

Problematizing Teaching and Learning English Language Online: A Study on Secondary School Classroom Management



Prithwi Agnes Rozario

201055009

Department of English and Humanities

9 June, 2021

**Problematizing Teaching and Learning English Language Online:
A Study on Secondary School Classroom Management**

A Thesis Submitted to
The Department of English and Humanities
University of Liberal Arts, Bangladesh

In Partial Fulfillment
of the Requirements for the Degree of
MA in English

Prithwi Agnes Rozario
Student ID: 201055009
Thesis Supervisor: Mahmud Hasan Khan
Date of Submission: 9 June, 2021

CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



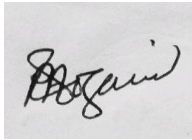
Mahmud Hasan Khan

Associate Professor

Department of English and Humanities

DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

A handwritten signature in black ink, appearing to read 'Prithwi', is shown within a rectangular frame.

Prithwi Agnes Rozario

201055009

Department of English and Humanities

ACKNOWLEDGEMENTS

I would like to thank my father and mother at first; of course they deserve this because they are the reason that I am doing this.

My sincere appreciation is due to the authority of the Department of English and Humanities for allowing me the opportunity to conduct this research. I am grateful to a number of persons who have contributed in many ways to help me to succeed in the completion of my paper. First, I would like to express my genuine gratitude and regard to my supervisor, Mahmud Hasan Khan, Associate Professor of DEH, ULAB, for giving me the permission to work with my selected topic, constant guidance and trust on me since the inception of the study. With his support, I was able to direct and present my work with excellence. Also, I would like to acknowledge the scholars whose materials collected from different sources have helped me to establish and determine wide understanding on my topic. I would like to thank my friends and family for their unconditional support and motivation that encourages me to go forward.

Table of Contents

Abstract	-----	iii
Chapter 1: Introduction	-----	1
1.1 Background to the study	-----	1
1.2 Statement of the problem	-----	4
1.3 Research questions	-----	5
1.4 Significance of the study	-----	5
Chapter 2: Literature Review	-----	7
2.1 Secondary School	-----	7
2.2 English Language Class	-----	9
2.3 Pre-Covid Online Education	-----	11
2.4 Post-Covid Online Education	-----	13
2.5 Panopticism	-----	18
2.6 Public Sphere	-----	21
2.7 Neoliberal Education	-----	23
Chapter 3: Methodology	-----	28
3.1 Research approach	-----	28
3.2 Participants	-----	29

3.3 Tools and Sampling Procedure	-----	29
3.4 Methods of Data Collection	-----	30
3.5 Ethics	-----	31
Chapter 4: Data Analysis	-----	32
4.1 Findings	-----	32
4.2 Discussion	-----	41
4.3 Summary of the Discussion	-----	47
Chapter 5: Conclusion	-----	49
5.1 Limitations of the Study	-----	50
5.2 Recommendations for Future Study	-----	51
References	-----	52
Appendix A	-----	54
Appendix B	-----	56

ABSTRACT

This study aimed to examine the personal experiences and different attitudes of the students, teachers and parents using online language learning, the challenges and problems faced, and investigate its outcomes in the post-Covid situation. In this paper, the researcher reviewed the literature review of previous studies, particularly from the past ten years on using technology to indicate how new technologies improve learners' English language learning skills, as well as the discourses on critical observation of the respondents' personal feelings, opinions and struggle in online teaching and learning. The researcher conducted interviews with students who are in their secondary level of education, parents and teachers at an English medium school in Dhaka, Bangladesh. The results reveal the views and perceptions of the interviewees have notable correlations with online English learning outcomes, and exhibits digitalization of education which involves significant parental and authoritarian involvement in online classroom to have severe consequences that hamper the learning and teaching.

Keywords: Secondary school, online education, English language, monitor, public sphere, neoliberal education, teacher-student-parents relationship.

Chapter 1

INTRODUCTION

1.1 Background to the study

Rapid learning through internet technology and electricity to spread and teach different contents are termed as e-learning, distance education or online learning (Zhou, et al., 2020), and has developed promptly to become an important component worldwide to impart education. Online learning is believed to provide unique advantages in the learning process (Shopova, 2014) for which many countries had commenced distance education by shifting from traditional face-to-face classroom to online learning environments. Many countries around the globe are now actively working on different methods to educate children through the internet and there is a great number of successful evidence of learning through e-learning.

Because of Covid-19, almost all the countries in the world have changed their way of living, governance, education, etc. centralizing the theme of ‘social distancing’ as the only precautionary cure. The pandemic’s widespread intensity around the world causing closure of the school has affected every stakeholder, that is, teachers, students, and their families (Bao, Qu, Zhang, & Hogan, 2020); however, education cannot stop, and therefore the norms of education have also changed along with the slogan of social distancing by shifting to virtual education from the traditional face-to-face physical class as UNESCO (United Nations Educational, Scientific, and Cultural Organizations) suggested educational institutions to adopt online education (Bansal, 2020). The new idea was opted in China as “School’s Out, But Class’s On”, meaning that schools are closed but education continues online (China Education Daily, 2020). Covid-19 has

activated the largest new normal milestone in the history of modern education through virtual learning.

However, the sudden e-learning brought in tremendous difficulties, for example, shifting to online learning with no or little preparation, lack of internet access and gadgets, student-parent-teacher readiness, etc. (Fachriansyah, 2020). Many countries are hence proposing and innovating different strategies and methods to make the learning easier so that in future online teaching becomes an important benchmark of teaching and learning.

Learning English as a second language is a process which involves learning new skills and its patterns, cultivating the ability to utilize these skills of English language in the real world (Anderson, 2003). While learning, many students encounter various complications regarding differences in mother tongue (L1) and foreign language (L2), for example, the rules, syntax, morphology, etc. Some students easily cope up with the language lessons while some takes more time to develop, meanwhile some struggle. In a traditional class, practical application and interaction with teachers however is much more convenient for the students.

Use of technology in learning English language has revealed positive influence in many studies (Thang & Bidmeshki, 2010; Thang, Najihah & Norizan, 2012; Nafiseh & Supyan, 2014). Support from co-learners through web tools provides support and scaffolding, creating an interactive learning environment that develops understanding towards learning (Nor Fariza, Hazita & Afendi, 2012). In addition, online platforms provides an exciting and better learning experience through multimodal resources (Bull & Ma, 2001) which helps students to share their thoughts and ideas, engaging in collaborative activities (Kung, 2005; Nor Fariza, Hazita & Afendi, 2012), as well provides a self-assessment (Nor Fariza, Hazita & Afendi, 2012) which

empowers students' perception (Mortimer, 2010; Shihab, 2008). Said by Bransford, Brown, & Cocking (2000), online technology allows both the teachers and learners to be part of local and global societies that expands the opportunities to use and develop learning, which they can use for their proficiency and communication (Grabe & Stoller, 2002).

Although online education platform has many benefits, but concerning regular interactive language online classes, strategies and different applications are required to make the learning easier (Zhou, et al., 2020), for instance, when students are in need of immediate assistance from the teacher but s/he is not available might cause frustration and anxiety in the learner (Heirdsfield, Walker, Tambyah, & Beutel, 2011). Computer anxiety, lack of teacher-student interaction, lower internet skills, poor teaching methods, immoderate parental and management supervision are a few factors that put a negative impact on the learners and on their performance, hampering autonomous learning (Davies & Graffs, 2005; Aydin (2011). Apart from these issues, the teacher-students-parents relationship is a conundrum that has come into light. Home learning has caused the parents to be the supervisor of their children's education which has created some noticeable hindrances about parent-student, parent-teacher and teacher-student interactions. A suitable environment in online class without any external interruption is very much required for the teachers for optimum output and job satisfaction as well as for the students for to learn effectively (Raziq & Maulabakhsh, 2015), because in online education, proper role and rule enables smooth understanding of learning and teaching; affected mental well-being of educators will greatly hamper the effectiveness of online teaching and learning. Therefore, it's time to not only focus on the strategies and methods to enhance the teaching and learning, but also schools focusing on home-school connection and be the bridge between parents-students-teachers to optimize the learning process through collaboration and guidance.

1.2 Statement of the problem

According to an article, it is seen that Covid-19 has caused more than 36 million students across Bangladesh to discontinue their regular academic curriculum, among which 16 million students are below the poverty line (Mahtab, 2020) after the educational institutes closed due to lockdown from 18 March, 2020. Bangladesh is till now in the learning and coping up phase to deal with this situation; not only in the fields of virtual education, but also socially and economically. A large number of students from lower-income families might become school dropouts due to low income. Only 37.60 per cent of the households in Bangladesh have internet access at home, while rural and remote areas have little or no access to internet technology; moreover 12.70 per cent of the poor households do not even have a single mobile phone- such a huge gap is only widening the existing gaps in the education sector (Mahtab, 2020). Another concerning dimension is that, due to decreased payment and massive pressure, teachers might switch their jobs if they find good opportunities. Negligible or no work is being done on this matter, and the government has not focused on this vast aspect related to teaching and learning online, therefore the transition from physical class to online education is not a strong suit in Bangladesh.

Based on the previous studies of past ten years, among the many factors that affect the adoption of technological learning, for example, accessibility to infrastructure and resources needed for online class, teachers' ICT competence, etc., the learning and teaching contexts in terms of sociocultural values of parents and the authority which are influenced by surrounding and context that affects the students, in addition to the suitability of the working environment needed by the teacher are selected as the focus of this study- sense of belonging, social, cultural and capitalistic perspectives, including proper interaction influences in educational settings will be shed light upon because all these factors are crucial for a successful English language online

classroom (Dale, 2010; Mills, 2011). Against the above background, this study will focus on these elements of teaching and learning English language online in a secondary school in Dhaka, Bangladesh.

