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## Virtual EFL Classes during COVID-19 in Bangladesh: Pros and Cons with Possible Solutions at Tertiary Level

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### ABSTRACT

This paper will explore the impact of sudden emergency virtual EFL classes in developing countries like Bangladesh due to COVID-19 pandemic based on a survey done on the learners of tertiary level in East Delta University. Students of East Delta University, Bangladesh has shifted to virtual platform using Google Classroom when the lockdown started due to Corona virus. But unfortunately, maximum tertiary level institutions are still unable to start and continue online classes in Bangladesh like some other developing countries. This paper is the analyzed feedback from both teacher and learner sides after experiencing online EFL classes during lockdown. Since the study is done in the perspective of developing countries like Bangladesh, the financial and technological limitations are also considered. Some interviews were arranged by author via Google Classroom to know EFL students' views about online classes, the problems that they face, their expectations etc. It will also demonstrate some solutions to overcome the pitfalls and to spice up the EFL classes to the new online learners. Some most applied educational technologies and applications are discussed to turn the online EFL classes effectively exciting. These all make EFL classes interactive which turns it to a learners' centered class since teachers' centered classes are sometimes monotonous to students. It will show how learners will learn easily to accept any "new normal" not only during pandemic emergency but also in future to get the best out of the worst.

**Keywords:** *Virtual Classes, COVID-19, Pros & Cons, EFL, Bangladesh, Pandemic*

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## 1. Introduction

This COVID situation has taught us to live life in a new shape, in a new way. We can see its huge reflection also on education sector. Education has become online education now. Nearly three hundred million students got interrupted in their academic activities worldwide and are endangered regarding their future education rights. Like other developing countries, very few universities in Bangladesh could start online classes immediately after lockdown. East Delta University (EDU) has taken steps for prevention of COVID-19 spreading by restricting the activities on campus immediately when Bangladesh government announced to close all academic institutions. Following the announcement, East Delta University (EDU) closed its campus from 18<sup>th</sup> March but started online classes on the same day via Google Classroom and have not missed a single class yet in this COVID situation. Maximum academic and administrative activities were shifted to online from physical presence to lessen the spread of Coronavirus in EDU. Through the

use of Google Classroom and other applications, the EDU teachers are continuing to perform teaching tasks by interacting online with students. They are also using OBS, Loom, Edpuzzle etc. to make the classes interactive. There are some pros and cons of online education system. This paper will analyze the changes that COVID-19 has created on EFL classes in tertiary level in Bangladesh by scrutinizing the ideas and experiences that teachers and students are facing in EDU during the online classes.

Sixty students of EFL course of East Delta University were called in for an interview to exchange their thoughts regarding online EFL classes. They shared their problems, comforts, challenges, expectations, difficulties in the interview at the Google Classroom. Accumulation of those statements and ideas have encouraged me to keep all the facts in one place which will help to find almost all pros and cons and solutions together in one basket in the perspective of developing countries. The paper attempts to describe the drawbacks of



virtual EFL classes especially in developing countries like Bangladesh. But it will not only show the drawbacks but also the positive sides of that. It also attempts to provide some pedagogical recommendations to teach and learn flexibly in the EFL online classes. Many technological applications can help to spice up the virtual EFL classes by engaging students in various tasks. Some beneficial apps will be prescribed which help to have students' interaction. Teachers centered classes are sometimes boring to students. So, these all will help to turn it in to a learners' centered classroom. Pandemic COVID-19 has an enormous effect on worldwide education system.

Due to COVID-19 many educational institutions shifted from physical classroom to online classroom. This is really a new phase for all teachers and learners. Learning and teaching of English as a foreign language have also become challenging for those who were always accustomed to physical classroom earlier. Not all developing countries' education system is well introduced with online classroom facilities. In Bangladesh, many universities had to put a pause on their studies in this lockdown period since all the students could not afford all technological supports that are required to run online studies smoothly. There are also many universities who started online teaching in a moderate way and very few started in full swing. East Delta University started online teaching in full swing since maximum students were ready to cope up with it and EDU has assisted its students in all possible way. But only one or few universities cannot describe the real scenario of such countries. In spite of having all kinds of preparations, still there are 10% students who are not able to keep pace with the flow. They either have equipment problem or a kind of fear of not coping up with others. Analyzing these 10% EDU students, we can somewhat understand or realize the real scenario of 80% tertiary level students of Bangladesh. Keeping that in mind as an EFL instructor, my students were called for interview on Google Classroom where they shared their fear, expectations, problems, financial or technical issues etc. It was done during their EFL course viva. They also had to fill up a form titled as "Online Class Satisfaction Feedback" after completing Spring Semester online in April. This one was organized by the university centrally. Later in a faculty meeting, all their statements were discussed to make the next

semester more flexible and comfortable for them. My personal EFL course viva of sixty students and the central survey outcome encouraged and helped me to put altogether the important facts of online EFL classes during the Coronavirus situation.

