

# CLT in Online Classroom: A Post-pandemic Study on the Tertiary Level Practitioner & Participants of Bangladesh

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## Abstract

This study aims to investigate the feasibility of implementing Communicative Language Teaching (CLT) in the context of online classrooms. It examines how classroom activities and available resources can be utilized within an existing online platform to meet predefined objectives while defining the roles of both educators and learners. Employing a blend of quantitative and qualitative research methods, the study evaluates its findings in the context of existing literature and the recent shift towards online education, caused by the Covid-19 pandemic. Amidst this educational transformation, CLT, with its focus on fostering communicative skills, takes center stage. The study aims to determine the effective implementation of CLT in online classrooms, probing its suitability within this evolving educational context.

**Keywords:** CLT, communicative competence, online teaching-learning, classroom interaction, teacher's role, student's role

## Introduction

It goes without saying that the recent pandemic has physically divided individuals while virtually bringing them closer together. More than other professionals, the virtual world has helped students and instructors to connect throughout this crisis. Thus, most of the institutions of tertiary level concentrated on online class using different kind of platforms and apps like Zoom, Google Classroom, Meet, Facebook and Messenger (Agarwal, 2020). According to the direction of UGC, most of the private universities in Bangladesh started online classes to continue the academic activities during Covid 19 pandemic from March 26, 2020. Traditionally, on campus class was the only way of teaching learning in Bangladesh over the decades. With the restrictions and lockdown, all universities and colleges focused on virtual teaching and learning system that was very new experience for the practitioners and the participants in Bangladesh. As a result, both the practitioners and the participants in online class tried hard to get accustomed to this new trend. While the majority of university students and teachers in Digital Bangladesh swiftly embraced digital technologies, the journey was not without its share of challenges in ensuring widespread successful utilization. So, there was a mixed reaction from students and teachers (Sarker, 2021). Communicative Language Teaching (CLT) emerges as an effective approach in this context, as it aptly addresses essential communication objectives. Educators commonly aspire to create truly “communicative” classrooms where students engage in cooperative tasks and activities, often referred to as classroom activities. These activities often necessitate extensive use of pair work, group work, and foster collaborative problem-solving rather than a rigid focus on linguistic form. Within these activities, the teacher’s role evolves to that of a facilitator and a continuous monitor, intervening only as necessary, and subsequently offering feedback on the outcomes of communication, including potential post-activity language performance improvements through error correction. During the adaption of CLT in an online class room teachers cannot make sure of the fact that all students have understood the entire discussed topic properly (Amir, 2022). To get maximum benefits from CLT in online class, social interaction can be created by situational conversation, public speaking, discussion, role play, pair work etc. Therefore, teacher must take several effective measures to make students motivated in learning (Amir, 2022). In the swift transition during the COVID-19 pandemic, electronic resources and apps that were utilized by tertiary-level students and teachers in Bangladesh's classrooms proved to be adaptable and numerous. Consequently, Communicative Language Teaching (CLT) became an integral part of online education at the tertiary level, emerging as a new trend and method. This paper seeks to investigate how CLT in the online classroom context facilitates learners in adopting a communicative approach to achieve the desired objectives of communicative competence and skills.

## Research Questions

This paper mainly examines and investigates the following questions.

1. To what extent a teacher's role can be fulfilled in an online classroom?
2. To what extent a student's role can be fulfilled in an online classroom?
3. To what extent, the available online materials, technology and the classroom context contribute to the fulfillment of achieving the objectives of communicative Language Teaching (CLT)?

## Literature Review

The COVID-19 pandemic unleashed an unparalleled wave of disruption across all facets of human existence. It upended our daily routines and ushered in new norms, including lockdowns and quarantine measures. Notably, by April 2020, as reported by UNESCO, 186 countries had implemented nationwide lockdowns, impacting approximately 73.3% of the global student population (UNESCO, 2020). UNESCO recommended distance learning and open educational application during the closure caused by Covid -19 to eradicate the interruption of education and as a result many institutions especially all universities went for online class (Shezadi, 2020). Likewise, Bangladesh imposed closure of educational institution from 17 March, 2020 and continued to 2021 affecting 38 million students and about 1 million teachers (Bank, 2021). Most of the universities in Bangladesh shifted to online class during the nationwide closure using available platforms like Google classroom, Zoom, Face book Live, Google Meet and recorded video and audio (Matus, 2020). Hence, a significant pedagogical shift transpired, transitioning from the traditional offline mode to the online realm, from physical classrooms to virtual platforms, and from face-to-face meetings to the virtual arena of webinars for teaching and learning. (Mishra, 2020).

