The Challenges of Online Language Education: Students' and Teachers' Experiences of EAP Writing Course

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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.

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Ethics Statement

All the rules of ethical issues have been maintained before conducting the study.

Abstract

As the Covid-19 has started unfolding, all the educational institutions including universities of Bangladesh has transformed its traditional classroom setting to online platform in order to conduct class. Therefore, it has become important to know the classes that are being conducted in online platforms are effective enough for students to learn. This study aims to investigate the challenges of online language education where the researcher specifically focused on online EAP (English for Academic Purposes) writing courses. Here, the researcher finds out the students' and teachers' perceptions regarding online EAP writing courses and the challenges they face in this term. The researcher also aims to find how the problems are being solved by teachers and students if they face any problem in online class. For this study, the researcher has targeted tertiary level students of private universities of Bangladesh. The researcher has implemented both qualitative and quantitative research method to collect data through surveys and in-depth interviews. To complete the survey, the participants are given questionnaires online through Google form in order to gather data. The participants are also interviewed over phone since the pandemic situation would not allow the researcher to collect data from the participants in person. The researcher has targeted 8 participants for this study where 6 of the participants are students and 2 of the participants are the teachers of EAP online writing courses. The researcher has illustrated the results with participants' own words. The survey responses are presented through likert scale.

Keywords: EAP, Online writing course, Pandemic.

Dedication

I dedicate this thesis to my loving parents, my little sister and best friends who have been my

constant throughout the process.

Acknowledgement

I have received immense help and support, throughout the writing process of this dissertation. Firstly, I would like to thank my thesis supervisor Ms. Nazah Farhat, without her proper direction and support this thesis would not have been possible. Her constant feedback has made this dissertation possible. I would also like to acknowledge the efforts and support of my parents, my sister and my best friends Alvee, Mumu, and Wohid who have been a constant help and have kept me going throughout the process. And lastly, I would like to acknowledge the mercy of the gracious Almighty Allah, who has kept me in good health and made me capable enough to complete the research in an appropriate manner.

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List of Acronyms

EAP   English for Academic Purposes

LMS   Learning Management System

EMI   English Medium Instruction

Glossary

EAP	English for Academic Purposes
Online EAP Writing Course	An English writing course which is necessary for academic purposes for tertiary level students that is being conducted on online platform.
Learning Management System	Learning management system is software for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

<center>**Introduction**</center>

1.1 Introduction

English is the language that has become the most important medium of communication throughout the world. In order to cope with the growing national and international sectors, it has become necessary to learn the English language. Moreover, learning English will help one with academic and career achievements. However, the Covid 19 situation that currently persists around the Globe has taken quite a toll on the world's education system. Needless to say, it has initiated a complete revamp of the traditional teaching and learning process. Due to the current world criteria, new innovative technologies regarding teaching and learning process are needed to be adopted by the language teachers and learners in order to teach and be taught English language skills effectively through online platforms.

Due to the Covid 19 situation, every country in this world could not help coming under the condition of a remote work situation. And for that, the education system also had to go through such changes to continue the teaching and learning activity. The online education system is something that is not new but not practiced vastly either. We are not talking about a hundred or two hundred thousand students; rather the number of students is more than 1.2 billion children in 186 countries (Zheng, Bender & Lyon, 2021). And, not every student got equal privilege as those who are from powerful countries.

There are numerous teaching and learning processes of basic English skills and one of the most important skills is writing. Writing is quite different from the other basic skills since it is a graphic representation of speech, where one needs to organize and present his or her thoughts in a structured manner. In a situation like ours in Bangladesh, the efficiency of English language skills is quite low. The Covid-19 situation has made it more challenging for

both teachers and students as they cannot but accept such sudden change, in order to continue their educational activities. Therefore, teachers need to incorporate effective methods and techniques for the online platforms, so that the students can learn to write appropriately on online platforms.

English for Academic Purposes (EAP) is an approach to language education based on a close identification of the specific language features, and communicative skills of target academic groups, and which aims to fulfill learners' academic needs (Hyland, 2006). EAP has arisen out of the broader field of English for Specific Purposes, also known as ESP, which is different from ESP because of its focus on academic contexts. The incorporation of technology into our learning system has changed the way to learn English. EAP seeks accuracy and does not pay any attention to students' comprehensibility. And for that, in our current situation where online-based education is getting popular, EAP for online platforms needs to get developed considering the students' experiences.

1.2 EAP Settings in Bangladesh

EAP settings in Bangladesh are similar to those of ESL countries. According to the Ministry of Education of Bangladesh in 2010, the Government has declared English as a second language through its curriculum. For that, learning English for better employment is very much essential for us. As English is not the language we communicate with very often, it is quite tough to learn and for that, the government has introduced competitive English learning courses from the primary level of education so that the students can get accustomed to it. And for our higher education, it is getting mandatory to conduct almost all the courses of universities in English. EAP courses in Bangladesh aim to assist students in acquiring learning proficiencies and prepare them for tertiary-level studies. According to Dudley and John (1998, as cited in Basak, 2016, p.34), "the key determinant of what an EAP course

should contain is whether or not the subject course is taught in English". This suggests that the EAP perhaps exists in different settings. Based on the needs of different learners, they suggest that "span the needs of non-native speakers following an English-medium course and those of native speakers in need of developing communication skills" (Dudley & John, 1998, as cited in Basak, 2016, p.37). Perhaps the combination of the traditional concepts of EAP and the communication abilities for native speakers is the best setting for our ESL country for the learners to learn English efficiently.

1.3 Importance of the Study

Knowledge on English language has a lot of applications in Bangladesh. Its immense usage in the academic and professional sector shows how valuable and functional role it can play in building students' successful careers. In Bangladesh, teachers as well as students generally conduct classes in a traditional platform where students and teachers are present in the classroom. However, as the Covid-19 phase has started unfolding, all the education institutions have decided to continue classes in online platforms which are quite new for the students as well as the teachers. Consequently, higher educational institutions like universities are taking classes on online platforms as well. Therefore, it is important to put emphasis on research in this arena to evaluate how effectively and successfully EAP courses are being conducted in online domains in Bangladesh.

In this study, the researcher has done her research specifically on writing skill of EAP courses where English is taught to all departmental students. Academic writing is, essentially, one has to do for university courses. There are several academic writing assignments such as essay, response paper, analytical paper, compare and contrast essay, research paper, term paper, argumentative essay, analysis essay, informative essay, etc which are necessary for

academic courses. Therefore, academic writing strategies are very necessary to learn in order to meet the requirements of the courses in their fields of study.

1.4 Significance of the Study

Here, the researcher focuses on university level students as well as teachers from private universities considering writing skills as an essential part of academic performance. This study is an effective way of exploring students' online EAP writing courses and how effective the courses have been on online platforms. EAP courses provide opportunities to learn more about the various phases involved in compiling, writing academic compositions, analytical papers, research papers, argumentative paper, paraphrasing, strategic paper writing, storytelling, etc. and also help gain a better academic knowledge about different writing skills. More importantly, this study provides an open perception of the ability to write for teachers and learners in writing pedagogy as well as for future researchers who want to study regarding EAP online writing courses in private universities of Bangladesh. In this study, the researcher aims to explore the perceptions of the tertiary level students' and teachers' regarding online EAP writing courses and the challenges they face in this term as well. The researcher also explores how students and teachers tend to solve the problems they face on online EAP writing courses.

1.5 Central Research Question

1. What are the students' and teachers' point of views regarding online EAP writing courses?

2. What are the challenges tertiary level students and teachers face during an online EAP writing course?

3. If any problem is faced during an online EAP writing course, how is this being solved?

Literature Review

This chapter discusses relevant literature related to the consequences of using online platforms for teaching and learning English writing skills in EAP course. Here, the researcher talks about existing research on EAP writing courses for undergraduate level students, importance of EAP courses, teaching English writing techniques in Bangladesh's context, and, teaching and learning of English language skills on an online platform during this pandemic situation, challenges in terms of writing assessments and how it has become challenging for the teachers and the students technologically.

2.1 What is EAP

EAP refers to the language associated practices that people need in order to undertake study in English medium higher education. EAP (English for Academic Purposes) programs play a very essential role in order to provide systematic second language instruction in higher education where the medium of instruction is English. EAP programs' primary role is not only for English language development but also to help students with necessary academic needs (Hyland, 2006). It aims to build students' academic language proficiency in all of the 4 basic skills of the English language in a way that the general English in secondary and higher secondary schools do not focus on. A substantial amount of research has found that EAP faculties and their courses are essential for addressing the challenges of English medium instruction and increasing the rates of academic success for second-language learners (Beresova, 2015).

