

## **The Instructional Challenges and Opportunities for the Bangladeshi ESOL Teachers At Government Colleges During the COVID-19 Pandemic Period**

**Goutom Kumar Ghosh**

*Lecturer, Department of English, Sribordi Govt. College, Sherpur-2130, Bangladesh  
[goutomghosh87@gmail.com](mailto:goutomghosh87@gmail.com)*

### **Abstract**

During the Covid19 pandemic, all educational institutions including the government colleges of Bangladesh initiated online teaching with numerous challenges. From the two-year online education experiences, the ESOL teachers of Bangladesh learned many new skills and strategies and gathered some insights of online education that might be beneficial for future language teaching in Bangladesh. This study tried to explore the first-hand experience of the ESOL teachers at government colleges and their opinions about the opportunities derived from those experiences. This study followed a sequential explanatory method which is a mixed method of a quantitative method followed by a qualitative method. The findings of the study revealed that the teachers had to face many instructional challenges to teach the learners including the motivation of the learners and conducting E-assessment. The findings also highlighted that the teachers showed a positive attitude about their self-adaptation to the new ICT skills; their quality time with their family members; contribution of indoor physical exercises. In addition, the findings indicated some of the potential opportunities for future education including the ICT integration in language teaching, continuation of skill development, training on online pedagogy, and some suggestions for the policy makers.

### **Introduction**

#### **1.1. Background of the study:**

Among all the countries of the world, Bangladesh has a significant number of English learning population because being a *lingua franca*, English holds an important position in the national level here (Rahman & Pandian, 2018). Therefore, it is always an important concern for the policy makers to make English teaching effective in schools and colleges. English language teaching is very challenging in Bangladesh for various reasons, for example, low student motivation despite the importance of learning English. Apart from this, the closure of educational institutions for many consecutive months due to the Covid19 pandemic situation, Bangladeshi ESOL teachers faced numerous challenges in terms of online teaching adaptation and mental health management. On the contrary, it has also provided some opportunities for future English teaching with the

concept of blending education. This study will deal with the challenges and opportunities for the ESOL instructors of the government colleges in Bangladesh.

To minimize the infection rate, the policy of school closure had been taken for granted all over the world (Sheikh et al., 2020; Van Lancker and Parolin, 2020; Viner et al., 2020). After getting the confirmed Corona virus infection case in Bangladesh, the government of Bangladesh declared a countrywide lockdown on March 26, 2020 (Jahid, 2020, Opu, 2020), and before implementing the nationwide lockdown, the ministry of education announced the closure of the educational institutions on March 18, 2020 (Shawon, 2020). Many public examinations and academic assessments have been interrupted during this pandemic time (Burgess & Sievertsen, 2020). As a result, the ministry of Education had to postpone the Secondary School Certificate and Higher Secondary Certificate examinations in Bangladesh. In the new situation, students and teachers were compelled to shift from face-to-face class to emergency online or remote learning (Chiu et al., 2021). Although online teaching was the best available option for the Covid19 pandemic period (Fajri et al., 2021), teachers and learners of Bangladesh had to deal with many problems to initiate online classes as the institutions were not ready for providing online support (Khan et al., 2021). In addition, Bangladesh was not ready for online mode pedagogy, but it was the only way to compensate for the loss of learning at that time (Uddin, 2020). Not only teachers but also students were supposed to have IT skills to make online education successful (US Department of Education, 2010).

The government of Bangladesh with the assistance of UNICEF introduced an education program via national TV channels, radio, and other platforms (Afrin, 2020). Interactive applications such as, Zoom meeting, Google meet, Facebook, and other platforms were used by teachers and institutions to continue emergency teaching (Fajri et al., 2021). Recent studies prove that Facebook is effective for the pedagogical purpose of EFL teaching as both learners and teachers are used to browsing it every day and it is easy to adapt for them (Yen et al., 2015).

In response to continuous lockdowns, educational institutions had to adopt online teaching where educational activities were performed on a digitalized world with the help of modern technologies (Li & Laloni, 2020). Though the sudden adaptation of distance teaching happened due to the pandemic situation, before that time, a silent ICT revolution was taking place in the education sector (Selwyn, 2012; McFarlane, 2019). New Information technology has gifted us the valuable opportunity to interact from different locations (Wilson & Stacey, 2004). In recent years before the pandemic period, with the initiatives of the present government of Bangladesh, all sectors including the education sector have been digitalized at a massive scale (Hossain, 2018). According to the Bangladesh Bureau of Statistics, 37.6% of families in Bangladesh have the access to the internet (Alamgir, 2020). It can easily be assumed that this digital upgradation must have helped educational institutions start online teaching as an emergency step to protect the education system from drastic consequences. In addition, most of the students of Bangladesh have already possessed android smartphones with essential apps which are very crucial for online teaching (Hossain, 2018).

## **1.2. Topic area and Research Questions:**

The project, “The instructional challenges and opportunities for the Bangladeshi ESOL teachers at government colleges during the COVID-19 Pandemic period”, focuses on several research questions (noted below) related to online teaching during the Covid19 pandemic period.

The research questions under this topic are as follows:

- a) How did the ESOL teachers at government colleges in Bangladesh cope with new technological skills during the covid19 period?
- b) How did teachers motivate learners to learn the English language effectively in virtual classrooms?
- c) How did the long-time lockdowns and institution closure of educational institutions affect the mental health of teachers and how did they manage the mental stress during Covid19 lockdowns online teaching?

### 1.3. Rationale for the research area:

Fajri et al. (2021) state that Students' technological and social-economic capabilities are not the same, and many students do not possess devices which are compatible with online learning. This limitation appears as a barrier in distance emergency teaching. Many teachers in Bangladesh lacked ICT knowledge for proper online teaching (Mohiuddin, 2020). Consequently, it appeared as a barrier to the implementation of online education. In the context of Bangladesh, interrupted power supply, poor internet connection, absence of instructor- learners communication, lack of information technology, digital technology skills, family financial crisis, and the absence of proper logistic support are critical issues for implementing proper online education (Ramij & Sultana, 2020; Dutta & Smita, 2020; UNESCO, 2020a). Online education might be an effective option for the developed countries with advanced technological support for the instructors and learners (Basilaia & Kvavadze, 2020). On the other hand, resource constraint is a big issue for the developing countries like Bangladesh to provide the necessary support for effective online teaching (Uddin, 2020).

