

Impact of Learning English Writing Skills Online and in class in
Junior Secondary Level: A Comparative Study

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
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Declaration

It is hereby declared that

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

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Approval

The thesis titled “Impact of Learning English Writing Skills Online and in class in Junior Secondary Level: A Comparative Study” submitted by Jannatul Ferdous (18103044) in Spring, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on 8th October, 2022.

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Ethics Statement

I, Jannatul Ferdous, testify that all the works included in this dissertation are original works resulting from my knowledge and interest. All the information mentioned from other academic journals, news articles, and materials used in this research has been acknowledged properly through proper citation. While gathering data from the participants as well as a sample paper for this research, I followed all the ethical considerations as taught. I, hereby, proclaim that I have not submitted this research work, neither as a whole nor a chapter, formerly nor in a parallel way in this or any other university.

Abstract

Face-to-face learning has long been considered as the most efficient way to acquire knowledge and complete academic tasks to some extent. However, online learning emerged as a significant alternative during the Covid-19 Pandemic, when on the one hand, the entire world was looking for a method to deal with the crisis. The present paper aimed to determine how impactful online and offline learning is at the Junior Secondary Level for students' ability to write in English. The paper is based on qualitative research method. All the data has been collected by interviewing participants and analyzed through thematic analysis. The researcher interviewed 18 participants-15 students-3 teachers. All the participants are from junior secondary level of Bengali medium school. The questions asked to the participants were open ended and mainly about the advantages, disadvantages, challenges, impact of online and in person learning. The finding reveal that students and teachers prefer learning English writing skills in person class because offline learning provides the facilities of direct communication, proper feedback system, fulfilling students and teachers satisfaction and so on. On the other hand, the effect of online learning is dismal because students and teachers find it difficult to adjust with the online learning mode.

Keywords: Covid-19, Pandemic; Junior Secondary Level; E-Learning; Writing Skill.

Dedication

I would like to dedicate my work to all those people who remain supportive towards the entire thesis journey.

Acknowledgment

First of all, I want to express my gratitude to my Almighty Allah for granting me the opportunity to pursue a bachelor's degree and for giving me the tenacity to complete it successfully. Secondly, I would like to acknowledge and give my warmest thanks to my supervisor Mohammad Mahmudul Haque Sir who made this work possible. His guidance and advice carried me to all the stages of writing my thesis. I would also like to give my special thanks to my parents and my friends for their continuous support. Last but not the least, I would like to acknowledge myself for all those hard work I have done to complete the biggest journey of my life.

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Chapter 1

Introduction

1.1 Background Information

Most worldwide industries were affected by the pandemic caused by a coronavirus epidemic. This includes the academics, which is made up of millions of enrolled students and working teachers who had previously attended regular classes in their institutions but were required to stay at home due to the pandemic. Most nations implemented online classes to continue the learning system (Arun, 2021). The world's ability to function regularly had been disrupted by an illness for the first time in many years. Due to the infection's extreme contagiousness, every nation imposed a nationwide lockdown. Since then, everything has gone online, including offices, classes, and grocery shopping. The "new normal" is referred to as this way of living. Classes, tests, presentations, vivas, and other academic activities are all done online at schools and universities (Karan, 2021). The sudden outburst of Covid-19 forced the learning system to shift from offline to online.

Bangladesh identified its first three COVID-19 cases on March 8, 2020. (IEDCR, 2020). As part of precautionary measures against the development of the COVID-19 pandemic, the government of Bangladesh made the decision to close educational institutions like other nations. Since March 17, 2020, all educational institutions in Bangladesh have remained closed. Therefore, in order to preserve social distance, students from primary to tertiary levels are being forced to stay home instead of attending courses in educational institutions (Sushmita, 2020). In junior secondary level of education, English is a required subject for all students, and it has transitioned from an offline to an online learning platform as a result of the pandemic. So Instead of offline learning students learn their English writing skill in online classes. Different virtual classroom technologies, distance education platforms, and e-portals were

introduced to support the learning process at increasing levels, ensuring full technical support and aid in the learners' journey as a real-like environment in distance education (Ionescu et al., 2020). Although students are getting the chance to continue their learning process online, there is a point to be made about how students used to exercise their English writing skills in offline learning and whether they are given enough opportunities to do so in online learning.

1.2 The role of online platform on Writing Skill

E-learning technologies have become widely used and well-known among students who want to study a second language in a collaborative and subjective manner. Furthermore, the pandemic's fast emergence necessitated thorough virtual learning via the electronic gateway. However, it is unknown how much this support and assistance supplied by the entire e-Learning platform has helped and benefited students in general. Students were only interested in bookish knowledge and bookish help when it came to practicing their English writing skill before the transition to online education, but now, with the help of technology, they are learning via the internet to work on and improve their English writing procedure through online videos, lectures, discussions, and other means (Islam, 2021). Virtual learning has shown to be a proliferation in delivering instructions, lectures, training, presentations, recommendations, and audio-video clips through the electronic gateway to favorably educate and prepare all participants to receive and interact actively (Tejedor et al., 2020). This innovative learning improved students' technological literacy and their capacity for creative problem-solving (Serdyukov, 2017).

1.3 The role of Offline platform on Writing Skill

The traditional classroom teaching mode try to offer students a suitable environment for discussion and debate, both of which are major elements of active learning. During these exchanges, teachers and students express as much information nonverbally as they do orally.