2.2 The Importance of EAP Courses

In the context of an English medium university, an EAP course introduces students to the academic writing conventions which are necessary to know in order to pursue and become successful in higher education. Many EAP students have problems with academic

writing in general, and writing a research essay or paper in particular, and are unfamiliar with these conventions since these have barely been taught in 12 years of education. In addition, while writing, plagiarism is one of the main problems that they confront in writing a research paper, which happens either because of their weak language skills or practices on the basis of their language learning backgrounds, or school education. These learners can be distinguished from those who literally have never seen or written a research paper, to those who have written them in their first language or the language of instruction of their schools. As a result, students tend to copy information from the sources with or without quoting and citing the sources, as well as just by placing it into the paragraph without explaining or commenting or clarifying its relationship to the rest of the ideas of the paragraph. Therefore, a gradual introduction to such academic conventions and skills are necessary (Jony & Ivan, 2016).

Writing essays, topics and illustrative sentences in a paragraph are typical for English academic culture. Some features of essay writing are practised in courses of general English during secondary-school studies, but how to structure an argumentative essay or a discursive one is the goal of university study courses, focusing on thesis, antithesis, or synthesis structure-based approaches. Formality in English texts is expressed by using complex sentences, the passive, discourse markers, high-level vocabulary, academic vocabulary that is directly proportional to the level of language proficiency, which might limit some students (Esnawy, 2016).

2.3 Recent Studies on Teaching Techniques of Writing Skills for Learners in EAP Courses

As English writing skill is considered to be very important because of its increasing demand in almost all professional areas, it has become necessary to have adequate English

writing skills appropriately to keep pace with the modern world. However, writing is not as easy as it seems since it requires learners to concentrate and organize their ideas to write about a particular topic. Lack of proficiency in English language is the biggest challenge for the EAP learners. They struggle to produce good write ups due to the lack of knowledge in vocabulary, academic writing structure and generating ideas (Kayum & Khan, 2015). That being the case, many researchers around the world have conducted several studies regarding effective teaching techniques of writing skills so that students may learn writing skills properly (Lamongan, 2015; Evaolita, 2016; Magulod, 2017).

Unlike the traditional patterns, it is a must to introduce the new patterns, with a view to making our learners truly competent and skilled. One of the researchers is Lamongan (2015), who talks about 2 different kinds of teaching techniques that are group writing and individual writing. According to his findings, group writing is much more effective than individual writing as multiple brains are working on a particular task and brainstorming ideas in order to produce better writings. It also helps learners to get involved in their learning process. Moreover, he added that the teachers need to form good questions for the learners so that the students can learn to write answers by thinking and understanding its meaning properly and also emphasize on answering creatively. Likewise, image of picture, guide composition and free writing techniques are quite effective in order to improve writing skills (Evaolita, 2016).

According to Magulod (2018), pre-writing interactive techniques are very effective in developing learners' writing skills. After utilising these techniques for two months, he found out that the pre-writing interactive techniques have proven to be helpful for the Filipino college students to explore, link and generate ideas. Hence, they suggest that several approaches such as topic wise free hand approach, extensive practice, impromptu tasks,

argumentative and reason-based writing techniques are effective strategies that need to be incorporated while teaching writing skills to students of higher educational institutions.

2.4 EAP Courses in terms of Academic Writing Skills

According to Beresova (2014), English for Academic Purposes – a course providing practical help in developing academic study skills, such as effective note-taking, citation, referencing, paraphrasing, summarizing, and developing academic language and culture. Students are encouraged to study independently as a number of practical tips are presented and authentic materials are provided for practicing writing skills. EAP course helps to provide practical steps necessary for academic writing, exploring the use of the layout of the paper, developing and presenting an argument, practicing academic genres such as essays, abstracts, summaries, etc. (Estela, 2014).

2.5 Teaching English Writing Techniques in Secondary and Higher Secondary Level in Bangladesh's Context and its Impact on Higher Studies

English is considered to be an important language in Bangladesh, yet Bangladeshi students lack the proper knowledge regarding English language when it comes to writing comprehensions, essays, or any other contents. Majority of the learners are yet to improve their writing skill in order to get to the acceptable level. Kayum and Khan (2015) state that Bangladeshi students need practice, appropriate demonstration, and feedback for their writings. Moreover, improper classroom activities and teaching techniques might be the reason for the inadequate development of good writing skills of the students. The strategies students follow in their first 12 years of education fail to prove effective enough to be utilized in their professional life, and their basic writing remains underdeveloped.

The Ministry of Education (MoE) had decided to replace the Grammar Translation Method (GTM) by CLT and reform the curriculum, methodology, textbook and assessment system in order to improve English language learning and teaching in Bangladesh. Despite its beginning with lots of promises, CLT has not been implemented as it was intended in the curriculum (Rahman & Pandian, 2018).

Suvin (2020) has done a quantitative study on secondary level students where he shows the complexities of writing skills of secondary level students of Bangladesh. According to him, English writing skill is a very challenging one for the secondary level students. They seem to be struggling while writing any essay, letter, application, and reports. They mostly make mistakes in terms of using correct words, grammatical aspects, etc. Therefore, when they step into their university life, they struggle there as well in terms of academic writing structure. Therefore, it is true that the knowledge that is required in order to pursue higher study is not being learnt in secondary and higher secondary levels. Therefore, the EAP writing programs in university are very helpful for the students to learn about academic writing skills appropriately (Jony & Evan, 2016).

2.6 Teaching and Learning English Writing Skills in EAP Courses in Online Platform amidst the Pandemic in Bangladesh

The crisis caused by the Covid-19 has its effects on everything including education. Due to the Covid-19 situation in Bangladesh, educational institutions are taking classes on online platforms which has become very challenging for the language teachers as well as students (Chowdhury, 2020). In order to improve online educational activities in Bangladesh, the academic institutions are implementing interactive online applications where the language educators post their academic lectures and instructions so that the English language learners can easily learn from these online applications and websites (Hossain, 2021). Even though

there are plenty of ways to teach and learn through online platforms, there are also limitations that hinder the teaching and learning process. Farhana, Tanni, Shabnam and Chowdhury (2020) state that in Bangladesh, electricity and internet issues are the reasons why class progress becomes slow and it creates distraction among students as well as teachers. Moreover, they suggest that the teachers should use online language interactive teaching software instead of using social sites, such as, WhatsApp or Facebook, which are only for learning language. This way, distractions and other online related problems can be avoided in terms of learning language. However, the language teachers need to implement web-based tools efficiently, with a view of making our learners remarkably competent and skilled in writing English writing skills (Hossain, 2021).

2.7 Writing Assessment in Online Platform

Assessment refers to the process or action of evaluating or measuring an individual's achievement regarding his or her learning. In academic sectors, students are given assessments in order to let the teacher comprehend their understandings. In regular classes, the teachers usually conduct the written assessments in two ways: one with assignments and the other with examinations. But on online learning platforms, the only possible way of conducting written assessments has minimised assignment. Even though there are other online exam facilities where students can answer objective questions, but the methods that are being used, fail to justify students' creativity. For that, assignment is the only process where the teachers can evaluate the students' understandings and also, the students will be able to establish their thoughts regarding their learnings freely. According to Garrison and Anderson (2003), "…it is clear that students must perceive participation in eLearning discussions as a major component of the programme of studies. Thus, assessment activities must be integrated within the eLearning activities …" (p. 95).

On online assessments, students do not have to get involved with any other activities other than studies and can concentrate on their learning comprehensions, and with a little assistance from different sources, they can produce a new innovative and agreeable, and creative assessment, which is full of riches. Online educational students have the freedom to communicate with instructors, address classmates, study materials, and complete assignments from any Internet-accessible point (Richardson & Swan, 2003).

2.8 Online Language Learning Benefits and Challenges

In this era of technology, online education has been very useful for the students as well as for the teachers. Several benefits of online language learning technology are well documented in research (Wang &Vasquez, 2012, as cited in Kuama & Intharaksa, 2016). Online language learning helps to improve classroom engagement, communication skills and self-confidence as well. The online learning environment has proven to be convenient for the students as it has unique tools and advantages of learning (Fageeh and Mekheimer, 2013, as cited in Kuama & Intharaksa, 2016). Moreover, with useful online learning software and applications, students can share their opinions and knowledge regarding any topic at any time.

Apart from the online language learning benefits, students might face difficulties they never generally face in the traditional classroom setting, which might have a negative impact on the language learners and their performances. There might be students who are not comfortable with online language learning platforms as it consists of dynamic functions for instance online exercises, downloading several files, videos, pictures, and many other things (Fitzgerald, 2014).

Moreover, in order to cope with new challenges in online education, learners need to adapt this online learning environment and its new learning applications and software. Those

who are less skilled in terms of using technology, might find it difficult to learn through online platforms (Mohammadi, Ghorbani & Hamidi, 2011).

2.9 Technological Problems in terms of Online Classes

Even though online-based educations are much more beneficial than our regular assessments, it provides some disadvantages as well. For conducting an online educational programme, both the teachers and students require some necessary items for better learning such as computer, internet, software, webcam, and microphone, or at least a smartphone with a stable and strong internet connection. And even after being provided with these facilities, one can hardly guarantee to have a flawless online teaching and learning procedure. For a developing country such as Bangladesh, ICT based technologies are yet to get into the position where both the teachers and students can learn from online platforms without facing any difficulties (Majed, 2020). For online education, there is no alternative to the internet yet, and if that irreplaceable necessity is at risk then how can one ensure a better and secure education.