Any isolation can cause potential psychological impacts on the individuals in society (Fardin, 2020). We are unable to lead isolated life for a such extended period because it creates some ultimate outcomes, such as stress, anxiety and distrust, and negativity (Raza et al., 2020). What is more, teaching is always a stressful profession (Jakubowski & Sitko-Dominik, 2021). Moreover, the extra pressure of online teaching and the uncertainty of the crisis period led teachers to feel perplexed and stressed (UNESCO, 2020d). It is also found in the studies that there is a strong relationship between teachers' wellness and effective classroom output (Bardach et al., 2021; Dreer, 2021)

Teachers were forced to adapt to online teaching pedagogy and IT tools very quickly and implement them in virtual teaching (Eickelmann & Gerick, 2020). In addition, they had to have preparation to meet not only the demands of their learners in online classes but also institutional demands (Flores & Gago, 2020). Unexpected learning attitude and deterioration of learners' mental health is a direct outcome of the continuous home quarantine without outside physical activity (Meo et al., 2020).

There are some positive aspects of online education that can be treated as opportunities for the future education of developing countries like Bangladesh. Online classes can be preferred by students as they offer convenient times and locations for students (Petrides, 2002; Poole, 2000). Online teaching can be provided to anyone and anywhere if the receivers have internet access (Paudel, 2021). In fact, online teaching can be a solution to the rising expenses of education (Tucker, 2007). In terms of EFL learners, technology usually assists them in learning the basic four skills of English (Higgins, 1995). In other words, English language learning can be fun and pleasing with the help of ICT. Moreover, English teachers are utilizing the blessing of online education all over the world (Hung, 2017). Similarly, the ESOL teachers of Bangladesh must make the best use of online education in the future.

The government colleges of Bangladesh are located all over the country and here higher secondary level and tertiary level courses are taught. So, it is very important to investigate: i) how ESOL teachers adapted to online teaching ii) how instructors motivated learners iii) how teachers managed their mental health during the Covid19 period.

#### **1.4. Objective of the study:**

The ESOL teachers of Bangladesh, specifically the ESOL teachers at government colleges of Bangladesh might have gone through many challenges in terms of ICT adaptation, motivating learners, and mental health management. The main objective of this study is to find out their real experiences of the situation and how these experiences can help us for future education in English Language teaching in Bangladesh. In addition, this paper intends to observe and critically analyse the perception and attitude of teachers about online education. The findings of the study might be helpful to investigate the English language teaching from teachers' perspective in Bangladesh which can be beneficial to set our future curriculum in English language teaching in college-level education in Bangladesh.

## **2. Methodology:**

### **2.1. Participants:**

All participants of this study were above 18 years and therefore, they were adults. Initially, there was a target to reach to 20 to 30 participants for the online survey questionnaire. In fact, 35 participants responded to the online survey questionnaire, and five (5) participants among all the survey respondents were chosen for the semi-structured online interview. All the five (5) selected participants were ESOL teachers at different government colleges in Bangladesh and they are the members of Bangladesh civil Service. All the participants have completed their graduation and post-graduation in English language and literature from different public universities in Bangladesh. Their designations are lecturer, assistant professor, and associate professor. Both male and female ESOL teachers from urban and rural areas participated in the survey. They teach English language and literature to the students of higher secondary level and tertiary level at different government colleges.

#### **2.1.1. Sampling technique:**

A convenient and purposive (Zacharias, 2012) sampling technique was chosen for this study. The participants live and work in Bangladesh, but the study was conducted from Scotland, UK. Therefore, the researcher had to choose the participants who were easily accessible through online platforms and convenient to communicate. In fact, the participants were purposely chosen for the online interview to serve the purpose of the study. In addition, the participants needed to meet some criteria, for instance, they had to be ESOL teachers at government colleges in Bangladesh; they had to be adult participants; they had to have the capacity to participate using Information technology; and they had to have the first-hand experience of conducting online teaching during Covid19 pandemic period.

### **2.2. Research Instruments:**

#### **2.2.1. Survey Questionnaire:**

Zina (2021) has talked about the strong aspects of using this quantitative research method. His belief is that it provides perfect opportunities to collect specific data for any research and it helps

to understand the study area deeply. The first dataset of this study used a web-based quantitative survey to collect data from the target participants for this study. The self-developed survey questionnaire was formed by fifteen five-point Likert-type scales questions covering the three essential constructs of the study. Four background questions were also added at the beginning of the questionnaire.

#### 2.2.2. Interview:

The second dataset of the study used a common and effective qualitative research method, a one-on-one semi-structured interview to elicit the participants' experiences and opinions about Covid19 pandemic period online teaching. The interview questions were formed based on the survey questionnaire for quantitative data. Five (5) participants were purposefully selected from the 35 respondents of the survey questionnaire, and they were asked five (5) open-ended questions with some discussion-driven questions during the interview. Open-ended questions allowed the interviewees to give detailed thoughts on different topics openly (Zacharias, 2012).

#### 2.3. Method of data collection:

According to Creswell (2002), the main concern of a study is to find accurate data from informed participants in the process of data collection. Therefore, to gather accurate data, this study used two popular data collection instruments and followed the proper process of collecting data from the participants. Both data collection instruments were web-based and IT-based.

##### 2.3.1. Quantitative data:

At first, the questionnaire for quantitative data was created online by using Google form which supports easy access for the respondents. Then, the survey questionnaire was sent to the respondents by using personal email, WhatsApp number, Facebook, and mobile SMS.

##### 2.3.2. Qualitative data:

Then, the researcher of this study contacted 5 respondents of the questionnaire personally and sent them the consent form. After having informed consent, the participants attended the interview from Bangladesh through the Zoom meeting platform.

#### 2.4. Method of data analysis:

Here, a sequential explanatory design was selected for data analysis because “neither quantitative nor qualitative methods are sufficient, by themselves, to capture the trends and details of a situation” (Ivankova et al., 2006). After collecting the data from the participants, they were analysed to ‘make sense of the information supplied by individuals’ (Creswell, 2002, p.10). The analysis process included ‘taking the data apart to determine responses and putting it together to summarize it’ (Creswell, 2002, p.10). This study used a “sequential explanatory design which implies collecting and analysing quantitative and then qualitative data in two consecutive phases within one study” (Ivankova et al., 2006). The quantitative method is used to describe a research problem with a description of trends (Creswell, 2002). On the other hand, Strauss and Corbin (1998) state “qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought process, and emotions that are difficult to extract or learn about through more conventional methods” (p.11). The combination of quantitative and qualitative approaches is more effective for getting integrated and holistic data of a research than if the approaches were used separately (Campbell Phillips & Proshad Halder, 2019). Here, both types of data are related, and integrated findings were achieved by the study.