A study conducted by Wright discovered the higher preference of face to face classes because it helps the students to understand the class materials and lectures better through interaction with their peers and teachers (Wright, 2017). Furthermore, it allows teachers to work with students one-on-one and efficiently by instantly answering any queries that arise and offering relevant clarifications. Live dialogues, especially with an instructor present, have a greater effect of knowledge acquisition. In terms of practicing offline writing skills students get the chance of direct communication with their tutors for any kind of question and correction.

1.4 Purpose of the study:

The goal of this study is to determine the impact of offline and online learning platforms on junior secondary students' writing ability through data analysis. Also, to find out which platform works conveniently for students learning and practicing English writing skills and comparison of offline versus online learning platforms and its impact on students' ability to write in English. Aside from that, the research would like to discover about the challenges and benefits students experienced when learning their writing skills both offline and online, as well as which platform they find most effective.

1.5 Limitations of the Study:

As the post pandemic is going on and people are still not fully out of the aftermath of the pandemic therefore, participants were not willing to sit for a physical interview. For that reason the interview took place online via Google meet and zoom. Though physical interview has some advantages like in person interviews offer a high level of engagement with participants also it helps to understand the body language and get a better idea about what the participants want to convey by answering questions. As the interview took place over online the researcher did not get the opportunity to build up a strong engagement and understand participant's body language. Therefore, researcher had to only rely on the answers given by the

participants. Also, some of the participants and the researcher faced internet connection issue during the interview and it took quite a long time to finish the interview session.

Chapter 2

Literature Review

2.1 Introduction

The primary focus of this study is to find out and discuss the impact as created by offline and online teaching on learners' (Junior Secondary Level) English writing skills. This chapter hence discusses the scholarly works related to offline and online learning. The authentic and scholar literature review which supports my study has been discussed here to give an overview to the readers. This chapter has been divided and discussed into four themes.

2.2 Learning Writing in Junior High School:

Since writing is one of the four basic skills of English, it is taught in English courses. Writing is one of the most important and crucial abilities that students should develop when studying English, along with speaking and listening. (Zuhri DJ & Sukarnianti, 2015). L2 writing is defined as writing in a language other than the writer's native language(s)/mother tongue(s), and texts are structured arrangements of words, clauses, and sentences that follow grammatical rules in an organized manner. As a result, academic writing is a tool for language learning and testing language proficiency (Ana, 2020; McDonough & Crawford, 2020). Junior high school students are taught how to create sentences in the four categories of writing that are frequently used: informative, descriptive, narrative, and argumentative (Richards & Schmidt, 2002).

Again, Compared to other language skills, it may be claimed that writing is the most complex and difficult language skill to learn (Irawati, 2015). In order to learn to write, one must have a knowledge of grammar and vocabulary (Hinkel, 2006). Singh (2015) stated that teaching writing in face-to-face classrooms, teachers can freely use a variety of techniques, use them to the utmost, and reduce the possibility of errors, which also can enable students to

simultaneously develop successful written works. As a result, junior high schools teach English writing at every stage, from beginning to intermediate.

2.3 Online Learning as a New Writing Media:

Tallent (2006) stated that basically online classes is the platform where courses are delivered via the internet and by using web based technologies. Online platforms such as Whatsapp, Google Classrooms, Google Meet, Zoom etc. are used to communicate with students and deliver the class instruction and lectures. The Covid-19 pandemic changed the scenario and it brought changes into learning as well as on the interaction between teachers and students (Ahmad, Saffardin & Teoh, 2020; Juliana, Saffardin & Teoh, 2021; Juliana, Fairros & Teoh & Kee, 2020).

A survey was conducted involving 424 students where the results showed that the Covid-19 situation affected the learning system where online learning is the way to carry out the learning system (Suresh, Priya, & Gayathri, 2018). To convey knowledge to students through an online e-learning platform teachers need to be good at using technological tools and must have the adaptability skills (Sun, Tang, & Zuo, 2020). Research conducted by Dhawan (2020) has mentioned that in this crisis situation where others are stuck due to pandemic, e-learning plays a crucial role to keep the students engaged with the learning systems.

A study examined the institutions furnished adaptability of e-learning stated that while students seem to come up with the e-learning technology does not mean that they are as ready as they portray and also mentioned that the students do not have enough critical thinking knowledge to handle every kind of technological issue during online class and manage it with accuracy and instant thoughts of solution (Parkes, Stein, 2015). Lynch (2020) stated that from the very beginning the online learner looked up for ways to use the internet as a resource of

learning language skills. He also mentioned that despite having the interest of learning language via online is also tricky as teaching them.

In language learning the use of e-learning has changed the pedagogy used by EFL teachers, which was previously focused on a teacher-centered method but in order for students to understand English in a short period of time now it relies on a student-centered method focused on accommodating linguistic sensitivity and developing the ability of expression, as well as frequent practice of writing skills by the students (Cai, 2012, p. 843). Despite the fact that the use of e-learning in English language acquisition is unquestionable, and various studies have shown the benefits of using these e-courses, a few studies continue to dispute about its disadvantages (Abouchedid & Eid, 2004; Virginio, Porta, & Cellario, 2004).

Although, the latest result of online learning is to collaborate and facilitate language learners for learning language skills yet it shows that the reflection is not as productive as it should be and the productive skills (Writing and Speaking) are not showing a good impression fully on learners (Karata & Tuncer, 2020).

