TEACHERS' NARRATIVES FROM INITIAL VIRTUAL CLASSROOMS AND PROFESSIONAL DEVELOPMENT DURING THE COVID-19 PANDEMIC IN DEVELOPING BANGLADESH

Dr. Tasnima AKTAR
ORCID: 0000-0002-8058-9243
Department of Education
University of York
York, UK

Dr. M. MANIRUZZAMAN
ORCID: 0000-0002-1067-0361
Department of English
Jahangirnagar University
Dhaka, BANGLADESH

Dr. Harunur Rashid KHAN
ORCID: 0000-0002-1067-0361
MA in TESOL Program at BIL
Brac University
Dhaka, BANGLADESH

Dr. Mahadhi HASAN
ORCID: 0000-0003-3921-9889
Department of English
Southeast University
Dhaka, BANGLADESH

ABSTRACT

In the face of sudden migration to online teaching due to Covid-19 pandemic, education is going under trying times globally, especially in the low resource contexts of the Global South. Little is, however, known about how this forced migration to and coping with emergency remote teaching (ERT) are happening in the low resource context of developing Bangladesh, particularly in the Higher Education (HE). This paper, therefore, aims to understand how virtual classrooms look like in the Higher Education context in Bangladesh through TESOL teachers' narratives from initial virtual classrooms imparting ERT. Employing narrative inquiry, four teachers from four different public and private universities in Bangladesh share their experiences of doing, undergoing and reflecting as they try to adopt, adapt and strive in imparting ERT and carrying out education in HE. Insights from these initial teacher narratives may inform higher education pedagogies, teacher development in distance education environments in Bangladesh and similar contexts in the Global South. As the paper addresses HE teachers' initial orientation to ERT without exclusively dealing with TESOL education, it has multidisciplinary approach to migration to and coping with ERT in HE in general.

Keywords: Emergency remote teaching, distance education, virtual classroom, developing country context, TESOL teacher narratives, teacher development.

INTRODUCTION

A paradigm shift has occurred in education due to the Covid-19 pandemic causing much anxiety around how to improve teachers' performance (Ravitch, 2013) while ensuring education remotely as it is still unknown how language teachers recoup the inevitable threat by Emergency Remote Teaching (ERT) (Hodges et al., 2020). This discourse is dominated by an emphasis on learning, adopting and adapting to new educational technology, uninterrupted access to the Internet, engaging students remotely, examining and assessing students' performance and so on. Teacher narratives from virtual classrooms can support emergency remote pedagogy by not only addressing the issues but also coming up with some immediate indications to solutions and posing further questions to reflect on, and helping teacher development in the 'new normal'.

While ERT and online teaching differs tremendously from traditional teaching in a physical classroom, ERT is again different from planned online teaching. Online teaching is pre-planned and organised and systematically designed over a period of time to cater for certain services that offline or face-to-face teaching does not offer. ERT, however, reflects "a sudden and unplanned shifting of classroom-based courses to a distance education model" (Hodges et al., 2020) with no training and preparation and with insufficient bandwidth (Li & Lalani, 2020). The students and teachers have different expectations for online coursework than they have for ERT (Aguliera & Nightingale-Lee, 2020). Although E-learning was considered less prestigious, acceptable and popular than face-to-face education (Arias et al., 2018, p. 4), the scenario has forcedly been reversed by the COVID-19 pandemic. As a paradigm shift in pedagogy, ERT takes place and urges a "temporary shift of instructional delivery to an alternate delivery format due to crisis circumstances" (Hodges et al., 2020).

Following the global scenario, the educational institutions in Bangladesh have been closed since March 17, 2020, after its first three cases of COVID-19 diagnosed on March 8, 2020 (IEDCR, 2020). Confined to national lockdown, we all started passing a trying time hampering, reducing and even blocking our face-to-face interaction, generating a stifling condition, and making us dependent on online media, especially for education. The pandemic has resulted in closures of the traditional way of education globally, which eventually impacted around 91% of student population in the world (UNESCO, 2020). In this emergency, "education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms (Li & Lalani, 2020).

Responses to ERT, however, differ context-wise. Bangladesh, a developing country, has a poor infrastructure for online education: inadequate resources, low connectivity and little prior experience (Khan et al., 2020). The overall status of ICT of the country is reflected in Bangladesh being ranked 147 out of 176 on the International Telecommunication Unit's ICT Development Index in 2017 (International Trade Administration, 2021) and below 13 percent of the population having access to the internet, as of 2019 (Statista Research Department, 2021). Initially there are huge debates- to teach or not to teach online, let alone how to teach online, as also reflected in dubious directives from the University Grants Commissions (UGC) of Bangladesh for online education. Although the private universities were given permission for ERT almost instantly, the public universities could not formally start online teaching until July 2020, due to several reasons.

In such a difficult context, research could expose the challenges and opportunities of ERT in Bangladesh (Dutta & Smita, 2020). With a view to obtaining a global view of ERT, Bozkurt et. al. (2020) collected data from different contexts of 31 countries including neighbouring India (India with a greater internet penetration rate- around 50%) and touched on myriad aspects of the impact of Covid-19 on K12 and Higher Education. Dutta & Smita (2020) exposed some key issues like disruptions in learning, shifting to online education along with other issues of health and finance from tertiary level students. Till date, we are not aware of any research studying teachers' perception of and adaptation to ERT in the Higher Education (HE) context in Bangladesh. The current study is a novel attempt to reveal teachers' perspectives on the impact of COVID-19 on tertiary education in Bangladesh: how the teachers, particularly TESOL teachers, initiated ERT and tried to survive and thrive, as is exposed in their narrations of and reflections on their lived experiences of imparting higher education in Bangladesh. These teacher narratives exposing their initial online teaching experiences largely irrespective of their subject expertise can reflect migration and adaptation to online teaching in any similar HE context.

THE CURRENT STUDY

This paper is an early qualitative exploration of how the Covid-19 pandemic has affected higher education in the context of developing Bangladesh. Within the global crisis, this is a super-crisis context, due to its low-resource including almost no virtual infrastructure, low-connectivity, and almost no prior experience. We four teachers from four universities tried to narrate our live experiences of ERT and reflect on our continuous adaptation while initiating teaching remotely overnight. The paper takes the approach of teacher narrative as a research tool, where we are at the same time teachers-researchers-participants. Existing teacher narratives are mostly narrated by teachers but a few are co-authored by a teacher and researcher (Furman, 2014; Kozol, 2007; Carini et al, 2009). Ours is the teacher in dialogue with the researcher- classroom teachers who are also academic researchers (Kinloch, 2012). Here, the dichotomy between the practitioner and the researcher (Schon, 1983) is broken down. (see section Teacher Narrative as Methodology for details). Thus, the paper takes a collaborative narrative perspective.