After having thirty-five responses to the quantitative questionnaire, a spreadsheet was automatically created by the Google form. To get the descriptive statistics of the background information and the responses to the fifteen (15) five-point Likert scale questions were transferred to SPSS. Then, charts, graphs, and information tables were automatically generated on SPSS, and they were used to complete the descriptive statistics in the findings section.

The quantitative part provided the frequency and percentage, on the other hand, the qualitative part provided the words and detailed opinions of the participants (Creswell, 2002). In the qualitative approach part, the interview, the researcher analysed and coded the data for determining the themes by using the word analysis from the interview recording. In the transcription process of the interview, audio recordings of the interview were selectively converted into text data to categorize them according to the fixed themes of the study. In addition, the interview data were analysed by following the theoretical framework. This transcription process involved the ‘start and pause’ function of the electronic recordings while transcribing them (Creswell, 2002). Some inaudible and unclear parts of the recordings were omitted from the transcription. Then the transcribed texts were discussed in a thematic format in the result section of the study. Some of the important direct quotes of the interviewees were inserted in the findings section to illustrate the exact reactions and opinions of the interviewees.

### 3. Results:

#### 3.1. Quantitative results:

There were 4 background questions and 15 survey questions for the three constructs of the study (Appendix D). The graphs and tables of the quantitative results are as follows:

##### 3.1.1. Background information of the participants:

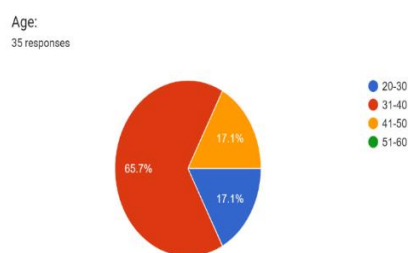


Figure 3. Age of the participants

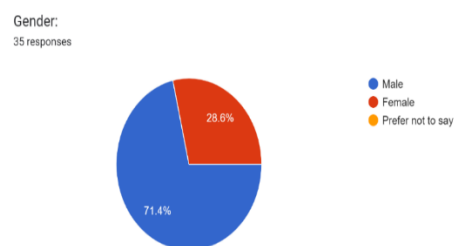


Figure 4. Gender of the participants

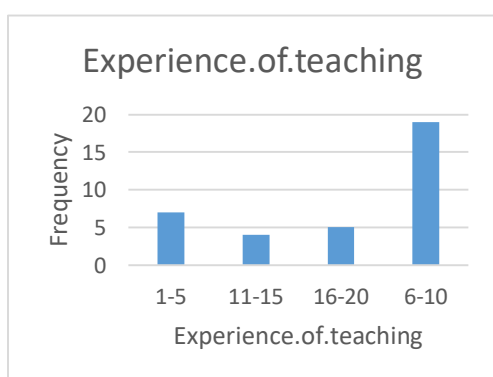


Figure 5. Experience of teaching (years)

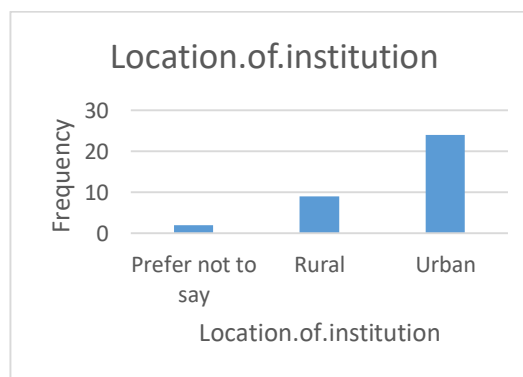


Figure 6. Location of institutions



### 3.1.2. Results of the survey:

Serial	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
01	I feel comfortable to demonstrate my lessons in online platform.	17.1%	42.9%	8.6%	31.4%	--
02	I have learnt some new IT skills during the Covid19 pandemic.	42.9%	57.1%	--	--	--
03	I have proper training on the pedagogy of online teaching.	2.8%	28.6%	28.6%	31.4%	8.6%
04	I can conduct online assessments for my students effectively.	11.4%	40%	14.3%	31.4%	2.9%
05	I prefer recorded classes to teach my students online.	11.4%	51.4%	11.4%	20%	5.8%

Table 1: Summary of the responses for ‘Adaptation to online teaching’

Serial	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
06	Learners are very interested to follow my online classes.	11.4%	40%	22.9%	17.1%	8.6%
07	I can make my online classes interactive with group activities.	11.4%	45.7%	25.7%	14.3%	2.9%
08	I am successful to ensure learners' autonomy in my online classes.	5.7%	51.4%	22.9%	20%	--
09	My Learners are active in the group activities in online classes.	5.6%	34.3%	28.6%	22.9%	8.6%
10	My learners are serious about given home-works and online assessment.	8.6%	34.3%	14.3%	37.1%	5.7%

Table 2: Summary of the responses for ‘Motivating learners in online classes’

Serial	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	Instable internet connection makes me demotivated in time of conducting online sessions.	31.4%	54.3%	8.6%	2.9%	2.9%
12	Continuous lockdowns never interrupt my preparation for the online classes.	11.4%	40%	11.4%	28.6%	8.6%
13	Sufficient family time during lockdowns helps me to overcome my stress.	14.3%	68.6%	--	14.3%	2.8%
14	Extra workload of online classes affects my mental health.	5.7%	54.3%	14.3%	22.9%	2.9%
15	Indoor physical activity helps me to reduce my stress during lockdowns.	22.9%	34.3%	25.7%	14.3%	2.9%

Table 3: Summary of the responses for ‘Mental health management of ESOL teachers’

### 3.2. Qualitative data:

The detailed analysis of the semi-structured interview data has provided some essential insights about the challenges faced by the ESOL teachers in Bangladesh during the Covid19 pandemic period online teaching and some opportunities originated for the future blended language teaching in Bangladesh. The findings of the interview are presented here according to their respective themes:

#### 3.2.1. The adaptation process of ICT skills:

Almost all participants pointed out that they the lacked necessary ICT skills at the beginning of the online teaching. They stated that they had some basic ICT knowledge for PowerPoint and content-based training which could be useful for the face-to-face class not for the online teaching. One participant commented:

*I had the basic knowledge of Information technologies, but I had no experience of using the Zoom platform or google meet, or Microsoft team for conducting online classes effectively. (P4)*

They acquired the new skills mostly by themselves with the help of YouTube and other search engines. Some of the comments about the acquisition process are:

*The situation was in favour of me to enhance my IT knowledge. (P2)*

*It was my interest in IT skills that motivated me to learn new skills. (P4)*

P4 revealed that he also gathered some ideas “by watching the online classes of the other language teachers of Bangladesh” (P4). In addition, the participants highlighted that they had to learn the details of Zoom meeting, Google meet and Facebook live classes during this pandemic period. Sometimes, their collaboration with other colleagues helped them to acquire new skills. The P3 noted that the young teachers were positive about learning IT skills, and they were doing better than the senior teachers in his college.