2.4. Advantages and disadvantages of E-learning:

In terms of benefits, a few studies have found that e-learning is a communication tool that can improve student engagement, attendance, and motivation, as well as minimize student load by allowing them to study at their own speed. It can assist students in their knowledge-building work (González, 2010), help them focus on their learning through the use of a 'learning by doing' method, and motivate them to become independent learners (Cai, 2012; Mohammadi et al., 2011; Rosell, 2020). As a result, its flexibility, convenience and accessibility make it easier for students to get the information they need for their tasks at any time and from any location (Ali, 2008). Students can generate and develop a more interactive collaboration between teachers and students than they would in a traditional setting (Ali, 2008; Ghaffari & Emami, 2011). At the same time, students can exert more control over their learning process

(George-Palilonis & Filak, 2009; McCombs & Vakili, 2005; Rosell, 2020). Significantly, slow learners who require additional time to comprehend a lesson in a traditional setting will find that e-learning can help them foster their reflection and information processing while also overcoming temporal and spatial obstacles (Ghaffari & Emami, 2011; Westberry, 2009; Zakarneh, 2018).

Writing is considered one of the most difficult language skills to learn and teach among the four (Klimova, 2014). Due to the lack of mutual connection with the audience and competency in rhetorical topics, writing is a complex process (Stapa & Majid 2017, Deane et al. 2008, Celce- Murcia 2001). Students appear to understand abstract grammar norms but fail to apply them in practical situations such as writing (Ansarimoghaddam and Tan, 2014). The usage of video material in EFL classes is beneficial in terms of enhancing language skill development, nurturing students' international communication competency, and the development of students' creative sensibilities and the significance of understanding English-language videos with artistic values (Wang, 2014). Hadijah (2015) stated that the video is supposed to make the students have visual impressions of the video in their minds in addition to providing knowledge about what they have watched. She also mentioned that the scenes might be considered as information sources that evoke concepts, creative thought, and aesthetic responses, this means that using video in the classroom emphasizes the construction of a suitable learning environment in which students can enjoy a video show while critically discovering the descriptive clues of a text and writing it in a relaxed manner. She also added that students' senses and perceptions are activated in the form of thoughts and ideas that can be turned into their writing product, notably a descriptive paragraph as an indicator of accomplishment gain. Students might be encouraged to visualize their reactions to what they are watching.

In the newspaper article *The Times of India*, Aditya (2020) stated There are numerous advantages to online learning, including flexibility, a wide range of options, cost savings, a comfortable learning environment, the ability to advance your career while still working, the ability to gain transferable skills, the ability to avoid commuting, and the ability to learn from the comfort of your own home. It also encourages you to build self-discipline and to join study groups from other locations in order to have a better understanding of different viewpoints. As a result of the increased involvement between the student and the teacher, the student receives more individualized attention.

Despite its benefits, a few specialists have identified some of the disadvantages of this newly formed language learning method. Teachers and students both had to learn new pedagogical skills at a high cost, and learners' motivation and self-discipline became a worry (Al-Maqtri, 2014; Virginio et al., 2004). This self-discipline and motivation were also highlighted by Al-Maqtri (2014) in his study, which focused on learners' lack of motivation to engage in this form of learning. Instead of handing in their project on time, students generally engaged in online quizzes and checked their attendance. According to Solak & Cakir (2014), there was no significant difference in the effect across the forms of learning in their study. Instead of just one method of learning, they believe that hybrid learning with upgraded content and materials could be more successful and improve learners' performance. Similarly, the lack of internet access for both teachers and students, as well as the susceptible security of information systems that blocked the institution's e-learning system, prevented the institution's e-learning system from achieving its goal (AlMaqtri, 2014; Ramim & Levy, 2006; Solak & Cakir, 2014).

In an online article by Unicef, the author Iftikhar (2020) stated that Online learning lacks the necessary academic direction, assessment, and interactivity when compared to traditional classroom instruction. He also stated that data expiration, bad internet connectivity,

and power outages frequently collide with our classes, said Nishat Tahiya Promi, a 14 year old student and it is also stated there continuous learning cannot be achieved by remote education in the long run. School serves as a center for numerous co-curricular activities in addition to being a place for academic engagement. We are rapidly losing our social abilities due to an overdependence on technology, highlighted by Tazbir Zihad Sgaikat a 14 year old student.

2.5 Advantages and disadvantages of In-person classes:

In the newspaper article The Times of India, the author Aditya (2020) stated that classroom instruction is necessary for encouraging and motivating collaborative learning. He also mentioned that collaborative learning improves students' self-awareness of how they learn and allows them to learn more simply and efficiently, making them into enthusiastic learners both inside and outside the classroom. Also, he stated again that students' critical thinking skills are improved through classroom instruction and students can use their critical thinking abilities better in the classroom by participating in live conversations where they can voice their thoughts or participate in an argument.

A study conducted on 112 students found that classroom learning had the higher preference as it has the benefits of face to face interaction between peers and teachers and understanding the class materials better (Wright, 2017). According to Sullivan (2011) teachers' oral ability in the target language is a key influence in both teaching effectiveness and student learning he also stated that teachers' classroom language, at the very least, includes telling the class what to do, managing behaviors, and explaining tasks and the ability of teachers to model spoken language proficiency for students in the classroom has become a crucial issue in language learning. Nations (2003) stated that the four strands are used to learn English in a well-balanced foreign and second language context such as focused on input (listening and reading), focused on output (speaking and writing), language focused learning (attention to

language features), and fluency development (working with known materials). Students communicate in the same language in class is easier and more communicatively successful to use the first language and students choose offline learning because the contents taught through offline are better understandable than the online learning (Rachmah, 2020).

According to research some people may prefer distant learning because of the benefits that a remote or distance classroom provides. When the technology worked effectively and did not obstruct channel transferences, students in interactive online classes expressed satisfaction with the technological experience. Students may be hesitant to use technology for a variety of reasons, including the fact that technology is more likely to break down, students' lack of expertise dealing with computers, and the belief that the mediated experience cannot totally replace the live classroom (Mike Allen, 2002).

