English Teacher's Views on the Barriers of Implementing E-learning during the Covid-19 Pandemic at the Private Universities in Bangladesh

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Universiti Teknologi Malaysia
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Universiti Utara Malaysia
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Hadina Habil
Universiti Teknologi Malaysia
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English Teacher's Views on the Barriers of Implementing E-learning during the Covid-19 Pandemic at the Private Universities in Bangladesh

Prodhan Mahbub Ibna Seraj, TESL, School of Education, Universiti Teknologi Malaysia (UTM).

Md. Kamrul Hasan, English Language Institute, United International University, Bangladesh.

Hadina Habil, Language Academy, Universiti Teknologi Malaysia (UTM). E-mail: hadina@utm.my

Abstract--- The closure of the physical classroom in Bangladesh at the tertiary level during the COVID-19 Pandemic has left private university students and teachers dependent on e-learning platform. The E-learning teaching environment is an unprecedented experience for most teachers and students; furthermore, they have limited or no experience with it. This paper explores the views of private university English teachers on the barriers of implementing e-learning during the COVID-19 pandemic from 4 aspects: barriers to teachers, university, curriculum, and student. Moreover, this study examines the relationship between implementation barrier with teachers' demographic factors. Data was collected using Google form which was distributed online via email, involving 101 participants from different private universities in Bangladesh. The findings of this study suggested that student-level barrier had the highest impact on e-learning use. Besides the student level barrier, a strong positive correlation with the student level barrier, and a curriculum level barrier were found. The study also showed no significant positive correlation between implementation barriers and teachers' demographic factors. However, there was a negative statistically significant relationship between gender and barriers. This study recommends further study on the overcoming the barriers of implementing e-learning system during the COVID-19 pandemic and after the pandemic and highlights students' and administrators' views.

Keywords--- E-Learning, COVID 19, Tertiary Level English, Barriers in Implementing E-Learning.

I. Introduction

The world has recently experienced a pandemic which has affected all spheres of human life because of COVID 19. Coronavirus disease (COVID-19) is an overspreading infectious disease caused by a virus named "corona virus." This disease is highly contagious (World Health Organization, 2020). The novel corona virus disease 2019 (COVID-19) came into existence at the end of December 2019 in Wuhan city of China and has since spread worldwide. The World Health Organization (WHO) declared COVID-19 a global emergency on January 30th, 2020, and a global pandemic on March 11th, 2020. Currently, COVID-19 is affecting 213 countries and territories (WHO, 2020).As this disease is highly infectious, it can be easily transmitted from one person to another via respiratory droplets and different contact routes like hands, nose, and mouth. (Liu et al., 2020) The Pandemic has hit around 216 countries worldwide, affecting 7273958 people and claiming 413372lives across the world till June 10th, 2020 (World Health Organization, 2020). In March 2020, the COVID-19 Pandemic was confirmed to have spread in Bangladesh. The first case was reported on March 7th, 2020, by the country's epidemiology institute, IEDCR (Institute of Epidemiology, Disease Control, and Research). Infections were low until the end of March, but there was a steep rise in April 2020.

In response to COVID-19, like other countries, Bangladesh has implemented strict social distancing measures and a lockdown policy. This pandemic has had devastating impact on all levels of educations, including students and teachers. In Bangladesh, the Government has constrained community mobilization to avoid the spread of the disease. As a result, all the educational institutions, including private and public universities, have been provisionally closed since March 26th, 2020. To deal with this crisis at higher education, University Grant Commission (May 7th, 2020) allowed private universities to conduct the teaching and learning process through electronic learning (e-learning) during the Pandemic, using Information and Communication Technologies (ICT). Consequently, private universities in Bangladesh have been conducting their teaching and learning activities through e-learning using different types of technologies.

E-learning is a pedagogical tool that encourages more individualized, active, and cooperative learning (Levy, 2003)and focuses on establishing and keeping people's networks in personal environments (PLE) by using media and technological tools (Vilanova, 2016). The atmosphere at the universities before COVID-19 was mostly dependent on lecture-based held in the physical classroom apart from a few distance learning universities in Bangladesh. Nonetheless, classes conducted online are rarely found in Bangladesh but due to the pandemic, some institutions and universities have been working on implementing e-learning at the tertiary level in Bangladesh.