This objectives of the study were to explore-

1. the problems of online EFL classes during pandemic emergency
2. the advantages of online EFL classes
3. the possible solutions to the problems
4. educational software/applications to ease and spice up online EFL classes
5. the problems and possible solutions of EFL online classes in developing countries like Bangladesh

The attempted to answer the following research questions:

1. What problems do Bangladeshi EFL teachers and students encounter during online EFL classes?
2. How these problems can be overcome for effective teaching and learning during pandemic like situation?

## 2. Literature Review

There are many related existing study on the perspective of ESL but not EFL. After experiencing sudden online EFL teaching during lockdown in East Delta University, the issues that came forward are discussed in this paper that include the pros and cons of EFL online classes, possible solutions, many technological methods to spice up the classes and online education in the perspective of developing countries like Bangladesh etc. Different studies have explored related aspects of this study but not many studies have been done on the issue under investigation.

According to Markus Deli Girik Allo (2020), COVID has taught us to live life in a new shape, in a new way. We can see its huge reflection also on education sector. Education has become online education now. Nearly 300 million students interrupted their school activities around the world and threatened their future education rights.

The World Bank Report has traced how countries are using edutech including online learning, radio, television, texting to support access to remote learning during the COVID-19 pandemic. The World Bank is actively working with ministries of education in dozens of countries in support of their efforts to utilize educational technologies of all sorts to provide remote learning opportunities for students while

schools are closed as a result of the COVID-19 pandemic, and is in active dialogue with dozens more. In support of this work, the World Bank is cataloguing emerging approaches, by country, in an internal database. In case related information may be useful to others, we are sharing excerpts from this database here. The report of the World Bank observed that the state-owned Television network in Bangladesh, Bangladesh Television (BTV), started broadcasting education television lessons for students for grades six to ten. The program, called "My School at My Home" broadcasts daily from 9.00 a.m. to 12.30 p.m. local time. These television lessons can also be accessed as on-demand content on the [Bangladesh Television YouTube channel](#)" (The World Bank, 2020). To ensure that learning continues from home during school closures, the Government is also working with UNICEF to help implement effective remote learning programs using TV, radio, mobile phone and Internet platforms. As part of this collaboration, UNICEF will support parents and caregivers with information on supporting children with learning at home. But these all are done for school students and not for tertiary level.

Heather Gillin (2020) has also observed that with minimal notice, face-to-face classes were forced to move to online formats in schools and universities due to COVID-19. Online education experts Dr. Christine Mark and Dr. Jere Liu offer some good practices and tips for instructors to make their online courses more successful. Mark believes that some students are dealing with stressful situations with their families, health and financially. He also asserts that as instructors, we have the opportunity to help stabilize and normalize at least this part of their lives.

Trevor McCready who serves as the director of online learning at Cornerstone University and whose professional interests include instructional design, educational software and effective use of media in education observes that there are some enormous advantages to online classes. Some of these are obvious while others may surprise you. So many students feel online classes are a great alternative to in-person attendance at a class. (McCready, 2020) Some advantages expressed by him match with my students' reviews and these are explained in the next section. Experienced teacher and blogger Cecilia Nobre shares her experiences and top tips for successfully teaching online and challenges in ELT. She

asserts that if you had asked me about teaching online three years ago, I'd have said that it was not my cup of tea. I thought I needed to see my students face-to-face to do activities and would have cringed at the thought of not being able to establish a rapport with them via a computer. However, since making the switch, my attitude has changed completely, and I can now say online teaching has taught me many things. I was nervous about the transition to online classes because it was a step into the unknown. But, over time, I have become really passionate about teaching online because I can focus on my lessons and myself, rather than worrying about the commute, finding a parking spot or looking for somewhere to kill time between lessons." (Nobre, 2020)