Generally, online class is a method of education that is delivered and administered using internet and technological device. Online learning can be distributed in numerous groups on the basis of the quantity of students who can learn in synchronous and asynchronous ways (Bao, 2020). Traditionally online classes are considered an alternative to on campus classes in tertiary level but it has been highly adopted in Covid-19 pandemic period. The constraints of pandemic opened a window for the educators to teach targeted concepts as a new strategy (Lockee, 2021). Students and educators from various universities in Bangladesh encountered fresh challenges in adapting to and participating in online classes. The principal impediments revolved around the unreliable availability of internet and electricity, making it difficult to sustain consistent connectivity and focus on comprehending lessons, which emerged as significant obstacles in the context of online education in Bangladesh (Al-Amin M, 2021).

During the COVID-19 pandemic, Communicative Language Teaching (CLT), renowned for its popularity and inclusivity in education, evolved into an intriguing and innovative process when integrated with technology, marking a noteworthy development in teaching and learning practices.(Rouf, 2022). Communicative Language Teaching is considered as an approach rather than a method. It refers divers set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures (Rodgers, 2001). For CLT, the goal of learning a language is using it effectively for “real communicative needs, rather than simply to provide learners with the knowledge about the grammar system of language” (Pham, 2007).CLT places emphasis on collaborative classroom activities, shifting away from individualistic learning approaches. In this method, the teacher's role transforms into that of a facilitator, guiding students to develop fluency in language use. Learners actively participate in interactions through classroom activities where they negotiate meaning, employ communicative strategies, rectify misunderstandings, and endeavor to prevent communication breakdowns, fostering a dynamic and engaging language learning environment (Richards, 2006). In this approach, classroom tasks are designed in such a way that they can be practiced in pair or groups. It encourages learners to be familiar with the “creative, unpredictable and purposeful use of language in communication...to help the learners get ready for so-called real-world communication” outside the classroom using information gap activities, drama techniques, games, role play and scenarios to sustain the learner’s motivation and interaction (Kumaravadiévelu, 2006).

Even, this technique has been used worldwide for four decades since 1970s (Brown, 2007). It has been proposed that communicative aptitude embraces the linguistic, sociolinguistic, pragmatic and strategic competence of an individual’s need for effective communication (Hymes, 1972). According to Van Nguyen (2010) CLT in online class provides an “environment in which a student interacts one or more collaborating peers to solve a given problem, mediated by computer or internet including of its communicative facilities by using zoom and discord to conduct synchronous online learning” (Van Nguyen, 2010). Using CLT in foreign language class is also a difficult task especially when the class is online because it is very difficult to integrate all the relevant things like real classes such as life, culture, history intending to develop teaching skill and foreign language skill (Savignon, 2007). Despite these difficulties, CLT in online class appeared as paramount importance in Covid-19 pandemic time not to halt the normal flow of interaction between teachers and students rather than to mimic the real-life communication with the engagement of technological tools such as Zoom, Google Meet and Discord (Teh, 2021). Interestingly, it is found in a study of Vurdien (2019) that CLT approach can bring positive result and attitude from learners through videoconferencing though it appeared somewhat cold because of lack of face-to-face interview and personal contact (Ng, 2020). In this approach, teachers work as a guide and motivate

students to acquire academic knowledge as well as the communicative skills. Teacher is mainly responsible for creating a better environment to engage and participate in classroom (Paul, 2022).

Another point is that Implementation of CLT in online classroom is quite a challenging task, especially in developing countries like Bangladesh. During the pandemic, there was a situation where teachers and students started their online teaching without any preparation following the direction of Ministry of Education and University Grants Commission as an alternative way of imparting education (Hossain, 2021). Challenges of adapting CLT in online classroom have become acute because of the “lack of trained and competent teachers, faulty assessment system and shortage of supplementary and bridging materials” (Rasul, 2019). In Bangladesh, conducting online classes during the pandemic presented greater challenges compared to traditional classrooms, primarily due to technological constraints, limited internet accessibility, the digital divide, technophobia, and the absence of conducive learning environments (Rouf M. A., 2022). Except proper management, “computer technologies do not foster two-way interaction” between the students in Bangladesh. This problem is very common here in learning English language skills for some crucial issues like lack of proper assessment or test, effective course design, teaching approach, dedication and feedback session (Haque, 2022). Despite these challenges, students and teachers in Bangladesh took CLT as an appropriate and effective approach that is also found in a study of Pamela Gloriez who supported CLT in online class with sufficient platform media and internet (Gloriez, 2022).