Again, if we take our country as an example we may find that most of the people in our country own a smartphone these days, and yet, they do not know how to utilise that device properly. The main purpose of carrying a smartphone is to conduct phone calls and maintain social networking. Even those who learn computer usage mainly focus on how to type rapidly, sending emails and other corporate applications such as MS Office, Word, PowerPoint, and Excel sheets in order to get a better career. And therefore, the lack of technical knowledge is creating problems for the learners and also for the teachers in this current unwanted situation. These difficulties are constructing gaps between the teacher and the learners instead of improving.

Methodology

This chapter discusses the research methodology that the research chooses to conduct this study. In this research, the researcher finds out teachers' and students' point of view regarding online EAP writing class and the challenges the tertiary level students face during online courses. Also how do they solve the problems faced while conducting online EAP writing courses. Furthermore, this chapter discusses the data collection procedure, data analysis procedure, sampling techniques, and data analysis framework as well.

3.1 Data Collection Procedure

As the researcher attempts to collect data through qualitative and quantitative research methods. Therefore, in terms of qualitative research methods, the information has been gathered through in-depth interviews and for quantitative research methods, the researcher has gathered information through "Google Form" where closed-ended questions were given for the students in order to do the survey. In addition, the researcher has taken notes and audio recorded the interview of the tertiary level students as well as language teachers since it is considered to be "more neutral and less intrusive way of recording the interview" (Ritchie & Lewis, 2003, p.166).

The interviews have been conducted over the phone as this COVID-19 situation did not allow the researcher to take interviews in person. Students' and teachers' perspectives regarding the online EAP course in terms of writing, challenges faced by the students as well as teachers during online class and its impact on students' academic results, all these factors are important for this study. A set of questionnaires have been created for both students and teachers in order to conduct interviews (Please see Appendix B).

3.2 Designing the Interview Protocol

The researcher has implied the IPR (Interview Protocol Refinement) framework in order to make semi-structured interview questionnaires for this research. IPR comprises four aspects which are given below:

1. it is important to make sure the interview questionnaires are related to research questions

2. One needs to establish an inquiry based discussion

3. Getting feedback after the interview is done

4. and lastly the pilot study of the interview protocol. (Castillo-Montoya, 2016, p.812 as cited in Ahmed, 2019).

3.3 Data Analysis Procedure

The collected information through qualitative research method regarding online EAP writing courses are analyzed in order to answer the research questions. Afterwards, the information is illustrated with participants' own words. In terms of student survey, the researcher has implemented Likert scale in order to analyze the survey result.

3.4 Sampling Technique

The researcher aims to investigate the challenges tertiary level students face during online EAP writing courses. I have chosen a non-probability sampling technique for this study because I have targeted 6 of the participants which are tertiary level students of private universities of Bangladesh. The researcher has also interviewed 2 teachers from different private universities as well. For qualitative research, the researcher was not able to target a large number of students for the interview due to COVID-19 pandemic situation. Therefore, the researcher has interviewed 6 students who are done with the EAP writing course. In terms

of quantitative research method, the researcher did an online survey targeting 50 students where the questionnaires consist of closed format questionnaires to make it easier for the students to answer. It was quite difficult for the researcher to have access to a large number of EAP learners online, the research ended up taking survey information from 41 students.

Here, the researcher has chosen the purposive sampling technique which is a type of non-probability sampling and targeted a homogeneous population since all universities' tertiary level students of Bangladesh who are going through the same process in terms of online EAP writing courses during this pandemic. Purposive sampling technique involves Snowball technique where one participant invites another participant to participate in the study under a purposive sampling technique. Therefore, it was suitable for the researcher to complete the survey as this survey and information of the tertiary level students and teachers of online EAP writing courses provided a good representative view of the rest of the EAP learners.

3.4.1 Selecting the Participants

The researcher aims to work on teachers' and students' perception and challenges of online EAP courses in terms of writing where she has collected data from the tertiary level students of EAP courses. The researcher chose 6 tertiary level students who have done the English foundation writing course which is called EAP course. The researcher has also interviewed 2 English language teachers of EAP courses. In order to select participants for qualitative and quantitative study, the researcher has chosen non-probability sampling technique and purposive sampling criteria respectively where participants were chosen to have the characteristics that fit the study.

3.5 Data Analysis Framework

The researcher will apply analytical framework in this qualitative study, which is Computer Assisted Qualitative Data Analysis Software (CAQDAS) (Bringer, Johnston & Brackemridge, 2006) as the researcher will index transcripts using codes, therefore she does not need to repeat each name of the participant. This will help the researcher to speed up the process in an organized way as well. Gale, Heath and Redwood (2013) suggest transcribing and reading the data which the research has also used in this study.

3.5.1 Transcription

The researcher has prepared transcripts from the interviews of 2 out of 6 participants of a private university of Bangladesh in order to use them as a reference in the findings section.

3.5.2 Coding

The researcher has used notational convention for participants' interview transcripts which helped researcher to use participants' words in the findings section along with codes. Moreover, this helps readers as well to find the references from the appendix section through the codes that have been used in the participant interview transcripts.

3.5.3 Categorising Data

In terms of qualitative data, the researcher has prepared transcripts from the in depth interviews which is inclusive of reading through the data and categorizing patterns in meaning across the data. Here, conversations with the participants have been transcribed along with codes in order to identify and summarize important concepts from the data that have been gathered.

Findings

The main objective of this study is to explore the consequences of teaching and learning writing skills in an online platform amidst the pandemic. The researcher collected all the information from the teachers and the students by adopting a qualitative research method and quantitative research method as well.

4. 1 Teacher's Perspective Regarding Online EAP Writing Course

4.1.1 Teachers Opinion on Transitioning into Online Classes

The online education has impacted not only in terms of learning but also in terms of teaching as teaching in online platforms is quite new for the teachers. One of the teachers said that the sudden migration from the traditional way of conducting classes to online class has made educational institutions adapt to this new normal in order to make continuation of education.

One of the teachers mentioned that she did not take any online class before. The sudden transformation from online to traditional class had been quite a hassle for the her. According to teachers, they had to re-organize the course outline for online classes. One of them said, "since it's new, it is important to create a course outline that is worthy of online writing classes and the new techniques that will be applied, must be effective and bring a positive outcome." Therefore, several changes needed to be taken into account in order to conduct effective online classes. The teachers mentioned about new techniques that are being applied in online classes as in teachers talked about using effective online tools which are helping teachers to make group discussions, work, peer reviews and many more. The online writing tools have helped teachers to make online class less complicated as it was thought to be.

The teachers also talked about the differences between online and offline classes which they had to do being attended physically in a traditional class. According to the teachers, they have to conduct the same classes following the same class contents but in an absolutely different way. The teacher had to be accustomed to new ways of checking, marking scripts. There are several things the teachers had to take into consideration such as giving extra time to the students in terms of written assignments. The teachers also said that instead of checking hand copies, they have to do everything digitally where they have to sit in front of a computer or laptop majority of the time.

4.1.2. Upsides of Using the Online Platforms

The teachers said that the students are doing great in their writing assignments. The topics that are provided to the students are relevant to current events so that students are able to organize and articulate their ideas on their own. Moreover, sometimes teachers tell students to relate the topic to their life.

The teachers also talked about feedback that has become a very necessary part of online writing courses. In order to make the online writing course successful, oral and written feedback are much needed in every written assignment since the teachers are not physically there to pinpoint every errors the students make in the papers. One of the teachers also said that it works like a support system in online classes and it really helps students to get to know about what changes they need to make and improve different essay writing structure, choice of words, grammatical errors, and many more.

4.1.3 Writing Assessments through Online Platforms

The teachers talked about making written assessments effective in order to improve students writing skills. According to one of the teachers, she tends to take some of the class

tests in class where students are given questionnaires or topics during the class test. Needless to mention, writing tasks in class tests are very impromptu because for the tasks, topics are given right then and there and there is no way any one could come prepared for any writing exam. She said that in terms of the class test, the topics that are given to the students that are related to current events and real life situations where students will have ideas to write about. Here, the teachers usually check if the students are able to follow the right structure of a given composition or essay or any tasks, using the right choice of words, and have given enough information that is required. The teacher also added that the class tests are taken in Google form where students have to respond within a time limit that does not allow or give time to students to take help from anywhere but to write on their own submit. She said that in order to make assessments effective and to secure a test as well, it is quite useful.

4.2 Challenges Teachers Face during EAP Online Writing Course

4.2.1 Learning Challenges with the Use of Technology

According to the teachers, students with low proficiency level, have complexities in terms of writing and understanding few terms in the English language. They added that these students make several mistakes, such as, their sentence structure, choice of words and many more. Since it is an online class, grammatical problems are not that frequent as they write it on a word file that already detects grammatical errors. Therefore, checking the authentication of written pieces is not possible unless the writing exams are hand written, the way it is possible in traditional form. One of the teachers added that it is quite hard for teachers to dictate if the take home exams are given by the students who are assigned to perform. There might be chances that instead of the assigned students, someone else is writing in the exam paper, or they might take help from their peers or whom the teachers might not know about.