1.3 Research questions

Against the above background and problem statement, the current study aims to answer the following questions:

1. What are the challenges faced by teachers while coordinating with the parents and the authority when conducting online classes?
2. Why and how does the public sphere of a classroom become private in online classes?
3. What impacts do teachers and students have when monitored?

1.4 Significance of the Study

Online teaching has become an essential component at this hour of the pandemic, not only the world but also for Bangladesh, where e-learning is at the initial stages. Covid-19 has severely affected the education sector in Bangladesh, not to mention, very few studies being carried out on English language teaching and learning. Even though after nearly one year of doing virtual education, only some acquisitive online education dimensions have come in light, such as, incoherent lesson plan on online education, availability of gadgets, governmental support etc., while the emotional or affective constituents have been completely left in the dark. In addition, least formal study was found or made on such factors at secondary school levels, when students are more energetic and motivated to learn. Through this study, the researcher has kept in mind that voices of the students matter irrespective of their age, as well of the teachers who are

constantly trying to bring the best from the students to make them learn the English language, not just get good grades. Therefore, both of their attitudes and experiences should be regarded with great importance instead of discarding their opinion and thoughts towards online learning. After reading the findings of this research, policy makers of the educational organizations and fellow researchers will be able to understand and keep in mind how to design policies for online learning, break the normalizing powers of hegemony, impart successful teaching in coherence and needs of the students at the secondary school level, and carry out further research in order to achieve the desired outcomes.

Chapter 2

LITERATURE REVIEW

This chapter discusses the main themes covered in the study, the previous studies that have used such themes in the past ten years and establishes a link with the data analysis.

2.1 Secondary School

Secondary education refers to the education beyond the primary education of nearly 6 years schooling, and is usually the second stage of formal education that begins at about age 11 to 13, ending usually at age 15 to 18 (Cambridge English Dictionary). Like primary education, secondary education is also compulsory in most countries. Education is considered a basic human right for a child since 1989 (Article 28 of the Convention on the Rights of the Child). The convention also states that primary education must be compulsory while secondary education of different forms which might include general and vocational education should also be accessible and available to every child.

Secondary education in most countries is the phase in the education curriculum that is responsible for the development of the young minds during their adolescence when they undergo the most rapid growth in their physical, mental and emotional phase, and the values learned and formed at primary school are firmly ingrained in addition to the acquisition of knowledge, preparing the young minds to broaden their repertoire of skills, e.g. ICT, entrepreneurship, team work, ability to learn independently, etc. needed in future life and work in this fast changing modern world (UNESCO). Secondary school teachers' goals are tied to the skills and contents of each discipline (Goodlad, 1984) which the teachers implement in their lesson through a more lecture-oriented teaching (von Eschenbach & Ley, 1984).

No single model of secondary education exists that suits all countries. The time to complete this secondary education, as well as the curriculum differs from country to country, even from community to community in a country, for example, in Britain, the students attend comprehensive school as their secondary education where they study different subjects to pass the General Certificate of Education exams. The secondary education system in Bangladesh starts from Grade VI and above, and is managed and administered by the Directorate of Secondary & Higher Education (DSHE) in addition to being under overall guidance and supervision of the Ministry of Education (MOE).

English is one of the popular subjects taught in school as it is a lingua franca which is used almost all over the world by people from every sphere of life. To learn English language is compulsory in many countries at the secondary level (might start from the primary level of school as well). The usage of English language cannot be denied as it is required not only for communication but also is a predominant factor for higher education, as well as in the job market. Secondary schooling provides the best time for students to practice and hone their skills in this language so that they can prepare themselves for any needs in future. Therefore, it is important that schools provide proper materials for English Language learning relevant to the students' contexts and needs. It might also be possible that a child might not have gotten any previous exposure to English language earlier; in such a scenario, the teacher in secondary level needs to make considerations and appropriate approaches to help such students overcome any obstacle, helping the student to cope up as well as encourage the peers to motivate and make the learning easy for him/her.

2.2 English Language Class

Language is the predominant and familiar feature needed in all aspects of our daily life to interact and make connections without which humankind cannot function. Language defines culture, produces identity in addition to being a bridge of communication, just as Leonard Bloomfield (1935) quoted, “Each Community is formed by the activity of language”, and which helps to express opinions, ambitions, hopes, and even dreams (Tavil, 2009). If this valuable tool is taken away from human society, civilization will face demolition.

In this modern era of technology, as English language is the international language of transmission that opens doors to opportunities in business, job sectors as well as in higher education, hence it is being taught and learnt all around the world. English language learning usually sets its motion since the elementary days of school. In many cases, even though studying for a long time, learners seem to not have reached the desirable proficiency as they are supposed to, for example, a study conducted in Bangladesh on higher secondary students shows that students lack in speaking and/or listening skills in English language because students are only encouraged to practice more on other skills, that is writing on topics assigned in the curriculum of an exam (Sultana, 2014). Despite the National Education Policy of Bangladesh (2010) endorsing the need to learn English language for communicative purposes, such cannot be seen.

Learning a new language might be sometimes frightening so creating a safe and reliable environment for English language learners is mandatory. In the perspective of learning English language, Krashen (1985) argued that people could acquire a second language if they have a lower affective filter while the lessons are being input. In an English language classroom,

generating communication and verbal interaction between their peers in the class allows the students to gradually improve their semantic processing (listen to the words to understand), syntactic processing (form words and sentences for communication), be receptive as well as expressive (Herrell & Jordan, 2008).

English language teaching needs to be analyzed from various dimensions to understand a scenario of an ELT classroom. The way learners usually receive English language in developing countries, for example Bangladesh, requires more research as this area rarely has any study. It is mostly observed that teachers are often in a rush to only complete the syllabus provided by the authority rather than helping the students develop their skills. It is also noticed that teachers mostly use the traditional method to teach English language in the classroom. Works done in this area by some researchers are seen to have interactive classes, providing equal importance to all the four skills of English language rather than just memorizing rules. As teaching strategies keep on evolving, many teachers come up with innovative ways to make English language class more successful. Quite a heavy number of teachers follow a top-down method while teaching language; in this process teachers initiate the schemata and bring in background knowledge of students using which students can relate to their previous knowledge and can assume the meaning in English language.

Many approaches are available to teach and learn a language, among which the best and applicable method is chosen by the teachers for the students. In an English language class a teacher needs to take some aspects into consideration to get the best output, for example, knowing students' cultural values and backgrounds, current stage of learner's language acquisition, learning styles and their motivation levels. A lot of factors, for instance, personality, age, intelligence, anxiety, motivation, learning achievements, etc. (Lehmann, 2006) influence the

English language learning process. Moreover, English language learners need scaffolding in order to improve and intensify their Zone of Proximal Development or ZPD as said by Lev Vygotsky (1978)- it can help the learners to be more self-directed (Supyan Hussin, 2008). Teachers also should research about different teaching strategies to improvise themselves to be able to design class activities and lessons as per the students' need to develop quality learning.

2.3 Pre-Covid Online Education

The entire world underwent revolution after personal computers and laptops were invented. Social media, like Facebook, Instagram, WhatsApp, Twitter, Skype, and Zoom have smoothened the lives of people by allowing a plethora of ways to communicate around the globe. Not only business meetings started to take place online, but many teachers also offered online courses and programs for their learners through *Virtual Teaching* (VT)- a method of online teaching outside the educational institutes where teachers and students are physically separated in terms of time and/or place (Sanford, 2020), the class being conducted via computer/laptop/smartphone using internet (Gadre, Cudney, & Corns, 2011). However, it is required for the teachers and students to have proper training to ensure and receive better quality of education. All the participants of the class work as a community who share information and discuss common concerns (Salmon, 2004). Furthermore, according to Tomlinson (2009) and Gençlter (2015), computer-based activities can provide students with materials of relevance and interest that motivates the learners, making the learning more realistic and facilitating. The world is gradually adopting this virtual teaching, and is a great initiative to provide education to a lot of learners around the globe which is helping to increase the literacy rate.

Virtual learning is said to provide unique advantages to learning (Appana, 2008) by being economy friendly in terms of money and time; free from location and time restrictions; improves students' skills and knowledge relevant to computer technology (Bennett, Maton & Kervin, 2008) as well cooperation among the learners which allows them to learn from each other (Keser, Huseyin, & Ozdamli, 2011); allowing recorded classes to be watched as many times as anyone needs, etc. However, despite the benefits, students and/or teacher might also face difficulties in online education (Davies & Graffs, 2005), such as, lack of teacher-student interaction; technical anxiety; availability of ICT tools; and the inability to deal with contents found online, e.g. how to download or save a file (Fitzgerald & Witten, 2014). Surprisingly, despite the drawbacks, many studies affirm that using computer technology and internet has not only led to improvements in teaching and learning (Bennett, Culp, Honey, Tally & Spielvogel, 2000), but also enabled the teachers and learners connect to local and global societies, expanding the opportunities of teaching and learning (Bransford, Brown & Cocking, 2000).

Because English is an international language as well as an official language in many countries, learning English language has become the need of the time. However, virtual language learning online is quite different from physical face to face learning in terms of actual presence of students and teachers, classroom environment, etc. Said by Susikaran (2013), chalk and talk teaching method using lectures and instruction does not suffice to teach English language effectively; various alternatives available online, like film, videos, print texts, puzzles enhance teaching to be more effective, interesting and productive (Patel, 2013) as has been seen in many studies conducted on Malaysian students, and also internet assists the students to improve their linguistic knowledge, develop higher order thinking skills by interpreting language and contexts, and be familiar with language structures and vocabulary (Arifa, 2014). Combining technology

and appropriate teaching methods helps learners to be attracted to learn English language online (Ahmadi, 2017).