Sylvia Guinan, online English teacher, website editor and winner of the British Council Teaching English blog award observes that there are many different things to consider when it comes to online teaching. The good news is that online teaching opens up new levels of creativity and opportunity for you as a teacher. In a way, it drives you to surpass yourself and focus more on best practice as well as innovation. As for students, they deserve to be taught with 21st-century technology." (Guinan, 2014). In the similar line, Kyungmee Lee, lecturer in Technology Enhanced Learning, Lancaster University, believes that past few days have seen increasing numbers of schools and universities across the world announce that they are moving to online-only learning. Hundreds of thousands of teachers are busy working to move their face-to-face lessons online. Designing online courses takes significant time and effort. Right now, however, we need some simpler formula. (Lee, 2020)

In *The Use of Technology in English Language Learning: A Literature Review*, Mohammad Reza Ahmadi (2018) presents some recommendations for learners to improve their language skills by using technology. Glossary of Career Education Programs by [www.study.com](http://www.study.com) notes that there are several key differences between teaching online and classroom-based courses. So, to have an effective class online some issues should be kept in mind keenly. They have suggested some ways some of which will be discussed in this current paper. In a blog of Northeastern University, it is written that online classes can present unique challenges, however, if you are not



prepared. But if you develop skills for effective online learning, you'll find the courses can be an excellent alternative to a traditional classroom setting. Here are some tips for online learning success to make sure you get the most value out of your next class. (Northeastern University, 2020)

The use of virtual environments to support as well as to complement language teaching and learning processes is becoming a recurrent practice and sometimes policy in several educational institutions. Those results intended to describe EFL teachers' viewpoints regarding the promotion of autonomous, collaborative, and meaningful learning through the use of virtual classrooms in the teaching of English as a foreign language. Findings show that the promotion of these three types of learning through the use of virtual classrooms still represents challenges in the context in which this study was carried out. (Castañeda-Trujillo & Cruz-Arcila, 2012). Computers, tablets and e-readers can all be instrumental in learning English, offering interactive and motivating activities for students of all ages according to the busyteacher admin who note different ways that ESL teachers can use technology to teach English in a way that will make lessons more engaging and appealing. (BUSYTEACHER\_ADMIN, n.d.)

Syondavis (n. d.) in FluentU English Educator Blog observes that times are changing quickly with technology and ESL teachers have to hop on board before the train leaves. Keeping the attention of a student while you are teaching may seem difficult at times. By working with technology, using some of these apps will effectively help you add a new dimension to your teaching online. Many of these top apps are even free of cost. There is no better time than the present to upgrade your teaching and try out some of the best apps for ESL teachers. An official website of the European Union declares that COVID-19 is reviving the need to explore online teaching and learning opportunities. The education sector is responding to quarantine with a sudden shift to online learning. Nonetheless, online teaching requires careful thinking about how learners and teachers are equipped for the shift and serious consideration about whether the teaching style is still effective when taken from the classroom and transposed to technological devices. Moreover, inequalities are exacerbated when it comes to access to

technology and to digital devices. Many learners suffer a form of digital inequality whereby they lack the connections and devices to learn remotely. In fact, this outbreak widens the gap between those able to access digital learning opportunities and those who are shut out. Access is not equal, and we see inequality growing. And yet, even though the immediate focus is now on technology and tools, the most compelling quality is still human compassion. Digital learning management systems, communication tools and e-learning platforms are playing a crucial role during this pandemic. Software and apps can help learning providers to manage, plan, deliver and track the learning process.

Dr. Tasnima Aktar (2020) has shared experience of her teaching in a public university during lockdown in Bangladesh in her writing. She states that it was a mammoth task to motivate regular students to get on board. Due to its emergency nature, I concentrate on key topics and ideas left to be covered from the existing curriculum. I used to share PowerPoint slides and associated materials e.g., articles of the next lesson in advance, often a day before, so that students could find it easy to follow the teacher while meeting on some platforms the next day. I asked a few who might have missed any of my lessons to get in touch. I also tried to do some formative assessment and also to make online teaching interactive by creating some quizzes so that students could do them remotely after the lessons. Reflecting on the initial lessons, I decided not to use group e-mail or streaming platforms. With the group of 12 students, I found video-conferencing very useful. The low-speed internet served comparatively better on Facebook.