Moreover, the continuing COVID-19 pandemic had compelled universities to open the window of e-learning and implement it on a broad scale at the private universities within a few days in Bangladesh. For many teachers and students in Bangladesh, the e-learning experience is their first time in universities. That is why teachers might face problems to implement e-learning system. Thus, this paper investigated the four levels of barriers (teacher, university, curriculum, and student) of implementing e-learning faced by English teachers at private universities in Bangladesh during the lockdown period because of the pandemic. We would also link these barriers to the other contexts of the world to suggest a sustainable e-learning system for Bangladeshi teachers.

II. Literature Review

Implementation Barriers of E-Learning

In the era of the fourth industrial revolution, the mode of teaching and learning's worldwide has been sought a paradigm shift from the traditional to techno-based, specifically e-learning system. The e-learning system is the procedure where teachers and students spare their spaces for preparing lessons online and exchange learning resources using technologies. In other words, e-learning is the process of education using internet and information communication technology (ICT) in which the remote interaction between the teacher and the student is held (Meskhi et al., 2019). The integration of technology in teaching, particularly in language, is encouraged for reasons including 'engagement,' 'improvement in academic ability,' 'paradigm shift,' 'assessment shift,' and 'collaborative learning enhancement'(Daniels, Sarte, & Cruz 2019). Furthermore, e-learning has become accessible and useful for several characteristics like faster and cost-friendly, congenial to work independently, appropriate to apply outside the classroom, and satisfy the quality (Ali et al., 2018).

Consequently, many schools, colleges, and universities across the world are moving towards e-learning in the lockdown situation during the COVID 19 pandemic to cope up the continuation of the education process. For conducting effective e-learning by e-lectures, e-tutorials, e-case based learning, etc. administrators and teachers are undertaking suitable actions so that continued education can be availed without getting much affected during the quarantine period. On the other hand, numerous e-teaching software is being introduced by teachers to convey maximum possible comfort for their students. Administration and faculty members are also trying their best to expand e-teaching quality to support students' better learning during the lockdown in many countries (Abbasi et al., 2020).

Nevertheless, implementing e-learning is not at all time seven and effective. During the COVID-19 outbreak, many schools and universities have hastily implemented e-learning in many countries. Therefore, in many cases, educational institutes with limited or no experience with e-learning have faced different kinds of barriers, especially when teachers feel hostility to customize online applications(Zaharah. et al., 2020). The previous studies on e-learning implementation barriers were conducted at the normal circumstances before the period of COVID 19 outbreak (Al-Azawei et al., 2016; Jebreen, 2017; Naveed et al., 2017, 2018; Oluyinka & Endozo, 2019) where the use of e-learning was optional to innovate the teaching and learning process. Nevertheless, the adaptation of e-learning at the tertiary level is still at the earlier stages required to explore the implementational barriers in Bangladesh (Sarker et al., 2019).

In the global context, the most significant implementation barriers were lack of infrastructure, teachers' training, schedule, the internet access, e-learning contents, technical support and availability of hardware and software at the university(Idris & Osman 2016; O'Doherty et al., 2018; Alharbi &Vic 2017). The other barriers faced by faculty members were lack of responsiveness to effective teaching methodologies and psychological barriers to adapting to new technologies (Atayero, Alao, & Odukoya 2016). The more specific implementation barriers of e-learning were lack of ICT skills, E-learning knowledge, teachers and students' motivation, English language proficiency as teacher and student level barriers, unsuitable infrastructure, lack of technical backing and lack of financial support as university-level barriers and derisory policies, insufficient training on E-learning, inappropriate instructional design as curriculum level barriers (Naveed et al., 2018).

As there is lack of the studies on investigating barriers of e-learning use during Pandemic, and most studies do not include an emphasis on English language teaching (Al-Harbi, 2011; Astri, 2017; Kabilan & Khan, 2012). To the knowledge of the researchers only one study found to deal with the implementation barriers of the mathematics teachers in Indonesia (Mailizar, Almanthari, Maulina, andBruce, 2020). Furthermore, no study found to investigate teachers' views on implementation barriers of e-learning during COVID 19 in Bangladesh. Thus, this study will explore English teachers' views on the implementation barriers of e-learning at tertiary level in Bangladesh. Therefore, in this study, the definition of barriers of e-learning (Table 1) provided by Mailizar, Almanthari, Maulina, andBruce (2020) used to investigate teachers' views on the barriers they faced to implement e-learning at the private universities during COVID-19 Pandemic in Bangladesh.