The online classroom being learner-centered boosts the confidence of the students through a better exposure to learn English Language in a non-threatening environment (Krashen, 1985) which can help the students to scaffold and increase their Zone of Proximal Development (Vygotsky, 1978). In a study conducted in Hong Kong, it was seen that usage of Web 2.0 platforms, such as Facebook, Wikis, Blogs and YouTube improved collaborative writing (Chao & Lo, 2011), enhanced online discussion (Omar, Embi & Yunus, 2012), upgraded communicative skills (Hamis, Waycott, Kurnia & Chang, 2015), promoted learner independence in English language learning (Dabbagh & Kitsantas, 2012), and most importantly, enabled shy learners communicate freely (Dale, 2010). As technology grows to be an important tool that helps teachers to facilitate English language learning, it has become evident that as learners become more autonomous, teachers understand that they should support their learners to act and think independently to flourish in English language.

2.4 Post-Covid Online Education

The global pandemic Covid-19 has affected every aspect of human life, including education (Atkeson, 2020), forcing the education system to move into online based classrooms from the traditional face-to-face classrooms because one of the first steps taken by governments around the world were the closing of schools to prevent the spreading of virus. In this post Covid-19 world, technology based education, also known as *e-learning*, is a crucial pedagogical method which after 1998 has rapidly expanded worldwide from North America and Europe to Asia

(Zhou, et al., 2020) that has allowed the teachers to be innovative, as well as abled learner autonomy.

For effective teaching, all countries around the globe are working effortlessly. Chinese government had closed all schools to curb the spread of Covid-19; nearly 20 million faculty members at all levels and 270 million students at all levels (Ministry of Education of the People's Republic of China, 2019) started to carry out educational activities through the Internet (Zhou, et al., 2020) as per the notice on the Ministry of Education's Deployment of Elementary and Middle Schools about "School's Out, But Class's On" (China Education Daily, 2020). As Chinese government had already been working for nearly three decades to improve their internet education, with further development of the internet, artificial intelligence and technology, education has been well modernized in China (Zhong, et al., 2017).

Integration of online technologies in education in Malaysia had commenced in 2012 upon the establishment of *1BestariNet Project* by the Ministry of Education to utilize Information and Communication Technology (ICT) to enhance the education (Ministry of Education Malaysia, 2013) by allowing students to learn using the plethora of online courses and platforms at their own pace. The Ministry of Education (MOE) of Malaysia had encouraged teachers to adopt online educational technologies introduced by the ministry, for example Google Classroom and Microsoft Team, to conduct online education (Ministry of Education Malaysia, 2020a) during the pandemic when the Malaysian government issued the Movement Control Order (MCO) on March 18, 2020 to curb the spread of the Covid-19 outbreak (Bunyan 2020). Realizing the challenges faced by students who have limited access to the internet, MOE started an Educational TV Programme where lessons were delivered via TV broadcast (Ministry of Education Malaysia, 2020b).

Coronavirus pandemic opened a new frontier by starting online schooling in the Bangladesh education system. Online education was not so familiar in Bangladesh at this massive level before the Covid-19. The present Government of Bangladesh declared to build 'Digital Bangladesh' by 2021, and has been working towards it since. Government of Bangladesh initiated the step towards integrating ICT into education system through a pilot study of e-learning in two districts of Bangladesh, Gazipur and Cumilla with the assistance of BRAC under TQI-SEP (Teaching Quality Improvement in Secondary Education Project), and inaugurated seventeen Mobile ICT Labs in seventeen cars on 23rd February, 2010 for the underprivileged secondary students in rural and remote areas in Bangladesh to introduce e-Learning to the teachers and students. Each lab contained laptops, wireless internet modems, e-Learning CD, speaker, pen drive, projector, digital cameras, webcam, printer, generator etc. (*The Daily Samakal*, 2010). Nonetheless, the coronavirus catastrophe exposed that the majority of the educational institutions were not equipped to take online classes. Its massiveness was not understood until the pandemic forced the education sector to be shut down by the Government of Bangladesh from March 18, 2020 (*The Business Standard*, 2020). Uneven access to the internet and devices caused the major hindrance in education for students in poor and urban families. To address the issue, the Government of Bangladesh started to broadcast live and recorded lectures from March 28 through *Sangsad TV*, a TV channel owned by the government for secondary and primary students (*The Daily Star*, 2021) which reached around 87% students. However, apart from the access to the internet, lack of skilled teachers, financial support, quality content are also some issues to be addressed (*Dhaka Tribune*, 2021).

2.4.1 Teacher-School Authority Relationship

Teaching is a never-ending learning procedure which can be enhanced through a quality relationship between the teachers and the school management. For a class to have sound teaching and learning, teachers and the authority need to interact, collaborate, respect and discuss with each other to bring the best from students. A school authority should always keep this in mind that it is the relentless efforts of the teachers that help the students reach their optimal level to produce good results instead of labeling them as troublemakers when they raise voice over any issue. In a research it has been found that teachers who provide the class with innovative classroom instructions, the students show improved learning (Lieberman, Darling-Hammond, & Zuckerman, 1991). Further research shows that the quality of a teacher's teaching enhances when the institution provides professional support and training to the teachers, and letting them be independent to conduct their classes, and also has lower emotional exhaustion (Klassen et al., 2012).

In the times of Covid-19 the teaching strategies had to be changed by adopting the e-learning mechanism which many teachers were unaware of. Many school management took the initiative to train the teachers accordingly. Nevertheless, online education caused the teachers to be puppets in the hands of the authority. The teachers were overburdened with work in less time which caused somatic burden to the teachers in addition to emotional burnouts (Gierk et al., 2014), sudden meeting calls from the authority regarding new rules and procedures to conduct classes while also dealing with chores at home (Strauss, 2020), as well as constantly being available to mail the students to attend the classes or prepare lessons (Willen, 2020). Covid-19 pandemic has caused a massive intrusion which is described by Clandinin and Connelly (1996) as “out-of-classroom” (e.g., new policies, research, administration, etc.) which greatly hampers

the relationship between teachers and their students that never happened “in-classroom”. The teacher no more holds the power over class; Covid-19 has replaced quite a large number of energetic and heartwarming teachers with stress, and anxieties.

2.4.2 Teacher-Parent Relationship

Teacher-parents relationship is an important partnership needed to be built to help improve the academic performance of students. In order to make the students successful in learning, parents and teachers both have certain roles and strategies to serve this purpose through collaboration that can make the children more devoted and energetic towards studies. The involvement with teachers allows the parents to learn and understand the educational methods of the subject, stay updated about their children’s activities and lessons that help them to motivate their children to study. As children are always observing and learning both at home and school, the harmony among the teacher-parent can help them to realize their self-worth, shape their identity, and understand the world around them. Moreover, a good bonding among teachers and parents lets the teacher understand the home environment, economic and cultural influences of each student which allows the teacher to better understand a student’s points of view and behavior that in turn enhances the relationship between teacher-student in terms of trust, respect, communication, and educational process.

Covid-19 has nevertheless turned the scenario of home-school relationships from being effective to awkward for the parents, children in addition to the teachers. Both teachers and parents are facing obstacles to adapt to new ways to cope up with this virtual classroom. The goal was to make sure that students continue their study from home while the teachers gave their best to make sure the virtual classroom would not differ much from the real classroom (Pajarianto, et al.,

2020). From the parents' side it was necessary to ensure that the children were provided with complete guidance at home to do the classes. However, soon afterwards complaints were being received from both the ends- the parents were worried over the amount of assignments being given to the children which caused their child stress, while teachers misunderstood the concept that only giving and receiving assignments did not define online education (Pajariato, et al., 2020). Also different students attending classes from different places and situations caused disruption for the teachers sometimes. In addition, the pressure from the parents to study more in addition to lending hand at household made the students experience trauma from the parenting gap and overburdened academics that aroused depression, frustration, and anxiety leading to antisocial behavior, hyperactive disorders, and even violence; stress became an important topic in academic circles (Pajariato, et al., 2020). All students are capable of acquiring knowledge as well as finishing their work under proper guidelines. Teachers and parents should work together to help the students actualize his/her life in future.

2.5 Panopticism

Even though Samuel Bentham is credited with the foremost idea of the panopticon (Boyne 2000, pg. 288), it was later his brother, Jeremy Bentham who was a utilitarian philosopher, published this architectural design in 1791, and claimed that it would 'invigorate industry', 'reform morals' and 'facilitate education'. Bentham had envisioned this pattern to be utilized in prison, asylums, hospitals and school; however he just detailed the design for the panopticon prison. The fundamental setup of the design was- there is a watchman in the central tower which surrounds all the cells in the prison. Bright light is shone from the tower, making the watchman able to see and observe the occupants in the cells without letting the occupants know if they are being watched or not, making the occupants assume that they are always under surveillance. Put by

Bentham, panopticon is the "new mode of obtaining power of mind over mind" by constant monitoring that would coerce the people in the cells to adjust their own behavior.