We tried to express our experiences in the forms of doing, undergoing and reflecting; keeping in mind how we started teaching and why, what went wrong or right and what could be done differently in future given the nature of the ERT in this context. We hope our narratives will highlight our local perspectives while also indicating global scenarios in similar contexts of low resources, low connectivity, and less preparedness, as we reflect on the challenges and possibilities of ERT while 1. preparing ourselves for teaching, 2. carrying out teaching, 3. engaging students, 4. assessing them, 5. evaluating our teaching, 6. support we received, among others.

The teaching context is higher education including both public and private university domains to gain an understanding of HE offered by the universities in Bangladesh in general. While the first two teacher narratives (TN 1 & 2) try to depict the scenarios of the virtual classroom in public university contexts, the latter two (TN 3 & 4) portray pictures from private university contexts. The four teachers who offer their narratives have five to twenty-seven years 'of teaching and research experience with quite different demography (see table 1 below) and are currently working in the Departments of English at two public and two private universities in Bangladesh.

Table 1. Teachers' demography and their online teaching

Teacher- researcher	TN1	TN2	TN3	TN4
Age	37	53	58	31
Teaching experience	11	27	30	4
University	Public	Public	Private	Private
Designation	Associate Professor	Professor	Associate Professor	Assistant Professor
Module taught	Research Methods, TESOL Methods	Applied Linguistics and ELT, English Phonetics & Phonology, Research Methods, Technology in ESL/EFL Teaching	Research Methods for ELT, Teaching Practicum	Phonetics and Phonology, Intermediate English Skills
Level of students	BA(Hon's), MA	BA(Hon's), MA	MA	BA(Hon's), MA
Total online teaching and assessment hours	42	96	56	124

TEACHER NARRATIVE AS METHODOLOGY

Narrative research enables researchers to look at more closely to the nuances and complexities of a person and setting (Griffiths & Macleod, 2008) and teacher narratives draw attention to the teachers' individuality as primary source of data (Gordon et al., 2007; Rosiek & Atkinson, 2005; Smith, 2007). In our narratives, we take storytelling as the mode of analysis focusing more on the thinking process of the writer and less on arguing for or even articulating a clear conclusion (Polkinghorne, 1995). Narratives unfold our identities and bring us together during difficult times (McCammon & Smigiel, 2004). During the emerging trouble of Covid 19, we teachers globally find ourselves under the same umbrella of coping with crisis to carry on education and to thrive further. These emergent narratives are personal experiences which do not necessarily represent a closed story and can be very context specific (Razfar, 2012, p.65). Our emergent narratives tried to tell the stories from the virtual classrooms grounded in practice. They follow a plot of development and highlight our strengths and areas of difficulty by narrating both practices and thinking closely (Richardson, 2000). In this plot, the teacher is the protagonist and first-person narrator.

Narrative also allows the reader to engage in practical wisdom, as Nussbaum (1990) argues, while the character reasons through a moral dilemma in a classroom, and involves the reader in a similar task; the reader has the opportunity to face a challenge, consider the particulars, apply a frame, and imagine the outcome. Teachers' stories- experiences and reflections lead to professional development and personal insight (Jalongo, Isenberg, & Gerbracht, 1995). This creates a way of reciprocal nature of teaching and learning and narratives work as a problem-solving tool through an educational dialogue. In this paper, the teachers are in-service teachers with teaching experience of 5 to 25 years but are novices in teaching in virtual platforms. Hence, we tried to see our narratives as a means of development, while also keeping in mind that narratives reach readers differently.

Narrative research offers to represent those who cannot be represented clearly in generalised data (Griffiths & Macleod, 2008) where any individual is complex and an educational system that discounts the human in her complexity is failing to educate (Furman, 2014). In a narrative, however, events can happen out of sequence through flashbacks as well as foreshadow (Hankins, 2003) and narratives offer a means to reflect on one's reflection-in-action (Schon, 1983) by helping the individual develop a keener sense of his/her own beliefs and the actions sought to accompany them (Hankins, 2003). Kolb (1984) also offers experiential learning in a four-cycle framework for teachers' reflections: concrete experience (actual experience); reflective observation (reviewing the experience); abstract conceptualisation (learning from the experience); and active implementation (putting the learning into practice) (also see Aktar & Oxley, 2019). This cyclic reflection could be instrumental for continued professional development (Aktar & Oxley, 2019) for online teaching in Higher Education. Therefore, every story counts.

A Vygotskian perspective of teacher development advocates a combination of the "teacher as a researcher" (Stenhouse, 1975) and the "reflective practitioner" (Schon, 1983) as core qualities of the professional teacher. As novice online teachers by expressing our doubts and challenges, our narratives are thus collaborative teacher narratives. These multiple case studies can create opportunities for dialogue among us who are willing to solve problems at hand and support teacher development. Therefore, this offers a co-creation of knowledge and proximal development (Vygotsky, 1978). Finally, our narratives attempt to address our problem-solving attitude (Schon, 1987) with their nuances and our practical wisdom, individually or collectively, from virtual classrooms may inform teacher development and teacher education in higher education (Schon, 1983).

Teacher Narrative 1

Starting teaching online during Covid-19 crisis was not easy for me. It was exciting but way intimidating. I took this as a challenge, a learning point; learning as a process of trial and error (Schon, 1983; Diamond, 2008). Being self-motivated I initiated ERT personally while the public universities were waiting for University Grants Commission's directives; motivation being experiencing online teaching as part of continued professional development and keeping my students little engaged during this bleak time. However, I started half-heartedly for two main reasons: no prior experience of online lesson delivery, and students' less affordance and low motivation (Aktar, 2020).

Getting the students on board of online platforms was a real hurdle for me. I tried quite different platforms and tools for two of my existing batches of students-regular BA (Hon's) final year students and evening, part-time MA students, for the Research Methods and TESOL Methods modules respectively. Starting with BA (Hon's) students, it was a mammoth task to motivate them to get their own email ids for creating group email and get zoom installed. However, I tried to do it differently with the MA students: I created Facebook Group and group messenger for them.

With the regular batch, I shared the PPT slides and associated materials e.g., articles beforehand via the group email (of 40 students) and students' messenger group (of all 54 students) via the class representative, so students could find the synchronous zoom lesson- lecture, and question-answers and discussion. Halfway through, I created google classroom and deposited all my materials-PPT slides, articles, my own works, and a few books for access anytime. Thus, I was able to reach almost all students on any of the platforms; although not in equal terms. Given little access and low connectivity, I decided to be flexible and consider students' any form of engagement including email correspondence as an attendance. Later I realised, I could have recorded the zoom lectures to be shared in the google classroom. With Evening MA (EMA) students (12 students), however, I found live lectures on Facebook Group and immediate video conferencing via messenger for follow-up question-answer session and discussion very interactive. The low-speed internet served comparatively better on Facebook (a popular platform among Bangladesh students). The attendance rate was very high; moreover, the live lectures are always there.

