

Appendix 1: Questionnaire for teachers

The attached questionnaire has several questions related to **possibilities and challenges of online English language classroom as an alternative of traditional classroom**. You are requested to kindly go through the questions and answer them. Full confidentiality will be maintained as to whatever responses you make, and all the information will be used for research purpose only.

Thank you in advance for your cooperation.

Part I: Profile of the Teacher

1. Name (optional):
2. Designation / Job title:
3. Name of the Institution of teaching (optional):
4. Sex: (a) Male (b) Female
5. Teaching experience: (a) 0-5 years (b) 5-10 years (c) 10-15 years (d) more than 15 years
6. I have previous experiences of participating online courses/classes before the pandemic, COVID-19. Yes No
7. I have experiences of teaching online English courses/classes before the pandemic, COVID-19. Yes No

Questions

Please read the following questions carefully and choose the appropriate answers

(1) = Strongly agree, (2) = Agree, (3) = Strongly disagree, (4) = Disagree

(You may use 1, 2, 3, 4 to choose your option):

Factors		Strongly agree	Agree	Strongly disagree	Disagree
Part II: Possibilities of online English Language Classroom as an alternative	8. The availability and affiliation of smart and portable gadgets enhance the scope of online learning.				
	9. Online classroom applications (e.g., Google Classroom) can be used as a medium for learning all the four skills of English language in a very innovative way.				
	10. Available Online tools are beneficial for the English language teachers to monitor students and for managing the creation and collection of student assignments & tasks.				
	11. Online applications with live classroom facility along with live lecturing, video chatting and messaging with multiple students can establish successful teacher-student interaction.				
	12. Social networking sites namely Facebook, Instagram, Twitter, LinkedIn etc., blogs, video sharing sites, and web applications open avenues for interactive English language teaching environment.				
	13. Online classes have the flexibility and convenience in terms of time and place in comparison to traditional classroom.				
	14. Varied contents and materials can be better accessible in online classroom environment which enhances English language practice opportunity for learners.				
Part III: Challenges of online English Language Classroom	15. Virtual or online learning environment opens a variety of tasks and activities for teachers to engage their learners unlike traditional classroom which is beneficiary for learning English language.				
	16. It is hard to carry on an online English language class without the presence or active participation of the learners.				
	17. Without learners' autonomy, motivation, and positive attitude towards collaboration, online learning will be challenging.				
	18. Teachers' lack of proper technical knowledge and training from expert about the application and function of online classroom can hamper learning environment.				
	19. A single online tool/application (Without the collaboration of multiple online tools and classroom applications) limits the capacity of online language classroom.				
	20. Unfamiliar online tools can lead to low or no participation in online language learning.				
	21. Internet connection in terms of availability, speed and cost is the hindrance of establishing successful online classroom.				
22. Learners' reluctance towards online learning can affect the virtual English language learning classroom.					
23. Online tutoring is more time-consuming than face-to-face teaching.					

Part IV: Further Comments (optional)

Please briefly share your experience of English language teaching in online classrooms.

Online classroom can replace traditional classroom in the future.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

Thank you again

Sajib, M. N. F. (2023). Possibilities and challenges of online ELL classrooms as an alternative: Initiative during the COVID Crisis. *MEXTESOL Journal*, 47(1).