The United Nations has also recently reported that 166 countries closed schools and universities to limit the spread of the coronavirus. One and a half billion children and young people are affected, representing 87 percent of the enrolled population. With few exceptions, academic institutions are now closed countrywide across Africa, Asia, and Latin America, putting additional stress on education systems in developing countries, many of which are struggling to provide quality education for all. (Thomas, 2020)

### 3. Methodology

While conducting my work, I have used a) survey data (EFL Students' feedback in the course interview and university's

central student survey) and b) Textual analysis as methods of data collection and analysis. As primary source, I examined my sixty EFL Students' feedback in the course interview. I had also taken some idea from the central "Online Class Satisfaction Survey" done by the university authority on its two thousand students. The paper has studied students' reaction after experiencing online classes for two and half months from the middle of spring semester.

As secondary resources, I analyzed several other research papers, articles and essays written related to online EFL classes. Besides, I also analyzed different library sources, critical texts relevant to my research. This study is done based on the students of East Delta University at undergraduate level. Students of EFL course were called for an interview on Google Classroom platform to share their thoughts about the sudden shift of classes from physical to virtual. Through the interviews, students shared their problems, expectations, suggestions etc. The central survey done by the university boosted my personally arranged viva feedback and helped to analyze the important facts regarding the needs of the teachers and students to run the online classes smoothly. But the primary or basic source of this study is the analysis of the interviews done with the sixty EFL course students. As secondary source, several related existing studies are analyzed to solve the research questions. In this perspective, this research methodology can be called a blend of qualitative and quantitative method.

#### 4. Findings and Discussions

The following findings were noticed from the data analysis-

##### *4.1 The problems of online EFL classes during pandemic emergency*

Maximum EFL students in my interview said that they enjoyed the lecture online. But to some, the problem is internet access and it is the main problem of maximum students countrywide. The problem is the availability of internet network and the financial ability of different students. Many were not even able to buy it. Realizing that after one month of online class, EDU is providing 30gb internet data pack every month with free specific SIM card to every student and teachers of EDU to have uninterrupted online classes. This is really commendable step but no other universities are doing anything like that or may be not able to do that. So, the students of those universities are suffering and

struggling. Considering that, some universities have not yet started any online class thinking students would miss classes and lessons. Even after having free data if some EDU students miss class due to poor network connection, they can watch the recorded class later at their convenience to recover it. The financial condition of students is very different, and to use the application in the learning, lecturers do need to adjust the ability of students. We cannot expect that all Bangladeshi tertiary level students have smartphones or laptops and other required gadgets. The poor network issue is really problematic since it breaks the live streaming and also drops the motivation of both sides sometimes.

##### *4.2 The advantages of online EFL classes*

Though in this COVID situation we have started online classes being helpless but we cannot deny the benefits that online education is offering to the entire academic arena. Online learning is putting both teachers and students to learn new things. The EFL students expressed that this sort of e-learning segment provided students with a chance to improve the EDU University Graduate Attributes in them. "University Graduate Attributes" means the qualities, skills and knowledge that the pupils should progress during their time with their university to equip them for life in a complex and rapidly shifting world which is shown in the following table-

*Table: 1 East Delta University's Graduate Attributes*

SL	EDU University Graduate Attributes	Experiential Learning Outcome(s)
1	Domain knowledge	Enhanced
2	Research Understanding	Upgraded
3	Leadership Development 1. Sustainable Leadership 2. Digital Leadership 3. Moral and Ethical Leadership 4. Innovative Leadership	Improved
4	Soft-skill Development 1. Effective Communication Skills 2. Critical Thinking and Problem Solving 3. Emotional Intelligence (EQ)	Advanced
5	Global Citizenship	Developed

So many students in the EFL course interview said that online class is a great alternative to physical class. Some benefits that they expressed are explained below.

**1. Less Costly:** It is not a secret that it costs a lot of money to attend classes physically. Student may have to pay for residence, transportation, cafeteria snacks and meals and many other expenses. In



online classes, they are only paying for the credits.

**2. Less Pressure:** Some EFL students exposed frankly that having classes tangibly typically means to be on class at a specific time, sitting in lengthy lecture and then going to the next class. Or, if they have gap between their classes, they may be able to take a break. Still they have to stay in campus. It can be long, intense, exhausting days. Coming home, do homework, sleep and repeat that next day. With virtual classes, they can work at their own place and pace. As long as they participate appropriately online and meet deadlines, they are fine with less intensity.

