style-type: none"> <li>▪ Interaction with students</li> <li>▪ Psychological effect</li> <li>▪ Assessing the students</li> </ul> <p>(DU SAM 20)</p> | <ul style="list-style-type: none"> <li>▪ Interaction</li> <li>▪ Plagiarism</li> <li>▪ Assessing the students</li> </ul> <p>(DU RUB 16)</p> | <ul style="list-style-type: none"> <li>▪ Interaction with the freshers</li> <li>▪ Plagiarizing</li> <li>▪ Technological advancement</li> </ul> <p>(DU ADI 18)</p> | <ul style="list-style-type: none"> <li>▪ Interaction with the students</li> <li>▪ Providing feedback</li> <li>▪ Plagiarism checking</li> <li>▪ Assessing the students</li> </ul> |

## Appendix F:1

### RATING FOR STUDENTS' INTERVIEW BY RATER

#### Students' Perceptions during Online Assessments

Please respond to the following themes by choosing “Agree” or “Disagree”. Your suggestions will be appreciated in the comment's column.

| Research question 1 (b)    |                                              | What challenges do the tertiary level English major students face during online assessments? |                                                                                                                                                                                           |             |          |                    |
|----------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|--------------------|
| Interview question         |                                              | What sort of challenges regarding assessments did you face during online semesters?          |                                                                                                                                                                                           |             |          |                    |
| Theme                      | Main ideas                                   | Discourse unit                                                                               | Verbal support                                                                                                                                                                            | Inter-Rater |          | Comment/Suggestion |
|                            |                                              |                                                                                              |                                                                                                                                                                                           | Agree       | Disagree |                    |
| Internet connectivity      | Google form or website do not load           | DU NAZ<br>36                                                                                 | “Once I was taking a midterm exam in google form, and during the exam, my page did not load which caused the delay to get the and I need to reload for several times” (DU NAZ 36).        | /           |          |                    |
| Digital device disturbance | Technical default                            | DU ANI<br>34                                                                                 | “During the timed exam, sometimes laptop get hanged and need to restart during the exam” (DU ANI 34).                                                                                     | /           |          |                    |
|                            | Electricity, internet issues are of concern. | DU RAM<br>30                                                                                 | “When I was in my hometown, Rangpur, I felt difficulties in attending classes and doing assignments because there was electricity cut-off for days and internet disturbance” (DU RAM 30). | /           |          |                    |

|                                   |                                                                                                                                                              |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |  |  |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--|--|
|                                   |                                                                                                                                                              |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |  |  |
| Physical and mental health issues | <p>Health issue-vision problem, anxiety, mental health, swallow fingers, back pain, sleeping disruption</p> <p>Reading from the screen - Eyesight issues</p> | <p>DU MAI 32</p> <p>DU TAN 34</p> | <p>“In online semester, our works get doubled, we are doing online classes, watching videos and constantly there are assignments, exams which causing vision problem, giving anxiety, mental health got disrupted, I’m having swallow fingers, back pain because of sitting for hours, sleeping disruption” (DU MAI 32).</p> <p>“When we are doing research papers, we are not just writing, we need to find papers, research about the topic which takes hours. So, we need to sit for hours to write a paper which gives me severe back pain and as we are having PDF, it is painful to look at the screen for a long time...” (DU TAN 34).</p> | <p>/</p> <p>/</p> |  |  |
| Panic in Timed-exam               | <p>Timed exam-panic attack, get anxiety</p> <p>Feel anxious during submission of</p>                                                                         | <p>DU ANI 32</p> <p>DU NAZ 36</p> | <p>I get panic attack; don’t know how much I try to stay calm; I feel stressed during the timed exam. That’s why I prefer paper-based assessment, I can work on my own pace” (DU ANI 32).</p> <p>“I always feel pressurised during timed-exam, it’s not because about the questions, but the internet or</p>                                                                                                                                                                                                                                                                                                                                      | <p>/</p> <p>/</p> |  |  |

|                             |                                                                                              |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |                                   |
|-----------------------------|----------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------|
|                             | any timed exam.                                                                              |                            | electricity issues bug me, I feel like I won't be able to submit on time" (DU NAZ 36).                                                                                                                                                                                                                                                                                                                                         |   |   |                                   |
| Not receiving justification | Did not receive justification for given marks<br><br>Did not know which scripts were marked. | DU RAM 30<br><br>DU NAF 28 | "Before we used to get a date when we can check our final exam paper, see the marks and mistakes which was helpful for us to know why we got less marks, but now teachers just inform us the number, no feedback..." (DU RAM 30).<br><br>"If we are having three quizzes, the best two will be counted; in online semesters we don't get a chance to know in which quizzes we did better, what marks we received" (DU NAF 28). | / | / | This is related to more feedback. |