### 3.2.2. Challenges of affordability of smart devices and internet connection:

Some of the participants stated that the modern ICT lab of their institutions supported them to conduct online classes. All participants revealed that they had to manage the necessary devices and internet data themselves and they did not get any support from the authority. They also noted that internet connection and mobile data were highly expensive not only for them but also for the students.

### 3.2.3. Recorded class vs online live class:

Almost all participants agreed that at the initial stage of online class, they were only interested in using pre-recorded classes for online teaching but after some months, they started taking live classes to teach the learners using Facebook live or the Zoom meeting platform. It is important to note that the P2 and P3 exceptionally showed their preference for recorded classes because they thought that they could edit the recordings if needed. The P2 added that the internet connection was not always stable to attend the live class and therefore, recorded class appeared as an option for the learners of Bangladesh as the learners could watch the recorded class at their convenient time when the internet connection was stable.

### 3.2.4. Need for online teaching pedagogy:

It is clear from the data that all participants felt the necessity of online teaching pedagogy during the pandemic period. The P3 stated that the ESOL teachers of Bangladesh had proper subject knowledge, but they lacked online teaching pedagogy. All of them also suggested that authorities should arrange online teaching pedagogy for the teachers in the post-pandemic period. The P2 believed that proper training on online pedagogy will help the teachers to motivate their learners.

### 3.2.5. Challenges related to online assessment:

Online assessment was very problematic for all participants of the study. There was a “possibility of forgery” (P1) in online assessment and the scores of the online assessments “cannot be valid” (P1) in the context of Bangladesh. The P3 stated that online assessments could only include multiple-choice or short questions but there was no scope for setting up broad questions there. The P5 admitted that he had no proper knowledge of online assessments, and he thought it was not effective in his context.

### 3.2.6. Attendance-related challenges:



All participants admitted that there was a poor attendance of the learners in their language classes. 10% to 30% of total students attended their language online classes. All of them agreed that most of the students were unable to attend the classes due to the lack of smart devices and internet data. “Lack of motivation” (P2) was also responsible for absenteeism. The P3 commented that some students were not interested in attending the online class because they had their private tutor at home. Regarding the poor attendance of students, the P3 and P4 noted that students were not accustomed to the culture of online learning and there was a sudden shift from face-to-face to online teaching.

### 3.2.7. Challenges related to the concentration and motivation of the learners:

All participants talked about the lack of feedback and interaction from the learners in online classes. One participant remarked:

*Students were so reluctant to ask or answer any questions in the live classes. (P1)*

The P5 mentioned that students were not serious about online learning because at that time there was no public examination in Bangladesh. In addition, the P3 remarked that long lectures of teachers demotivated learners in online sessions.

### 3.2.8. Strategies to motivate learners:

All participants shared their strategies to motivate the learners in their online teaching. The P1 used downloaded videos and self-created content-based PowerPoint slides to make his learners entertained and motivated. He also used Google form to get responses from the learners to make them concentrate on the classes. The P3 facilitated some funny activities and kept his online lessons short to motivate his learners in the online sessions. He commented:

*Students never expect long online classes, their concentration works well if the class duration is within 20 minutes. (P3)*

In addition, one participant remarked:

*To motivate the learners in online sessions, I informed them earlier about what would be taught in the next class. (P4)*

### 3.2.9. Sources of mental stress of teachers:

In the interview process, some sources of mental stress for teachers were identified. For example, the P1 did not have any clear idea of the outcome of online classes. He was not sure “whether the learners will be benefitted or not from the online class” (P1). In addition, the lack of previous experience in online teaching was a common source of mental stress for many participants here. For instance, the P2 stated that at the initial stage of online teaching, he was a little scared but in the later stage, he started enjoying online teaching. Similarly, the P2 was highly concerned about his recorded and live classes because they were made public on social media. The urge of making his online classes perfect and the possibility of criticism by other teachers created mental pressure for him.

The P1 was worried about his students with lots of socio-economic limitations. On the other hand, the P3 was worried about the safety of his family members due to the Covid19 crisis. He was also upset because his children were locked in the apartment for many months, and he was worried about their mental health.

The following statements reflect some other sources of frustration:

*If teachers are kept out of their regular activities with their students for a long time, they must face some mental issues. (P4)*

*Sometimes, days became boring and unbearable during the continuous lockdowns. (P5)*

The P5 noted that he had to manage all necessary devices and internet connections for online teaching, and he did not get proper support from the authority. It caused a sense of frustration in him.

#### 3.2.10. Effects on the preparation of online classes:

The effect of family time during lockdowns was unique for every participant. Working from home was beneficial for the P1 as he was able to spend more quality time with his family. The P3 commented that his "...relationship with his family members was intensified during that lockdown period" (P3). That situation helped him to prepare for online classes more efficiently. On the contrary, the P4 and P5 admitted that overall frustration derived from the pandemic situation sometimes adversely affected their preparation for online classes.

#### 3.2.11. Strategies to minimize mental stress:

Almost all participants stated that they tried some indoor physical exercises at home during the lockdowns, and it helped them to minimize their stress levels. In addition, the P2 overcame the mental stress with the help of his acquisition of new IT skills. In fact, he "turned the problem into an opportunity" (P2) for his self-development and that involvement helped him to overcome mental stress. The P3 tried to pass his time by reading novels and story books to reduce his mental stress during lockdowns.

#### 3.2.12. Opportunities for future blended teaching:

One participant remarked:

*The Covid19 period has appeared as a blessing for the future education of Bangladesh as most of the teachers have become skilled in the necessary technologies required for blended teaching. (P4)*

The P1 thought that the newly acquired skills of online teaching will be helpful for the future integration of ICT in the whole educational context of Bangladesh. In addition, learners have acquired some orientation with IT skills which will be helpful for blended teaching.