The researcher also searched for the disadvantages of offline learning but did not find any authentic secondary source which stated the disadvantages of offline learning. Therefore, the researcher could not come up with any valid source of the negative sides of physical learning and offline classes.

Chapter 3

Research Methodology

3.1 Introduction

This chapter looks into the research methodology implemented to carry out the study. The semi structured interview method was used to collect data for this study, and it is described in detail in this chapter. The applications, sample, analysis of data, and research techniques are also covered in this chapter.

3.2 Research Design

To reach the goal of my study, in my point of view, rather than quantitative research, qualitative research will be more impactful for gathering information. Qualitative research designs are usually more flexible and inductive, allowing researchers to change their approach in response to what they discover during the process of their research (Bhandari, 2022). In a research article it is stated that research design is the conceptual framework in which research is conducted, and a research is considered valid when a result is accurate or truthful (Akhtar, 2016). As the researcher needs descriptive information, opinion from the participants, qualitative research is more suitable for data collection. It will help the researcher to collect the information from participants on how impactful they find offline and online education for their English writing skills. The pros and cons, advantages and disadvantages and difficulty and challenges they faced.

3.3 Sampling

To collect the data for the research purpose the researcher has chosen 15 students and 3 teachers and used two different questionnaires for teachers and students which is a semi

structured questionnaire interview. The researcher chosen purposive sampling for the interview.

3.4 Method of Data Collection

A research technique is a method that researchers utilize to find responses to research questionnaires in a systematic way (Atmowardo, 2018). There are 3 types of research methods: qualitative, quantitative and mixed methods. The present study uses a qualitative method for data collection procedure. Interviews are helpful for gathering detailed insights about participants' opinions, and perspectives. With interviews, one may instantly follow up on responses for clarification or further information (Specht, 2019, p142). This study used qualitative method because in qualitative method it helps to get descriptive answers from the interviewee. Also, it is not mandatory to ask structured questions in qualitative method so based on the need, interviewer can ask questions out of questionnaire.

3.5 Research Questions:

- i.** How convenient and useful do students and teachers find the online platform for practicing students' English writing skills?
- ii.** What are the challenges students and teachers face and the demerits they feel in online learning?
- iii.** How impactful online and offline learning and which mode the teachers and students prefer for learning English writing skills and why?

3.6 Participants

To conduct the interview, the researcher chosen students from junior secondary level as well as the teachers who teach at junior secondary level. Both teachers and students were from Bengali medium schools. 15 students from junior secondary level of different Bengali medium schools have been selected for the interview and 3 teachers from different Bengali medium schools. All the interviewees have first-hand experience of offline and online learning. The use of appropriate participants helps and ensures the fair distribution and benefits of a research (John, 2021). So, the researcher carefully chose the interviewee because researcher needs participants with real knowledge of the effects of offline and online education on students' writing skills, and also need participants who can provide information that is relevant to this topic. Participants should have a related background that will help in the exploration of answers to research questions (Benjamin, 2018). Pseudo name used for teachers and students.

3.7 List of Participants

Students:

Serial Number	Name of participants	Education Level (Class)
1	Moumita Hossain	7
2	Jannatul Mawa	7
3	Rukaiya Tabassum	7
4	Sakib Sadi	7
5	Meherun Islam	7
6	Humayra Anzum	7
7	Adiba Farha	7

8	Mayeessa Zeenat	8
9	Sarah Tanzim	8
10	Rifat Hossain	8
11	Akhlaq Chowdhury	8
12	Tashin Amin Khan	8
13	Lamisha Rais	8
14	Zara Haque	8
15	Sumaiya Kamal	8

Teachers:

Serial Number	Name of Teachers	Class (Taken by Teachers)
1	Hasna Jahan	7
2	Suraiya Kamal	7
3	Emdadul Haque	8

3.8 Data Collection Procedure

Since the researcher has decided to use a qualitative method for the research paper, so, interview took place for collecting data. First, the researcher has approached the participants over online platforms to know their convenient time and which platform (Online, Offline) they prefer to give the interview. All the participants were more comfortable for an online interview therefore, all the interviews took place online. Secondly, the researcher made a questionnaire

that was based on the research questions. Although, students were willing to disclose their identity but teachers were not, so the researcher used pseudo names for both students and teachers. The interview was an open ended questions interview and researcher asked some extra questions out of the questionnaire. The motive behind asking those extra questions was to dive into the depth of the information given by the participants.

As a researcher I was attentive throughout the interview session and code the repetitive, stress words and points mentioned by students and teachers. Some of the students were not fluent in English conversation so Bangla language was used by them and I have translated it into English. There were some similar questions asked to every participant so I gathered all their answers and tried to put it into a summary with similar words.

After that, I compiled everything into a single topic, which allowed me to identify the effects of online and offline platforms on English writing. All of those keywords and codes were then described in the findings section. Following that, in the discussion section, the key ideas and themes were linked to scholarly sources.

3.9 Data Analysis

A set of qualitative or quantitative variables is defined as data. Data is information that can be used to draw conclusions. A procedure of obtaining and sorting data is required before information can be presented and interpreted. My aim is to find out what impact online and offline education have on students' writing skills. What are the challenges they face, the pros and cons of offline, online English writing class activities. Although students and teachers enrolled themselves in both online and offline learning platforms, I tried to find out its effects on students' English writing skills.