Table 1: Definition of barriers teachers face in using e-learning adapted from Mailizar, Almanthari, Maulina, and Bruce, (2020)

Barriers level	Definition
University Level	Availability of software and hardware, internet, textbooks, school policy, time and technical support
Teacher Level	Confidence, knowledge, belief, and experience
Curriculum Level	Structure of contents, assessment, e-learning resource that is in line with the curriculum
Student Level	Skill and knowledge, motivation, e-learning infrastructure

Therefore, the goal of this study is to explore e-learning barriers experienced by Bangladeshi English teachers during the COVID-19 Pandemic at private universities. The study has examined the statistical relationship between the levels of barriers.

It also has investigated the relationship between barriers and teachers' demographic factors. The findings from the present study will help enhance our thinking of e-learning implementation barriers during the COVID-19 Pandemic in developing countries at the tertiary level, like Bangladesh. Thus, this study would augment treasured intuition to the e-learning literature and delivers significant recommendations to expand e-learning practices. For attaining those aims, this study aims to respond to the following research questions:

1. What are the barriers that English teachers faced for implementing e-learning during the COVID-19 pandemic at private universities in Bangladesh?

2. What is the relationship between each level of barriers to e-learning implementation?

3. Is there any significant relationship between barriers to implementing e-learning and teachers' demographic factors?

III. Method

For investigating English teachers' views on the implementation barriers, this study was designed on a quantitative method, using a cross-sectional survey design (Creswell& Creswell 2018). According to Creswell and Creswell (2018), survey design delivers a quantitative account of tendencies, attitudes, and thoughts of the targeted population by studying a population sample. Moreover, questionnaires, one of the most extensively employed quantitative instruments to solicit the participants' opinions and views.

Participants

This study employed a random sampling technique for selecting participants. Random samples are always more representative than non-sampling, and for correlational research, the sample size should be at least 30 (Dörnyei, 2011). The sample of this study comprised of 101 participants (62 male and 39 female) who were mostly lecturers (39.6%) and assistant professors (46.5%) of the department of English of different private universities. Most of the teachers had teaching experiences between 6-15 years (65.4%) and half of them teaching at both undergraduate and postgraduate level (52.5%).Participants' demographic factors are showed in Table 2.

Moreover, the majority of participants had used laptop (72.3%) as the technological device and wi-fi router (77.2%) as internet connection type for conducting e-learning.

Furthermore, half of the participants used zoom (51.5%) as the online platform for conducting e-learning among private universities in Bangladesh. Further details of participants' information on devices, internet connection types, and online platforms are showed in Table 3.

Table 2: Demographic Factors of Participants

Demographic factors		Number of participants	%
Gender	Female	39	38.6%
	Male	62	61.4%
Teaching Position	Lecturer	40	39.6%
	Assistant Professor	47	46.5%
	Associate Professor	10	9.9%
	Professor	4	4.0%
Teaching Experience	0-5 years	20	19.8%
	6-10 years	32	31.7%
	11-15 years	34	33.7%
	16+years	15	14.9%
Level of Teaching	Both	53	52.5%
	Postgraduate	1	1.0%
	Undergraduate	47	46.5%

Table 3: Devices, Internet Connection Types and Online Platform Used for E-Learning

		Number of participants	%
Devices	Desktop PC	8	7.9%
	laptop	73	72.3%
	Smartphone	19	18.8%
	Tablet	1	1.0%
Internet connection	Landline Connection	3	3.0%
	Mobile Data (Package)	18	17.8%
	Modem	2	2.0%
	Wi-fi Router	78	77.2%
Online platform	Facebook Live	3	3.0%
	Google Classroom	12	11.9%
	Google Meet	24	23.8%
	Microsoft Teams	2	2.0%
	Skype	1	1.0%
	WhatsApp group	2	2.0%
	Zoom	52	51.5%
	None of them	5	5.0%

Research Instruments

The questionnaire for soliciting the barriers of implementing e-learning faced by English teachers at private universities in Bangladesh, a set of questionnaire was adapted from Mailizar et al. (2020). The survey consists of 21 items designed on four constructs: teacher-level, university-level barriers, student-level barriers, and curriculum-level barriers. The researchers used a convergent and divergent method for validating the questionnaire. Furthermore, the Cronbach alpha value was calculated for the reliability of the items and the constructs. The reliability of the items was .917, which presents that all the items of the questionnaire had a high level of reliability. Table 4 shows the value of Cronbach alpha of all constructs that indicate standard reliability value.