This idea of the panopticon was later transformed by the French philosopher Michel Foucault from external surveillance to indicate internal surveillance, and introduced the term *Panopticism* in his book *Discipline and Punish* (1975); the observer ceases being watched but the individual (prisoner/economic agent/student/worker) polices him/herself for the fear of punishment. Foucault claims in his book *Discipline and Punish: The Birth of the Prison* (1975, pg.201) that the crucial effect of panopticism is to persuade the people conscious and permanent visibility of the functioning of invisible powers that focuses upon soul transformation rather than the torturing the body. Foucault argued that panopticism should not be comprehended as a building, instead of a mechanism of power to be used for disciplinary endeavors. He wrote, "power reaches into the very grain of individuals, touches their bodies and inserts itself into their actions and attitudes, their discourses, learning processes and everyday lives" (Foucault 1980, pg. 30). According to Foucault (1977), the citizens interiorize the laws and institutions of the authority, the power being derived through observation.

2.5.1 How Panopticism Works in the Contemporary Society

As said by Poster (1995, pg. 93), the diversification and rise of computerization, internet and mobile technologies have created a modern panoptical society that illustrates how a small number of people can control a large group of people not merely by watching physically, through records, as well as via self-surveillance, causing the emergence of a "super-panopticon". Whereas Foucault describes that subjects of panopticon are conscious of their own behavior, Poster (1995, pg. 93) however argues that the super panopticon causes the subject to be

objectified, and produces dispersed identities of individuals, which the individuals might not be even be aware of, and may impact on everyday life. People may even be very unlikely to understand how much information about them is held in databases which might be used to develop a worker, employee, student or citizen profile. Shoshanna Zuboff chalked out the computer and technology's role as the observer which monitors the amount of work being completed by an individual, what she names "surveillance capitalism" (2018). Hence it can be seen how panopticism made the society, especially for those who hold power, more effective and economic. This power of constant surveillance causes the people to be regulated by their conscience, which along with time which they accept as habitual and normal in the society.

2.5.2 How Panopticism Works in the School in the Contemporary Society

Schools displaying panopticism by keeping the students under observation through strict usage of time/schedule, attendance, wearing standard uniforms, examination, physical observation, punishment and searching bags, desks and lockers date back a long time in history. Such surveillance has been amplified in this 21st century by introducing metal detectors, CCTV cameras, plagiarism software, computer databases, internet-tracking devices, and biometrics into schools. Hence, gradually pupils have learnt to be watched to be disciplined so that they can turn into a 'proper individual', accepting the culture of surveillance to be the norm and be regarded as objects by never questioning any application of power over them (Foucault, 1977, pg. 170) Kuehn (2008, pg. 87) states that the observation tools used in schools are predominantly Surveillance 1.0, which has due to the pandemic shifted to Surveillance 2.0, that is, through the use of web tools.

Traditionally, teachers had the control over students and class through observing academic output and behavior (Hall, 2003). Monitoring was required to make sure that students were engaged in studies and understood the important topics of the lesson. However, the new technologies have extended the reach of teachers' surveillance, and have now included surveillance practices by the school authority itself, as well as the parents of the students; increasing the sorting of information what Clarke (1992) terms as 'dataveillance'. Inferred by Selwyn (2011), the amplification of using online student records and virtual learning environments by the school management has now broadened the institutional observational capabilities which make the students engage in self-surveillance, adjusting their behavior per the situation to avoid receiving any unwanted attention. The teachers are not left behind from the controlling gaze of power, displaying the educators as the subject of panopticism; Selwyn (2011, pg. 478) explains clearly that online systems renders the teachers to work more as they are working from home, and are always kept under check by the school authority in order to ensure that students are receiving every instruction provided by the management, and are teaching the way the teachers have been instructed.

No matter how resilient the social system is, possibilities of resistance and disobedience will always be there (Foucault, 1982, pg. 245), for example, students try to resist the monitoring by avoidance, false conformity, playful performance, etc.

2.6 Public Sphere

The formation of the term public sphere by Jürgen Habermas in his *The Structural Transformation of the Public Sphere* dates back to the 18th century. Before the emergence of the Bourgeoisie and the creation of public spheres, the understanding of the term 'public' was

referred as the authority through 'lords' of the feudal powers of church and nobility in Europe; the meaning of the word 'public' changed from a court representative of authority to the legitimized regulations of an institutional system holding governing powers under whom the citizens were subsumed forming the public (Habermas, 1991, pg. 401). According to Habermas, public sphere is the nexus between public life and civil society where private people as individual citizens would assemble to express their opinion freely as a public body for discussion to deal matters of not business but of general interest, and should be accessible to everyone irrespective of their gender/class/ethnicity etc. (Habermas, 1991, pg. 398). A successful public sphere is dependent where everyone had equal opportunities and contribution to have a rational critical debate.

This sort of discourse takes place even today in the community settings like Habermas discussed (Roth & Lee, 2002), but changes in technology and eruption of capitalist economy have debased the public sphere creating obstacles which blurred the boundaries of state and society (Dahlgren, 2005) that led to 'refeudalization' of society as said by Habermas. A new stratum of the bourgeois developed in the modern society within the public, which included officials, doctors and lawyers. State and society became involved in each other's spheres, turning public sphere into the private. The public now was not made of individuals, but of organizations which would institutionally exert their power on public sphere. The rational critical debate got replaced with leisure where private people no longer united to be a public, but produced their own consensus by compelling others to legitimize it. This bourgeois then became the original public in the new capitalist society who was determined by their qualification of income and education. Public sphere is now illusionary veneer legitimacy.

Classroom is a place where people can start to talk about the societal discussion which can play a great role to help the students view the world from different perspectives that usually has a general effect. It is often seen in the education sector that the decision-making process in response to education concerns the mighty and the elite people in power who directs the shape of education for the public (Zhao, 2014) that creates power struggles in the educational arena. Pushing for accountability and standardized testing represents nothing but the interests of corporations that are ready to exert power and neoliberal ideology on the public using hegemony of reasoned agreement and informed consensus. Neoliberalism has loosely projected economics and market principles into the education sectors that have caused economic and political inequalities, evaporating the rationale of the public sphere in education using private roles.

Habermasian public sphere conception still holds and continues powerful criticism in debates of democratic society. Three key arguments of these criticisms are: (a) public sphere excludes the communication and voice of certain groups; (b) assumes power can be separated from public discourse, that can mask the exclusion and domination; (c) and marginalizes the voice that do not agree with the consensus.

2.7 Neoliberal Education

According to Pierre Bourdieu (1998), neoliberalism is considered a ‘free trade faith’ which rose when communism and fascism was defeated in the late post-World War II environment (Peters, 2011). It has now become a global agenda (Rizvi & Lingard, 2010) whose tenets run beyond the policies implemented by the capitalists for privatization to maximize the profit by utilizing the political and economic relations in the world to regulate powers in a favorable way of their interests (Olssen & Peters, 2005). Nonetheless, neoliberalism is simultaneously a political force

(Braedly & Luxton, 2010), an ideology (Mudge, 2008), and a managerial practice (Peters, Marshall & Fitzsimons, 2000) which links the economic principles with the achievement of personal success; neoliberalism advocates ‘survival of the fittest’ and extricates competition among nations, institutions and individuals, liberating them from the burdensome shackles of social justice (Davies & Bansel, 2005, p.51).

Even though the impact of neoliberalism was strongly articulated in the corporate sector, since the early 1980s, it started saturating all other fields which include government, private work sectors, health as well as education. This caused the evolution of the concept of “knowledge economy”, ending the respect of educational processes in addition to giving rise to particular conceptualizations for the outcomes from education. In this modern era of corporate schooling, especially at the time of the Covid-19, schools are in competition online to increase student enrollment by using academic capitalism, redefining the whole education system and eroding it to functionalist outcomes. Neoliberalism seemed to have moved beyond hegemonic practices to establish the stature of a doxa, which is an undoubted orthodoxy which works as if it were the impartial truth (Chopra, 2003, p.419). Education has been integrated into wealth production agenda through discourses that relate to the knowledge economy in the society (Powell & Snellman, 2004).

2.7.1 Instrumentalization of Education through Neoliberalism

Stated by Peters (2003), education has entered a phase of knowledge capitalism. Between the notion of knowledge economy and neoliberalism lies the concept where each individual becomes ‘economically responsible and self-interested’ (Olssen & Peters, 2005, p. 314) so that the knowledge workers’ intellect becomes the crucial productive resource which shapes for

economic growth as human capital (Peters & Reveley, 2012, p. 4). Asserted by Welch (2013, p.187), these changes were affected by forces both from inside and outside education – today, there are a high range of stakeholders, e.g. parents, communities, and commerce (Meadmore, 1999, p. 3) who influences the direction as well as the outcomes as per their own agendas. Peters (1999) argues that education is now all about business. The purpose of education is now based on the outcomes by measuring students’ performance through exams. These results of exams concern the students, parents, teachers, schools and communities because: (a) Parents are only interested in sending their children to schools which have advertised benchmark results because they think it is the ‘best school’ where the children should study; and (b) Schools promote businesses by being in constant competition with other schools to attract more students (Proktor & Sriprakash, 2013) through the results displayed by their former knowledge workers. This acted as the meter for organizational education evaluation (Meadmore, 2004, p.26).