3.9.1 Description of the interview for Students:

First, I have taken the interview of students. I did not start the interview with asking research related questions. I did an ice-breaking session where I asked students their name, school name and educational background. Then I have asked questions step by step. I was taking notes of the bold points they were mentioning several times. When I was asking questions frequently to them about what are the challenges they face in an online platform in English writing class they mentioned the technical problem, less attention of teacher, internet connection, class duration, teachers' feedback. When I asked the same question for offline writing class they did not mention any major challenge or problem. Most of the students prefer offline classes instead of online.

3.9.2 Description of the interview for Teachers:

There were no group interviews with teachers. The interview was one to one interview. Questions asked to the teachers were quite different from the questions asked to the students. One of the teachers mentioned that rather than pausing in education, online learning is a good alternative for the students. Although challenges were quite high at the beginning but by the time of practicing they are attaining it as new normal. Though the difficulties are more in online platforms. The challenges and difficulties they mentioned for online teaching were: class duration, large number of students, no communication and face to face interaction, technical and internet issues, monitoring and less knowledge of using technology. Teachers also mentioned these are the reasons which are affecting students' writing skills online and for improving the writing skills offline is better than online.

3.10 Conclusion

In the following chapter, the survey and interview results have been examined and given in-depth.

Chapter 4

Findings and discussion

4.1 Introduction

After analyzing the entire interview of teachers and students I have come up with the major three themes. **i)** Impact of offline and online on students writing skill and **ii)** Types of writing assessment assigned to students offline and online and its impact **iii)** Convenience of offline and online platform in terms of writing skill. However, under these themes there are some sub theme and categories which are discussed in below:

4.2 Impact of Offline and Online on Students Writing Skills

a. Positive Impact of offline:

At junior secondary level in Bangladesh classes were always held offline until the pandemic occurred. When I asked students and teachers about the impact of offline and online I have found out some positive effects of offline learning systems in terms of students' English writing skill. Describing below:

i) Direct Communication:

For learning, communication works as a key factor between students and teachers. Before pandemic classes of secondary school level were offline and it was quite easier for the students to grab the learning process. Rukaiya said that “it was easier for me to understand lectures from the class while the teacher was writing on the board rather than online screen sharing”. In the newspaper Times of India the author stated that in live conversation students can use their critical thinking ability and can voice their thoughts and participate in the

argument which help them to do better (Aditya, 2020). In offline classes the grammatical rules are written on the blackboard and the teacher describes the rules to students and students write down it in their notebook. After that teachers gave them to solve grammatical exercises in the class and students used to solve it. At that time if students had any confusion regarding the class lecture they asked their teachers and got the answer as well as a solution instantly which keeps students on track and remove their confusion.

In the English first paper class while solving the model questions, if students could not understand any new words that they asked their teacher and teacher replied to them instantly so that they learn the new vocabulary by communicating directly with their teacher.

The teacher Ms. Hasna stated that “communication in the class makes the class interesting for both students and teachers. She also mentioned that classes were more interactive in person and according to her point of view the more interactive a class is the easier the learning process is.

After taking the interview it was found out that offline classes provide them a direct communication privilege which helps to improve the writing skills better as the problem regarding grammar and vocabulary get solve immediately.

ii) Proper Feedback:

As a learner, feedback is really important for the students to update and improve their skill. Feedback helps learners to know the pros and cons of their work and polish it. In the interview, feedback is one of the highlighted points said by the students. Most of the students mentioned that in offline classes they used to get feedback from their tutors on their homework and classwork. Moumita said that “feedback on the class task helps her a lot for correcting her mistakes and the face to face feedback was more effective for her to understand the problem described by her teachers”. In offline classes when students participated in the writing task

teachers used to give the students feedback which gradually helped them to polish and improve their writing skills.

iii) Monitoring:

The main purpose of the monitoring is to facilitate improvement in classroom practice. In offline classes learners were under teacher supervision. According to the author Krol, teachers can freely apply a range of strategies when instructing writing in face-to-face classrooms, use them to their fullest extent, and reduce the chance of errors, which can also help students simultaneously produce quality written works (Krol, 2001). My participant the teacher Mr. Emdadul said that “in offline classes after giving a writing task he has the advantage of monitoring whether all of his participants are participating on the task or not”. If any of his students try to skip the task then he is there to make sure the writing task is done by the students within the time. This direct physical monitoring system helps him to keep the students in practicing English writing skills. He also mentioned that there are some certain students who always try to skip class task and he can sense it when he presents in the physical classes so at that time he can warn his students and make sure that those students complete the task because he believe as a second language learner it is important for the students to keep them self in practicing and getting feedback. Otherwise, without practicing, no one can be skilled at English writing skill.

Although the way monitoring system is easy for the teachers in offline classes, it becomes really tough for them in online classes because like physical classes they cannot see the students via the internet as all students were not comfortable to do the class keep their video camera on. So, teachers cannot find out whom are actually participating in the task and who is not. And this lack of monitoring process creates a gap in students' writing skills practice.

Without participating on the writing task if a student says yes that he/ she participated on the task then the teacher has to rely on student words.

iv) Keep students engaged in writing task activities:

In offline classes most of the days students take part in different types of writing task activities. Suppose if they have 4 days of English writing classes then teachers divide those classes into grammar task activities, paragraph, essay, dialogue writing activities, practicing comprehension activities and so on. One of the teachers said that “offline classes are easier to implement the class task activities properly. As in person class students find their teacher in front of them always as a guideline so they seem more interested to participate in the writing task activities. Also teachers have the privilege to guide their students in a proper manner and motivate them to keep themselves engaged in different types of writing task activities.