**3. Attendance:** There are many conditions like flood, snowfall, heavy rains, conflicts, strikes etc what can make it harsh to come to class. When they are online, attending is as simple as opening up their computer, smartphone or tablet.

**4. Self-discipline:** Being lazy or undisciplined can cause them to fall behind. In online classes, they improve self-discipline, which works at other areas of life such as fitness, profession and even relationships.

**5. Easy contact with teachers:** In some ways, the detachment is bigger between pupils and educators since they are not sitting in classroom with them. But in other sense, they have easier contact both during and after the class via email and other online academic platforms and they actually can have more of their instructor's attention.

**6. Comfortable to focus:** In virtual classes, it is easy to focus. Someone can choose location and can wear headphones if surroundings are noisy. All communications happen online and the mind does not easily wander off topic and if it does, students can watch the recorded class later again.

**7. Technological skill:** If someone is not tech savvy, virtual classes will force to learn to navigate the lectures, download materials, communicate well digitally etc. However, in today's world, these are indispensable skills and will help to keep pace with others.

But still there are some pupil who are comfortable with and believe only the traditional classroom.

#### 4.3 Possible solutions to the problems:

After analyzing the students' feedback in the interview, and exploring textual resources, some possible solutions to the online EFL class problems are found which can be helpful for both students and teachers. EDU is utilizing both methods in

the courses making video lectures asynchronous by Loom and Edpuzzle, so that students can pause to take notes and synchronous live classes via Google Meet for discussion. Right now in Bangladesh, however, we need some simpler formulas. After listening to my students' feedback, some thoughts came to mind to make online teaching better.

#### 1. Recording live lectures while streaming

If students are ill or are facing internet access issues, they will miss a live streamed class. If we record those live classes and send them later, they can watch in their comfortable time after sorting out their personal issues. EDU following this from the summer semester starting from May.

#### 2. Showing teacher's face

Showing instructors' faces are more interactive than just describing slideshows. Combining slides with video of yourself is more effective.

#### 3. Keeping videos simply short

Videos which are longer than fifteen minutes can cause slow downloading and learner's diversion. If teachers have more to describe, multiple videos can be shot. EDU is doing such video lectures with the help of Loom and Edpuzzle.

#### 4. Testing slides and pre-lecture videos before launching

Testing videos before launching your lectures to students is important. So that all text is readable. Font sizes, colors, template designs and screen ratios should be double-checked.

#### 5. Use existing resources

Preparing all quality videos can be tiresome for entire semester. Teachers can use existing resources also.

#### 6. Ensuring open access

Before giving any existing resource to students, it should be checked whether they are open access or not. Nor, later that can give headache to teacher and cause traffic of emails in inbox from students.

#### 7. Giving definite directions

When you recommend any video longer than fifteen minutes, pupils may put off viewing. As a substitute, advise the exact portions they must watch (e.g. 13:35 to 16:28). When providing multiple resources, label those in the order you want students to approach them based on the videos' importance or difficulty.

#### 8. Interactive activities and well-designed course outline

Interactive activities engage students most and motivate them to be attached with

study. In online classes it is really important to shape a syllabus in such a way so that the students can have interest in it. For instance, group tasks, games, debates, online drama, impromptu etc. can spice up EFL classes and I try to include such things in most of my classes.

### 9. Setting practical expectations

Neither teachers nor students are used to with such phase of emergency online classes. So, when teachers are setting any question, expectations should not touch sky since all are trying to cope up with the situation now. High expectations from students in this current time can put them in trouble and it is not really justified. We can be kind reasonably but we should also try to ensure that they are having the knowledge they should get.

### 10. Auto-checking to count attendance

If teachers tell pupils that their presence will be counted by their contribution in a quiz, it will enhance submission. Teachers may not have enough time to check them all, so using the auto-checking and grading systems can save time.

### 11. Communication with students

Setting up “virtual office hours” on a video conferencing tool like Zoom or Google Meet can be helpful. Students may show up with their problems that time. Some student groups can be made, so that they can discuss by themselves before contacting teachers directly.

### 12. Let students take control

You can set up students group and ask them to cooperate and consult with one another before sending emails to you directly. You can post some queries to aid pupils break inertia and start discussion. Some groups will do well and some will not, but this little step can make students feel socially reinforced and decrease your inbox traffic.