During post pandemic period it works as one of the alternatives to offline class or on campus class. For CLT, online classroom can improve education equity by providing learning opportunity to wider population at a lower cost by ensuring a good interaction for learners (Erwani, 2022). It is also true that online teaching is mostly teacher oriented which is contrastive to CLT because of the lack of in-depth study and practical activities (Yang, 2020).

The literature has emphasized different factors which provide the basic framework to realize the perception regarding CLT in online classroom. Researchers have also focused on potential impediments for getting maximum benefits from online education, though many studies have not intended to trace reaction of the application of CLT in online class from different respondents’ groups of university students and faculty members in the Bangladeshi context. This paper will fill this gap drawing insights from the literature in hypothesizing the problem, exclusively concentrating on the opinion of two respondents’ groups on the use of CLT in the online classes for higher education in Bangladesh during the COVID-19 pandemic. Finally, the study has used the following factors that are affecting the online classes based on the perception of CLT for tertiary level in Bangladesh during the COVID-19 pandemic.

## Methodology

### Participants

The participants of this study were the undergraduate students of Bangladesh. It also included the teachers from the different universities of Bangladesh. In total 15 teachers and 146 students were presented to give responses to the questionnaire. Participants were selected randomly based on convenience and purposeful sampling. Two FGDs (focus group discussion) have been conducted involving the students from different semesters. The reason behind this is that both the teachers and the students were the core of the whole process and their real-life experiences and perceptions will be much more accurate and will be much more needed to evaluate the effectiveness of CLT in online classroom. So, this selection of participants provided a fair representation of the target group.

### Instruments

Both qualitative and quantitative approaches have been used in this study. To assess the effectiveness of CLT in the online classroom and to gauge the attitudes of both teachers and students toward this virtual learning environment, a dedicated questionnaire was meticulously developed. A five-point Likert scale was used ranging from very to not at all. The responses were rated as very =5, moderately =4, normal/neutral=3, slightly=2, and not at all/never =1. A unique technique was developed from Icy Lee's (2008) instrument but did not blindly follow Lee's (2008) instrument rather a modified questionnaire was used to make it more appropriate. First part of the questionnaire includes the demographic information and then it includes questions related to the broad research questions. For qualitative part a questionnaire containing 5 open ended question had been developed and the data was collected through FGD. Both the questionnaires have been attached in appendix.

## Results

The research results that demonstrate how well CLT has been adapted for use in online classrooms are shown in Table 1-3. The data has been presented from three different perspectives to make it easier to understand. The extent of CLT's usefulness in an online classroom will be determined by the statistics supplied here. The statistics demonstrates the viability of online classes in fulfilling the roles of teachers and students. Each table focuses on one of the four main components that were utilized to observe the classroom, namely feedback, classroom activities, speaking and listening practice, and classroom interaction. Here are the percentages, means, and standard deviations for each response on the Likert scale.

Table 1: Students’ role and teacher student feedback

	Not at all(1)	Slightly(2)	Normal(3)	Moderately(4)	Very(5)	Mean	SD
	% (N)	% (N)	% (N)	% (N)	% (N)		
How interactive the classes are?	8.60 (13)	16 (23)	46.9(68)	12.3 (19)	16 (23)	3.109	2.796
How frequent the teachers give feedback in the classroom?	1.2(2)	2.4 (4)	13.4 (20)	22 (31)	61 (89)	4.376	3.951
How frequent the listening and speaking are practiced in the classroom?	11 (16)	20.7(30)	35.4 (52)	22 (32)	11(16)	3.013	2.714

SD: Std. Deviation %: Percentage N= Number

The values presented in Table 1 represent the extent of students’ role that can be fulfilled in the classroom. The mean values for the classroom interaction, online content, and teacher-student feedback are 3.109, 4.376, and 3.013, respectively. It shows how engaged and involved the students are in the online classes. Additionally, it states that students participate voluntarily in classroom activities, just as they would in an offline class. The majority of students (46.9%) reported receiving enough feedback from the instructors throughout class. Additionally, it is clear that the majority of pupils have easy access to materials. Despite certain contradictions in the value provided in number three on the practice of speaking and listening in the classroom, it can be argued that the students' duty can be fulfilled in this situation.