2.7.2 The Impact of Neoliberal Education on Students

According to the English National Curriculum published in the Department of Education website of United Kingdom, it states that children should be successful confident learners who should be able to progress and have fulfilling lives, and positively contribute to the society after the end of their school; hence the students are to be equipped with skills needed in the knowledge economy. Therefore, one of the key functions of education is now to produce more knowledge workers at lower unit cost, not students (Torres, 2011, p. 192). Knowledge has now become “objectified, measurable and transferable” (Brancaleone & Brien, 2011 p. 506); its effect can be seen in the form of certificates and degrees- learners get tied to the empirical base of economics (Brancaleone & Brien, 2011, p. 517). However, one of the main aims of education should be to enable the students to have fulfilling personal lives in relation to knowledge and understandings

of the world that will ensure them a meaningful survival beyond the economics in terms of affective, psychological and social-wellbeing (White, 2002, p. 442), so that the children can develop a sense of prosocial classroom surroundings instead of just competing against each other (Ryan, Huta & Deci, 2008, p. 165). Neoliberal education, however, has made the students consumers consuming disciplinary knowledge. Vassallo (2012) highlights the idea of “self-regulated learning” born from neoliberalism and “end of education” (Biesta, 2005, p 56-57) because in this new era of education, the teachers only meet the needs of their students by reducing learning, and the needs are designed to expect some prespecified outcomes only. The student is commodified inside the system.

2.7.3 The Impact of Neoliberal Education on Teachers

According to Ball (2016), neoliberalism changed the means of being educated, to educate, and above all what it means to be a teacher. It changed the ways a teacher should do, think, work, what to tolerate and accept, in addition to the identity of being a teacher. Neoliberalism took away the creativity of teaching, the joy of learning, and the formation of strong public intellectuals (Baltodano, 2012, p. 489). The neoliberal education policies forces the teachers to improvise and strategize continuously, making the educators being hegemonized to the new roles, responsibilities and opportunities; the teachers are termed unprofessional if they hesitate to work according to the management (Ball, 2016). Professionalism does not depend on experience, rather on skills and competences which can be measured through output, reviews, and evaluations, and finally rewarded, that is, promotion.

Within the neoliberal systems, performativity is a key component that a teacher has to keep in mind- the teachers are constantly audited so that their performance can enhance, undertake

professional development course/training for skills development, and be more productive (Shore & Wright, 1999, p.559). Even being inside the rigours and performativity challenge, teachers are required to spend an increasing time to make reports on what they have to do, making sure they follow the managerial protocol which keeps the teachers in constant insecurity, anxiety and precarity- named 'micro-politics of little fears' by Lazzarato (2009, p.120) allowing the teachers to do only what is 'necessary', not what is 'right'. All these craft the teachers as a targeted self, or as Gee (1999, p.46) calls the 'shape-shifting portfolio person'. Pointed by Liew (2012), teachers who do not or cannot survive and oppose this hegemony, perish (p. 300).

If a strong stance cannot be taken with a united voice against the emergence of neoliberalism in education, students will pass schools and will enter the rat race as knowledge workers, not as learners who seek knowledge to fulfill his/her personal lives; rather just to be enslaved to capitalism. Education should be allowed to gain knowledge, classrooms should be public spheres, and at the core should be teachers and students to teach and learn English language. The discussion in the data analysis will be done in the reflection of the literature above.

Chapter 3

METHODOLOGY

The objective of this study is to determine the problem of teaching and learning English language online in secondary school. The paper aims to investigate the challenges faced by teachers to coordinate with the parents and the authority while conducting online classes, as well as to deduce the impacts on a teacher and students' performance as well as mental health being under surveillance. This chapter will provide detailed information about the research methodology, how the researcher collected the data in addition with the procedure of data analysis using qualitative research approach using autoethnographic method.

3.1 Research approach

This study adopted qualitative research. Qualitative research is a type of research that collects non-numeric data, such as texts, audio or visuals, and describes the meaning of the data to understand social life, underlying reasons, opinions and motivations. In the opinion of Thanh and Thanh (2015, p. 24), interpretive research provides an exemplary way to discover reality through multiple dimensions that each individual have from their perceptions, experiences and understanding, also explained by Saunders, Lewis and Thornhill (2016, p. 140) that under different circumstance and time, people from different socio-cultural background produce different realities from their experiences. Qualitative research mostly includes open-ended questions that can help the author to see and analyze the problem from other's point of view. Hence, this qualitative approach will allow the participants to share their underlying reasons and opinions that will help the researcher to have in-depth knowledge about the problem.

Autoethnography is also known as social autoethnography, as Guvenc (1991) claims that a researcher continues asking questions when not satisfied with just observing a field or society, and collecting data to prepare hypotheses. As stated by Ellis (2004) that in order to comprehend the cultural experiences (ethno), this research approach systematically analyzes (graphy) and describes the personal experience (auto); it combines autobiography and ethnography to describe a person's life experiences in order to understand the relationship between the cultural and societal values and own experiences.

3.2 Participants

The researcher had a total of 15 participants for her study who were chosen from and is a part of a renowned and established English Medium School in Dhaka where the majority of the students belong from middle or upper middle class families. Five students were randomly selected who are all secondary school students aged 13-14 years of age studying in Grade VII, parents of those selected students, and five teachers from the same institution were chosen through convenience sampling who have more than three years of experience in teaching. All the participants were placed at Dhaka while the data collection took place.

3.3 Tools and Sampling Procedure

The researcher obtained the data online by interviewing the students and parents through Zoom, and the data from teachers were collected over phone call as physical contact was impossible due to the lockdown. Semi-structured Interview was used for the collection of data. All the data were recorded and transcribed into words from speech to be analyzed, which has been given in detail in Chapter 4. For interviewing the students, the author prepared five items (see APPENDIX B), six items for the parents (see APPENDIX B) and five items for teachers (see APPENDIX B).

Three sets of data have been used for this study to strengthen the methods of data collection. For collecting information from students and the parents, both Bengali and English language were used to keep the conversations comfortable and casual for the participants to extract as much information as possible. Prior to data collection, the researcher made it clear to the participants that it was a voluntary work and the data will be used only for research purposes.

3.4 Methods of Data Collection

The data were obtained by conducting semi-structured interviews with the students, parents and teachers to explore the topics related to the objectives of the study concerning the perspectives of the participants. A common qualitative research method one by one interview was used where the researcher asked some questions to the participants and the interviewees shared his/her thoughts.

3.4.1 Semi-structured interviews with students

The items in the interview consisted of the following topics: changes in online and offline classes, impact of changes; perception about being monitored and the effects, challenges and concerns. In addition to these areas, the general characteristics of the participants were collected during the initial part of the interviews.

3.4.2 Semi-structured interviews with parents

The items in the interview consisted of the following topics: changes observed in children in online classes, impact of changes, parental engagement in their children's online classes and its impacts, thoughts on online education, learning methods followed by the children, and the way

parents communicate with the teacher. In addition to these areas, the general characteristics of the participants were collected during the initial part of the interviews.

3.4.3 Semi-structured interviews with teachers

The interview consisted of the following topics: how do they impart lessons in class being under monitor, difference in managing online and offline classes, level of teacher concerns, challenges and opportunities, attitudes towards online learning; and recommendation to overcome the obstacles faced in online learning. In addition to these areas, the general characteristics of the interviewees were collected during the initial part of the interviews.

3.5 Ethics

To establish a trust between the participants and the researcher, she informed the participants the purpose of the study, and read out all the points in the consent form (see APPENDIX A) to all the participants before conducting and recording their interview to which they agreed. Permission to carry out the interview was also obtained from the In-Charge of the institution. Furthermore, to protect participants' confidentiality, all data by which it was assumed that they could be identified were removed throughout the data processing and analysis.

The data collected has been discussed and analyzed in the next chapter.

Chapter 4

DATA ANALYSIS

Data analysis is not just collection and summarization of data, but the development of a pattern using the information to stage a relevant issue that relates to the result (Maguire & Delahunt, 2017). Likewise, the data which has been collected are analyzed and supported by the studies reviewed in the literature. The author has recorded the interviews of the participants and has transcribed it which has been analyzed acknowledging the information that has emerged.

4.1 Findings

The data collected from the participants are specified below.

4.1.1 Findings Obtained from Students

Five students were interviewed as per the items in the semi-structured questions. The students began by stating their opinions about the differences between the online and offline classes. All of them agreed that there were significant changes in the online class, having both positive and negative impacts. Previously in traditional classes, it was not always possible for the teacher to explain topics smoothly just by using the books, but by using the internet in the class the teacher is now able to show the students different resources in a nick of time that allows better comprehension of English language. The utilization of screen sharing, various colorful modes used for lectures made learning very interesting, and opened new dimensions of interactive topics on which students could have discussion on. In comparison with other subjects, the students stated that learning English language online was easier and more interesting.

However, the transition of physical interaction to the new setting and teaching methods to online class took a long time for the students to get habituated. According to the participants, in regular offline class the teacher used to move around the class for a closure look and provided guidance as needed. In online class it took them longer time to settle in, sometimes due to unstable internet, electricity connection or technical problems in devices would cause the students to miss lectures and later misinterpret what has been taught. Due to the time limitation, sometimes the teacher did not have enough time to address everyone's issues. Such concerns had a negative impact on them as they became anxious as to how they are supposed to cope up given they were already in their secondary school and would start preparing for Ordinary Levels soon. It was not always possible to reach the teachers or peers when they needed to. In addition, being muted by the teacher in the Zoom classroom made them feel uninterested in participating or expressing themselves in class. Stated by one student,

“Sometimes it happens that my assignment is due tomorrow, but I do not understand how to do it. I even have no way to contact the teacher, and the next class will be happening next week. So now I have two problems: I do not understand the lesson, and if I do not submit my assignment I lose 10 marks. Situation as such causes a complete breakdown.”