Rater: Dr Sabreena Ahmed

Date: 13<sup>th</sup> September 2021

## **Appendix F:2**

### **INTER-RATER RELIABILITY PERCENTAGE FOR STUDENTS' INTERVIEW**

**Percentage of agreement**

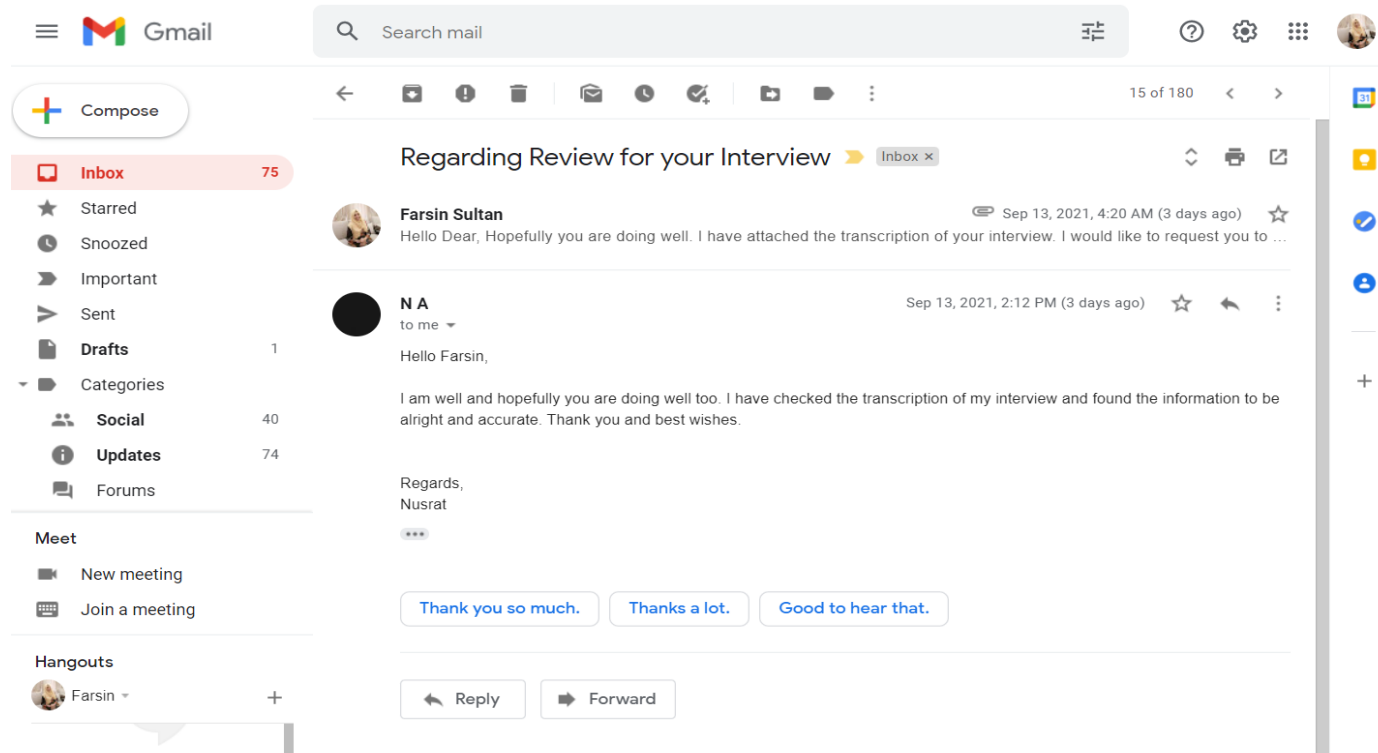
**(Total number of agreement/Total number of responses) x100**

Inter-rater 1: (9/10) x100

Average 90%

## Appendix F:3

### SAMPLE OF EMAIL FOR MEMBER CHECKING



## Appendix G

### AUDIT TRAIL OF THE STUDY

| No | Date                                                    | Activities                                                                                            | Records                |
|----|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------|
| 1. | 5 <sup>th</sup> July to 15 <sup>th</sup> July           | Contacting teachers and students to ask for help by giving an interview.                              | Messenger, Email       |
| 2. | 7 <sup>th</sup> July to 20 <sup>th</sup> August         | Recordings of interviews of ten students and four teachers.                                           | Zoom recorded meetings |
| 3. | 27 <sup>th</sup> July to 25 <sup>th</sup> August        | Transcribed interviews of participants                                                                | Transcriptions         |
| 4. | 2 <sup>nd</sup> August to 13 <sup>th</sup> September    | Member checking and incorporating corrections given by participants                                   | Emails                 |
| 5. | 7 <sup>th</sup> September to 13 <sup>th</sup> September | Contacting rater, sending interviews for rating and receiving inter-raters' feedbacks from the rater. | Emails, Messenger.     |