In the interview one of the students mentioned that “in physical classes writing task activities worked like magic for me because there I found myself engaged with my teacher and my peers which I missed in online classes, in online classes while doing any writing task activities I find myself alone as well as the environment of home is not suitable for practicing those activities and because of that I feel less motivated to participate in every writing task of online classes.

Although students have writing tasks in both their online and offline classes, when it comes to engaging with activities then both students and teachers found more satisfied with the offline writing task activities for practicing English writing skill.

b. Negative Impact of Offline:

Throughout the interview I did not get any negative thoughts from students and teachers on the negative impact of offline classes. The negative side they mentioned was traveling in the traffic for class, saving transportation time and money which was

not connected with English writing skills. So, basically they did not mention any major negative side of offline classes for practicing and improving English writing skills.

c. Positive Impact of Online:

Along with the negative side, online learning has some positive sides too for practicing and learning writing skills.

i) Internet as a tool:

When classes shifted from offline to online students found the internet beneficial for improving their writing skill. A survey conducted by Allo showed that when the learning system is affected by the covid-19 situation, online learning helps to carry out the learning system (Suresh, Priya, & Gayathri, 2018). Sarah stated that “when classes were offline I was only bound myself into class lectures and bookish knowledge but after classes shifted to online I found that if I face challenges to understand the lessons or missed the class I can use the internet to clear my concepts”. So, here we can notice that in online learning students can use the internet as a tool for improving their learning system and writing skills. Also, it is flexible for students as they get the easy access to learn from anywhere and implement it on their writing skills.

ii) Flexible time in submitting class task:

Some of the students stated that in online classes they get the flexibility of submitting their tasks. Labiba stated that “in offline classes we had to submit our task within the deadline and if we miss the deadline the teachers rejected us to take the task but online there is no specific deadline. If we delay, the teachers do not say anything and give us the second chance of submitting tasks”. So, students get the flexibility of submitting their writing task and for that they get more time to work on their writing tasks more accurately with time.

d. Negative Impact of Online:

The sudden outbreak of Covid-19 shifted the education system from offline to online. Students and teachers continue their learning and teaching process via different online platforms. In the time of Coronavirus students continue their English classes on an e-learning platform. Although with time it becomes the new normal for the students but at the beginning students faced so many challenges. The challenges students have faced in their online English classes has created a negative impact on their English writing skills is discussed in the below;

i) Lack of communication:

Like the offline classes communication is not as direct in online classes. In offline classes there is face to face verbal communication but in online the scenario is different because when I asked the students do they open their video camera in classes?, most of them replied no. Sakib said that at the beginning attending classes with a video camera on was mandatory but after four or five classes teachers did not force them to attend classes with camera on so they attended only audio classes. Therefore, it creates a gap among teachers and students. One of the students from the interview named Rifat said that “in offline classes when I faced any issue in our English writing class I used to ask the teacher the question immediately and got my answer instantly but in online classes the scenario is different because I do not feel comfortable to ask questions in online”.

Again, another student name Sarah said that, “in offline classes teachers took the class in blackboard while teaching us grammar which was more easier for me to understand cause I did not tend to skip anything but in online classes when teacher teach us the lesson of writing sometimes I face internet issue so I miss some points and sometimes zone out from the class due to lack of concentration which creates a gap of understanding my lessons properly”.

So, it can be noticed that like offline classes communication among teachers and students is not prominent in online classes. Due to this issues students are facing challenges when they try to clear their confusion. These challenges cause the demotion of the students' writing skill because with the confusion nothing can be learned accurately and no one can implement their knowledge appropriately. Because of the gap in learning in writing classes students face the disadvantage of gaining writing knowledge properly.

ii) Lack in feedback:

Feedback consists of pointing out the mistake and the proper linguistic form to the learner in order to help them revise and improve the accuracy and write the correct form. Writing in a second language, learners might make some mistakes in word order, grammar accuracy, and misspelling of words and so on. Feedback is the process to get corrections on the mistakes made by the second language learner on their writing skills. In terms of learning and practicing, feedback from the teachers to their students plays a crucial role.

In online there is a lack of feedback in classes. Mayeesha said that “I do not get feedback from online classes like I used to get in offline classes”. If the teacher gives them any task there is no chance to check one to one script and get back to them with feedback. They submit their class writing task and homework on whatsapp or imo but sometimes they get feedback, sometimes no feedback and sometimes the teachers do not see the message as thirty forty students submit the task altogether so it is difficult for the teacher to stay on track. Also, in offline classes the feedback was instant but in online students have to wait for getting the feedback. One of the interviewee name Akhlak said that “at first I used to knock my teacher if she somehow forgets to give me the feedback but then again when it repeated that I am submitting task and teacher not giving me feedback I stopped knocking her, also, sometimes I did not even submit the writing task”. As there is a lack of feedback in online classes so students

are facing obstacles to improve their writing skills. On the other hand, it is demotivating them from submitting their writing tasks willingly.

iii) Tendency in terms of plagiarism:

Likewise the offline classes in online students are not under strict monitoring, therefore, it leads the students towards plagiarism. In online classes assignments are mandatory and same for all the students as it is designed by the government for all schools in pandemic situations. Jannatul said that “in starting I did all the assignments by myself then again I noticed that teachers are not saying anything if students are copying from the internet, then I started to do my assignment copying from YouTube or from my friends”. So, as there is no penalty for plagiarism it creates a tendency of plagiarism among the students. In offline classes the scenario was different if any students did copy or plagiarism and the teacher can find it out students used to get punishment and penalty for plagiarism.