The teachers also said referring to another online writing class issue is that due to having classes in online platform, plagiarism has become a major issue to deal with. They said that in traditional form, teachers did not have to worry about plagiarism in terms of written exams as the exams were mostly hand written tests. However, as every assignment are done in word or doc files. might have high chances of plagiarism. Moreover, there have been several cases where students took advantage of it. This is the reason why the teachers make sure that the students do not attempt to plagiarise. The teachers also tend to give students such topics for take home assignments which they have to write relating to their real life situations where one has to come up with ideas on their own. One of the teachers mentioned that students are always encouraged to avoid plagiarism and each semester, she also tells students regarding marks reductions for the plagiarised contents.

Despite having multiple challenges, the teachers think that it is very essential to support students with sincerity and flexibility with deadlines, so that they do not feel stressed amidst Covid-19 situation. The teachers have shared its both negative and positive effects on online education. According to the teachers, though students are given extra time to submit an assignment; Sometimes they tend to submit the assignments after the given date. The teachers also have to consider their late submissions because one might have problems or been facing difficulties during this pandemic.

4.2.2 Overcoming Existing Challenges in Online Learning

However, the teachers also shared the positive side of using technology that due to online based education, students are embracing technologies in terms of learning. According to them, students are getting to know how one can distance learning through using technology and also how one can utilize these technologies effectively. They said that it is a

great opportunity for the students as well as the teachers to learn and teach respectively in a new way which might come as a help even if the class is taken in traditional form.

In online class, it is mostly the technological problems. At first, one of the teachers found out that she had to repeat and give them the same instructions several times regarding using a particular software or application. Therefore, the teacher made sure that if the students face any problem in terms of using software, she decided to provide them with a software instruction guide so that the students do not get confused and get to check the instructions and work it out.

According to the teachers, it is hard to make sure every student is in the classroom. Being present in online classroom is not enough, but whenever teachers call a particular student in an online class, it has happened often that some of the students are not responding. Moreover, one cannot see if he or she is present or it is the network issue. However, there are students who are unable to hear, and also due to personal reasons, the students tend to miss classes. That is the reason why the teachers record the class so that the students who miss any of the classes, get to have all the information and perform well.

4.3 Student's Perspective regarding EAP Writing Classes

4.3.1 Table 1

The responses of the survey on 41 participants of EAP writing courses have been gathered following likert scale in order to measure participants' responses.

Questionnaires	Percentage of Response/ Number of Students

1. Was the medium of instruction completely in English?	Yes	No
	46.34% 19	53.65% 22
2. You are fully comfortable with the sudden change from the traditional system to online system.	Agree	Disagree
	63.41% 26	36.58% 15
3. You are able to understand the instructions regarding the writing tasks provided by your teacher in the online platform.	Agree	Disagree
	92.68% 38	7.31% 3
4. You find the supporting material comprehensive enough to guide you write a composition or essay.	Agree	Disagree
	63.41% 26	36.58% 15
5. You are able to perform the writing tasks, through the online platform.	Agree	Disagree
	82.92% 34	17.07% 7

6. You are satisfied with the way teachers give us the instruction to solve the problem of your written tasks, through the online learning platform.	Agree	Disagree
	70.73% 29	29.26% 12
7. You are satisfied with the criteria upon which you are marked for the written tasks.	Agree	Disagree
	90.24% 37	9.75% 4
8. You receive proper feedback on your written assignments.	Agree	Disagree
	75.60% 31	24.39% 10
9. The time allowed to finish the assessments is sufficient.	Agree	Disagree
	68.29% 28	31.70% 13
10. The feedback would be very different and effective if it was presented in a traditional	Agree	Disagree

classroom setting.	95.12%	4.87%
	39	2
11. You are familiar with the different Software being used for the online classes.	Agree	Disagree
	85.36%	14.63%
	35	6
12. You are able to independently manage the online class environment.	Agree	Disagree
	70.73%	29.62%
	29	12
13. You are able to concentrate during online classes.	Agree	Disagree
	68.29%	31.70%
	28	13
14. You like the online class environment.	Agree	Disagree
	60.97%	39.02%
	25	16

Note: Survey on Tertiary Level Students from EAP Writing Course of Private Universities

According to the students' survey, majority of the students, as in 63.41% of the participants are fully comfortable with the online system and 36.58% students are not comfortable doing classes in online platforms. The survey also shows that the instructions regarding the writing tasks provided by the teachers are comprehensible towards most of the participants whereas only 7.31% of the participants are unable to understand when it comes to online class. 63.41% participants agreed to supporting materials being comprehensive enough to guide students write a proper structured composition. However, the amount of students is not any lesser in terms of not understanding the supporting materials in online writing courses which is 36.58%. In case of students are being able to perform the writing tasks in online and the criteria upon which participants are marked on, 82.92% students are performing well and 90.24% are satisfied with the way they are marked in writing tests. On the other hand, the percentages of the participants who are unable to perform well and not satisfied with the marking criteria are low. 70.73% of the participants are satisfied with the way teachers instruct them to solve problems in online written tasks, however, 29.26% participants who are not satisfied with the way they are instructed to solve any problems. Moreover, 75.60% students have agreed with getting proper feedback in written assignments while 24.39% have disagreed with receiving proper feedbacks in assignments. In terms of allowing students to have sufficient time to finish assignments, 68.29% of the participants agreed and 31.70% participants have disagreed. 95.12% of the participants agreed that the feedback would be effective and different if it was in traditional classroom setting.

Considering the fact that 85.36% participants are familiar with the use of different software in online classes. However, 14.63% of the participants disagreed with being familiar with different software. Furthermore, 70.73% of the students are able to manage the online class environment; on the other hand, 29.62% of the participants are unable to manage online class environments. 68.29% of the participants have agreed to have the ability to concentrate,

31.70% of the participants are unable to concentrate on online classes. Lastly, 60.97% of the participants have agreed that they prefer online classes whereas 39.02% of the participants have disagreed in this term.

4.3.2 Online Writing Class in Undergrad Level

The participants shared how they conduct their writing classes using online platforms. According to them, they mostly use Zoom, Google meet to conduct their classes on online platforms. Few of the participants shared using the Facebook group as a platform for important announcements, communication and instructions regarding the writing course and its activities. According to the participants, their teachers mostly posted in Facebook group as well as in the LMS regarding any class tasks or activities. In Participant 2's words,

Uh…well… teachers upload the whole class record link later on Facebook or YouTube so that we get to be updated about class. (DU participant 2 66).

Another participant also mentioned about Facebook being an important platform along with others in order to share necessary files of online course.

They usually use Facebook. Umm… they share links like Google doc form or post any announcements regarding the class tasks on Facebook group. (DU participant 1 36).

According to few of the participants, the students have to follow a booklet that is provided by the university where the written strategies are given. Since it is an online class, participant 1 mentioned that the students are given the PDF version of the course book which they have to follow throughout the course. Besides the course book, the teachers also shared necessary articles in order to practice, do class activities and gave them instructions as well in

terms of how to write different forms of essays, how to paraphrase, write summary, annotation, how to write a research paper and many more. According to Participant 1,

> Umm, we already had a course book which ma'am already shared with us in online. In the book, there are like different kinds of essay that are written on different topics and teacher showed them to us uh… as examples. And ma'am shared other articles too to teach us. So, uh, ma'am told us to read and follow them. And she also showed us and made us understand how to do the activities online or before any task. (DU participant 1 10)

Majority of the participants said that they have improved in terms of English writing skills as they are able to utilize it in their major courses when it comes to writing research papers or following a particular writing format in the written assignments. Few of the participants mentioned that the teachers would post the class record on Facebook or YouTube so that students who missed the class or missed out any information can have all the information from the recorded class lecture. The recorded class helped them to have clear idea about the class lecture. As participant 2 said,

> It worked. I got to know about so many strategies of writing; umm... the teacher mostly gave us written feedbacks. And the classes could be found later on YouTube or Facebook group. So... it helped if I miss out anything related to writing instructions. (DU participant 2 20).

The participants also shared how they were assigned to do class activities and take home assignments online. The students shared that the teacher taught them each writing strategies chronologically through different writing tasks. In order to make students comprehend each writing part, the teacher would create a comment section in the university learning management system where students have to write what they are assigned to do and

post it within a time limit. Therefore, the teacher would teach each writing strategy and also would make the students practice which is quite effective in terms of learning English writing skills. The participants added that the teacher provided the topic for each assignment to write and also allowed students to choose the topic on their own. According to participant 2,

> There are always assignments. Uh… Sir gave us assignments part by part. Like in class tasks, firstly sir told us about the introduction part where uh… he taught us like how it should be written. Then he created a comment box in BUX where we all had to write an intro and post it there probably within 10 to 15 minutes. It's like to check if we… you know… understood everything he said like grabber, topic sentence, main points, thesis statement, etc. And in some assignments he gave us the topics and in some uh… take home assignments, we had to choose on our own. (DU participant 2 22)

The participants are assessed through Google forms or through LMS when it comes to class tasks and the assessments. In terms of take home assignments, students are told to write it in a word file. Afterwards, they mail the written assignments to their respective teachers or submit it in online platforms. The students get more days than usually they get in traditional form to submit some of their assessment papers as well as other assignments.