Regarding student engagement and formative assessment, I tried several strategies. As fostering student engagement is important classroom dynamics in facilitating successful learning (Trowler, 2010), I tried to engage them by continuous interrogations involving critical thinking, facilitating peer discussion, formative feedback, and quizzes and activities as formative assessment online via e.g., Kahoot and student-paced Nearpod which many of the students found interesting as an alternative assessment. The MA students also found three-minute video presentations and uploading them in the Facebook group very exciting and rewarding: being self- videoed; watching their own performances; receiving feedback from both peers and the teacher. Thus, the students feel somewhat equipped to the new normal. An emergency situation requires an emergency solution regarding curriculum as well, so I focused on only key topics left. It took me more than two months to complete the remaining lessons and some formative assessments, leaving some midterms and summative examinations to be decided on by the public university ordinances later.

Student feedback is an opportunity for teacher development and also a search for credibility when doubts are there (Boyd & Harris, 2010). Besides students' immediate oral and email feedback, feedback was also sought anonymously via Padlet. Students' comments show both concerns regarding access to the internet and low speed, economic and mental plight, and positivity like seeing friends during lockdown and opportunity to minimise the session jam (traffic) at public universities. Some excerpts:

> *"The mobile internet was too bad. Otherwise, the online class experience was excellent."*
>
> *"…no pocket money to buy mobile data."*
>
> *"After every class, assigning homework and little quizzes might work better".*
>
> *"…a new experience, great to see everyone".*
>
> *"…the PPT slides and other documents were really helpful"*
>
> *"…good and praiseworthy initiative. Online classes and in-course (exams) will help reduce session jam."*

On reflection, despite some odds, I found my orientation to online teaching rewarding and this narrative itself- thinking, writing and reflecting, a learning experience (Norris, McCammon, & Miller, 2000). As a reflective teacher who consistently couples actions and reflections (Dewey, 1944), I am gradually finding my feet in this new normal and hope to do better in next semester by e.g., using fewer effective platforms/ tools; a careful selection of content and tasks-in such a crisis less is more; frequent formative assessment; creating more opportunities for peer collaboration and discussions. However, although ERT turned out not as difficult as initially conceived, it could have been more manageable, convenient and of positive experience if supported by some concrete directives and guidelines and training at departmental and institutional levels.

Teacher Narrative 2

Since prolonged closure of our university and home confinement might negatively affect my students' health (Brazendale et al., 2017), and the "psychological impact of quarantine is wide-ranging, substantial and can be long-lasting" (Brooks et. al., 2020), I started thinking of and planning to give online classes to them. The information, knowledge and expertise I gained from the online courses with the University of Maryland BC, University of Oregon, Iowa State University, and Commonwealth of Learning, and the onsite PDW-2013 at the University of Oregon encouraged me to contact my students in the Department of English, Jahangirnagar University, over the phone to attend the online classes. Despite several limitations, almost all my students consented to attend the online classes.

On April 12, 2020, I personally started conducting online classes with the undergraduate and postgraduate students, whereas online classes at my university officially commenced on July 12, 2020. The program was of 12 weeks, 96 contact hours, till July 10, and I gave two online classes a week, each of one hour, for each of the four courses.

To conduct the online classes, I used Google Classroom and Zoom side by side. Google Classroom helped me perform eight activities related to teaching, learning and assessment: creating the topics, giving instructions, uploading relevant materials, posting topic-related questions, facilitating interaction between the students as well as between me and the students, allowing the students to answer the questions and pass comments on each other's answers, checking and grading the answers with my written feedback, and scheduling all the assignments. To supplement, I exploited Zoom which helped me carry out six major tasks concerned with teaching, learning and assessment: meeting my students online, discussing and reviewing the topics already posted on Google Classroom and studied by the students, facilitating the discussion through PPT slides, YouTube videos and Open Education Resources, taking the students' queries and responding to them, administering formative assessment such as polling, quizzing, mini presentation, group and peer discussion, and follow-ups.

Initially, the online teaching system was not working well due to four major challenges. Firstly, despite experience of using educational technology, I did not feel so much comfortable in practice since it was my first time to teach online without the infrastructural support of my university as well as with many students feeling demotivated and finding online classes demotivating. Secondly, I had to struggle to get them acquainted with the functions of Google Classroom and Zoom and customize the lesson and assessment activities to cater for them. Thirdly, around 50% students were not actively participating in the Google Classroom and Zoom activities. Fourthly, I sometimes got into difficulties due to unstable Internet connection and some students' little Internet access or financial ability to purchase Internet data. Nonetheless, to motivate them to join and attend my classes, I had to contact the absentees over the phone. Hence, the first phase consisting of the first four weeks can be marked as a period of struggles, transition, transformation and adaptation for me.

In the second phase, next four weeks, I felt more comfortable and confident as I became more accustomed to operating Google Classroom and Zoom, conducting the classes in a more engaging, interactive and rewarding manner, and more than 65% students were proactively participating in the classes. Notwithstanding, I faced problems in administering quizzes, mini presentations, polling, MCQs, and short questions. I noticed many students were not taking the tests regularly because of lack of motivation, technical constraints, and technological limitations. I telephoned the students individually to encourage attending and thought of integrating assessment with class activities such as group and pair work, peer and self-assessment, information gap activities. Therefore, this phase can be characterized as a period of my mixed experiences.

The final phase, last four weeks, discovered me as a better equipped and more confident teacher than I was in the previous phases since I got acclimatized to the unusual mode of teaching and became capable of involving almost 75% plus students in the Google Classroom and Zoom activities basically allowing them to go through self-study materials, attend and perform class tasks, take tests, and act on my feedback on their performance. That is, in the final phase, three-fourths of my students found a virtual world incorporating what they dreamt up – interaction, simulation, cooperation and collaboration enabling their learning in an interactive environment (Mnyanyi et al., 2009; Thamarana, 2016). However, still approximately 25% students were not attending my online classes due to diverse constraints and inconveniences mentioned above.

Thus, the whole online program I conducted can be deemed as one of my professional developmental stages (Schwarz, 2001) impacted by my reflections on the three phases that continually kept me informed of my limitations, and created scope for follow-up actions to further my experience, expertise and performance.