#### 3.2.13. Positive aspects of the pandemic period:

The learners had the opportunity to break the cultural barrier of online learning during that pandemic period (P2). That pandemic period could be treated as a preparatory period for future teaching strategies in Bangladesh (P2). The Covid19 crisis has shown us "We should have some alternative way of teaching and learning to continue our education process in any crisis" (P3). The P3 noted that online classes can be shared on social media so that the students of rural areas can watch them to learn properly because there is a crisis of good language teachers in the remote areas of Bangladesh. The P4 hoped:

*The teachers must continue to practice the IT knowledge and upgrade their skills on a regular basis. (P4)*

#### 3.2.14. Suggestions for the policy makers and authority

The P5 suggested that listening and speaking skill tests should be included in public examination questions and it can inspire learners to interact in classes. To facilitate blended teaching in the future, the authority of the government colleges can introduce online lab classes with all modern facilities for both teachers and learners (P2). The P4 suggested that more training on online teaching pedagogy should be arranged by the authority for utilizing the opportunities from this

crisis in education. Language teachers should be particularly trained in how to make learners engaged in group activities and effective interaction in groups. There was a suggestion from the participants that authorities should provide necessary smart devices and affordable internet connections to teachers.

#### **4. Discussion:**

##### **4.1. Overall summary:**

This study tried to explore the reality of online English language teaching in Bangladesh during the Covid19 pandemic period and it also identified some insights into some future opportunities related to the experiences during online teaching. The findings of the study revealed the actual acquisition process of IT skills by teachers, motivational factors of learners in online education and strategies to maintain the mental health of teachers, integration of IT skills in future blended language teaching, positive outcomes of the online teaching and upgradation of policy regarding online teaching and so on. Some of the findings of this study were in the same line with the findings of the other recent studies but there were also some new findings in this study.

##### **4.2. Answer to research question 01:**

From the interview data, it can be clearly said that the participants were not comfortable at teaching online at the very beginning of online education due to the pandemic. On the other hand, the survey result showed a different trend among the participants about taking online classes (Table 1). It was clear that the discomfort about online classes happened due to the lack of proper ICT knowledge. The lack of ICT knowledge of teachers of Bangladesh was also noted in the study by Mohiuddin (2020). According to the finding of this study, without having the proper support from authorities, the ESOL teachers at government colleges developed their IT skills by their means. Most of the participants have utilized that quarantine time to develop IT skills with the help of YouTube, Google search, collaboration with other colleagues, and taking ideas from watching online classes of other teachers on social platforms like Facebook, Zoom meeting and YouTube. The young teachers with a positive mindset were doing better than the senior teachers in adapting to the new mode of teaching. In terms of collaboration among co-workers, use of interactive applications like Zoom meeting, Facebook, and other platforms, and lack of institutional support, the findings of this study were quite consistent with the findings of the previous studies by Knight (2020), Fajri et al. (2021) and Khan et al. (2021).

The findings about the challenges of the affordability of smart devices, proper internet connection, the crisis of the socio-economic condition of the parents of the learners, and absence of logistic support were consistent with the findings of the previous study by Fajri et al. (2021), Hossain (2018), Dutta and Smita (2020) and Khan et al. (2021). About 80% participants of the survey agreed on the point of instability of internet connection. The findings on the resource constraints of teachers and students were similar to the study by Mseleku (2020). The findings were in line with the findings by Basilaia and Kvavadze (2020) on the point that online education could be an effective option for developed countries not for developing countries like Bangladesh at that moment.

The study by Rahman et al. (2021) showed that teachers preferred synchronous online teaching (live class). On the contrary, this study showed that most of the participants were comfortable with the pre-recorded class (Table 1). In addition, the findings of the study agreed with the study by Khan et al. (2021) on the point that teachers did not have proper online pedagogical training before the pandemic period, and they felt the necessity for more training (Table 1).

In terms of online assessment, the findings of the study agreed with the findings of the studies by Munoz and Mackay (2019) and Bashir et al. (2021). Though here it can be noticed that there was confusion between the results of the questionnaire (Table 2) and interview data.

#### 4.3. Answer to research question 02:

In terms of learners' interest to attend online classes, the study showed some inconsistent data in the questionnaire (Table 2) and interview data. In the interview, all participants informed that the attendance of the learners was quite dissatisfactory. Here, the influence of home private tutors and learners' unfamiliarity with online class tradition appeared to be new findings of this study. It is true that the study was unable to decide how to increase the attendance of the learners in online classes.

The lack of motivation due to the cancellation of public examinations at the college level appeared to be a factor behind the demotivation of the learners to attend online classes. The absence of learner-to-learner interaction and teacher-to-learner interaction (Lorenzo, 2008) was highlighted by the participants in this study. Ensuring interaction in the online class appeared to be a real challenge for the instructors. All participants suggested that they would need further training on making the online language classes interactive.

The interview data of this study revealed some effective strategies to motivate the learners in online classes, such as, (i) showing downloaded videos to engage the learners (ii) making online classes shorter (iii) introducing some fun activities (iv) informing learners about the contents of the next class (v) considering the needs of learners, and so on. In terms of interaction in the online class, some dissimilarity was observed between the findings of the survey and interview. In addition, the findings regarding short-duration classes, consideration of learners' levels and specific needs were in line with the findings of the study by Bao (2020), Beauchamp (2012) and Alharbi (2014).

#### 4.4. Answer to research question 03:

The participants also highlighted their mental condition during the lockdown months and online teaching experience from home. Some of the participants of the interview admitted that they suffered from stress and anxiety during the period of social distance which was consistent with the study by Raza et al. (2020). The findings of this study regarding stress from the lack of IT knowledge were consistent with the previous findings by UNESCO (2020a) and Sun et al. (2020). Unlike the findings of the study by Khan et al. (2021), most of the participants of this study stated that their lockdown months with their family were good for their health to overcome their mental stress. That finding introduced a new dimension to the existing studies. In addition, the participants' concern about the public criticism of their online classes was a new aspect of the studies in this field. The findings of this study did not agree with the studies by Sun et al. (2020) and Ng (2007) on the point of getting stressed from the extra workload of online classes. In this study, it was found that most of the participants of the survey stated that they did not think extra workload caused stress during the online education months. On the other hand, interview data was not entirely consistent with the result of the survey on this point.

Unlike the findings of the study by Sultana et al. (2022), the participants of this study did not mention any physical issues like back pain, headache, and blur vision due to long screen hours. The finding of this study regarding the effect of indoor physical exercise to maintain proper mental health was in line with the study by Aperribai et al. (2020). The acquisition of new IT skills helped the participants of this study to be mentally inspired during that pandemic period. This can be treated as a new finding of this study to minimize mental stress during lockdowns.

#### 4.5. Future opportunities for language teaching in Bangladesh:

In the qualitative interview, the participants presented some practical opportunities and suggestions for future Language teaching in Bangladesh. All participants showed their confidence in the fact that the acquisition of the ICT skills by teachers would accelerate the future digitalized language teaching in Bangladesh. Therefore, it can be said that the findings of this study were consistent with the study by Rapanta et al. (2020). In addition, the participants suggested that the continuation of the use of IT tools should be inspired in the post-pandemic period and this finding was in line with the idea of Pokhrel and Chhetri (2021).