Table 4: The Value of Cronbach's Alpha of the Constructs

Construct	Cronbach's alpha value
Teacher Level Barriers	0.778
University Level Barriers	0.84
Curriculum Level Barriers	0.808
Student Level Barriers	0.831
Total	**0.917**

Data Collection Process

An online questionnaire using Google form was designed to solicit English teachers' views on the implementation barriers of e-learning and the relationship between barriers and teachers' demographic factors. An

essential reason for using an online questionnaire was suitable for teachers to participate in this survey via' online during the pandemic situation. Furthermore, the online questionnaire was easy to administer and collect the data by employing different devices (Fraenkel et al., 2012). The link of surveys was distributed through emails of participants of 18 private universities who were the faculties of the department of English. The researchers requested participants to submit within seven working days. The questionnaire was open for two weeks.

Data Analysis

All responses were exported as an excel sheet from Google form to prepare the data for working with SPSS 25. After importing the data into SPSS, descriptive and inferential statistical analysis were used to answer the research questions. Concerning descriptive analysis, mean and standard deviations of the responses for all items of the barrier were computed and prepared to show in tables. For inferential statistical analysis,bivariate correlation using the Pearson coefficient with a two-tailed test was used to determine the relationship between each level of barriers as well as barriers and teachers' demographic factors.

IV. Results

For soliciting English teachers' views on the implementation barriers of e-learning, this section presents a detailed result of the barriers followed by the presentation of the results with the different tables.

Barriers to Implementing E-Learning

Table 5: Descriptive Results of E-Learning Implementation Barriers Level

Constructs	N	Mean	Std. Deviation
Teachers level barriers			
I do not have sufficient knowledge and skill to use e-learning during the Covid-19 Pandemic	101	2.19	1.138
I am not confident in using e-learning during the Covid-19 Pandemic	101	2.07	1.012
Usually, I do not have experience in using e-learning	101	2.59	1.168
I believe that the use of e-learning in teaching is not useful during this Pandemic	101	2.05	1.062
The use of E-learning during this Pandemic is not convenient for me	101	2.08	0.935
University level barriers			
My university does not have an e-learning system	101	2.19	1.271
My university does not have internet connection	101	1.43	0.622
University regulations do not support the use of e-learning during the Covid-19 Pandemic	101	1.80	1.020
Textbooks are not in line with e-learning use	101	2.80	1.183
My university does not provide technical support for e-learning use	101	2.11	1.165
Because of workload, I do not have enough time to prepare e-learning materials	101	2.72	1.159
Curriculum level barriers			
Learning and teaching resources that are available on the e-learning system are not in accordance with the curriculum	101	2.62	1.076
Universities require students' assessments that are not in line with e-learning use	101	3.32	1.148
The contents of my courses cannot be taught using e-learning	101	2.00	0.860
The contents of my courses are difficult to be taught using e-learning	101	2.37	1.074
The contents of my courses are difficult to be understood by students through e-learning	101	2.50	1.101
Students level barriers			
My students do not have sufficient knowledge and skill in the use of e-learning	101	2.94	1.156
My students do not have devices (i.e. laptop and tablet) for the use of e-learning	101	2.89	0.969
My students are not interested in using e-learning	101	3.02	1.131
My students do not have internet connection	101	2.65	0.865
My students are not able to access the e-learning system	101	2.64	1.006
Valid N (listwise)	101		

The first research question relates: "What are the barriers that English teachers faced for implementing e-learning during the COVID-19 Pandemic at private universities in Bangladesh". For soliciting English teachers'

views on the implementation barriers of e-learning, a descriptive analysis was calculated for mean and standard deviation to determine the high level of barriers. As stated before, barriers were categorized into four levels as teacher, school, curriculum, and student. The results of the survey are shown in Table 5. Concerning the teacher level barrier, the findings indicated a lack of experience as the topmost barrier(mean =2.59) and lack of knowledge graded second (mean = 2.19). Moreover, teachers had a lack of confidence with e-learning (mean = 2.07), and the convenience of e-learning use (mean =2.08) graded third and fourth, respectively. Additionally, teachers' beliefs about e-learning (mean = 2.05) were the lowermost barriers to teacher-level barriers.

Regarding the university level barriers, the outcome exposed that the topmost two barriers were lack of e-learning supported textbooks (mean = 2.80) and not having sufficient times (mean = 2.71). Moreover, lack of e-learning system (mean = 2.19) and technical support (mean = 2.11) ranked third and fourth, respectively. Besides, university regulations (mean = 1.80) and lack of internet connection (mean = 1.43) for e-learning was the lowest significant barriers in the university level.