Moreover, the participants talk about how the teachers were very supportive in terms of giving proper instructions regarding following a particular structure for all kinds of essay, paragraph, summary, etc. which help the learners to be comfortable in online class. One of the participants shared one of their writing tasks and how it is done in an online platform. For instance, learning about annotation and how the task was done in an online class. In participant 1's words,

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Like when we were learning about annotations, ma'am showed us an article where annotations were already done, and uh… Ma'am was telling us what to write beside a passage and uh… Ma'am was telling us about the process. And when she gave us like… another article to annotate as a small class task, she uh… showed us how we could do it in the word file as we have to like… uh… submit the assignment online. (DU Participant 1 12).

Participant 2 also stated that how her teacher was helpful allowing students to communicate with their teacher through social media. Participant 2 stated,

Umm... Sir gave us sample papers to follow strategies. Like uh... how we should write argumentative paper, then grabber, thesis statement, summaries, paraphrasing and others. So yeah it's working. Even if we face any problem, we check the sample paper teacher shared with us. Moreover, we ask teacher on Facebook about any problems, as he allowed us to do so. He was very helpful in this term. (DU Participant 2 44)

One of the participants, talks about using social media platforms in terms of writing courses. Among all the social media websites, Facebook's popularity and usability among the general masses are the greatest due to its known potentials and variety of features. According to him, they have a Facebook course group where their teacher posts various instructions and submission dates of writing assignments. He said that the teacher also made an arrangement for group discussion where the teacher posted a topic in order to argue regarding that particular topic. The students can also reply to a particular comment refuting it. Therefore, in this way, the teacher made the students familiarized with argumentative essay where the students will have to write in support of the given topic as well as write against it in individual assignments.

4.3.3 Students' Opinion on the Use of Online Platforms

4.3.3.1 Flexibility of Online Education

According to the participants, they are quite flexible when it comes to attending classes in an online platform. They say that they are quite positive about doing classes online as they can attend all their classes from home. Moreover, they mentioned that in case of take home assignments, students get an indefinite amount of time to finish the given task, rather than having to finish it all in one go within a fixed time frame as it is in the traditional method.

In terms of participants' preferences regarding online and traditional classes, they mostly preferred online platforms for regular classes. The participants talked about its cost effectiveness, how it is not time consuming, classes can be done from home, and it is convenient and flexible enough for the students to attend online classes.

> Umm… It's cost effective. Because I don't have to go to university to attend classes and it is quite costly from my place to go to university. It's quite far so it's convenient for me. And its time effective as well. Like uhh… to reach my university in time, I have to leave home early like 1hr 30mins before which is quite time consuming for me. Here, uh… I get to avoid all the hassles I would have taken in traditional form. (DU Participant 2 58).

4.3.3.2 Lack of Uninterrupted Power Supply

However, the participants mentioned about the technological problems they face during online class, such as, lack of uninterrupted power supply, voice gets distorted, and video conference does not work properly due to slow internet connections. Some of the participants live out of the city where they face electricity, internet and technological problems. The participants shared that there are times when the electricity is not there all day.

They are unable to get smooth internet connection which is necessary in order to do classes online. One of the participants mentioned that once he tried to talk in the class, the teacher and other students could not hear him properly. The participant also said that it happens frequently because of the area he lives in.

When it comes to assessing writing skills or class assessments, the participants said that they are assigned to write the assignment and submit it on an online platform within a limited time frame. They mentioned about being in trouble while submitting the assignment as the online platform they use, the submitting time is set there and no one can submit after the time is over. The participant also mentioned having an electricity problem while submitting the assessment paper. One of the participants said,

> …I had to submit all my test papers in BUX as ma'am already instructed us to submit there before the deadline. Ma'am was pretty strict about deadlines. As in if you're late, uh… the submit option would not be there anymore. So ultimately we would lose our marks. (DU Participant 1 34).

> Umm… the electricity is the problem. You never know when it will be gone. It's not like it happens every day, uh… while attending an exam, suddenly the electricity was gone and I uh…could not submit it in the right time. Later, Ma'am made me work on another topic which I had to attend alone. (DU Participant 1 30)

4.3.3.3 Technological Challenges on Online EAP Writing Course

The participants also shared about getting introduced to various new applications and software for writing classes where they had to do different writing activities which are quite effective in terms of writing practices.

…I am familiar with Facebook. And uh… others I did not know about such

applications. Like Zoom and Padlet. Padlet is where one can share their thoughts. It's

like customizable and has colourful walls where you can write. (DU Participant 2 24).

It's like uh... teachers will share their questions and we have to comment on that and

here within a limited time like uh… when the time is up, sir does not count the other

comments that are posted later. (DU Participant 2 54)

The participants also shared about the group and pair works and how it was done in

terms of online class. Some of the participants were uncomfortable in terms of group work as

each online class gets recorded. Moreover, due to technological complexities, it was quite

hard to conduct a successful group activity. According to participant 2,

Since we were more than 25 students, Sir would make 5 groups and in each group

there were 4 or 5 students. He would name each group like group A or B etc. I

remember we did it for summary writing class. Here he assigned us with articles. Like

uh… each group had different article where we had to work on to create uhh… a good

summary like with all the major components in it. So like we had to discuss and write

a summary on it. I am comfortable to work individually and in group as well, And not

it is uhh… not effective for everyone in online. In one of the group discussions, 2 of

the members were missing but they were online. Probably they couldn't listen or

internet issue, and afterwards sir was calling their name but they did not respond. (DU

Participant 2 46 & 50)

Majority of the participants said that they are comfortable in terms of online classes

but when it comes to class tests or one day exams, it becomes quite hard for them as one has

to submit an exam paper in exact time. Another participant mentioned that even though

online classes seemed much easier, however, if one has several courses, he or she will have

multiple deadlines. She added that the amount of assignments is more than one would have in a traditional platform.

> …In the beginning, it was hard. I panicked during the exam uh...like because of the internet and electricity issues; time is up because if one makes a 1 second delay, it is not acceptable as the submit option disappears. Except for exam times, it's quite comfortable for me to do classes. (DU participant 2 16).

> I think umm… it is easy to do classes online. We do not have to go to university. We get enough time to do our assignments. Still, I am unable to meet the deadlines, as the amount of assignments is more than the traditional form of class. Because we have multiple courses and it gets hard for me to finish in time, though the teacher gave us more time to submit. (DU Participants 1 38)

Majority of the participants said that they sometimes get distracted since they do not have the classroom environment at home. According to them, they are surrounded by multiple gadgets and it is the easy access to other social media which distracts students from the class. Participant 1 stated that,

> Yes, like umm… sometimes the network doesn't work, I can't hear the teacher or other students easily. As in the voice of the teachers and the students get distorted due to slow internet connection. Sometimes teachers can't hear me while answering questions. I also get distracted sometimes like my brother calls me, mom calls me, or I get phone calls, notifications and so on. (DU participant 1 32).

Not to forget, two of the participants said that they are not comfortable with technology, and they feel shy to speak as the class is being recorded. Other participants stated that if they do not get to attend a class due to several complications, teachers do not take any

extra class or provide time for individual meetings with students which would have been

much easier in traditional form as they would get to meet in person with the teachers and talk

about their problems.

Discussion

The first research question that this study addresses is "What are the students and

teachers point of views regarding online EAP writing course?" The findings show that how

online writing classes are being conducted and also it shows teachers' as well as students'

perspective regarding the use of online platforms in terms of utilizing technology in online

writing class. The teachers' perspective regarding online EAP writing course were mostly

positive that they have taken online writing class as a good opportunity to learn about

something new that can be utilized in future prospects of the students to make learning much

easier and more effective. The moment covid-19 has started unfolding, teaching and learning

has become "digitalised" (Hossain,2018, as cited in Hossain, 2021). Teachers have adapted

this new change as an "opportunity for development and exploration" in order to fulfill the

present and future needs of the learners. The findings show that teachers have reorganized the

course outline and implemented several new techniques such as software and applications in

order to conduct effective online class, and effective teaching, learning and assessment

techniques for online classes. As the teachers have started conducting classes online, they

have "shifted faculty role" to apply new strategies and find alternative ways to make teaching

and learning efficient enough in online platform (Lee & Hubbs, 2021, p.1). As per the

findings, the teachers are giving impromptu writing tasks in class tests to make the online

assessments as secure as possible. Teachers also talked about feedback that has become a

very necessary part of online writing classes in this pandemic. In order to make online writing

courses successful for students to know about different writing aspects, proper feedbacks to

each individual student on written assignments will help them learn effectively (Jiang & Yu, 2021). In the findings, the teachers mentioned about the importance of flexibility for the students in this pandemic situation. According to Webb (2020), flexibility and accessibility is important for the responsiveness and the quality of learning in a digital environment, and is not just needed for the migration of the courses for the pandemic.