Some other important findings of the study were (i) the implementation of an alternative way of teaching in any further pandemic situation; (ii) opportunity for the students of remote areas to watch the sessions of expert teachers through social media (iii) opportunity of watching online classes at a convenient time for the learners. These findings are surely very crucial for the future education sector of Bangladesh. The policy makers should consider them to promote quality education in the future. The study by Higgins (1995) found that the use of technology is very helpful for learning the four skills of English. Similarly, the participants of the study agreed that teaching four skills of English could be more effective with the assistance of technology. In addition, the participants of the study asked for more training on online pedagogy for teachers to initiate interaction in language classes and inclusion of listening and speaking skills in public examinations.

#### 5. Conclusion:

To conclude, it can be mentioned that the combination of quantitative and qualitative research methods provided the study with a detailed results to understand the adaptation of IT skills, motivation for online education and mental health management of the teachers during the pandemic period. From this study, we have been informed that not only the ESOL teachers of Bangladesh adopted to basic online skills required for conducting online classes but also learners were introduced to a new method of learning on the digital platform. Covid19 pandemic led us to rethink our education system (Chiu et al., 2021). Therefore, the findings and suggestions of this study will highly be beneficial for the policymakers and language teachers of Bangladesh to decide on many innovative dimensions of online education in the future. It cannot be denied that the implementation of ICT in education can help learners to be active in classrooms and it will enhance their skills and knowledge (Philip Paderan et al., 2020). Therefore, it is crucial for teachers to improve their acquired ICT skills gradually. In addition, both teachers and learners should have training on effective online interaction (Blake, 2008). Without proper motivation to interact in online classes, English language learning cannot be successful. Teachers of Bangladesh need additional training on online education as they lack the practical skills needed for the online lesson (Rahaman et al., 2021). The strategies discussed in this study to motivate the learners in online classes will be able to guide all the ESOL teachers in Bangladesh. Sipeki et al. (2022) believe that instructors' mental well-being influences the quality of education and upcoming generations. So, teachers' well-being demands more attention in terms of education, and the findings of this study emphasized on this point also. To accelerate the quality of online education in the future, the government must ensure the funding of Information technologies, high-quality academic experience for learners, and expand technology-based learning to minimize the disparities in the education system (Mishra et al., 2020). In addition, policymakers should work on the affordability of internet data for teachers and learners in developing countries (Pokhrel & Chhetri, 2021). Authorities should prepare for any further pandemic situation by developing a strategic plan for



any pandemic, preparing online teaching resources and materials, and practising distance teaching through radio and television (Tiruneh, 2020). The findings, suggestions and opinions of the participants were from real experiences of the context of Bangladesh and therefore, they can be considered seriously.

#### **6. Limitations:**

This study had some strengths to investigate the experience of ESOL teachers at government colleges in Bangladesh but there were some obvious limitations. The limitation of the sample size of this study is very significant. This study dealt only with the participants from the government colleges in Bangladesh, therefore, thousands of ESOL teachers of private and non-government colleges were out of the scope of the study. The sample size was small compared to the number of total ESOL teachers at government colleges. Most of the participants in the survey questionnaire and interview were from some government colleges located in urban areas. Learners with special needs were not included in this study. A small number of studies were done on the teaching experience and the mental health of ESOL teachers in Bangladesh and those limitations made the comparison of results in the discussion section of the study. Another fundamental limitation of this study is that it discussed only descriptive statistics. Lack of IT knowledge and affordability of technology appeared as a barrier as the study was solely conducted using online platforms. The researcher could understand the emotions and responses more closely in a face-to-face interview. In addition, the researcher could have been able to collect more data if the study allowed a longer period. In addition, there was a possibility of recall bias about the information the participant provided as the study was done during the post-pandemic period.

#### **7. Implications of the study:**

The findings of the study will be crucial for the policymakers who will work on designing online teaching pedagogy training for language teachers in Bangladesh. The findings of the study will be helpful to implement successful blended teaching in Bangladesh. It might also be beneficial for the language teachers of Bangladesh to understand their experiences and weaknesses during the online teaching periods. The ESOL teachers can find some insights into how to incorporate technology to language teaching. The reality of online assessment, resource constraints, and the psychological worlds of teachers can be understood from this study.

#### **Bibliography:**

1. Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, 9(3), 86. <https://doi.org/10.5296/ije.v9i3.11483>
2. Afrin, M. (n.d.). *Virtual EFL Classes during COVID-19 in Bangladesh: Pros and Cons with Possible Solutions at Tertiary Level*. [www.eltsjournal.org](http://www.eltsjournal.org)
3. Alamgir, M. (2020, April 2). Schools in Shutdown: Virtual classes not reality yet. *The Daily Star*.
4. Alharbi, E. (2014). *A study on the use of ICT in teaching in secondary schools in Kuwait*(unpublished Ph. D. dissertation). Cardiff Metropolitan University, Kuwait.
5. Al-Rabiaah, A., Temsah, M.-H., Al-Eyadhy, A. A., Hasan, G. M., Al-Zamil, F., Al-Subaie, S., et al. (2020). Middle east respiratory syndrome-corona virus (MERS-CoV) associated stress among medical students at a university teaching hospital in Saudi Arabia. *J. Infect. Public Health* 13, 687–691. doi: 10.1016/j.jiph.2020.01.005