In terms of the curriculum level barriers, the top barrier was the difficulty of assessing students' performance through e-learning (mean=3.32). This finding was followed by the disparity between teaching and learning resources and the curriculum (mean=02.62), the discrepancy between the content of courses and students' understanding through e-learning (mean=2.50), and difficulty to teach content through e-learning (mean=2.37). Regarding student-level barriers, the two topmost barriers were students' lack of interest in e-learning (mean=3.02) and lack of sufficient e-learning knowledge (mean=2.94). Furthermore, students' lack of access to a computer/laptop (mean=2.89), students' lack of internet connection (mean=2.65), and their grades were graded third and fourth, respectively. The lowest barrier was the students' lack of access to e-learning (mean=2.64).

Table 6 showed that the most significant e-learning barrier was at the student level (mean= 2.83). Furthermore, the curriculum level barrier (mean=2.56) and the teacher level barrier (mean=2.20) came second and third, respectively. The lowest barrier was the university level barrier (mean=2.17).

Therefore, the responses of the participants indicated that there were four different levels of barriers such as teacher level, university level, curriculum level and student level for implementing e-learning effectively at tertiary level. Among these four levels of barriers, the student level barriers were the topmost.

Table 6: Summary of Barriers at Each Level

	N	Mean	Std. Deviation
Teacher level barriers	101	2.20	0.77613
University level barriers	101	2.17	0.80532
Curriculum level barriers	101	2.56	0.81732
Students level barriers	101	2.83	0.79669
Valid N (listwise)	101		

Correlation between Levels of the Barriers

The second research question concerns: "What is the relationship between each level of barriers to e-learning implementation?" For soliciting the relationship between the levels of barriers, bivariate correlation using the Pearson coefficient with a two-tailed test was calculated.

The results were shown in Table 7. The findings indicated that there were strong and moderate positive correlations across the levels. A positive, statistically significant correlation ($r = .666$; $p = .000$) was found between curriculum level barriers and students level barriers. Out of all the correlations, the relationship between the student level barriers and curriculum level barrier was the highest. A statistically significant and positive correlation ($r = .645$; $p= .000$) was found between the curriculum level and university level barriers. Additionally, there existed a positive and statistically significant correlation ($r = .562$; $p= .000$) between the student level barriers and teacher level barriers,

Table 7: Summary of Correlation Matrix on Barriers Level

	Teacher level barriers	University level barriers	Curriculum level barriers
University level barriers	.390[**]		
Curriculum level barriers	.479[**]	.645[**]	
Students level barriers	.562[**]	.562[**]	.666[**]

**. Correlation is significant at the 0.01 level (2-tailed)

Correlation between Demographic Factors and Barriers

The third research question relates: "Is there any significant relationship between barriers to implementing e-learning and teachers' demographic factors?" For soliciting the relationship between the barriers and teachers' demographic factors, bivariate correlation using the Pearson coefficient with a two-tailed test was calculated. The result is presented in Table 8.

Table 8: Summary of Correlation Matrix on Barriers Level and Demographic Factors

	Barriers	Gender	Teaching Position
Gender	-.210[*]		
Teaching Position	-.148	.187	
Teaching Experience	-.084	.147	.583[**]

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The finding of the study shows that there was no significant positive correlation between barriers and teaching position, between barriers and teaching experience, between gender and teaching position, and between gender and teaching experience. However, there was a negative statistically significant relationship at the 0.05 level (r = -.210; p =.035) between gender and barriers. This study suggests that the barriers level tends to be higher for either male or female or less for either male or female. Generally, according to anecdotal data, in Bangladesh, the barriers level would be higher for females since they are not tech-savvy, and they maintain their online teaching activities under family responsibility and domestic chores. On the other hand, the teaching position was found to be highly, significantly and positively correlated with experience at the level 0.01 level, r (101) = .583; p = .000. This study suggests that the teachers who held higher rank or designation were more experienced in their teaching experience.

V. Discussion

This study solicited English teachers' views on the implementation barriers of the e-learning during the COVID-19 Pandemic, the relationship between each level of the barriers, and the relationship between barriers and teachers' demographic factors. The results of this study highlighted three crucial issues for the matter of discussion.

Firstly, the findings suggest that there are four types of barriers that need to be considered while e-learning is going to implement in any context. These barriers are at the level of teacher, university, curriculum, and students. The study results show that the topmost implementation barriers of e-learning were student-level barriers among all the barriers. The findings demonstrated that most of the participants gave opinions that students had lack of motivation and interest in the e-learning system and had insufficient knowledge and skills in using the e-learning system. Moreover, the majority of the participants also expressed their views that their students had limited access to devices and internet connection for e-learning purposes. However, the participants thought that the English curriculum barrier's impact was less significant than the student barriers. This part of the study's findings aligns with the study of Mailizar et al. (2020), where mathematics teachers opined that the most implementation barriers were at the student level.