The new generation is mostly exposed to technology which made conducting classes much easier and comfortable for the students. From students' perspective, the findings show that the online classes have been quite cost effective and time efficient for the students. Here, students receive the necessary resources online; therefore, one does not have to commute. Furthermore, students mentioned how comfortable they are while conducting online classes as it can be done from home. "Online courses offer more flexible study hours" since one can attend an online classes from home or from anywhere within the connectivity region (Francisco & Barcelona, 2020). Some of the participants also mentioned about being comfortable in group works and the group works were effective enough in order to learn about various writing strategies in EAP writing course. Group writing is much more effective than individual writing as multiple brains are working on a particular task and brainstorming ideas in order to produce better writing which also helps learners to get involved in their learning process (Lamongan, 2015).

The second research question is that this study addresses is "What are the challenges tertiary level during online EAP courses?" Despite the effective aspects of online written classes, both teachers and students faced several challenges on online platform. The findings show that the use of online learning platforms in terms of utilizing technology in online class, the main barriers are the lack of constant power supply and internet infrastructure. Some of the participants who live out of Dhaka, or live in village areas, have lack of constant power

supply or smooth internet connection. In this regard, Jasim & Sajid (2020) said, the main

obstacles in terms of online classes are the poor internet connection and lack of constant

power supply. Moreover, fewer universities of Bangladesh give their students internet

facilities to those who stay out of Dhaka and do not have stable internet connection. The

chairman of BTRC cannot ensure uninterrupted internet connection due to lack of enough

electricity supply (Jasim & Sajid, 2020).

Moreover, as the students are conducting classes from home, due to easy access to

social sites the students get easily distracted by Facebook and Instagram notifications, some

students do not take online class seriously and during class times, they tend to be active in

social sites rather than in online class. Aronson (2020) talks about various ways in online

platforms to get distracted, therefore, teachers need to apply such techniques that make

students attentive and stay focused in online class. The language teachers and students are

facing numerous challenges in online platforms. According to these researchers, in

Bangladesh, electricity and internet issues are the reasons why class progress becomes slow

and it creates distraction among students as well as teachers. Moreover, they suggest that the

teachers should use online language interactive teaching software instead of using social

sites, such as, WhatsApp or Facebook, which are only for learning language. This way,

distractions and other online related difficulties can be dodged in terms of learning language

(Farhana, Tanni, Shabnam & Chowdhury, 2020).

Furthermore, as this online learning system is quite new in Bangladesh, some of the

students find it easy to conduct classes; on the other hand, there are students who are

struggling to complete assignments in time. According to Miller (2020), managing time is

quite critical for online learning success in case of dealing with multiple assignments.

Another problem of online class is students do not get to communicate with teachers easily in

online platforms. Moreover, the teachers are unable to detect each assessment's authenticity since students are submitting their assignments in word file. Due to easy access to internet, students get to cheat or plagiarise contents. Ahmed (2020) states that online class might not be the same as classes that are generally taken in traditional classroom setting. Online education can weaken traditional teaching skills and even though online learning has benefits, students might have difficulties adopting this new learning system.

In case of group work, there are students who do not want to participate or contribute in group tasks; moreover, some of them get disconnected due to poor internet connection (Johnson, Jacovina, Russell, & Soto, 2016). Gupta (2021) says that in online platforms, group discussions or works are less interactive than the traditional classroom setting.

Lastly, the third research question that this study addresses is "If any problem is faced during an online EAP writing course, how is this being solved?". The findings show that amidst all the challenges teachers and students are facing, the teachers are trying to come up with effective techniques in order to ensure security in writing assessments and assignments as well. According to the findings, students are provided with online instructions regarding online software, applications, courses, assessment process, etc. Furthermore, the teachers also implement effective tasks, such as, impromptu class tasks, group writing tasks, using various software while assessing in order to make assessments secure, topics are related to real life situation and along with flexibility in terms of deadlines as well. Here, the teachers make sure by posting class records on different accessible online platforms that those who are unable to attend classes due to unavoidable circumstances, they do not miss anything about the class contents and lectures. Students are also able to learn effectively and efficiently in online platforms.

Conclusion

Lastly, taking the problems into account, the teachers and students need to come up with more effective strategies and software in order to make EAP writing courses more effective before they start the semester or course so that no students stay behind. Additionally, the teachers can make it mandatory to keep the camera on during class time or during presentations unless students have any emergency or serious problem. This will help students not to get distracted from the class and teachers will be able to make sure each student's participation on online EAP writing classes. Besides, all the teachers can provide a software instruction guide in case of emergency which they are going to use in the class before they start the course so that students do not have to struggle later with any new software or applications. This will help them to learn better about using technologies. As this online teaching is new, teachers are struggling to manage big number of students. Therefore, if teachers create a separate time schedule for students to consult with them on an online platform, it will help them to increase communication between teachers and students.

5.1 Implications

Based on this research, it can be said that the usage of technology for English language education is right way forward despite having a good number of downsides, the upsides drastically outweighs the opposite. Online education has proven to be beneficial or both students and teachers making the lines of both the parties easier and hassle free. Some technological challenges do persist but it is primarily because such concepts are very new to the population and would require experience on the online educational platform.

5.2 Limitations

The researcher could have interviewed the policy makers in order to make findings more authentic regarding online classes. Due to pandemic situation, the researcher could not reach out to as many students and teachers as she targeted.

5.3 Future Study

For further study, one can study on this particular topic covering more university students and teachers in order to gather more information regarding online EAP writing courses. Moreover, one can do research on effectiveness of teaching and learning mixing both traditional classroom setting and online classroom setting to know if this process is worthy of being utilized in education sectors.

5.4 Recommendations

- Online teaching and learning can be utilized as a backup option in traditional sector as well.
- When the teachers are not available, then classes can be commenced with the help of pre-Recorded classes can be used as a substitute in traditional classroom platform

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Appendix A

Notational Conventions of the Interview Transcripts

	Notation	Meaning
1.	DU	Discourse Unit
2.	I	Interviewer
3.	[ ]	For showing action
		[Laughs]
4.	,	Small pause
5.	…	Long pause (if in the middle of the sentence)
		Incomplete sentence (if at the end of sentence)
6.	Umm/uh	Hedging in speech

7.	DU SAM	DU <space> student name's first three alphabets
	59	<space> DU number

DU SAM 59 refers to Samia's DU number 59.

Coding Interview of Participant 1

DU	Participant	Questions and Answers
1	I	So, Samia, tell me how have you been doing?
2	Participant 1	I am doing fine, how are you, Apu?
3	I	I'm well. I want to thank you for taking the time off your schedule and being a part of this study. I am going to ask you several questions regarding your online English language writing class and how did you learn the writing skills in online. Now First tell me, are you in Bangla version or English version?
4	Participant 1	Okay, uh… Bangla.
5	I	What do you think about sudden change from the traditional classroom system to online class?
6	Participant 1	Well it's pretty interesting and fun to me. Online class is easy, at the same time, it's not easy. As in we have assignments for attendance, i mean class participation. As to our university authority, there is no attendance mark. Like if one misses out any class, no marks will be deducted.
7	I	Since you have been doing your classes on an online platform, how does your

		teacher give you instruction for different writing tasks?
8	Participant 1	Uh, yes. Ma'am sometimes umm… gave us the instruction in the previous class or before the main class starts. She like showed us different samples or articles where the main components of a particular essay should be written. She uh, would ask general questions like a definition of a thesis statement or topic sentence like what are these and that.
9	I	Okay, the articles or course related files that your teacher shared with you; do they have any strategies written in it like how to write a composition or essay? Like how to write introduction, supporting details in an essay?
10	Participant 1	Yes, it has. Umm, we already had a course book which ma'am already shared with us in online. In the book, there are like different kinds of essay that are written on different topics and teacher showed them to us uh… as examples. And ma'am shared other articles too to teach us. So, uh, ma'am told us to read and follow them. And she also showed us and made us understand how to do the activities online or before any task.
11	I	Would you please provide an example of how it was done in online?
12	Participant 1	Like when we were learning about annotations, ma'am showed us an article where annotations were already done, and uh… Ma'am was telling us what to write beside a passage and uh… Ma'am was telling us about the process. And when she gave us like… another article to annotate as a small class task, she uh… showed us how we could do it in the word file as we have to like… uh… submit the assignment online.
13	I	Okay, while doing the writing task, if your written piece had any mistakes, how did your teachers instruct you to solve the problem?
14	Participant 1	Uh, uh, … the teacher told us to go through the process again. Like to follow the proper instruction, uh… when we submit the paper, he added comment beside uh, where I made mistake. So we followed the instructions and fixed what was needed to be fixed.