Teacher Narrative 3

By my reckoning, the following anecdotes may sound my naivety of dealing with online classes during this COVID-19 pandemic. It was just halfway through of the Spring 2020 semester in the mid-March, there was an official request from my university to go for online classes immediately to conduct the remaining classes as the Corona outbreak all around seemed gradually more vulnerable. With inadequate training support, I made my debut teaching online through the gracious help of Facebook Live with a great deal of inhibition as if I was a novice teacher faltering frequently about how and what I should talk to my students who were keenly looking forward to this class. It was a core course titled 'Research Methods in ELL and Teaching' for students doing their MA in English. As I could somehow embark on the very first virtual class seeing all my students, gradually felt better though very often I needed to ask for help or suggestions, either from my teenage daughter or my finger counting the number of students (n=13). To my pleasant surprise, I discovered almost everybody of them was so super positive, which gave me a feeling that I had better continue what I basically planned to talk about. It went fairly well but after some time I realized my sheer stupidity as I totally forgot to record the lesson that was obviously essential for three absentees to watch it later. With the help of one of my netizen students, I could manage to record the remaining part of the class that was at least a face gaining situation for me. I was glad that all my students could appear calm, cool and collected on the screen enabling me to gradually feel confident and articulate in what I wanted to discuss with them as content of the class. In the meantime, a small number of PowerPoint slides and a reading article were properly shared. Before I wrapped up my debut session with my students, I wanted them to summarize what we discussed today; many of them wrote sentences in the chat box adding a few points from mine. The only disadvantage was that I could not see my students because it was online and less interactive. Students did send questions at various stages of the session that I responded to or requested other students to contribute.

The next few classes of the same course took place through Zoom streaming. I found it a little better as there were a few extra features such as, seeing each other while speaking which gave me a better interaction vibe for the ongoing discussion. However, Zoom timing was confined to a 40 minutes slot, giving options for renewal which was both advantage and disadvantage, I think. I conducted all the remaining classes on the Zoom stream that gave me a new experience to adapt to. Students, I believe, gradually adjusted well especially with submitting assignments that alternatively replaced traditional sit-in-examinations. Preparing answers for these types of questions that were presumably different, engaging students to use their critical thinking and problem-solving potentials. Questions were sent a couple of days earlier so that they could consult with authentic sources as well as they could think adequately before they wrote answers and submitted it. As there was no scope to find out the exact answers for the questions, the students tried their best to read relevant matters and they all wrote answers depending on their own understanding and views. However, for quizzes, students were given limited time to respond to and to submit. It is important to note that questions in the MCQ format were distributed after a good reshuffling so that they could not take advantage of the situation wasting their time. Relevant instructions were given on the top of the quiz page that every student had to read carefully before they attempted to answer. Students had their self-assessment marks as well as their attendance and contribution to the classroom discussion were given credits.

Reflecting on the abruptly conducted a few online classes, I would say, though it was unlike my regular teaching, these technology-aided classes gave me a 'new normal' opportunity to adapt to various tools and platforms that required me to maximize my technical skills. As time goes by, I expect to be more accustomed to this online system, however, I do miss the ambience of face to face vibrant connectivity of my regular teaching where facilitation of ingenious discourse, debate, group and pair work, various vibrant tasks and activities etc. were the main strengths of effective teaching. During this Corona pandemic, as every sphere of life and living came to a halt locally and globally, education too, has been under uncertainty but it also inevitably emphasizes innovation on teaching-learning materials, methodology and assessment that will hopefully effectively build our capacities the 'new normal' and post 'new normal' period.

Teacher Narrative 4

It was mid of March when I had to change my previous teaching plan and move into online teaching at a private university in Dhaka, Bangladesh, due to the outbreak of Covid19. Teaching language courses to the first semester students from undergrad and English Phonetics and Phonology to the Master's students taught me a lot to transform myself as a teacher ready to teach online. The total number of students was 97 in four separate sections. My teaching setting consists of a room, a laptop, a Wi-Fi connection, and a headphone. The sitting room is located in my house, where there is no usual sound pollution. I have changed my teaching techniques so that the students remain more engaged online during the class. I inspire them to interact when needed and ask me questions if any teaching material seems confusing to them. Overall, I have completed teaching a four-months semester with colossal enthusiasm and interaction with the students.

It needs to be stated that the online teaching-learning environment was full of challenges which include limited digital resources to the students, lack of money to buy internet data packages and interruption during class due to the poor internet connection. In the first semester of online teaching, it happened many days that I could not complete the class hour due to disconnection in the Wi-Fi or a few of my students could not continue the class fully due to lack of internet data and gadgets. Besides, as a teacher, I felt that my job is routine less and my students can call me or text me any time of the day. This had an impact on my sleeping hour, and consequently, I had to set a routine when the students can text or call me. I believe that if I stay sound physically, then I can provide quality education. Another major challenge was regarding assessment. Earlier, we used to assess students' scripts with pen and paper. On the contrary, currently, the assessment is also done online which is not that much comfortable. Moreover, previously the curricula were set for face to face class and feedback. The assessment system has changed without bringing any change in the curricula, although we need revised curricula and assessment criteria (Kalloo, Mitchell, & Kamalodeen, 2020) in this emergency. For instance, I had to set new assessment criteria for presentations as the students were not willing to do presentations online which is entirely different from the way they used to do before. Importantly, due to the online submission of the assignment, students were found to copy and paste from internet sources without paying any attention to the originality of the source. Due to their copy and paste habit regarding assignment submission, the quality of education is more or less hampered. Furthermore, online classes hardly allow me to evaluate my language students based on all skills. Even if I set listening tests online, they find it challenging to download the file and practice due to poor internet connection. It is bitter but true that the online teaching-learning approach failed to establish democracy in the teaching process since some of my students are living in weak internet areas or fail to buy necessary gadgets due to lack of money. Orr, Weller, and Farrow (2019) found that digitalization has made learning flexible and accessible to all regardless of minor challenges.

After all, I had to adjust to the new teaching system by learning to use google classroom, hangout meet, and inspire the students by saying that education is the greatest equalizer even in the pandemic. Now, in the second semester of online teaching, my students can learn better online. They become motivated when they get immediate feedback on their assignments or class tests online. As a teacher, as Schon (1983) said, I am working as a reflective practitioner and applying what goes effectively with the students.

I think we teachers are to learn to use any suitable medium for teaching online and set appropriate assessment criteria for each course they teach. Moreover, the syllabus and curricula also need to be revised for coping with the online assessment criteria; otherwise, the actual purpose of teaching a course might go in vain. As teachers or institutions, we need to rethink whether we can achieve the previously set Program Learning Objectives (PLOs) and Course Learning Objectives (CLOs) or bring changes to cope with the online teaching-learning environment. An ICT based education policy might also help achieve PLOs and CLOs accurately. Finally, before we let the students graduate, teachers and educational institutions need to involve the relevant industry experts while reforming the curricula, syllabus, PLOs and CLOs for imparting quality education.