Now about the exam, from the interview I found out that exams were not mandatory in every school. Some schools proceed with both exams and assignments, whereas some schools only proceed with the assignments only. Sakib said that “in the online exams there were no one to guard us so we all students connected on a messenger group and gave the exam by doing discussion”. This statement shows that in offline exams teachers were always in the class to give guard to the students during the exam time. So, students did not have the advantage or courage of discussing with anyone and giving the exam in class. In online the scenario is totally opposite. Students are free to discuss with their classmates as teachers were not present there. However, from the scenario we got in the upper discussion part and information got from the students shows that, in terms of writing task given in the assignment students were not productive at all as the tendency of plagiarism increased and in the exam as there was chance of discussion so students sat for the exam without any preparation which hamper the tendency

of practicing the writing syllabus or activity. As there is no productivity and practice, it hampers students' improvement of their writing skills.

iv) Hamper in creativity:

As assignment answers are available on the internet, it is hampering the writing skills creativity of students. Sakib said that “assignment answers are available on the internet so I do not need to do extra work for my writing task”. The available answers on the internet creates a negative impact. As answers are available on the internet therefore, students do not feel the urge of brainstorming. Before, in offline classes students had to submit different assignments, writing tasks like essay paragraph, story writing where they used to brainstorm and write from their creativity but in online this thing is missing. Lamisha said that “in online exams we only give objective answers for English, there is no creative writing task”. The online exam took place by schools based on the grammar, vocabulary and select answer by reading comprehension text. These activities are not enough to increase students' free hand writing skills. Students are not getting the chance to show their creativity in freehand writing. Also, as there is no task and exam on free handwriting so students do not feel the importance of practicing it. To some extent it is hampering students' creative writing skills.

v) Habitual Impact:

The habit of handwriting has been taught since the kindergarten level. Students are more comfortable writing on paper rather than typing on electronic devices. Sarah said that “since my childhood I was habituated to writing on paper and seeing question paper but suddenly due to the pandemic it shifted into typing on laptop /computer and seeing the question on screen sometimes makes me uncomfortable”. Students were more comfortable giving exams and tasks on paper. The sudden change to shift on electronic devices makes students

uncomfortable. Some students are not habituated to typing and they mentioned that they could write faster on paper rather than type on the computer. Which writing task they can complete within a short period on paper takes longer when they type it on the computer.

vi) Class time duration:

For practicing writing tasks and proper learning in online time duration is less than needed time. Mehrun said that “it took 10 to 15 minutes at the beginning to start the class and after 40 minutes the zoom class get closed automatically as the allocated time for zoom class is 40 minutes”. The teacher Ms. Hasna also stated the same problem. She said that “it is challenging to take a class of 50 students on the internet and cover up all the lessons and problems within 40 minutes”. Therefore, teachers can not cover the course material they planned for per class. Also students do not get the chance to ask the questions to teachers if they have any confusion. The limit of class work activities decreases due to short class duration which creates a gap in students practicing writing tasks and learning writing skills.

4.3 Types of Writing Assessment assigned to students offline and online and its impact

a. Offline:

In offline classes students have different types of writing assessment and they do participate in those assessments. The motive of these assessments are to give students the chance to practice their English writing skill and as well as evaluate their capabilities in writing skill and their improvement.

i) Exams:

Students participated in the class test based on the writing syllabus given by their teachers and schools. Although the assessments vary from school to school, some assessments

are the same for every school and some are different. Class test, midterm and final are the same for all of the students. I have discussed the question pattern of exams with the teachers. The question pattern of midterm and finals are the same for all the schools but in class tests it varies from school to school. For English first paper students have to answer the comprehension part which is unseen and in part B students have to show their creative writing by answering Dialogue, paragraph, email and letters. For English 2nd paper part A is the grammatical part. Students have to answer all the grammatical items like tense, voice, transformation, narration and so on. Part B consists of the creative writing section where students have to write an essay, paragraph, story, letter, application and so on. While taking the interview Sakib said that “we have surprise test where the teacher took our exam without notifying us to see our improvement of the writing tasks we practiced in our class”.

ii) Assignments:

Students participated in group assignments, peer assignments and individual assignments in offline classes. Rifat said that “Those assignments were unseen to evaluate our creative writing”. So basically students participated in those assignments to write from their creativity and teachers used to mark them based on their writing and creativity skills.

b. Online:

Like offline, online has some assignments for students. Moumita said that “for almost one year we were out of exams and assignments in online”.

i) Assignments:

After one year, government design assignments for students and students had to submit those English writing tasks like dialogue, paragraph, and summary. According to the teachers,

MS. Suraiya and Mr. Emdadul said “The marking categories were set by the Government”. It is divided into five parts to evaluate all students and that is superb, very good, good, and progress needed. Like offline classes there were no group or peer assignments. Every assignment was individual.

ii) Exams:

In Terms of exams all schools did not have it. Where Adiba’s school had an online English objective exam but Zara’s schools did not have any exam. Except for assignments and exams there were no more assessments for students in online.

c. Impacts:

Both online and offline writing assessment or task has an individual impact on students' writing skills. If I talk about the offline writing skills then students claimed that in offline they had exams which was a serious matter for them. To get good grades and do well in the exams they used to study and practice their writing tasks. Also, the unseen assignments helped them a lot to improve their writing skills. As assignments were not available on the internet and plagiarism was a serious issue so students did not get the guts of doing plagiarism. It helped them a lot to improve their writing skills.