Furthermore, the level of barriers of implementing e-learning at tertiary level education partially or fully in some cases are supported by the studies of (Al-Azawei et al., 2016; Alharbi & Vic, 2017; Idris & Osman, 2016; Naveed et al., 2017; Oluyinka & Endozo, 2019).The findings of this study contribute to the existing literature on the most significant barrier of implementing e-learning on the closure of physical classroom during Covid-19 Pandemic. The findings have implications not only for the context of Bangladesh but also for other developing countries where higher education closure is ongoing and encourage e-learning implementation. The results also sign post that both teachers and students were not well-equipped to implement e-learning before the COVID 19 Pandemic outbreak. Consequently, it is difficult for teachers to get their students prepared for learning in an online environment when it is derived from this type of emergency. The existing literature has focused on the implementation barriers of e-learning during the regular academic term when universities are open, and students areready (Al-Azawei et al., 2016; Alharbi & Vic, 2017; Idris & Osman, 2016; Naveed et al., 2017; Oluyinka & Endozo, 2019). The researchers believe that this study's finding is novel as it was conducted in the lockdown period that is different from the regular education environment. Additionally, this study focuses on the English language and literature, where e-learning is challenging due to difficulty in organizing and explaining concepts online.

Secondly, the findings showed that there was the highest positive and statistically significant correlation existed between the student level barriers and curriculum level barrier. The findings are not in congruent with the study of

Mailizar et al. (2020), where school-level barriers and curriculum-level barriers had the highest correlation. The overall relationship between the level of barriers had strongly positive and significant correlations, which is supported by the study of Mailizar et al.(2020). This strong correlation elucidates why the student level was the top barrier of implementing e-learning in the classroom on and off-campus. Furthermore, the resultssignpost that university should play a vital role in facilitating effective e-learning overcoming the barriers in this lockdown period during COVID19 Pandemic and after the lockdown during a normal situation.

Thirdly, the findings of this study showed no significant statistical difference between barriers and teachers' demographic factors. This result points out two significant facts. First, there was a significant negative relationship between gender and barrier. Secondly, there was a significant positive correlation between barriers, teaching positions, and teaching experiences. This insinuates that more advanced teaching experience is vital to progress the skills required for effective teaching. The findings are supported by the study of Mailizar et al. (2020). The existing literature had very little evidence of the relationship between barriers and teachers' demographic factors.This common belief is not in line with teachers' views on e-learning implementation barriers as teachers with different teaching experience levels articulated relatively similar views on the barriers.

VI. Conclusion

The findings of this study demonstrate that Bangladeshi tertiary English teachers faced several barriers to implementing the e-learning system as a tool of instruction during university closures as a result of the COVID-19 Pandemic. The findings point out that the most significant barriers were at the student level. Students had insufficient knowledge and skill, limited access to devices, and the internet for the use of e-learning at the tertiary level in Bangladesh. The strong correlation was found between student-level barriers and curriculum level barriers. The level of barriers was not varied according to the teachers' demographic factors. This study extends the existing studies relating to the implementation barriers of e-learning at the university level for studying in the department of English at the lockdown situation during the COVID 19 situation. The study reveals that there were several barriers lied upon the current use of e-learning in Bangladesh. Thus, these barriers need to overcome immediately to provide successful education for the students of the tertiary level in Bangladesh. The findings of this study would provide implications for policymakers, predominantly university grant commission(UGC) should launch inclusive stratagems that concoct students to use e-learning. These stratagems might include providing students internet package at the cheap rate and speeding up internet frequency during the pandemic period. The authority can also arrange training sessions for both teachers and students on how and how to conduct e-learning. Furthermore, the university should build educational apps for both smart phones and laptops to do e-learning at normal and emergency times.

In this study, two limitations lay. Firstly, the study participants were faculty members of the department of English in private universities. Secondly, this study only solicited teachers' views on the implementation barriers. The researchers believe the voice of other stakeholders like students and administrators is also crucial to be raised in this issue. Nonetheless, the results of this study might assist as aware to teachers, universities, and policymakers on the barrier of implementing e-learning during the COVID 19 pandemic. Consequently, future research might be conducted to investigate students' and administrators' views on this issue.

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