Table 2: Teachers’ Role and Student-Teacher Feedback

	Not at all (1)	Slightly (2)	Normal (3)	Moderately (4)	Very (5)	Mean	SD
	% (N)	% (N)	% (N)	% (N)	% (N)		
How involving the classes are?	0 (0)	12.5 (2)	25 (4)	37.5 (5)	25 (3)	3.642	3.251
How effective the classroom activities are?	0 (0)	2 (2)	23 (4)	5 (2)	70 (6)	3.857	3.505
How effective the student-teacher feedback is?	0 (0)	25(4)	37.5(5)	37.5 (4)	0 (1)	3.142	2.751
How effectively the students need can be attained in the classroom?	0 (0)	50 (6)	37.5 (5)	12.5 (3)	0 (0)	2.785	2.360

SD: Std. Deviation %: Percentage N= Number

Table 2 similarly demonstrates the breadth of the teacher's responsibilities in the classroom. A significant portion of the practitioners (37.5%) expressed their perception that the online classes were moderately engaging, suggesting a balanced viewpoint. Notably, the data indicates positive sentiments regarding student-teacher engagement, classroom activities, and feedback,

with mean scores of 3.642, 3.857, and 3.142, respectively. However, the statistics present a contrasting perspective when it comes to satisfying the needs of students. The median score of 2.785 suggests that while student engagement, class participation, and feedback are reasonably effective, practitioners appear less satisfied with their ability to address the students' needs adequately. In line with the research findings, it appears that online classes may fall short in sufficiently meeting the diverse needs of students.

**Table 3: Material, Technology and Classroom Context**

	Not at all (1)	Slightly (2)	Normal/Familiar (3)	Moderately (4)	Very (5)	Mean	SD
	% (N)	% (N)	% (N)	% (N)	% (N)		
How familiar the technologies are?	2.4 (4)	4.9 (7)	53.7 (78)	11 (16)	28 (41)	3.568	3.198
How smooth the communication process (internet or other channels) was?	0 (0)	12.5 (2)	37.5 (5)	37.5 (5)	12 (2)	3.500	3.093
How would you rate your confidence level after a moderate (300 minutes) session of online classes on each skill (listening, reading, writing, and speaking)?	8 (12)	15.9 (24)	48.9 (71)	21.6 (31)	5.7 (8)	2.993	2.624

SD: Std. Deviation %: Percentage N= Number

The information in table 3 demonstrates how important materials, technology, and the classroom setting are to attaining CLT objectives. The data presented in the table demonstrates a favorable position (mean 3.500 and 3.568) with regard to the communication method utilized in teaching and learning as well as the usage of technology in the classroom. But the findings (mean 2.993) on the pupils' degree of confidence are somewhat inconsistent. The majority of the students' responses (53.7%) indicated that they were familiar with the apps and other platforms when they were questioned about the technology utilized to conduct the classes. Again, when asked about the teaching and learning process, the practitioners claimed it was easy on both sides. However, the students gave an average response when questioned about their level of confidence in their ability to communicate. The majority of students (48.9%) chose 3 out of 5 when asked to rate their degree of confidence.



## Discussion

The outcome makes it clear that students participate in the classroom in a very involved and active manner. They enjoy and find online classes interesting. The teacher provides them with adequate feedback as well. Despite these encouraging trends, the data also revealed some inconsistencies in the techniques used in the classroom. When we dug deeper into the problem and asked the students to elaborate, they gave us the explanation that they were unable to sustain a constant connection with the classes. They said that some issues, such as an unstable internet connection, load-shedding, and noise in their home, prevented them from continuing. A few of them mentioned not having the right equipment for class attendance. A participant residing in a remote area of Bangladesh shared her challenges, noting that although she possesses all the necessary gadgets and technologies for online classes, the weak signal reception remains a persistent problem. Another student recounted having to travel to a nearby market, the only location with reliable network signals, to attend lessons. Despite these connectivity challenges, the data underscores that the fulfillment of the student role in an online classroom can be achieved to some extent. Thus, we conclude the response to the first research question. Similarly, the practitioners also reported a good outlook on the learning environment in the classroom. The majority (53%) of them reported that the lectures were interesting and that they were able to make the in-class exercises interactive. Although group work and duo work were first difficult, they began to see progress after two to three classes. The pupils first stayed in groups for class activities, just as they had in the past in the traditional classroom. And over time, they have begun utilizing Google Meet and Zoom features like the room and others. In online classes, the students had to present in groups. Despite some encouraging trends, there are still significant problems. Most of the practitioners admitted that though classroom activities were successful, the needs of students could not be adequately met in an online classroom due to a number of factors. As a result, fewer than 50% of students participated in some classes. Secondly, due to the remote nature of the connection between teachers and students, instructors encountered challenges in monitoring and engaging students who were not actively participating in class. Consequently, some students fell behind, indicating a gap in meeting their educational needs.