In addition to all these dilemmas, the major difficulty they fought was being under monitor which raised confidence and self-worth questions among them. As the online classes began, parents of the student used to sit with them as this was new for both of them and wished to understand how the e-learning took place. However, even after one year of the new normal online classroom, some parents still continue to be with them while doing class, although a few guardians have stopped it completely or monitors occasionally as stated by the participants. As per the student, *“The monitoring makes me feel really uneasy and awkward to speak in front of*

my friends' parents as well as my parents because I feel they are judging my performance. This really creates a mental pressure on me". This caused the participants to question their self-worth, and demean their confidence, lowering their self-consciousness, making them feel nervous to even ask the teacher if there are any queries. Mentioned by one student, *"My parents always compares me with X and Y, telling me to be as confident and better performer like them. I don't understand why am I supposed to be like them? My results are quite good; still my parents feel I am not 'good enough' like my friends."*

The parental supervision being new, the authority's surveillance was known to them since the face-to-face classroom, but the additional check and complaints from the coordinator and the admin officers who enter the class as the school management also caused the students to be demotivated to participate wholeheartedly. As stated by the participants that the authority's constant monitor forced them to keep their camera open despite the fact that it was not always possible to do the class with camera on because at home students are always open to everyday affairs that happens around them which causes distraction; one needs to be comfortable and emotionally stable while learning, which they could not be due to the fear of being under surveillance. Moreover, not always it is possible to ask or express thoughts in English, nevertheless they could not use Bengali to properly address their inquiries in front of the admin officer or the coordinator; hence their problems would remain unsolved. As the students were preparing for their Ordinary Level and were already stressed with a lot of studies, sometimes if they missed class being too tired to complete the homework and assignments, the authority would mark them out for not participating in class and complained about it to their parents which caused them triple trauma- completing abundant lessons in time, participating in class despite being tired otherwise get rebuked by parents, and fear of being judged.

At certain points they sometimes feel that even though online learning made education easier, it took away their freedom of speech. When the parents or the authority interrupted, they did not feel the class belonged to them; they felt alienated and hence could not concentrate in the lessons. They could not properly make connection to their teacher and peers which made the class boring. Therefore they came up with their own form of resistance- they would leave the class when management entered the class, avoid answering questions and blame the technical difficulties, used false conformity, etc. One of the students said, *“I want to walk out of the home. I do not care about the disease. I cannot cope up with all these sudden pressures. I want to speak and talk without fear or being subdued.”*

According to the participants, they felt they needed monitoring on a level that would help them to grow as an individual, not be a cause of anxiety. A student expressed his opinion-

“If the authority directly approached us about our queries, we would explain our problems to them for better guidance. Complaining to our parents just make the matter worse. Useless interference from parents just boosts our inactiveness. The parents have not done the class or know the rules, so instead of shaking hands with authority, I think our parents need to trust us and be more empathetic by talking with us to understand the situation from our point of views.”

4.1.2 Findings Obtained from Parents

The parents of the five children who were earlier interviewed answered the semi-structured questions the researcher prepared for them. All of the parents who participated were mothers, among whom four were homemakers and one was a banker. According to the parents, they started monitoring their child's class because they wanted to acknowledge the new norms of teaching and how it was conducted in order to help the children overcome any hassle. They

mostly tried to monitor the classes which they found convenient, and English Language class was easier to understand and follow rather than any other subjects which they do not have any idea about, such as, physics, chemistry, ICT, etc. They thought that learning English language was just about grammar and speaking, and was the easiest subject among all the others. Three of them answered that they feel their child does not give proper attention to English Language because the child thinks that studying in English Medium School since elementary days have made them efficient in this language, while another parent stated that her child is weak in English Language, so when she is nearby the child feels comfortable to ask questions in class and in such a way the parent can ensure that the teacher is giving proper attention to her child; meanwhile the parent who is banker answered that she only monitors her child only when her child faces any sort of hindrance in understanding the lessons so that she can talk with the teacher later on to clarify it.

Although the parents had their own specific reasons for monitoring or for not monitoring, they all agreed to the fact that online education has bridged the gap between parents and teachers. In traditional schooling, parents used to leave their child at the school gate and pick them up after school hours, and also had not much idea of using the different applications and technologies regarding education, for example, Zoom, Google Classroom, etc. Also for some parents, they had to wait after long school hours to talk with teachers or find notes from classmates which were an extra cost for them. So now they had that opportunity to directly communicate with the teachers, know what their child is studying and how well they perform in class. Also, the online classes can be recorded which they can later use; along with the students they can also now learn which is an additional advantage of home-learning.

Four of the parents felt that the monitoring helped their child to learn better because when they sit beside their child, they can see and understand where the child lacks, and by giving guidelines to the teacher as per their child can help their child to have a better education. According to one of the parents-

“I am paying a large amount of fee to the school so that my child is very fluent in English because in the society it is mandatory that my child makes good result and have good English language competency. So it is my duty to ensure that my child does not leave the class without understanding everything. He should get a proper attention from the teacher.”

The parents believed English language is the tool for better future, so their child needed to be fluent in it no matter what. Said by a parent, *“In our society, it is mandatory for my child to have a good English language competency, also for his future education and secure career. So when I see my child not participating in class, I need to force them to interact in the class, because without being able to have proper speaking skills, what would be the use of putting him in English medium school?”* To the parents, the class seemed a competition where their child needed to perform best.

According to the parents, sometimes a teacher might phonate something wrong, so the parents' surveillance can help the teacher to rectify herself. A parent declared, *“I admitted my daughter here from the references that it is a good school, as each year a great number of students passes Ordinary Level and Advanced Level with good grades and awards. Online classes have given me the access to check the competence of the teachers and authority as well.”* These parents affirmed that their monitoring did not affect the teacher as they were in fact trying to help the teacher take the class more efficiently; in addition they also stated that they were not disturbing

other students, rather they sometimes asked different questions that helped her child and other children to learn. They strongly supported monitoring so that they can check the relationship with their child with the teacher, and get a better grip over their child.

However, the parent who was a banker denied the fact that sitting beside child helps to comprehend better. She felt that the child should have the courage to question the teacher and be resourceful to understand the lesson because the teacher is experienced and qualified enough to handle the class. She said, *“My thinking and ideology would not match the children in the class, pointing out different ideas would just create confusion and hamper the teaching and learning time. I am paying fees so that my child can learn, not to monitor the teacher or question her capability.”* She felt continuously keeping the child under check affects the psychology of the children whose parents have a corporate job- the child might feel lonely assuming that s/he is alone while other parents are talking on behalf of her peers, it might cause the children to have a gap with their parents. It is hence better to only monitor when her child is facing problems, because school is the place where the students not only go for bookish education, but also to learn how to grow into a self-dependent human being.

Nonetheless, all the parents admitted the fact that their children did not have the same enthusiasm to do online class as they had last year, and are worried about what might be the cause. As the students are teenagers, the parents assumed it might be because of their age and for not being able to meet their friends or going outside, or they might feel bored.

4.1.3 Findings Obtained from Teachers

Five teachers from the same institution as the students were asked five semi structured questions prepared by the author. The teachers began to answer by expressing their opinion regarding the

differences between online and offline education through their experience of the last one year. Even though the teachers were provided with training during the lockdown before the management decided to resume the classes online, however, they did face various complications arising due to the deviation in the education system. One of the major hassles was the curriculum and lesson plan which does not suffice English language learning virtually. As there was not enough work done about online education planning in Bangladesh, the teachers were provided with a poor course plan which the teacher had to modify while conducting home-learning to provide students with proper teaching. This roused a surplus pressure as the teacher had to look for materials that aligned with the modified course plan but also did not break the management protocol of the school. Even though online classes opened a plethora of options to use multimodal approaches for teaching, but choosing the correct content held much more importance because precise materials are fundamental for teachers to deliver the correct content that would help the learners grip the main concept and be able to apply in real-life which is the ultimate goal of English language.

Moreover, it was very tough for the teachers to interact with the students; due to unstable internet, electricity and technical issues, the sound would echo or break which meant the teacher had to repeat the lessons time and again to avoid misinterpretation. Expressed by one of the teachers-

“In a 40 minutes class it is very tiresome to communicate with all the students, deliver lectures, address students’ queries and finally scan students’ outcome. We are now not only conducting class or assess students, because of the virtual classroom, we are now under constant immense pressure of making worksheets, slides, and looking for resources. Now, being

monitored by the school management as well as the parents while conducting class, I am not really sure who I am teaching- students, or parents or the authority.”

Before lockdown happened, teachers were also under surveillance by the authority; however during the pre-covid times, teachers were only monitored by the authority to ensure that teaching was taking place correctly. The situation during the post-covid period however, the teachers were being monitored to check if they were being able to handle the online class as stated by the management, how well are the students responding or giving proper outputs, in addition with the wit and behavior projected towards the parents who are sitting with their children on the other side of the screen. *“The classroom has become an examination venue for me where I have to compete with other teachers to put my best. My competence did not depend on how and what I taught, but how smoothly I am able to manage the parents and the authority while taking class. Offline class monitoring was okay, but online monitoring is wholly based on business,”* commented a teacher. Also expressed by the teachers were concerns to be under check by the parents because they had trust issues if the teacher were giving enough attention and priority to their child.

These double monitoring made the teachers feel uncomfortable and anxious to teach in the online class as mentioned by all the participants. They could not perform with their hundred percent because of the fear of being judged and losing the job. Amidst the pandemic as a lot of people lost their jobs due to the economic crash, the education sector was no less. A teacher reported, *“The authority keeping an eye meant either it was an opportunity for promotion, or a warning. When the parents entered into the scenario, the condition became more critical. I did not want to get fired, but with extreme workload and suggestions from so many parents and the authority, I had no idea how to make the class interesting, as well as please everyone.”*

Interruption from the parents and management disrupted the flow of the class, in addition to keeping the teachers under constant stress of not saying any such content or example that would offend the guardians. Besides, each student coming from different backgrounds, surroundings and age level were taught to ask irrelevant questions by their parents, made the teachers sometimes struggle with time to teach the required content of the day. Keeping all these issues in mind, it becomes extremely strenuous for the teachers to teach.