DISCUSSIONS

Based on our narratives and reflection, we have identified several issues and areas related to virtual education in a low-resource context like Bangladesh.

Limitations and Challenges

As revealed in the narratives, ERT in a low-resource context of a developing country is challenged by multifarious issues. Most of the universities have no virtual learning environment (VLE) e.g., Moodle, Blackboard, Canvas to store and deposit any materials including PPT slides, lecture capture to which students can have easy access and can participate in forum discussions, also supported by Aktar (2020) and Kaisar & Chowdhury (2020). Therefore, it takes tolls on teachers to create and maintain a personal virtual platform with the students. We started learning and using Google Classroom, Basic Zoom (later on Government subsidised), and sometimes Google Meets as they are free, user-friendly for teachers, so popular among our teachers; others like Moodle and Microsoft Teams seem to require comparatively more professional knowledge and maintenance. Internet access is a crucial issue. Many of the students particularly from public universities do not afford to buy internet regularly to carry on online learning. Even if the teachers and some students afford buying internet megabytes or Wi-Fi, the speed does not suffice for e.g., zoom lessons. Many students are still not equipped with online communication skills via e.g., email. Therefore, teachers struggle to get the students on board. Finally, motivation among both students and teachers plays an important role. One of the myriad reasons is technophobia (Aktar, 2020; Islam et al., 2020). The students seem to be intimidated to communicate via emails, create an account in e.g., zoom, google classroom. We teachers are also not well equipped with online teaching tools and concerns are also privacy and ethical issues of sharing the recorded lessons or materials (Bozkurt et. al., 2020; Kaisar & Chowdhury, 2020). Furthermore, many students do not have the necessary devices to attend online classes, let alone working on lesson materials properly (also see Dutta & Smita, 2020). Moreover, a congenial atmosphere and space at home are not much advantageous. For we teachers, boundaries between work and life are often blurred and it becomes overwhelming and exhausting affecting teachers' mental and physical health. Institutional support including training was lacking, particularly for public university teachers.

Variability is seen in public and private contexts. For the public universities, there were no concrete directives in carrying out ERT; mostly no teaching took place for the initial four months unless a few enthusiastic teachers tried being self-motivated. Although the private universities were given some due attention (as they are run by students' fees) from the UGC with some directives and guidelines on online teaching, and many teachers received some forms of training and virtual infrastructure to carry out ERT, they are struggling to impart quality education. By the time this paper is written, University Grant Commissions finally allows the private universities to conduct some form of assessment after their initial rejection; however, public university ordinance cannot be changed overnight. Public universities could only undertake some kinds of formative assessment. Private university teachers found it problematic to conduct assessment as it requires revised curricula as well (Kalloo, Mitchell, & Kamalodeen, 2020). Furthermore, issues of convenience alongside validity and reliability of the tests are of concern. We also struggle with how the assessment of different language skills can be; if listening tests are set online, students find it difficult to access and carry out due to poor internet connection and appropriate devices. Therefore, challenges in assessment seem to be paramount.

Opportunities and Interventions

The present study shows some opportunities for interventions specifically related to certain issues and factors such as teacher and student preparation, attitude and motivation, institutional infrastructures and support, blended education and the flipped classroom, and alternative and online assessment.

Both teachers and students need to have knowledge of technology including basic computer literacy. In addition to the subject knowledge and pedagogical knowledge, teachers have to have technological knowledge encompassing capability of operating different gadgets, using necessary software and apps, finding appropriate materials offered by Open Education Resources, selecting, adapting and adopting online materials, using and managing online platforms for learning management system and delivery such as Zoom, Google Meet, Microsoft Teams, Moodle, Canvas, Google Classroom and so forth. Students are also required to have fundamental digital literacy of operating and using them as applied and suggested by teachers. Jones (2002) aptly holds "today, such skills are normally a prerequisite for success in higher education. Even for accessing resources on the internet and publishing" (p.10). Therefore, pedagogic and technological training in online

teaching and learning should be arranged and offered on a regular basis so that teachers and students can comfortably and effectively work online and achieve the intended goals and objectives. As teacher and student attitude and motivation play an important role in this regard, program designers and trainers should pay special attention to these factors.

The universities should develop their infrastructures to ensure Virtual Learning Environment and ensure support required for virtual English education and the availability of online resources needed for exposing students to adequate authentic and comprehensible input (Krashen, 1998). That is, the institutions should provide the teachers and the learners with necessary gadgets including computers or laptops, smartphones, stable Internet connection, adequate Internet data and so forth. Alongside, both, particularly the teachers should receive regular training on how to use different platforms and apps for engaging, inclusive and effective teaching and learning to take place. Besides instruction, we need a revised curricula and assessment criteria for emergency situation (Kalloo, Mitchell, & Kamalodeen (2020). The instructional strategies, curriculum, materials and assessment system should be in consonance with online education and based on the needs and interests of the stakeholders, especially the students. Teacher training is required to ensure their digital literacy and application of digital assessments (Knight & Drysdale, 2020). Reflecting on the challenges of the traditional assessment system, it is time to rethink and propose alternative assessment such as online and frequent formative assessment including online quizzes, activity sheets, writing summaries and reflections, developing a project, making videos, and creating e-portfolio and so forth while ensuring valid, safe and student friendly assessment

This pandemic creates opportunities for more flexible and sustainable future-ready higher education. There is something to stay even in post pandemic world - the online component of some aspects of the education can continue. The recovery endeavours from the pandemic offers plenty in innovations and the emerging technologies including AI in the Fourth Industrial Revolution can play an important role in shaping future education too (World Economic Forum, 2021). Therefore, blended education with its partial online infrastructure may emerge as a sustainable solution given any future pandemics and crises in developing country contexts (Bordoloi, Das & Das, 2021). Following them, in providing planned pedagogy, ensuring successful delivery of contents, and engaging and equipping students with 21st century skills, blended learning may work as a catalyst for change towards a democratic and sustainable education. The post-pandemic university can think of flipping classrooms such as depositing reading and research materials, even videoed lecturers and some quizzes and formative assessment online and meeting students in physical classrooms for more interactive and engaging discussions and real-life, hands-on practices. While some universities are already thinking of blended mode of teaching and learning in post-pandemic education, we, as individual teachers, are now determined to blend our teaching, even on personal level if needed, by keeping some elements online including using an LMS for the courses we teach with a view to better teaching and learning experience. Blended education seems to be more flexible and inclusive for different learner types provided affordable technologies are adopted. However, for sustainable higher education in the low-resource context of Bangladesh, all concerned parties need to come forward to work cooperatively and collaboratively.