Despite not surpassing the 50% threshold, student engagement in online classes was notably higher compared to traditional classes. This heightened engagement attributes to the perception that the online classroom provided a more comfortable and engaging environment, as students were not required to face the audience directly. Interestingly, students actively participated in classroom activities, even with the psychological comfort of feeling hidden and shielded. One student expressed feeling more comfortable in the online classroom, where their interactions were not as direct as in a traditional setting. Therefore, it can be inferred from the

data that teachers were effectively fulfilling their role in the online classroom. Consequently, the second research question finds resolution.

The majority of participants also expressed satisfaction with the technology and learning environment in the classroom. The majority of participants said the apps used to conduct the classes were known to them. Additionally, they noted that the apps were highly user-friendly and simple to use, thus they encountered no difficulties. Additionally, the teachers assisted the students in locating the necessary materials. The practitioners acknowledged that they occasionally supplied resources or the source of materials. But when questioned about the improvement of their communication abilities, the majority of participants (48.90%) awarded it a three out of five rating. This discrepancy can be attributed to the fact that students were more accustomed to online communication as opposed to in-person interactions. In light of this explanation, it becomes apparent that Communicative Language Teaching (CLT) exhibits a degree of effectiveness, despite the challenges it may encounter.

## **Limitation**

This study had several limitations. Firstly, the cross-sectional nature of the collected data posed a challenge, as it made establishing causal relationships between variables difficult. Additionally, the survey was conducted with a relatively small number of participants across diverse universities in Bangladesh, which might limit the generalizability of the findings. Moreover, the research did not explore other potential factors influencing online learning, such as the psychological and economic aspects affecting students during the pandemic.

## **Conclusion and Recommendations**

During the pandemic online class has created a paradigm shift in the field of education all over the world. In Bangladesh, it also has become an alternative method of educational instructions from the pandemic time. In the past decades, CLT has captured the interest of all parties involved in the teaching-learning process in this country and it has been used in online classroom during pandemic. This paper has explored how CLT in online classroom has bridged with the traditional education system that was revised and supervised during the Covid period. This paper also has found that role of teachers and students in online class was crucial to acquire communicative competence for the learners. There is no substitute for teacher-learner and learner-learner contact because communication is the key goal to be achieved in this strategy. Despite the fact that the pandemic period hindered normal face-to-face interaction, it brought everyone together online to continue the teaching-learning process. This study investigated the efficacy of CLT in online learning, particularly for tertiary level study. It is found that online learning has both positive and negative effects, and that it plays

a crucial role in developing communicative ability both directly and indirectly. Being a developing nation, Bangladesh faces certain limitations related to the teaching-learning environment and the necessary resources needed to achieve the highest level of communicative competence within the framework of Communicative Language Teaching (CLT). These challenges are particularly prominent during times of global adversity like covid-19. The results of this study will help us to get rid of the obstacles that we may face in future. Finally, additional study in this field is needed to keep current with the most recent discoveries. The study recommends that the aspiring young teachers need to improve their technological skills and strategies. Moreover, they need to experiment with various online tools to teach and assess the students to make the class interactive. They should receive proper training beforehand for making the class fun and interesting using a number of audio-visual resources.

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## Appendix

### **CLT in Online Classroom: A post-pandemic Study on the Tertiary Level Practitioner and Participants of Bangladesh**

This paper intends to analyze the feasibility of adapting CLT in an online classroom. Whether the objectives can be achieved through classroom activities or not is the primary research question. It also explores whether expected classroom atmosphere can be created for

learning. A quantitative approach was used to conduct this study. The findings of the study are evaluated in light of past research in this field. I would like to ask you to help me by answering questions concerning preferences on the effectiveness of communicative approach in online classroom. I am interested in your personal opinion. Please, give your answers sincerely as only this will guarantee the success of this survey.