6. Bao, W. (2020). COVI-19 and online teaching in higher education: A case study of Peking University. *Human Behaviour and Emerging Technologies*, 2(2), 113-115. <https://doi.org/10.1002/hbe2.191>
7. Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (Covid-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1-9.
8. Bashir, A., Uddin, M. E., Basu, B. L., & Khan, R. (2021). Transitioning to online education in English departments in Bangladesh: Learner perspectives. *Indonesian Journal of Applied Linguistics*, 11(1), 11–20. <https://doi.org/10.17509/ijal.v11i1.34614>
9. Bardach, L., Klassen, R. M., & Perry, N. E. (2021). Teachers’ psychological characteristics: Do they matter for teacher effectiveness, teachers’ well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 1-42. <https://doi.org/10.1007/s10648-021-09614-9>
10. Beauchamp, G. (2012). *ICT in the primary school in pedagogy to practice*. London: Pearson
- Blake, R. (2008). Distance learning for second and foreign language teaching. In N. van Deusen-Scholl & N.H. Hornberger (Eds.), *Encyclopedia of language and education* (vol. 4, pp. 365–376). New York: Springer.
11. Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (Vol. 7). Prentice Hall Upper Saddle River, NJ
12. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
13. DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, 40(4), 314-321.
14. Dreer, B. (2021). Teachers’ well-being and job satisfaction: The important role of positive emotions in the workplace. *Educational Studies*, 1-17. <https://doi.org/10.1080/03055698.2021.1940872>
15. Dutta, S., & Smita, M. K. (2020). The Impact of COVID-19 Pandemic on Tertiary Education in Bangladesh: Students’ Perspectives. *Open Journal of Social Sciences*, 08(09), 53–68. <https://doi.org/10.4236/jss.2020.89004>
16. Eickelmann, B., and J. Gerick. 2020. “Lernen Mit Digitalen Medien: Zielsetzungen in Zeiten Von Corona Und Unter Besonderer Berücksichtigung Von Sozialen Ungleichheiten [Learning with Digital Media: Objectives in Times of Corona and under Special Consideration of Social Inequities].” *Die Deutsche Schule* 16: 153–162. doi:10.31244/9783830992318.09.
17. el HADEF, S. (2021). Implication of Online Learning on the Motivation of Students. *International Journal of Linguistics and Translation Studies*, 2(3), 12–22. <https://doi.org/10.36892/ijlts.v2i3.164>
18. Fajri, Z., Baharun, H., Muali, C., Shofiatun, Farida, L., & Wahyuningtiyas, Y. (2021). Student’s Learning Motivation and Interest; the Effectiveness of Online Learning during COVID-19 Pandemic. *Journal of Physics: Conference Series*, 1899(1). <https://doi.org/10.1088/1742-6596/1899/1/012178>
19. Fardin, M. A. (2020). COVID-19 and anxiety: a review of psychological impacts of infectious disease outbreaks. *Arch. Clin. Infect. Dis.* 15: e102779. doi: 10.5812/archcid.102779
20. Flores, M. A., and M. Gago. 2020. “Teacher Education in Times of COVID-19 Pandemic in Portugal: National, Institutional and Pedagogical Responses.” *Journal of Education for Teaching*, Advance online publication. doi:10.1080/02607476.2020.1799709
21. Ivankova, N. v., Creswell, J. W., & Stick, S. L. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(1), 3–20. <https://doi.org/10.1177/1525822X05282260>

22. Jahid, A.M., 2020. Coronavirus Pandemic: 45 Districts Now under Complete Lockdown. The Daily Star. Retrieved from. <https://www.thedailystar.net/online/news/coronavirus-pandemic-45-districts-now-under-competite-lockdown-1896967>.
23. Jakubowski, T. D., & Sitko-Dominik, M. M. (2021). Teachers' mental health during the first two waves of the COVID-19 pandemic in Poland. *PLoS ONE*, 16(9 September). <https://doi.org/10.1371/journal.pone.0257252>
24. Higgins, J. (1995). *Computers and English language learning*. London: Intellect Ltd.
25. Hossain, M. (2018). Exploiting Smartphones and Apps for Language Learning: A Case Study with the EFL Learners in a Bangladeshi University. *Review of Public Administration and Management*, 6 (1). <http://dx.doi.org/10.4172/2315-7844.1000241>
26. Hung, Y. H., Chen, C. H., & Huang, S. W. (2017). Applying augmented reality to enhance learning: a study of different teaching materials. *Journal of Computer Assisted Learning*, 33(3), 252-266.
27. Khan, M. M., Rahman, S. M. T., Tawsif, S., & Islam, A. (2021). Online Education System in Bangladesh during COVID-19 Pandemic. *Creative Education*, 12, 441– 452
28. Khan, R., Jahan, A., Sultana, S., NaushaadKabir, M. M., Haider, M. Z., & Roshid, M. M. (2021). Accessing online instruction amidst COVID-19 in Bangladesh: Barriers and coping strategies. *Language Teaching Research Quarterly*, 22, 33–48. <https://doi.org/10.32038/ltrq.2021.22.03>
29. Knight, S. W. P. (2020). Establishing professional online communities for world language educators. *Foreign Language Annals*.
30. Kumar, A., Krishnamurthi, R., Bhatia, S., Kaushik, K., Ahuja, N. J., Nayyar, A., & Masud, M. (2021). Blended Learning Tools and Practices: A Comprehensive Analysis. *IEEE Access*, 9, 85151–85197. <https://doi.org/10.1109/ACCESS.2021.3085844>
31. Li, C., Lalani, F. (2020). The COVID-19 pandemic has changed education forever. This is how. *World Economic Forum*. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>
32. Mamun, M. A., Sakib, N., Gozal, D., Bhuiyan, A. I., Hossain, S., Bodrud-Doza, M., ... & Pakpour, A. H. (2021). The COVID-19 pandemic and serious psychological consequences in Bangladesh: a population-based nationwide study. *Journal of affective disorders*, 279, 462-472.
33. McFarlane, A. E. 2019. "Devices and Desires: Competing Visions of a Good Education in the Digital Age." *British Journal of Educational Technology* 50 (3): 1125–1136. doi:10.1111/bjet.12764.
34. McGrath, J E, (1982). Methodological problems in research on stress. In H W Krohne and L
35. Laux (Eds), (1982). *Achievement, Stress, and Anxiety* (pp. 19–48). Washington, DC,: Hemisphere. Abstract-PsycINFO
36. Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1. <https://doi.org/10.1016/j.ijedro.2020.100012>
37. Meo, S. A., Abukhalaf, A. A., Alomar, A. A., Sattar, K., & Klonoff, D. C. (2020). COVID-19 Pandemic: Impact of Quarantine on Medical Students' Mental Wellbeing and Learning Behaviors. *Pakistan Journal of Medical Sciences*, 36, S43-S48. <https://doi.org/10.12669/pjms.36.COVID19-S4.2809>
38. Mohiuddin, A. K. (2020). Covid-19 Situation in Bangladesh.
39. Munoz, A., & Mackay, J. (2019). An online testing design choice typology towards cheating threat minimisation. *Journal of University Teaching & Learning Practice*, 16(3). <https://ro.uow.edu.au/jutlp/vol16/iss3/5>. Accessed 15 June 2020.