Online education is therefore seen as a challenge according to the teachers as asserted by a teacher, *“Instead of being the one in power to rule over the class, I am now rather being guided in my own area of dominance according to the guidance and rules created by the school management and the parents which forces me continuously to adopt and adapt. I have lost freedom of speech.”* Such issues are hindering their relationship with the students; due to time constriction and interruption from both the sides, the relationship between the teacher-student curbed, some days the class becoming only one-sided conversation as the teacher was in rush to complete the assigned syllabus. With all these mental stress which had by now become a trauma to the teachers, it was the students who were deprived from quality education.

4.2 Discussion

The goal of this study was to focus on the problems of teaching and learning English language online in a secondary school in Bangladesh. Reflecting light on the literature review and the data collected from this study, the author will discuss the information that has been obtained.

From the interview of the students, it is seen that all the students agree that negative aspects of online education outweigh the positives, affecting them mentally. They do agree that availability of numerous multimodal materials on the internet have made learning English language easier

(Patel, 2013), but the discussions with their peers and teachers have ceased due to time restrictions. Discussions in class allowed the students to be in an ambience where they had chances of speaking that enhanced their communicative competence (Herrell & Jordan, 2008). However, as the students were now following only the syllabus of the school with no time or chance of extracurricular activities; they were bound to only focus on grammar and writing skills primarily to be able to pass the exams (Sultana, 2014), a very common scenario in Bangladesh. In addition to this concern, another issue that they faced is not adequate time or extra support from the teacher as they received in traditional classroom, because scaffolding from the teacher used to enable them to be self-directed (Vygotsky, 1978) that was not readily available in the online class not only due to time constriction but also for unstable electricity and internet. All these dilemmas summed up to produce stress among the students (Fitzgerald & Witten, 2014) that affected the students' English language learning ((Lehmann, 2006). Nevertheless, the major cause of not supporting the learning on English language online was the students being monitored that increased their affective filter (Krashen, 1985) as it raised questions over their self-worth and confidence.

As the home education continues, one of the greatest obstacles that has affected the students' education and mental health is being under monitor- this intrusion gave them the feeling of being an outsider in their own class (Clandinin & Connelly, 1996). Being under the supervision by the parents of themselves and their peers' made the students uneasy to perform in the class in the fear of being judged which created a mental pressure on them, making them unable to participate and learn wholeheartedly (Pajariato, et al., 2020). As reported by one of the students of the antisocial behaviour of wanting to leave home in search of peace from his parents clearly

demonstrates how much effect stress the online education has put them in, a factor that not only affects learning English language but also pushes the students towards the verge of violence.

Even though the direct parental supervision was new to the students, overseeing by the authority' was known to them since the face-to-face classroom days which they had accepted as a norm in school to remain disciplined (Foucault, 1977). However, the additional checking and complaints through the virtual education also caused the students to be demotivated to participate or answer the management in English language class feeling uncomfortable and alienated, because the authority was objectifying (Poster, 1995) them using power through different methods, for example, by forcing the students to turn on camera, complaining to parents if they were absent in class, speaking in Bengali, etc. Previously the students were watched physically, now they are also being viewed through technology even while being at home (Kuehn, 2008). Even though the authority is aware that it is not always possible to express thoughts or queries in English or English language does not follow any formula like mathematics, nevertheless they did not allow the students to use Bengali in class hoping that it would somehow develop the English language skills for students- a capitalistic strategy to demonstrate how successful they are (Proktor & Sriprakash, 2013) as an institution. However, that case not being true, would in the contrary keep the students' queries unheard and unsolved.

Fear, anxiety, no freedom of speech, alienation, judgmental thoughts are all affective filters (Krashen, 1985) that bars the concentration of students while learning English language, in addition to causing strained relation between the teachers and students. The students knew very well that learning English language requires practice and scaffolding from the teachers; unable of any of it, they resort to dishonest practice by deciding to only attend classes for the sake of passing exams and getting good grades in English that would allow them to get into better

university in future as mentioned by their parents- it made them lose their interest. Therefore they came up with their own strategy to be resilient; they started avoiding and showed false conformity in order to cope up with the system (Foucault, 1982). The students, nonetheless, understand that keeping an eye on them is a good practice, but most importantly it is required for the parents and authority to talk to them instead of coercion to understand students' points of view because they are the only ones who know how English language is taught by the teacher and what would make them learn to develop themselves.

The data obtained from the parents however reflected a different point of view to learn English language. Four out of five parents thought that English language was just a medium to have a better life which their children could have in future if they had proper knowledge on grammar and speaking (Torres, 2011); a good degree and certificate from a renowned English medium school would make the child economically successful in the long run (Brancaleone & Brien, 2011) when the students will enter the competitive markets after completing education (Hursh, 2007). From their opinions and thoughts it is clearly decipherable that they do not want their children to learn English language to be knowledgeable, rather just be educated so that the parents would be able to express themselves as part of the elite society.

According to the parents, monitoring the English language classes gave them an edge to understand how online education works because the other subjects, such as Physics or Math, were difficult to follow. As all subjects were taught in English, they felt their children should have a good grip over this language which mostly depended on speaking and grammar; they have no idea that learning English language is much more than that, and requires different strategies for effective learning. Being able to keep an eye on the children allowed the parents the advantage to check how much capability their child had so that they would have the

opportunity to pressurize the students to perform better. This thought represents that parents are least concerned about the affective, psychological and social well-being (White, 2002) of their children. Instead the parents are always comparing their children with peers as they believed education to be a competition (Ryan, Huta & Deci, 2008); therefore they had the misconception that the more their child talked in the class, the more they developed in English.

Even though parents said that the effective communication in online class has allowed bridging the gap between parents and teachers, from the information derived it seems that the parents mostly observe the class to judge the teacher and the institution, trying to be the one in power to provide guidelines to the teacher on how to teach the class. Investing a huge amount on child's education makes them check the competency of the institution (Meadmore, 1999) and its teachers (Selwyn, 2011); the parents sat with their child to ensure that each of their children was being treated according to how each parent felt was appropriate by passing their private suggestion and guidelines (Zhao, 2014). As their children were about to start taking preparations for Ordinary Levels, the parents felt it was their ultimate duty to be more updated (Peters, 1999). Therefore the parents admitted that online education was extremely beneficial as they were helping both the teachers and students to improvise, which means the presence of parents has a positive impact on the class. Although one of the interviewee parents was against monitoring the teacher as she believed a teacher should be given all the freedom to strategize the class as per she/he feels is required.

However, interviewing the teachers did not complement what the parents had said. The teachers explained vividly the trauma online education has caused to them and could not wait to go back to physical classrooms; the worst scenario was being puppets in the hands of the parents and authority through the constant surveillance both in and out of the class (Foucault, 1977). As

observation was a part of school protocol hence the teachers had no issue with it in the traditional classroom, but during Covid period, the teachers were now monitored for quite a number of factors, such as, if they were being able to handle the online class, if they are following the rules of the management, how well are the students are responding, the behavior projected towards the parents who are also observing the teacher, as well as regularly checking the Google Classroom to see if the teachers are uploading lessons, worksheet, materials and assignments to make sure that the teachers are doing the home office diligently (Zuboff, 2018). Teachers thought of themselves being objectified where they did not have any right to be themselves, rather portraying multiple personalities (Poster, 1995) if they were to save their job (Liew, 2012). It seems more as if the teacher has entered the class to be judged, not to teach. This ideology of power had become ingrained in them (Foucault, 1980).

When it comes to teaching English language to the students, the teachers said from their experience that the methods used in school could not be applied in virtual class. Though it was the responsibility of the management to make an online friendly syllabus, none as such were provided. The teachers had to prepare lessons and look for relevant materials that match the management's lesson plan, strategize the lessons, provide feedback to students, attend mails and meetings whenever the teachers were called for, and not to mention, make the class feel no less than offline education (Pajariato, et al., 2020). As the students were in secondary school preparing for Ordinary levels, hence the teachers had to prepare them based on the skills and contents of the mentioned discipline (Goodlad, 1984). Each day seemed like a battle that they had to win anyway, because their promotion, job security, and family was dependent on it. Sadly, all these efforts were not enough if the authority and parents were not pleased; the teacher was bound to follow the private comments of both the sides in a public sphere (Olssen & Peters,

2005). Instead of being the one in power who best knows his/her students' needs, were now instead being guided by the 'out of classroom' policies (Clandinin & Connelly, 1996) created by the school management including parents who are the elites in power (Zhao, 2014), their voices being marginalized.

Apart from the authority, the parents' trust issues of not giving priority and attention to their child, address everyone's query in a 40 minutes class meanwhile conducting class, the tension of not offending the parents including the extreme workload, continuously makes the teacher feel uncomfortable in the fear of making mistake or being judged; this tremendous stress greatly hampers the teacher's performance and disrupts the flow of the class as they are not being able to follow their own strategies to teach, leading to emotional exhaustion (Klassen et al., 2012; Gierk et al., 2014), also named the 'micro-politics of little fears' by Lazzarato (2009). With all this mental stress which had by now become a trauma to the teachers, it was the students who were deprived from quality education which was not however a concern of neither the authority nor the parents- they only wanted good results, and didn't care if the students were actually learning English language or not. Authority is in want of more students which would be possible when the prevailing students produce good grades (Proktor & Sriprakash, 2013), and parents wanting economically responsible individuals (Olssen & Peters, 2005).