1. You are?  
.....
2. Mark only one oval.
  - Male
  - Female
  - Others
3. Name of your institution
4. Name of your department/subject/course

### **Participant: Students**

1. How interactive the group works/peers works in an online classroom?
  - Very interactive
  - Moderately interactive
  - Interactive/Normal
  - Slightly interactive
  - Not interactive at all
2. Are you familiar with the materials or apps used in your online classes?
  - Very familiar
  - Moderately familiar
  - Familiar/Normal
  - Slightly familiar
  - Not familiar at all

3. How frequently can you interact with your teacher and classmates during the online classes?
  - Very frequently
  - Moderately frequently
  - Frequent/Normal
  - Slightly frequently
  - Not frequently at all
4. How frequently listening and speaking skills are practiced in your online classes?
  - Very frequent
  - Moderately frequent
  - Frequent/Normal
  - Slightly frequent
  - Not frequent at all
5. Do the course teachers give feedback?
  - Very frequent
  - Moderately frequent
  - Frequent/ Normal
  - Slightly frequent
  - Not frequent at all
6. Is the feedback given in the online classes sufficient?
  - Very sufficient
  - Moderately sufficient
  - Sufficient/Normal
  - Slightly sufficient
  - Not sufficient at all
7. Is the process (online teaching-learning) engaging?
  - Very engaging
  - Moderately engaging

- Engaging/Normal
- Slightly engaging
- Not engaging at all

8. Are online classes effective for developing communicative competence?

- Very effective
- Moderately effective
- Effective/Normal
- Slightly effective
- Not effective at all

9. How would you rate your confidence level after a moderate (300 minutes) session of online classes on each skill (listening, reading, writing, and speaking)? (1= Lowest, 5= Highest).

- 1
- 2
- 3
- 4
- 5

### **Participant: Teachers**

10. How smooth the communication (teaching-learning) process was?

- Very smooth
- Moderately smooth
- Smooth/normal
- Slightly smooth
- Not smooth at all

11. How involved you were with the students as an independent practitioner?

- Very involved
- Moderately involved
- Involved/Normal



- Slightly involved
- Not involved at all

12. In your experience, do you think it is feasible to fulfill the needs of the students properly in an online classroom?

- Very feasible
- Moderately feasible
- Feasible/Normal
- Slightly feasible
- Not feasible at all

13. How effective the group works and pair works are in an online classroom?

- Very effective
- Moderately effective
- Effective/Normal
- Slightly effective
- Not effective at all

14. How effectively the feedback can be given?

- Very effectively
- Moderately effectively
- Effectively/Normal
- Slightly effectively
- Not effectively at all

15. What would be your suggestion for the young practitioners or who are willing to become a teacher so that they can make the online classroom more effective?

## **The contribution of available online materials, technology and the classroom environment**

### **Participant: Both the Students and the Teachers**

16. Do you have a smooth/uninterrupted internet connection at your home?

- Always
- Sometimes
- Neutral
- Rarely
- Never

17. What device do you use for classes? (You can choose more than one)
- Laptop
  - Desktop
  - Tablet
  - Smartphone
  - Others
18. How convenient the classroom environment is for teaching-learning process?
- Very convenient
  - Moderately convenient
  - Convenient/Normal
  - Slightly convenient
  - Not Convenient at all
19. What kinds of materials are used in an online classroom? (You can choose more than one)
- eBook
  - Printed book
  - Research articles
  - Video
  - Audio
  - Presentation slide
  - others
20. How available the materials are online?
- Very available

- Moderately available
- Available/Normal
- Slightly available
- Not Available

21. How useful the online materials are?

- Very Useful
- Moderately useful
- Useful/Normal
- Slightly useful
- Not Useful

## **Qualitative part**

### **Focus Group Discussion (FGD)**

#### **Participant: Students**

1. Can you describe the overall experience of attending online classes?
2. What technical issues did you encounter so far?
3. From your experience, do you think that the teacher's role and the learner's role were fulfilled in the classroom? (Before asking this question the moderator needs to explain the teacher's role and learner's role to the participants properly)
4. Can you share your overall experience with online material? -Describe briefly.
5. What are the advantages of online classes?
6. Please share your experience regarding the online assessment system.