

Emergency Remote Teaching: Reaction of EFL Teachers in Bangladesh

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Abstract – The worldwide shutdowns of educational institutions caused by the COVID-19 pandemic have substituted in-person teaching with emergency remote teaching (ERT) traditionally accepted as less demanding, motivational, valid, reliable and prestigious. The transition to ERT at lightning speed might negatively impact upon teacher attitude, motivation, preparedness, practice and performance, especially in low-resource ELT contexts like Bangladesh. Consequently, EFL teacher reaction to ERT has a bearing on instruction, assessment, and learning outcomes. As this issue remains under-researched, particularly in Bangladesh context, investigations into it are obviously warranted. This study was carried out amongst 20 practicing EFL teachers – five teaching at primary level of education, five at secondary level, five at higher secondary level, and five at tertiary level in different regions of Bangladesh to determine their reaction to ERT. Data were collected through a teacher questionnaire survey and semi-structured interviews exploited to identify the challenges posed by ERT and ascertain EFL teacher reaction to ERT. The findings revealed that the subjects encountered several difficulties created by ERT and issues related to the curriculum, instruction, materials, assessment, technology, infrastructure, and Internet connection. Further, the results uncovered that the teachers had mixed reaction to ERT, that is, some having positive mindsets, high motivation, low anxiety and adequate readiness while most of them exhibiting negative mentality, low motivation, high anxiety and unpreparedness. Hence, the study recommends improvising quick counteractions and solutions encompassing familiarizing the teachers with applications of technology, increasing teacher motivation and competence, and combining the curriculum, materials, instruction and assessment compatible with ERT.

Keywords: ERT, EFL teacher reaction, counteractions and solutions