4.3 Summary of the Discussion

From the analysis of the discussion done on the reflection of literature review, it can be easily understood that it is not the materialistic lacking, for instance, the availability of the tools and stable internet, that creates obstacles to learning the English language online. Education has become a business where the authority and parents are only concerned to strengthen their own

stances without considering what goes through a teacher and the students, interiorizing hegemony through power. It is the students and teachers who make up the education system; too many stakeholders mar the essence of true learning in regards to economy and capitalism, pushing away the various dimensions and chances needed for the teachers to teach and the students to learn English language online. The elite stakeholders have seized the voices of those who have the rights to speak or bring about a change. Therefore even though many countries are seen to have improved language structure or communicative skills in English language by learning it online, it is still a matter of far reach in Bangladesh. This surveillance capitalism and neoliberal education have caused the public sphere of classrooms to become private that only have constructed knowledge workers, not students because despite the tremendous endeavors of the teachers, the students are being considered as human capital based on their capability on English language. It is a matter of shame that the ruling bodies are not even willing to have a discourse on it, aggravating the situation further. In order to make the English language learning fruitful so that students can acquire the knowledge as per the correct guidelines shown by the teacher, it is the responsibility of teacher-parent-authority to collaborate so that the students can have a fulfilling life.

Chapter 5

CONCLUSION

The Covid-19 pandemic caused an unexpected change in the education sector towards digital shifting. All of a sudden, the students, parents, teachers and the school management have started to cope up to overcome the hassles of online classes, and adjust to this new normal method of teaching. Even though there was not enough time for preparation, everyone has gradually accepted the change with huge mental and physical force. Digitalization in the education sector requires much work to be done in Bangladesh. Although online education has proved to be advantageous many times and through various ways, it still needs a lot more amendments and administration as per the users requires so that confusions can be eliminated for better teaching and learning.

The result of the study reveals despite the advantages that online education under the Covid-19 pandemic has brought in the field of education, it has changed the view point and attitudes among students, teachers and the authoritative power, which are, the school management and the parents. Students have become less committed and motivated towards their studies because they are enforced to develop their English language proficiency without giving them the proper opportunity to discover themselves. Parents' cognition about online education should be developed so that they can play an important role to support their children keeping aside the societal pressure so that the students can be proficient in English language by learning.

Meanwhile, teachers are struggling to favor everyone as they are bound to the hegemony irrespective of the odd experiences they are facing in order to enhance their expertise and flexibility in virtual teaching. School management and the policy makers should set principles to

ensure authentic learning with new curriculum designs, lesson plans, and most importantly, provide the teachers with support and freedom of speech to establish a sound classroom. This will assist the students to have a promising future that will be based on learning, not with the ideology of ‘passing’ the exam.

It can be therefore inferred from this study that that instead of ease and comfort in online class, teachers and students both are filled with frustration and worriedness even though the literature review shows that when technology is used with comprehensible and proper input from the teachers, promotes learner autonomy to effectively learn English language. Therefore this study significantly takes into account the perceptions of teachers and learners should be taken into account. Covid-19 in the education sector has raised not only materialistic issues, but also affection and emotional pedagogic aspects. Deficiency of digital tools, lack of internet connectivity, insufficient training maybe overcome with time, but growing up or doing job with mental stress leaves a mark that cannot be eliminated as seen from the experiences recorded from the participants in reflection to the literature review which clearly showed that technology alone cannot guarantee learners’ learning and teachers’ teaching.

5.1 Limitations of the Study

The study had a few limitations which are stated below.

- a. Not enough time was available to conduct this study.
- b. Due to the time constriction, the sample size had to be kept minimum that led to fewer data being collected.
- c. Adequate access to secondary data was not feasible as much study has not yet been done in Bangladesh in this perspective.

5.2 Recommendations for Future Study

It is hoped that further research would be done in this topic integrating the factors mentioned in limitations (5.1), for example, continue the study at a greater length of time, collect data from online classes after the Covid situation comes under control, use of a bigger sample size, inclusion of quantitative methodology, etc. to study students and teachers' English language learning and teaching beyond the classroom. A deeper look should be given in such issues in relation to technology so that the strata of English language teaching and learning can be broadened irrespective of capitalism and negotiation.

REFERENCE

- Ahmadi, D. M. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>
- Cabalin, C. (2012). Neoliberal Education and Student Movements in Chile: Inequalities and Malaise. *Policy Futures in Education*, 10(2), 219–228. <https://doi.org/10.2304/pfie.2012.10.2.219>
- Che Wan Ibrahim, C. W., Prain, V., & Collet, P. (2014). Perceived Learning Strategies of Malaysian University Students in Web 2.0-based English as a Second Language Informal Learning. *GEMA Online Journal of Language Studies*, 14(01), 29–42. <https://doi.org/10.17576/gema-2014-1401-03>
- Feinstein, N. W. (2015). Education, communication, and science in the public sphere. *Journal of Research in Science Teaching*, 52(2), 145–163. <https://doi.org/10.1002/tea.21192>
- Hamat, A., Embi, M. A., & Hassan, H. A. (2012). The Use of Social Networking Sites among Malaysian University Students. *International Education Studies*, 5(3). <https://doi.org/10.5539/ies.v5n3p56>
- Krashen, S. D. (1985). *The input hypothesis: Issues and Implications*. New York: Longman.
- Li, V. (2017). Social Media in English Language Teaching and Learning. *International Journal of Learning and Teaching*, 3 (2), 148–153. <https://doi.org/10.18178/ijlt.3.2.148-153>

Mabovula, N. (2009). Giving voice to the voiceless through deliberative democratic school governance. *South African Journal of Education*, 29(2), 219–233.

<https://doi.org/10.15700/saje.v29n2a162>

Pappas, L. N. (2016). Is deliberation a laudable goal when policy is a done deal? The Habermasian public sphere and legitimacy in a market era of education policymaking. *Education Policy Analysis Archives*, 24, 121. <https://doi.org/10.14507/epaa.24.2409>

Ricci, R. (2015). Autoethnographic Verse: Nickys Boy: A Life in Two Worlds. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2003.1869>

Shahzad, S. K., Hussain, J., Sadaf, N., Sarwat, S., Ghani, U., & Saleem, R. (2020). Impact of Virtual Teaching on ESL Learners' Attitudes under Covid-19 Circumstances at Post Graduate Level in Pakistan. *English Language Teaching*, 13(9), 1–9. <https://doi.org/10.5539/elt.v13n9p1>

Terry, P. R. (1997). Habermas and education: knowledge, communication, discourse. *Curriculum Studies*, 5(3), 269–279. <https://doi.org/10.1080/14681369700200019>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Yew Kai Wen, K., & Hua, Tan, K. (2020). ESL Teachers' Intention in Adopting Online Educational Technologies during COVID-19 Pandemic. *Journal of Education and e-Learning Research*, 7(4), 387–394. <https://doi.org/10.20448/journal.509.2020.74.387.394>

Zhao, Guoping (2014). The Public and Its Problem: Dewey, Habermas, and Levinas. *Journal of Educational Controversy*, 8 (1). <https://cedar.wvu.edu/jec/vol8/iss1/6>

APPENDIX A

Consent Form for Interview

Dissertation Title: Problematizing Teaching and Learning English Online: A Study on Secondary School Classroom Management

Research Investigator: Prithwi Agnes Rozario

Institution: University of Liberal Arts Bangladesh (ULAB)

Thank you for your participation in this interview. This consent form is necessary to ensure that you understand the purpose of your involvement, and that you agree to the conditions of your participation. Would you therefore read this information sheet and sign this form to certify that you approve the following:

Please Tick

The purpose of my participation as an interviewee in this research is for academic purpose only and the future processing of my personal data have been explained to me and are clear.

☐

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences.

☐

There is no explicit or implicit coercion whatsoever to participate.

I understand that my responses will be kept strictly confidential and anonymous. I understand that my name will not be identified or identifiable in the report or reports that result from the research.

☐

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article or for future research purposes such as publications related to this study after the completion of this research. I agree that the researchers may publish documents that contain direct quotations by me as long as my identity is kept unidentifiable. I allow the researcher to take notes during the interview.

☐

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

☐

I have read this information sheet, and have voluntarily agreed to take part in this interview.

☐

Name of participant

Date

Signature

Researcher

Date

Signature

APPENDIX B

I. Items for students

1. Do you find differences in online and offline classes on English Language? If yes, briefly elaborate your thoughts on it.
2. Have you ever been monitored while doing online classes, especially in English Language class? If yes, by whom?
3. Did being monitored cause any kind of effect on you and your performance in class? If yes, what were the impacts that you faced?
4. What are your views about learning English online?
5. What are your remarks on being under check?

II. Items for parents

1. Have you ever monitored your child's English Language online class? If yes, why?
2. Did online education ease your communication with teachers that helped your children in their learning?
3. Have you observed any changes in your children in online classes? If yes, briefly elaborate.
4. Do you think your presence affected the performance of your child or other students as well as teachers in the online class? If yes, how?
5. What are your thoughts on learning English Language online?
6. What are your remarks on keeping the students and teachers under check?

III. Items for teachers

1. Do you find differences in online and offline classes? If yes, briefly elaborate how and the impact it has on you.
2. Have you ever been monitored while conducting online classes? If yes, by whom and why?
3. Did being monitored cause any kind of effect on you and your performance while taking class? Briefly explain how.
4. What are your views about teaching English online?
5. What are your remarks on being under check?