15	I	Okay, based on what students get mark on a written test? For example, on essay or summary. And does the teacher provide you the topic or you came up with a topic on your own?
16	Participant 1	Like umm…uh, if the students write better, as in, if they add more information, and follow the exact process they get more marks. Like, I did not start writing my introduction with a grabber and umm… so got less marks in that paper. So every component should be there in the written piece. The teacher mostly provided the topic. And uh… we were allowed to choose topic for few assignments.
17	I	As you're attending online class, how do you do your class tasks in writing class? And how is it done? Is it individual work or group work?
18	Participant 1	Since we're doing classes online, we have to write most of our assignments and submit offline. Sometimes we have to present our paper through presentations. I remember, during paraphrasing task, she posted several short passages on Facebook and umm.. We had to work in a group. So he assigned different small passages to different groups, and we had to like paraphrase it and uh post it in the comment box.
19	I	Where else do you do your class tasks in online?
20	Participant 1	Usually for small class tasks, the teacher would post on Facebook where we could easily access and do the task through commenting and doing the task. Ma'am gave us questions in Google form where we had to answer them and submit. The Google form has time limitations so we are not allowed to delay during exams. And sometimes mail them the take home assignments or we use BUX.
21	I	What sort of questions does he provide there?
22	Participant 1	It is like short class tasks where we have to write a good summary or paraphrase or write a part of an essay and discuss. I mean sir taught us each one part by part.

23	I	How much time you're given for take home assignments?
24	Participant 1	Uh, Sir gives us 3 to 4 days to submit. Sometimes it is more than 1 week.
25	I	Do you mail your word files to your teachers? For instance, in terms of take home assignments.
26	Participant 1	uh … we mostly sumbit in BUX or mail the teacher if I'm like too late. Because when the time is up, I can't post it in BUX
27	I	Now can you tell me the difference between traditional and online class? Which one do you prefer?
28	Participant 1	Online class is quite easy except few technical problems, rest are fine to me. I find it easy for me. However, in real class as in traditional class, teachers would give feedback instantly. Like can things can be easily discussed in classroom.
29	I	Alright. What are the problems do you face during class tasks in online?
30	Participant 1	Umm… the electricity is the problem. You never know when it will be gone. It's not like it happens every day, uh… while attending an exam, suddenly the electricity was gone and I uh…could not submit it in the right time. Later, Ma'am made me work on another topic which I had to attend alone.
31	I	Okay, don't you have any internet issues? Are you able to concentrate properly in online class?
32	Participant 1	Yes, like umm… sometimes the network doesn't work, I can't hear the teacher or other students easily. As in the voice of the teachers and the students get distorted due to slow internet connection. Sometimes teachers can't hear me while answering questions. I also get distracted sometimes like my brother calls me, mom calls me, or I get phone calls, notifications and so on.

33	I	What are the online platforms you use to do your classes and attend all the exams? Are you familiar with all the software and online platforms?
34	Participant 1	Uh, we use um…Google doc form, Facebook and Zoom for online classes. And uh, yes, I'm familiar with Facebook. Google doc and Zoom are new for me. Oh and uh, Bux too. I had to submit all my test papers in BUX as ma'am already instructed us to submit there before the deadline. Ma'am was pretty strict about deadlines. As in if you're late, uh… the submit option would not be there anymore. So ultimately we would lose our marks.
35	I	Where does your teacher post any announcements or instruction regarding class or class tasks?
36	Participant 1	They usually use Facebook. Umm… they share links like Google doc form or post any announcements regarding the class tasks on Facebook group.
37	I	What do you like about conducting classes online?
38	Participant 1	I think umm… it is easy to do classes online. We do not have to go to university. We get enough time to do our assignments. Still, i am unable to meet the deadlines, as the amount of assignments is like more than traditional form of class. Because we have multiple courses and it gets hard for me to finish in time though teacher gave us more time to submit.

Coding Participant 2's Interview

1	I	I'm going to ask you about the foundation course that you are doing right now at your universities. My first question to you is where do you live and which medium of instruction you followed in secondary and higher secondary level. As in, in terms of school and college.
2	Participant 2	I live in Dhaka. And it's English

3	I	Alright so how do you feel shifting from traditional classes to online classes?
4	Participant 2	It's hard to say because umm... uh... it's kinda easy for me being a student as we can do it from home. Umm... and if you skip the class, sir uh... would share the class record on Facebook later. And sometimes it is distracting for me but uh overall it's fine.
5	I	Do you find any difference between traditional class and online class?
6	Participant 2	Online class is easier to me, I would say. Like wherever you are, you get to attend your classes through your phone. Someway it's difficult to focus on lectures. Umm... because... we're the generation who are exposed to lots of social media and... There's a possibility of getting distracted so often. In real, classes uh... are like where we can focus more. You know, wherever uh... we need to ask something, we just raise our hands and get to ask. Many other things there are to be positive about traditional classes though traditional form is quite costly and online version is not.
7	I	What are the challenges you face in online class?
8	Participant 2	Doing the class from home is obviously I'd say easier. But umm...uh... when it comes to... for example, sometimes I don't get to understand what the teachers saying and I cannot really ask question whenever I want. Here, I get to interrupt very less than in real. Sometimes voice gets distorted because of bad network. As teachers post it later on Facebook, so... I tend to skip sometimes, because of any emergency situation since uh... I can go through the class later and take notes from the recorded class.
9	I	Any internet problem that you face?
10	Participant 2	Not really. Very less but internet is there. I do face problems when the

		electricity is not here.
11	I	What do you like about the teaching style in online English writing courses?
12	Participant 2	Uhh... about the teacher's teaching styles ... it was okay. It's a language class. It's like...quite hard for me to practice. There were like 32 student. Teacher was not able to ask all of us because time is limited. My English teacher was great at making us understand everything, he's pretty fast. But fewer students get chances to talk.
13	I	How much attentive you are in online language class?
14	Participant 2	Umm... not hundred percent. Because, in front of me, I have like uh... all the apps on. I'm like get distracted when a notification pops up from Facebook or Instagram.
15	I	And what about the applications. I mean software; apps the teachers use to teach you or the different platforms like zoom. So when they use these platforms, are you able to use it comfortably?
16	Participant 2	For me it's easy. Uh...cause I'm always into gadgets, PC, mobile phones. Because I know how to use it, I got used to it. In the beginning, it was hard. I panicked during exam uh...like because of the internet and electricity issues; time is up because if one makes 1 second delay, it is not acceptable as the submit option disappears. Except the exam times, it's quite comfortable for me to do classes.
17	I	Does your teacher give you any technological instruction? If it's hard to understand?

18	Participant 2	Yeah. Sometimes. Not always. The apps teachers are using right now, those are easy. Though uh... at first it was problematic for me.
19	I	How do you think this online learning method, affect your English writing performance? How was your performance so far?
20	Participant 2	It worked. I got to know about so many strategies of writing; umm... the teacher mostly gave us written feedbacks. And the classes could be found later on YouTube or Facebook group. So... it helped if I miss out anything related to writing instructions.
21	I	How did your teachers assign you to work on writing assignments? Did they provide any topic or you had to come up with a topic yourself?
22	Participant 2	There are always assignments. Uh… Sir gave us assignments part by part. Like in class tasks, firstly sir told us about the introduction part where uh… he taught us like how it should be written. Then he created a comment box in BUX where we all had to write an intro and post it there probably within 10 to 15 minutes. It's like to check if we… you know… understood everything he said like grabber, topic sentence, main points, thesis statement, etc. And in some assignments he gave us the topics and in some uh… take home assignments, we had to choose on our own.
23	I	Okay. Are you familiar with different online language learning tools that teacher suggests.
24	Participant 2	Yes, they did suggest, I am familiar with Facebook. And uh… others I did not know about such application. Like Zoom and Padlet. Padlet is where one can share their thoughts. It's like customizable and has colourful walls where you can write. It was fun to use.
25	I	Does your teacher give feedback after each assessment and assignments, is it effective?
26	Participant 2	I wanna say, constant feedback was helpful for me. It's like overall feedback. It was mostly written feedback in our papers. Like uh...grammar, strategies, ways of writing, uh… where we need to

		make changes or improve, etc. etc.
27	I	So do you think the communication between teachers and students has become much easier in terms of online class?
28	Participant 2	Umm...I would say...uh...not really.
29	I	Why?
30	Participant 2	Because I sometimes email our teacher, but uh...sometimes the teachers might not see the mail or it is not sent due to poor internet. But we get to text our teacher on messenger as well. Still, takes a lot of time.
31	I	So do you think traditional class is better than online while having communication with teachers?
32	Participant 2	Yes.
33	I	Why?
34	Participant 2	We could meet teachers in consultation hour and solve problems easily. Email is like time consuming. I have to like wait for a very long time. The email is sent to spam folder often. But our sir made it easier for us. He allowed us to send him messages on Facebook regarding any problems and he would respond instantly as well.
37	I	Was there any lack of internet connection?
38	Participant 2	Yes. Sometimes. But it is not constant. Majority of the times it works. Umm... Uh...there was a situation where I was talking but nobody could hear me for poor internet.
39	I	Have you improved writing skills through online class?
40	Participant 2	Yes. I do have improved in writing skills, uh... I believe.
41	I	So are you able to use it in other major courses properly?
42	Participant 2	Yes, pretty much. As I do understand how things work here. Like