Teacher Identity and Development

The starting was an emotional rollercoaster for us. From start to the end, it offers both excitement and overwhelm, frustration and confidence, and stress and reward- all at the same time. As noted by Higgins (2011), frustration is necessary for growth and reading someone else's narrative, which allows the teacher to think through someone else's frustration without having to engage in the experience and knowing that others get equally frustrated, may help the teacher feel less defensive about her own limitations (Furman, 2014). Thus, the whole online programme can be deemed as professional developmental stages (Schwarz, 2001) where the transformation of the teacher self is impacted by reflections.

As exposed, we all have gone through a good deal of emotional variations while conducting online teaching in the pandemic situation. With almost no prior experience, we seemingly have many kinds of uncertainty such as, proper use of tools and share of materials, engaging and assessing students, tension over quality of teaching, sufficient wifi and appropriate devices and space. This causes various psychological concerns like tension, fear, stress, frustration, inhibition, worry, luddite, lack of confidence. With time, we gradually

gained a reasonable level of confidence and spontaneity in our articulation, even sometimes by tech-savvy students' emergence as saviours in any technical glitches. This is how teachers got accustomed to the new normal remote teaching. Despite all these negative concerns, it eventually became a rewarding experience that surely contributed to the management of teacher emotions, professional capacity building and construction of teacher identity. As experiential learning promotes identity construction (Kolb & Kolb, 2017), narrative knowledging becomes a means of construction, making sense of human stories, and cognitive performance (Barkhuizen, 2011). Our worries and tension related to students' difficulties due to power disruptions, poor internet connectivity and even family members being covid patients transform our understanding into empathetic responses which eventually helped enrich our personal development and professional identity. Emotion regulates teachers' identity (Zembylas, 2003).

We also hereby acknowledge the benefits of writing narratives; we found developing our narratives as a strategy of developing and expressing our teacher voice (Richert, 1992) and the process of writing and thus discussing the narrative enables us to reflect on our lives in classrooms (Schon, 1983). Sharing our narratives here unfolds our "inherent connectedness with others" (Atkinson, 1995, p. 4) with an expectation of employing this as an effective means of creating a community of practice based on partnership. Feeling a sense of community and thus reducing teacher isolation is also beneficial for us as we participate in developing and sharing our narratives. It has pedagogical impact: in writing about the self, one shares oneself with others so that one creates and enters into the community across space and time (Richardson, 2001) and thus connects oneself and the world (Hankins, 2003).

CONCLUSION

The study focused on the issue of what it means to become an online teacher in a super-difficult context of low-resource, low-connectivity and no prior online infrastructure in a developing Asian country. With the hope that our experiences may serve as different samples of teaching online and reading these will help other novice teachers decide on their own. We all reflected on the coping strategies in our development through continuous improvisation. While our four narratives show lots of similar experiences, there are some distinct issues as well. Pictures from two kinds of universities with different kinds of support systems also highlight some cross-institutional differences of the access and use of online tools. Our study revealed that first-time online teachers' narratives provide an insight into what being a novice online teacher in an emergency situation looks like. These narratives suggested that being an online academic is influenced by, alongside technological knowledge and digital literacy, an individual (motivation and) agency, self-confidence, coping strategies, being resilient and thriving, and developing continually. Role of different parties in online teacher development is assumed: teacher's self-tension between selves - past and present (being a good teacher might not ensure a good online teacher because of technological knowledge and institutional support; if mismatch, tension arises), stake-holders' interventions (university, UGC, Ministry of Education), teaching context and infrastructure (including economy). With all these variables interacting, teachers' identities are also ever-changing. In such situation, teachers need what Lin, Schwartz & Hatano (2018) call "adaptive metacognition", which requires "change to oneself and one's environment, in response to a wide range of … social and instructional variability" (p245).

We, however, do not claim our narratives as representatives for the generalisations of the whole scenario of ERT in HE but they do reflect on specific cases with some perspectives. Our personal, subjective construct might influence and at times limit our thinking (Miller, 1995). Notwithstanding, sharing our personal narratives can bring people into a community of thoughts, problems and challenges, and the ways out (Hankins, 2003; Hansen, 2011) and thus our teacher narratives can serve as a virtual friendship and offer collegiality (Isenberg, 1994).

BIODATA and CONTACT ADDRESSES of AUTHORS

Dr. Tasnima AKTAR is an Associate Lecturer in TESOL in the Department of Education at the University of York, UK and an Associate Professor in the Department of English at Comilla University, Bangladesh. She is also an Associate Fellow of the Advanced Higher Education, UK, a Cambridge CELTA qualified teacher, and the Convenor of Research SIG, TESOL Society of Bangladesh. She obtained her PhD on metacognition in EFL listening and her research interest includes metacognition and strategies, teacher development, and educational technology.

Tasnima AKTAR
Department of Education
Address: University of York, York, UK.
Phone: 0044(0)7703383865
E-mail: tasnima.aktar@york.ac.uk

Dr. M. MANIRUZZAMAN, Professor, Department of English, Jahangirnagar University, obtained PhD in Applied Linguistics & ELT from the University of Dhaka, and attended PD programs offered by the University of Maryland BC, University of Oregon, Iowa State University, and TESOL International. He has 29 years teaching and research experience and more than 100 publications. His interests include TESOL methodology, curriculum and materials development, assessment, educational technology, and ELT leadership and management.

M. MANIRUZZAMAN
Department of English
Address: Jahangirnagar University, Savar, Dhaka-1342, Bangladesh.
Phone: 008801711337559
E-mail: mmz71@juniv.edu

Dr. Harunur Rashid KHAN, Adjunct Faculty (Associate Professor), MA TESOL program at BIL, Brac University. He did his Graduate Diploma in TESOL and MA in Applied Linguistics respectively from University of Canberra and Victoria University of Wellington. His interests include ELT methodology, materials design and teacher narratives. He is the immediate past president of BELTA and a member of AsiaTEFL, IATEFL & TESOL.

Harunur Rashid KHAN
Brac Institute of Languages
Address: Brac University, Dhaka, Bangladesh.
Phone: 008801552416748
E-mail: ext.harunur.rashid@bracu.ac.bd

Md. Mahadhi HASAN, Assistant Professor, Department of English, Southeast University, obtained his PhD in Communication (new media and language) from Infrastructure University Kuala Lumpur. He obtained a BA from Comilla University and MA in TESOL from Brac University. His research interests include new media and language, error analysis, and education technology. He has taught at Brac University, Infrastructure University Kuala Lumpur and East West University.