In online the scene is different. Assignments were available on the internet and no strict steps were taken for plagiarism so students did the assignment by copying from the internet. It removes the urge on students that they need to practice writing tasks and do well. Also, as some schools did not have any exams, it created a distance in students to practice the writing task.

4.4 Convenience of Offline and Online Platforms in terms of upgrade

English Writing Skills

The interview students and teachers all of them were experienced by both online and offline learning systems. Therefore, I've got the most authentic data from them. From their interview it was easy to identify the convenience of offline and online platforms for practicing and improving students' English writing skills.

Firstly, about the comfort zone students are mostly comfortable in offline classes rather than online classes because according to their perspective offline classes has the advantages of direct communication, feedback option and doing offline classes is there on their years of practice. Learning writing skill through blackboard rather than screen sharing is easier for them. Secondly, learning together with their peers keeps them motivated while doing the class and the instant feedback helps them to work on their pros and correct it within a short period which they feel less in the online classes. Consequently, according to their statement, learning offline keeps them productive because they feel the urge to brainstorm for their analytical writing task.

Also, in offline classes as exams were mandatory so they used to keep them engaged in writing tasks to do well in the examination. In online the assignments answers are available in the internet so they do not need to brainstorm or do no need to do any practice exams are not mandatory in all schools and as there is no guard in the exam time so they can give the exam by discussing with each other so it is hampering their productivity in writing skill.

An important piece of information that Zara mentioned "we had six English classes offline but in online it's three classes per week which is not enough for our learning". In offline they had English class six days a week so the teachers had the chance to divide the class in different sectors and they got more time for learning and practice which facility is missing on online classes. Again, in offline if after the class they had any issue regarding the topic they can sit with their teacher in tiffin time or after school which helped them to enhance their learning

but in online they aren't getting enough time to sort out their problems and not the chance to sit with their teacher in tiffin time or after class. So, for them offline was better for learning writing. However, in the interview when students and teachers are asked to choose between offline and online, the majority chose offline as a learning platform of writing skills because it is easier, interesting and enjoyable to learn with fun and proper care.

Chapter 5

Conclusion & Recommendation

5.1 Conclusion

There are differences in the satisfaction levels that students report when learning to write in face-to-face classrooms and online. These distinctions help students feel more at ease and better able to absorb the writing skills the teacher is giving. Due to the sudden outbreak of pandemic, research participants who had experienced online learning choose to learn writing offline. Online learning still has numerous benefits, such as allowing students to use technology on their own to learn, improve literacy, develop skills, and gain confidence in their academic abilities (Blachowicz et al. 2009). Moreover, writing itself is no longer just writing on paper; instead, the students now frequently use keyboards on phones and laptops. According to Erixon's research, typing on a computer is not difficult because authors can simply add, erase, and revise their writings. Also, grammar and spell check tools which make it much simpler for students to practice writing (Erixon, 2017). However, after comparing the results and findings in this study, the author find out that participants who experienced offline and online writing skills prefer offline learning over online learning.

5.2 Recommendation

A few recommendations can be made after this study. For instance,

- a) Firstly, online tools, resources, and media for learning must be effectively used to improve English writing skills.
- b) Secondly, like the offline classes schools should take some initiatives to keep focus on the students' guidance, feedback, and proper communication also in online classes.

- c) Thirdly, likewise the offline classes tasks, assignments should be organized in online learning.
- d) Consequently, in online classes teachers should be strict about students plagiarism and copying from the internet.
- e) Again, teachers can guide students how internet can be used as a learning tool.
- f) Additionally, before implementing, the authorities should provide the school teachers with the necessary training so that they can ensure the appropriate learning of writing skills in online.
- g) Teachers ought to understand how to teach students to grab the online class lectures for improving and polishing students writing skills.
- h) Again, Class lectures can be uploaded after class as some students face internet issues and cannot join in class. Also, by repeating or re-watching of class lectures students can get the chance to clear their unclear concepts.
- i) Finally, to eliminate gaps in learners' understanding, schools and the government should adopt some measures for creating a strong mechanism to handle future instances of sudden circumstances like COVID19 and that will help students to keep on track to enhance their any kind of skills as well as writing skills.

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Appendix

Interview Question

A

Students:

1. Do you find the online platform useful to attend your English Writing classes?
2. Do you find the online and offline writing learning facilities same?
3. How convenient do you find online platform to practice your English writing skill?
4. What are the challenges you face in online writing classes? What about offline?
5. Can online learning provide sufficient knowledge of the writing material? What about offline?
6. Do your teacher give you feedback on your writing in offline class? What about online?
7. Do you find any communication gap in online classes comparing with the offline classes?
8. Do your teacher provide you with any homework in online classes?
9. Do you find online writing classes interesting?
10. Do you get enough time to finish your writing task/assignment offline? What about online?
11. How do you describe your online and offline writing class experience?
12. In your point of view, which platform do you prefer to practice your writing skill and why?

B

Teachers:

1. In terms of teaching writing skill to students, how do you describe your offline and online experience?
2. What are the challenges you face while taking online writing class? What about offline?
3. Are you providing enough material for online writing class?
4. Can online learning provide sufficient knowledge of the writing material? What about offline?
5. Do students give enough effort to online writing classes compared to offline classes?
6. Are you taking any writing exam online like offline classes?
7. Do students show eagerness for doing the online writing class?
8. How do you give feedback to your students online?
9. Any advantages or disadvantages you find out in offline and online writing classes?
10. In your point of view, which platform do you prefer to practice students' writing skill and why?
11. Any suggestions on how to keep students connected in online writing classes and make the class more interactive and interesting?