		what writing format do i have to follow and what to write following a particular structure and how to write a research paper as well.
43	I	Do you face any problem in EAP writing classes? Tell me about your writing classes like strategies, instructions in online.
44	Participant 2	Umm... Sir gave us sample papers to follow strategies. Like uh... how we should write argumentative paper, then grabber, thesis statement, summaries, paraphrasing and others. So yeah it's working. Even if we face any problem, we check the sample paper teacher shared with us. Moreover, we ask teacher on Facebook about any problems, as he allowed us to do so. He was very helpful in this term.
45	I	Okay. How do you conduct different group discussion and tasks?
46	Participant 2	Since we were more than 25 students, Sir would make 5 or groups and in each group there were 4 or 5 students. He would name each group like group A or B etc. I remember we did it for summary writing class. Here he assigned us with articles. Like uh… each group had different article where we had to work on to create uhh… a good summary like with all the major components in it. So like we had to discuss and write a summary on it.
47	I	How did your teacher give feedback on it?
48	Participant 2	Oh after writing the summary, uhh…when our time is over, the teacher would call a random group name and then uhh… we had to share our screen like where we wrote it, the doc file. And then one of the members had to explain like how we took the information from the articles.
49	I	Which one do you prefer, group or individual work?
50	Participant 2	Yes i do like group works. I am comfortable to work individually and in group as well, And not it is uhh… not effective for everyone in online. In one of the group discussions, 2 of the members were missing but they were online. Probably they couldn't listen or internet

		issue, and afterwards sir was calling their name but they did not respond.
51	I	Yes, this does not happen in the traditional classroom.
52	Participant 2	Yeah, you know in real class, we are like sitting in front of the teacher. So yeah
53	I	How do you manage to use the technologies on your own since it's quite new?
54	Participant 2	It's not always easy. I never used "Zoom" before. For now i have to. The teacher also gave us a different online platform like, it's "Padlet" which i have already mentioned before. It's like uh... teachers will share their questions and we have to comment on that and here within a limited time like uh… when the time is up, sir does not count the other comments that are posted later.
55	I	Was it convenient to use for writing tasks?
56	Participant 2	Well, i did. Umm...i was doing my class from phone, and to use that Padlet, you need to download the app. But those who were using PC, they did not have to download. Some of us could not even enter the link. I had to turn on my laptop to enter and comment. And it contains marks so uh… it was important.
57	I	As you mentioned earlier that online class is quite easy for you. What makes it easy for you to do classes in online?
58	Participant 2	Umm… It's cost effective. Because i don't have to go to university to attend classes and it is quite costly from my place to go to university. It's quite far so it's convenient for me. And its time effective as well. Like uhh… in order to reach my university in time, i have to leave home early like 1hr 30mins before which is quite time consuming for me. Here, uh… i get to avoid all the hassles i would have taken in traditional form.
59	I	And what about the online classes?
60	Participant 2	Uhh… Basically there are several advantages that make online class

		much easier for us. The extended assignment deadlines, attendance has become much easier, and uhh… i can comfortably do the classes in online. It's quite flexible doing classes being at home.
61	I	What are the disadvantages of online class according to you?
62	Participant 2	Like voices get distorted, If i have poor connection, uh...uh...the teacher does not wait, he moves to next student. So yeah, i don't get chance to finish. But yes, sometimes i do. And students don't really focus 100%. They get distracted by Facebook, Instagram, and Netflix. Some are into gaming. They get bored and leave the class 'cause they can again watch the classes later. Then again, most of the students are there in the class, I mean uh…they are attentive.
63	I	Now after talking about both traditional and online platform, which one do you prefer?
64	Participant 2	I prefer both. Because both are quite good in different ways. I'm actually enjoying the online class.
65	I	Okay, how do you plan to be successful at learning in this online platform?
66	Participant 2	Uh…well… teachers upload the whole class record link later on Facebook or YouTube. So that we get to be updated about class. I usually watch the whole class record again and take notes if necessary. So it has been effective for me. If teachers uh…suggest any new software, though they gave brief instruction, and for the rest uh…I go to YouTube, watch tutorials and find ways to learn uh…on my own.
67	I	What do you suggest to make online class more effective when it comes to learn this language?
68	Participant 2	Uh…teachers should go easy on us in online platforms. If they go easy, we will be able to do well, and I try my best to get used to this new normal. Shotti bolte ami chacchi class university te hok. But yeah, teachers need to give us feedback more specifically and give more time individually.
69	I	Are you able to use the online contents successfully?

70	Participant 2	Yes. I go through the contents again and again. Like test era aage or class era aage. And our teacher use facebook mostly as the content sharing platform. So problem hoy na atota.

Appendix B

Interview Questions for Students

Interview Questions
1. What is your medium of instruction?
2. What do you think about the sudden change from the traditional classroom system to online classes?
3. Since you have been doing your classes on an online platform, how does your teacher give you instruction for different writing tasks?
4. Do the books have any strategies written in it like how to write a composition or essay? For instance how to write an introduction, supporting details in an essay?
5. As you're attending online class, how do you do your class tasks in writing class?
6. While doing the writing task, if your written piece has any mistakes, how do your teachers instruct you to solve the problem?
7. Based on what students get marks on a written test? For example, an essay.
8. What kind of assessment is being taken and does your teacher give you grammatical feedback or any feedback in written test papers in class?
9. How much time you're given for take home assignments?
10. If you were in a traditional classroom, how would your teachers give you feedback? What are the differences you have noticed between traditional and an online class?
11. Are you familiar with the different software that are being used in online classes? What

are the online platforms you use to do your classes and attend all the exams?
12. How do you manage to use the technologies on your own since this online class is quite new?
13. Are you able to concentrate appropriately in online class?
14.
15. What do you like about conducting classes online?

Interview Questions for Teachers

Interview Questions
1. Before the pandemic, did you ever take any classes on an online platform?
2. What do you think about the sudden change from the traditional classroom system to online classes?
3. What are the differences you notice between online classes and traditional classes?
4. Is there any particular technique that you apply for writing skills?
5. Do you think the students are improving in terms of writing skills?
6. What are the problems that you have noticed in students writing skills?
7. What are challenges you face during conducting classes online?
8. Do you face any technological issues in online classes?
9. How do you give feedback to your students?
10. How do you plan to make their writing assignments effective in order to improve their writing skills on an online platform?
11. How do you plan to ensure the security of an examination that is being taken at home?
12. After experiencing both traditional and online platforms for teaching, which one do you

prefer the most?

Appendix C

Survey Questionnaires for Students

1. Was the medium of instruction completely in English?

2. You are fully comfortable with the sudden change from the traditional system to online system.

3. You are able to understand the instructions regarding the writing tasks provided by your teacher in the online platform.

4. You find the supporting material comprehensive enough to guide you write a composition or essay.

5. You are able to perform the writing tasks, through the online platform.

6. You are satisfied with the way teachers give us the instruction to solve the problem of our written tasks, through the online learning platform.

7. You are satisfied with the criteria upon which I am marked for the written tasks.

8. You receive grammatical feedback for your written test papers.

9. The time allowed to finish the test is sufficient.

10. The feedback would be very different if it was presented in a traditional classroom setting.

11. You are familiar with the differ Software being used for the online classes.

12. You are able to independently manage the class environment.

13. You are able to concentrate during online classes.

15. You like the online class environment.

Appendix D

Table 1: Survey Responses of Tertiary Level Students of Online EAP Writing Courses

Questionnaires	Percentage of Response/ Number of Students	
1. Was the medium of instruction completely in English?	Yes	No
	46.34% 19	53.65% 22
2. You are fully comfortable with the sudden change from the traditional system to online system.	Agree	Disagree
	63.41% 26	36.58% 15
3. You are able to understand the instructions regarding the writing tasks provided by your teacher in the online platform.	Agree	Disagree
	92.68% 38	7.31% 3
4. You find the supporting material comprehensive enough to guide you write a	Agree	Disagree

composition or essay.	63.41% 26	36.58% 15
5. You are able to perform the writing tasks, through the online platform.	Agree	Disagree
	82.92% 34	17.07% 7
6. You are satisfied with the way teachers give us the instruction to solve the problem of your written tasks, through the online learning platform.	Agree	Disagree
	70.73% 29	29.26% 12
7. You are satisfied with the criteria upon which you are marked for the written tasks.	Agree	Disagree
	90.24% 37	9.75% 4
8. You receive proper feedback on your written assignments.	Agree	Disagree
	75.60% 31	24.39% 10

9. The time allowed to finish the assessments is sufficient.	Agree	Disagree
	68.29% 28	31.70% 13
10. The feedback would be very different and effective if it was presented in a traditional classroom setting.	Agree	Disagree
	95.12% 39	4.87% 2
11. You are familiar with the different Software being used for the online classes.	Agree	Disagree
	85.36% 35	14.63% 6
12. You are able to independently manage the online class environment.	Agree	Disagree
	70.73% 29	29.62% 12
13. You are able to concentrate during online classes.	Agree	Disagree

	68.29%	31.70%
	28	13
14. You like the online class environment.	Agree	Disagree
	60.97%	39.02%
	25	16