Mahadhi HASAN
Department of English
Address: Southeast University, Dhaka, Bangladesh.
Phone: 008801305690949
E-mail: mahadhi4bd@gmail.com

REFERENCES

Aguliera, E., & Nightengale-Lee, B. (2020). Emergency remote teaching across urban and rural contexts: perspectives on educational equity. *Information and Learning Sciences. 121*(5). https://doi.org/10.1108/ILS-04-2020-0100

Ahmed, M. (2000). Tertiary education during Covid-19 and Beyond. https://www.thedailystar.net/opinion/news/tertiary-education-during-covid-19-and-beyond-1897321

Aktar, T. (2020). Virtual classrooms in low-resource context. *New Age.* Retrieved on June 30. https://www.newagebd.net/article/106873/virtual-classrooms-in-low-resource-context

Aktar, T., & Oxley, L. (2019). Promoting student engagement by strengthening the link between research and teaching in Higher Education: An early career researcher perspective. *Higher Education Pedagogies:* UK. https://www.tandfonline.com/doi/full/10.1080/23752696.2019.1669205

Arias, J. J., Swinton, J., & Anderson, K. (2018). Online Vs. Face-to-Face: A Comparison of Student Outcomes with Random Assignment. *e-Journal of Business Education & Scholarship of Teaching,12*(2), pp. 1-23.

Atkinson, R. (1995). *The gift of narratives: Practical and spiritual applications of autobiography, life narratives, and personal mythmaking.* Westport, CT: Bergin & Garvey.

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies, 2*(2), 113-115.

Barkhuizen, G. (2011). Narrative knowledge in TESOL. *TESOL quarterly*, *45*(3), 391-414.

Bordoloi, R., Das, P., & Das, K. (2021). Perception towards online/blended learning at the time of Covid-19 pandemic: an academic analytics in the Indian context. *Asian Association of Open Universities Journal.*

Boyd, P., & Harris, K. (2010). Becoming a university lecturer in teacher education: Expert school teachers reconstructing their pedagogy and identity. *Professional development in education*, *36*(1-2), 9-24.

Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., Lambert, S., Al-Freih, M., Pete, J., Olcott, Jr., D., Rodes, V., Aranciaga, I., Bali, M., Alvarez, A. J., Roberts, J., Pazurek, A., Raffaghelli, J. E., Panagiotou, N., de Coëtlogon, P., Shahadu, S., Brown, M., Asino, T. I., Tumwesige, J., Ramirez Reyes, T., Barrios Ipenza, E., Ossiannilsson, E., Bond, M., Belhamel, K., Irvine, V., Sharma, R. C., Adam, T., Janssen, B., Sklyarova, T., Olcott, N., Ambrosino, A., Lazou, C., Mocquet, B., Mano, M., & Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education, 15*(1), 1-126.

Brazendale, K., Beets, M. W., & Weaver, R. G. (2017). Understanding differences between summer vs. school obesogenic behaviors of children: The structured days hypothesis. *International Journal of Behavioral Nutrition and Physical Activity, 14.* https://doi.org/10.1186/s12966-017-0555-2

Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The lancet*, *395*(10227), 912-920.

Carini, P., F., Himley, M., Christine, C., Espinosa, C., Fournier, J. (2009). Jenny's story. New York: Teachers College Press.

Dewey, J. (1916/1944). Democracy and education. New York: The Free Press.

Diamond, J. (2008). Welcome to the aquarium: a year in the lives of children. New York: The New Press.

Dutta, S., & Smita, M. K. (2020). The Impact of COVID-19 Pandemic on Tertiary Education in Bangladesh: Students' Perspectives. *Open Journal of Social Sciences, 8*(09), 53.

Dutta, S., & Smita, M. K. (2020). The Impact of COVID-19 Pandemic on Tertiary Education in Bangladesh: Students' Perspectives. *Open Journal of Social Sciences, 8*, 53-68. https://doi.org/10.4236/jss.2020.89004

Furman, C. (2014). *Reflective teacher narratives: The merging of practical wisdom, narrative, and teaching* (Doctoral dissertation, Columbia University).

Gordon, E., McKibbin, K., Vasudevan, L., and Vinz, R. (2007). Writing out of the unexpected: Narrative inquiry and the weight of small moments. *English Education, 39*(4), 326-351.

Griffiths, M. and Macleod, G. (2008). Personal narratives and policy: Never the twain? *Journal of Philosophy and Education, 42*(S1), 121-143.

Hankins, K. H. (2003). Teaching through the storm: A journal of hope. New York: Teachers College Press.

Hansen, D. T. (2011). Introduction: Rethinking globalization, education, and citizenship. *Teachers College Record, 113*(6), 1135-1153.

Higgins, C. (2011). The good life of teaching: An ethic of professional practice. Oxford: Wiley- Blackwell.

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review, 27.*

Institute of Epidemiology, Disease Control and Research (IEDCR). (2020). Covid-19 Vital Statistics. IEDCR. https://iedcr.gov.bd

International Trade Administration (2021). Country Commercial Guides. https://www.trade.gov/country-commercial-guides/bangladesh-information-and-communication-technology-ict

Isenberg, J. (1994). Going by the book: The role of popular classroom chronicles in the professional development of teachers. Westport, Connecticut: Bergin & Garvey

Islam, M. A., Barna, S. D., Raihan, H., Khan, M. N. A., & Hossain, M. T. (2020). Depression and anxiety among university students during the COVID-19 pandemic in Bangladesh: A web-based cross-sectional survey. *PloS one, 15*(8), e0238162.

Jalongo, M. R., Isenberg, J. P. & Gerbracht, G.   (1995). Teachers' stories: From personal narrative to professional insight. San Francisco, CA: Jossey-Bass Publishers.

Jandric, P., Knox, J., Besley, T., Ryberg, T., Suoranta, J., & Hayes, S. (2018). Postdigital science and education. *Educational Philosophy and Theory, 50*(10), 893–899. https://doi.org/10.1080/00131857.2018.1454000.

Jones. B. G. (2002). Technology for prospective language Teachers. *Language learning and Technology, 6,* 10-14.

Kaisar, M. T., & Chowdhury, S. Y. (2020). Foreign Language Virtual Class Room: Anxiety Creator or Healer?. *English Language Teaching, 13*(11).

Kalloo, R. C., Mitchell, B., & Kamalodeen, V. J. (2020). Responding to the COVID-19 pandemic in Trinidad and Tobago: challenges and opportunities for teacher education. *Journal of Education for Teaching,* 1-11.