### 13. Do not hide feelings

Virtual teachers’ expressive candidness is a great strategy. Express learners that it is your first time teaching online and you are also learning while teaching. Unambiguously ask them to support you, ensuring them that you will also try best to assist their learning as well. They will be compassionate since they have the similar sentiments.

### 14. Repeating learning style

Online apprentices do not like recurrent variations in their education style. They are glad to repeat the similar construction and actions. Once you discover a teaching style working for you, feel free to

repeat it until you are back to your classroom. It is better to repeat than making a mess mixing everything.

### 4.4 Educational Technology/ Applications to ease and spice up Online EFL Classes

EDU is using Google Classroom and other apps like Loom, Edpuzzle, OBS etc to enhance interactivity in virtual class. Some top free virtual classrooms are-

- Zoom
- Cisco Webex Meetings
- Adobe Connect
- Schoology
- Blackboard
- Panopto
- Top Hat
- BigBlueButton
- LearnCube
- WizIQ
- Google classroom

Technology can be a great asset in EFL classrooms, offering authentic writing activities and endless resources on grammar instruction, lesson plans and other central topics.

Some other effective technology uses in EFL classes could be:

**1. Video and film:** Short videoing is an interactive method to improve abilities like lexis and understanding. Videos aid to expose learners to the practice of natural and regular English.

**2. Applications:** Learning English may sometimes be very problematic and boring at times. Apps on phones and tablets are potential means for pupils to exercise English and have amusement while drilling it. For working on grammar instructions, there are various apps that allow learners to check their knowledge on definite issues of Grammar.

**3. Virtual Field Tours:** Virtual field tours offer more genuine ways for learners to grip new info.

**4. Podcasting:** Apprentices can listen to podcasts to progress their understanding. They can also generate podcasts to exercise their English speaking skills.

**5. Pen Pals:** This can be a useful tactic for students to rehearse their English writing and reading comprehension abilities, while creating friends in the method. Contacting via social media formally can be also an alternative to that.

**6. Web Quests:** Web quests are an enjoyable way for apprentices to practice the internet uses to construct English expertise.



**7. Online Games:** Pupils can exercise spelling, grammar and other English skills by playing some specific games on the computer or mobile gadgets.

**8. Blogging:** Class blogs offer great media for apprentices to drill their writing abilities.

#### *4.5 Problem and possible solutions of EFL online classes in developing countries like Bangladesh*

Dr. Tasnima Aktar (2020), faculty of a Bangladeshi public university, observes that 'Emergency online teaching' is not similar to 'online teaching'. Forced online teaching has now become a need globally during this pandemic. Emergency circumstances need emergency way out since we have to survive. Most universities of Bangladesh do not have any online education setting. Uninterrupted internet facility is very rare here. The difficulty can be divided in two parts-(a) internet speed is not satisfactory for virtual learning; and (b) many pupils, mostly of public universities, have financial issues. Many students are not tech savvy. Even though educators attempt to connect with all pupils and provide resources via e-mail, instructors struggle to get them on board.

One of the causes is technophobia. Learners appear to be frightened to connect via e-mail and practice apps and software. Some teachers also have camera shyness. Some teachers may have the same sort of technophobia. From teachers' side, starting online teaching freshly requires much time and effort.

The University Grant Commission and university authorities of Bangladesh and other developing countries could talk over the continuation of education throughout the COVID-19 closure. The University Grant commission or education ministry can arrange consistent webinars on virtual teaching in the low-resource context like Bangladesh. Attempts should be taken within capacity, to the most possible way. The education sector should learn the lesson that we have to be strengthened adequately to fight against any adversity in future so that the academic wheel goes on.

UNICEF is functioning with Bangladesh government to organize distant education programs via TV, radio, mobile phone and social media podiums to grip students as many as possible. UNICEF has assisted to guide too to help educators deliver distant classes. Since many students do not have internet access, initially TV is used as online media to hold maximum

students. TV is widely available in almost every house here. But this has not solved the problem in tertiary level though. In tertiary level, easy going popular social media sites can be used to grab maximum students.

Many academic sectors in developing countries were not sufficiently financed even before the COVID situation. The Education Commission, organized by Gordon Brown, had worked to enhance national resources, overseas aid, personal and charitable funds. The Commission's "Learning Generation" report measured that expenditure on academic sector in developing countries should be more than double between 2015 and 2030, from approximately \$1.25 trillion per year to nearly \$3 trillion.