40. Mseleku, Z. (2020). A Literature Review of E-Learning and E-Teaching in the Era of Covid-19 Pandemic. In *International Journal of Innovative Science and Research Technology* (Vol. 5, Issue 10). [www.ijisrt.com](http://www.ijisrt.com)
41. Ng, K. C. (2007). Replacing face-to-face tutorials by synchronous online technologies: Challenges and pedagogical implications. *Int. Rev. Res. Open Distrib. Learning* 8:335.
42. Opu, M.H., 2020. Pictures: the Effects of Coronavirus Lockdown in Bangladesh. Retrieved 6 June, 2020, from. <https://www.aljazeera.com/indepth/inpictures/pictures-effects-coronavirus-lockdown-bangladesh-200413141320406.html>.
43. Ozamiz-Etxebarria, N., Berasategi Santxo, N., Idoiaga Mondragon, N., & Dosil Santamaría, M. (2021). The Psychological State of Teachers During the COVID-19 Crisis: The Challenge of Returning to Face-to-Face Teaching. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.620718>
44. Paudel, P. (2021). Online education: Benefits, challenges and strategies during and after COVID-19 in higher education. *International Journal on Studies in Education*, 3(2), 70-85.
45. Petrides, L. A. (2002), 'Web-based technologies for distributed (or distance) learning: Creating learning-centered educational experiences in the higher education classroom', *International Journal of Instructional Media* 29, no. 1: 69–77, <https://www.learntechlib.org/p/64241/>.
46. Phillips, S. C., & Halder, D. P (2019). Social Media and Female Body Image: A Study on the Imposition of Body Characterization in Tobago.
47. Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. *Higher Education for the Future*, 8(1), 133–141. <https://doi.org/10.1177/2347631120983481>
48. Rahaman, Md. S., Moral, I. H., Rahman, Md. M., Sahabuddin, M., & Samuel, A. B. (2021). Online Learning in Bangladesh during COVID-19: Perceived Effectiveness, Challenges, and Suggestions. *Journal of Education, Management and Development Studies*, 1(3), 35–47. <https://doi.org/10.52631/jemds.v1i3.51>
49. Rahman, M., Pandian, A. (2018). A Critical Investigation of English Language Teaching in Bangladesh: Unfulfilled expectations after two decades of Communicative Language Teaching. *English Today*, 34 (3), 43-49. <https://dx.doi.org/10.1017/S026607841700061X>
50. Ramij, M.G., Sultana, A., 2020. Preparedness of online classes in developing countries amid Covid-19 outbreak: a perspective from Bangladesh. SSRN Electr. J.
51. Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*, 2(3), 923–945. <https://doi.org/10.1007/s42438-020-00155-y>
52. Raza, S. H., Haq, W., & Sajjad, M. (2020). COVID-19: A Psychosocial Perspective. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.554624>
53. Ripoll, V., Godino-Ojer, M., Calzada, J., 2021. Teaching Chemical Engineering to Biotechnology students in the time of COVID-19: assessment of the adaptation to digitalization. *Educ. Chem. Eng.* 34, 94–105.
54. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
55. Selwyn, N. 2012. *Education in a Digital World: Global Perspectives on Technology and Education*. New York, London: Routledge.
56. Shawon, A.A., 2020. Bangladesh Closes All Educational Institutions till March 31. Dhaka Tribune. Retrieved from. <https://www.dhakatribune.com/bangladesh/dhaka/2020/03/16/govt-directs-shutting-all-educational-institutions-mach-17-to-31>.



57. Sheikh, A., Sheikh, A., Sheikh, Z., and Dhami, S. (2020). Reopening schools after the COVID-19 lockdown. *J. Glob. Health* 10:010376. doi: 10.7189/jogh.10. 010376 Van Lancker, W., and Parolin, Z. (2020). COVID-19, school closures, and child poverty: a social crisis in the making. *Lancet. Public Health* 5, e243–e244. doi: 10.1016/S2468-2667(20)30084-0
58. Sipeki, I., Vissi, T., & Túri, I. (2022). The effect of the Covid-19 pandemic on the mental health of students and teaching staff. *Heliyon*, 8(4). <https://doi.org/10.1016/j.heliyon.2022.e09185>
59. Strauss, A., & Corbin, J. (1998). Basics of qualitative research techniques.
60. Sultana, S., Roshid, M. M., Haider, Md. Z., Khan, R., Kabir, M., & Jahan, A. (2022). University Students' and Teachers' Wellbeing During COVID-19 in Bangladesh: A Qualitative Enquiry. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2022.5265>
61. Sun, X., Zou, J., Li, L., & Luo, M. (2020). A blockchain-based online language learning system. *Telecommunication Systems*. <https://doi.org/10.1007/s11235-020-00699-1>
62. The Independent BD. (2020), "Final semester private university students can attend practical classes, exams: UGC, theindependentbd.com", 3 November, available at: <https://www.theindependentbd.com/post/255465> (accessed 2 January 2021).
63. Tiruneh, D. (2020). COVID-19 School Closures May Further Widen the Inequality Gaps between the Advantaged and the Disadvantaged in Ethiopia. *The Education and Development Form*. <https://www.ukfiet.org/2020/covid-19-school-closures-may-further-widen-the-inequality-gaps-between-the-advantaged-and-the-disadvantaged-in-ethiopia/>
64. Uddin, M. (2020, June 13). Effects of the pandemic on the education sector in Bangladesh. *The Financial Express*. [https:// thefinancialexpress.com. bd/ views/ effec ts- of- the- pande mic- on- the- education- sector- in- bangladesh- 15920 61447](https://thefinancialexpress.com.bd/views/effec-ts-of-the-pande-mic-on-the-education-sector-in-bangladesh-1592061447)
65. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020a). Adverse effects of school closures, 2020. Paris: UNESCO.
66. UNESCO (2020d). COVID-19 Webinar: A New World for Teachers, Education's Frontline Workers - COVID-19 Education Webinar #2. Available online at: <https://en.unesco.org/news/covid-19-webinar-new-world-teacherseducations-frontline-workers-covid-19-education-webinar-2>
67. UNESCO (2020b). UNESCO Rallies International Organizations, Civil Society and Private Sector Partners in a Broad Coalition to Ensure #LearningNeverStops . UNESCO.
68. <https://en.unesco.org/news/unesco-rallies-international-organizations-civil-society-and-private-sector-partners-broad>
69. UNESCO (2020a). Distance Learning Solutions. UNESCO. <https://en.unesco.org/covid19/educationresponse/solutions>
70. U.S. Department of Education (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. [www.ed.gov/about/offices/list/oepdp/ppss/reports.html](http://www.ed.gov/about/offices/list/oepdp/ppss/reports.html)
71. Yen, Y. C., Hou, H. T., & Chang, K. E. (2015). Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as learning tools: a case study in Taiwan. *Computer Assisted Language Learning*, 28(5), 383–406. <https://doi.org/10.1080/09588221.2013.839568>
72. Zacharias, N. T. (2012). *Qualitative Research Methods for Second Language Education: A Coursebook*. Newcastle upon Tyne: Cambridge Scholars Publishing.
73. Zina, O. (2021). *The essential guide to doing your research project*. SAGE.