Khan, R., Bashir, A., Basu, B. L., & Uddin, M. E. (2020). Emergency online instruction at higher education in Bangladesh during COVID-19: Challenges and suggestions. *The Journal of Asia TEFL, 17*(4), pp. 1497-1506

Kinloch, V. (2012). Teaching and Learning with Urban Youth. New York: Teachers College Press.

Knight, G. L., & T. D. Drysdale (2020). The future of higher education (HE) hangs on innovating our assessment – but are we ready, willing, and able? *Higher Education Pedagogies. 5*(1), https://doi/full/10.1080/23752696.2020.1771610

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Kolb, A. Y., & Kolb, D. A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *Experiential Learning & Teaching in Higher Education*, *1*(1), 7-44.

Kozol, J. (2007). Letters to a Young Teacher. New York: Crown Publishing.

Krashen, S. (1998). Comprehensible output? *System, 26*(2), 175-182.

Langford, M., & Damsa, C. (2020). Online Teaching in the Time of COVID-19.

Li, C., & Lalani, F (2020). The COVID-19 pandemic has changed education forever. This is how. World Economic Forum. 29 April Issue. https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/

Lin, X., Schwartz, D. L., & Hatano, G. (2018). Toward teachers' adaptive metacognition. In *Educational Psychologist* (pp. 245-255). Routledge.

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record, 115*(3), 1-47.

McCammon, L., & Smigiel, H. (2004). Whose narrative is it? Ethical issues when using drama with teacher narratives. *International Journal of Education and the Arts*, *5*(1), 1-11.

Mcknight, K, O'Malley, K, Ruzic, R, Horsley, M., Franey, J. J., Bassett, K. (2016). Teaching in a Digital Age: How Educators Use Technology to Improve Student Learning. *Journal of Research on Technology in Education. 48*(3). https://doi.org/10.1080/15391523.2016.1175856

Miller, J. H. (1995). Narrative. In Critical terms for literacy study, eds. Lentricchia, F. and McLaughlin, T. Chicago: University of Chicago Press, 66-79.

Mnyanyi, C. B., & Mbwette, T. S. (2009). Open and Distance Learning in Developing Countries: The Past, the Present, and the Future. *Dares Salaam: Open University of Tanzania*.

Mondol, M. S., & Mohiuddin, M. G. (2020). Confronting Covid-19 with a Paradigm Shift in Teaching and Learning: A Study on Online Classes. *International Journal of Social, Political and Economic Research, 7*(2), 231-247.

Norris, J., McCammon, L., & Miller, C. S. (Eds.). (2000). *Learning to teach drama: A case narrative approach*. Heinemann.

Nussbaum, M. C. (1990). Love's knowledge: Essays on philosophy and literature. New York: Oxford University Press.

Orr, D., Weller, M., & Farrow, R. (2019). How is digitalisation affecting the flexibility and openness of higher education provision? Results of a global survey using a new conceptual model. *Journal of Interactive Media in Education*, 2019(1). Available from http://oro.open.ac.uk/ 66299/ 1/ 66299.pdf

Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education, 8(*1), 5-23.

Ramij, M. G., and Sultana, A., (2020). Preparedness of Online Classes in Developing Countries amid COVID-19 Outbreak: A Perspective from Bangladesh (Preprint). Available at SSRN: https://ssrn.com/abstract=3638718 or http://dx.doi.org/10.2139/ssrn.3638718

Ravitch, D. (2013, June 03). What is edTPA and why do critics dislike it? Retrieved from http://dianeravitch.net/2013/06/03/what-is-edtpa-and-why-do-critics-dislike-it/.

Razfar, A. (2012). Narrating beliefs: a language ideologies approach to teacher beliefs. Anthropology and Education Quarterly, 43(1), 61-81.

Richardson, L. (2000). Writing: A method of inquiry. In N.K. Denzin & Y.S. Lincoln (Eds.), Handbook of qualitative research (2nd ed., pp. 923-948). Thousand Oaks, CA: Sage.

Richardson, L. (2001). Getting personal: Writing-stories. *International Journal of Qualitative Studies in Education*, *14*(1), 33-38.

Richert, A. (1992). Voice and power in teaching and learning to teach. *Reflective teacher education: Cases and critiques*, 187-197.

Rosiek, J. and Atkinson, B. (2005). Bridging the divides: The need for a pragmatic semiotics of teacher knowledge research. *Educational Theory, 55*(4), 421-442.

Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet.* https://doi.org/10.1016/S0140-6736(20)30460-8

Schwarz, G. (2001). Using teacher narrative research in teacher development. *The Teacher Educator 37*(1), pp. 37-48, DOI: 10.1080/08878730109555279

Schon, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.* San Francisco: Jossey-Bass Publishers.

Schon, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action.* New York: Basic Books.

Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education, 33*(4), 289–306. https://doi.org/10.1080/08923647.2019.1663082.

Siu, O. L., Cooper, C. L., & Phillips, D. R. (2014). Intervention studies on enhancing work well-being, reducing burnout, and improving recovery experiences among Hong Kong health care workers and teachers. *International Journal of Stress Management, 21*, 69–84. doi: 10.1037/a0033291

Smith, T. J. (2007). Teaching the children we fear: Lessons from the front. Cresskill, NJ: Hampton Press, Inc.

Statistica Research Department (2021). Internet penetration rate Bangladesh from 2010 to 2019. https://www.statista.com/statistics/764102/internet-penetration-rate-bangladesh/

Stenhouse, L. (1975). The teacher as researcher. In *In Qf Brints Reuder, E835, Open*.

Thamarana, S. (2016). Role of e-learning and virtual learning environment in English language learning. Research Scholar, 1(August), 1-8. https://doi.org/10.13140/RG.2.1.4665.1122

Trowler, V. (2010). *Student engagement literature review*. Lancaster University: The Higher Education Academy: Lancaster.

UNESCO. (2020). COVID-19 Educational Disruption and Response. https://en.unesco.org/covid19 / educationresponse. Accessed 15 April 2020.

Vygotsky, L. S. (1978). Socio-cultural theory. *Mind in society*, *6*, 52-58.

World Economic Forum. (2021). Global Technology Governance Report 2021. https://www.weforum.org/reports/global-technology-governance-report-2021

Zembylas, M. (2003). Interrogating "Teacher Identity": Emotion, resistance, and self-formation. *Educational Theory, 53,* 107-127. doi:10.1111/j.1741-5446.2003.00107.x

Zhu, X. (2020). Building up National Online Teacher Education System. *Research in Education Development, 40*(2), 3. https://doi.org/10.14121/j.cnki.1008-3855.2020.02.002.