Developing countries depending profoundly on trade, tourism, or export-import may be facing most risk now, since domestic income is tough without those during this time. Several other developing countries are in debt in recent years and this is putting them vulnerably in monetary shudders. According to IMF, two-fifths of developing countries are at risk of debt distress. Poor families in developing or low income countries struggle to support their kids in education. When COVID lockdown is leading to job and income shutdown, attention should be on caring poor families, protecting them from the possibly catastrophic dilemma of selecting between education or work, health care, and even food for kids.

Winning this long economic cycle will need shielding and persistence to raise education funding from domestic and global sources. Coronavirus may affect financial plans, but it should not impact this basic fact that education structures must carry on to breed and progress in developing and under developed countries, whose youngsters will intensely shape the world. These will involve great struggle of governments to guard and highlight education spending within their financial plan; global contributors to prioritize sponsoring for education; and innovative thoughts by all on escalating communal care curriculums.

Various educational schemes are turning to technology as a substitute to on-campus teaching. Lessons are going on online but the number is very few in this situation. The agitation has revealed the noticeable digital division that occurs even within the richest states. In California, home to Silicon Valley, only 56% of low-income families have broadband facility.



Worldwide, with few exclusions, some African countries rank in the bottom third of countries in terms of technological support, creating virtual education a distant idea for most people there. In these situations, depending on a scheme that moves education online risks intensifying inequality.

Most low income countries have radio and television. Rather than hastening into possibly costly new teaching technology investments, academic organizations may consider most available radio and television educational programming, which can easily cover good number of learners and instructors too. Bangladesh is following this strategy for school level but in college and university, it is really tough to implement this effectively. In tertiary level, these are more difficult in developing countries to apply efficiently but we cannot stop and show must go on. Educators are backbone of education. A lot of developing countries have toiled firmly to shape a skilled and inspired teaching force. But many have struggled hindrances due to clashes, natural adversities, or lasting governance complications. It is a luckless mark of the periods that calamity response and rescue is also becoming a business of governments and the global community.

The coronavirus is putting the educators at risk too. Government and private organizations' accounts are strained. A number of teachers are moving or getting removed forcefully from their posts mostly in private universities in Bangladesh since campus closings are prolonged. Meanwhile, many private universities could not pay salary to many of their teachers here due to less student admission. But fortunately, EDU and some others are still maintaining the honorarium of faculties with dignity but unfortunately, this type of universities are very few here. For instance, Sierra Leone and Liberia confronted significant logistical encounters in relocating educators after struggles in the early 2000s and again after the Ebola disaster a decade later.

Governments should take steps to uphold and shield the teaching force. First and foremost, they need to guarantee educators continue to be remunerated and are placed for a speedy campus reopening once permission is given by government. Second, they can make health safety elevations to campuses, developing hygiene amenities and supervision on issues like health education. Finally, to recover for missed time, conventional lengthy vacations

can be replaced with an additional university session. Governments may even experiment with more stable modifications to the old-style school calendar, harmonizing local communal sentiments with a timetable of teaching and learning that adjusts learners' and instructors' time together.

The COVID crisis is a profound and unexpected shock wave, but it is unlikely to be the last. Governments should not miss vision of the long-game; confirming that all apprentices and youngsters in low and middle-income or developing countries are educated.

## 5. Conclusion

After analyzing the interviews of the sixty EFL students of East Delta University and after scrutinizing the students' feedback of the "EDU central online class satisfaction survey", this paper has shown several aspects in single study regarding emergency EFL online classes during COVID 19 crisis. Educational institutions are still off in maximum countries like Bangladesh from the early period of this year. After experiencing sudden online teaching during lockdown, the issues that came forward are discussed in this paper that includes the pros and cons of EFL online classes, possible solutions, many technological suggestions to spice up the classes and online education in the perspective of developing countries like Bangladesh etc. It is assumed that this study would be helpful for readers and researchers interested in the topic. Learning a new phenomenon is a challenge and it is becoming more challenging in current situation. But we, altogether must try to give our best to our young generation. EDU is trying its best to contribute in the tertiary level in this pandemic emergency but the entire tertiary level of developing countries must come forward to serve the best even in this worst situation with their low resources to cope up with the new normal.

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