

Future of English Language Literacy: University Students' Attitudes, Strategies, and Satisfaction with Emergency Remote Learning

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ABSTRACT

The COVID-19 pandemic precipitated unprecedented disturbances in worldwide educational frameworks; however, it simultaneously encouraged advancements within the sector. In reaction to these challenges, policymakers and educational leaders promptly instituted emergency remote learning (ERL) as a substitute approach. This shift familiarized students with online education, mobile learning, and various digital platforms, leading to the notable acceptance of smartphones for English language acquisition at the tertiary level. This study attempts to provide an exploratory insight into the experience of private university English students regarding literacy through ERL during the COVID-19 pandemic. In a qualitative research design, data collection was purposively carried out by conducting semi-structured interviews with six master's-level students from three private universities in Dhaka, Bangladesh. The results show that the transition to ERL was sudden and unparalleled for the students. However, with all the challenges, some measures are necessary to make the English language classes at the tertiary level possible. This study highlights the need for empathy and a positive attitude by both students and teachers to adjust to the new learning environment to continue language literacy smoothly. It also underlines the need for more support from policymakers and authorities in maximizing the potential of ERL in English education.

Key words: Emergency Remote Learning, English Language, Attitude, Students' Satisfaction, Advantages, Quality Education.

INTRODUCTION

COVID-19 has rendered public life wretched and disruptive. Furthermore, COVID-19 has completely disrupted the education sector as the shutdown of educational institutions has been declared for an indefinite duration. In this context, policymakers had to resort to an alternative system to save the education sector from vulnerability. Authorities intend to promote online education activities as an alternative, and for the first time, students have experienced emergency remote learning. Emergency remote learning takes place when both instructors and teachers are not ready for learning and teaching due to natural disasters and emergencies; hence, the students are not able to attend their classes physically and maintain social distance. They primarily communicate virtually through mail, video conferencing, online meetings, and audio recordings (Sözler, 2021). It allows them to continue learning and develop literacy, particularly in English language skills.

As a result of the COVID-19 outbreak, there was a notification to shut down all schools so that the spread of this epidemic could be halted for an unspecified duration. The schools decided to maintain the regular study pace of students during this epidemic. They suddenly shifted to emergency

remote learning (ERL) in order to prepare the teachers better and conserve their valuable time. Private universities took the lead, starting from March 2020. The shift highlighted the importance of digital literacy as both students and teachers had to learn new platforms and technologies. This shift to online learning also highlighted the importance of literacy in using digital tools and resources. For numerous students, developing their English literacy was a priority, as online classes tended to demand a more advanced level of proficiency in reading, writing, and comprehension skills. The pandemic highlighted gaps in literacy rates, especially for those with less exposure to resources or familiarity with digital learning platforms.

Presently, the COVID-19 issue has shown extreme neglect towards the education sector. Bangladesh has also gone through an utmost transition from conventional academic methods to a digital online platform following the other countries. Chattaraj and Vijayaraghavan (2021) examined that the scenario of learning ERL is structured with the competence of discrepancy appraised by the default of known learning matter and a transition to a platform that is unclear, crumbled, unconquerable, and transformative. Butucha (2020) showed the comparison between

emergency remote teaching and online learning and teaching and described that ERT is an instant step based on the situation, unlike regular online teaching and learning systems. The author also gave the respondents' demographic information and their experiences of remote teaching and learning experiences and showed that educators are making an effort to keep up with ERL, a new mode of learning. Joshi (2021) showed that concerned policies like emergency learning should build up the relationship among learners to pursue proficiency and maintain impartiality to ensure learning results are an excellent academic form. Rahiem (2020) stated that education online, because of an extended discontinuity of normal academic activities, must be well organized, and the response of both teachers and students should be polished and effective. The author focused on understanding facts about the experience and perception of the university students towards ERL and found out that students have mixed reactions to ERL. Rotas and Cahapay (2020) explored the condition of remote learning phenomena. They noted that there occurs a technological incompatibility among the students of Filipino, and this may be a barrier to online learning.

Whatever, private universities are ahead in remote teaching and learning. Even then, no specific study has been conducted so far on the experience of the students' here. Particularly, the term Emergency Remote Learning (ERL) has dramatically changed the educational sector. The experience of the university-level students regarding this term has several types and dimensions. The COVID-19 pandemic has appeared in front of the students and introduced the new idea of continuing the regular study without any plan and preparation.

Thus, for the first time, students at the university level are exposed to a new education system known as ERL, which offers schools a viable opportunity for carrying out the pedagogical curriculum amidst the COVID-19 pandemic. At the same time, working with ERL is a major shift from the traditional learning systems for these students. Therefore, a study needs to be conducted in order to determine the general experience and perception of the emergence of remote learning contexts from the perspective of private university students. The research outcome can help determine the context as a whole, that is, literacy development. When it comes to English learning, ERL is perceived in positive and negative perspectives. Students can build their literacy in English quickly and engage themselves while learning novels, poems, drama, and ELT courses with the help of ERL. However, beyond conventional classrooms, these courses don't seem so interesting, as students cannot gain a better level of comprehension, which is needed to build their literacy. This suggests the challenges of maintaining the level of literacy in a distance environment, where conventional methods of building literacy are disrupted. The research questions of this study are:

1. What attitude do the students have about Emergency Remote Learning (ERL) of English during COVID-19?
2. What are the strategies to enhance ERL facilities in learning English?

3. How satisfied are the university students regarding the advantages and quality of education through ERL in the pandemic?

LITERATURE REVIEW

Emergency Remote Learning (ERL)

Butucha (2020) explained that many terms are connected in remote learning, including distance learning, emergency remote teaching and learning, and online learning and teaching. The author indicated that to sustain the standard pace of education, ERL plays an indispensable role with the help of technological tools. In response to the current global crisis of the closure of educational institutions, ERL emerges as a blessing that covers virtual learning, online sessions, distance learning, and learning by radio or television to continue the learning flow. Chattaraj and Vijayaraghavan (2021) showed that ERL achieved priority adherence to the COVID-19 pandemic with various branches of e-learning and showed the power to replace the traditional educational setting and formation. Chattaraj and Vijayaraghavan (2021) additionally stated that generally, e-learning is recognized as the alternative to traditional education and now is trying to be equivalent to it.

Tools Used for ERL

Ratnawati and Nurhasanah (2021) explored tools such as Google Classroom and Zoom Cloud Meeting for ERL and teaching (ERTL) and stated that Google Classroom is indeed the learning platform that is the most popular and deemed to be an effective platform for students. Stevens, Stevens, and Grady (2021) introduced the educational tool named 3D-printed mount used on the top of a laptop around the webcam. It is very helpful for learners to access remote learning easily. This device can be used as a teaching aid in a simple, economical form (Stevens et al., 2021; Hossain & Younus, 2024).

Students' Attitude towards ERL

Irembere and Lubani (2020) explored that students' readiness for learning remotely is another important side to contemplate. Students' readiness for emergency remote teaching and their ability to use technology tools for accessing data from their academics might not be the same consideration (Frumos, 2020; Hossain & Younus, 2025). Frumos (2020) indicated that e-learning is much more complicated without full arrangement and training than face-to-face classroom teaching and learning. The study conducted by Hasan et al. (2024) presented that school and faculty leaders discovered that students required support and steering on accessing online digital materials and dealing from home. Irembere and Lubani (2020) mentioned that remote learning throughout COVID-19 created emotional and psychological challenges among students. Authors also discovered that captivity throughout the COVID-19 pandemic affected people's daily routines, raised a higher level of stress than before, and increased tensed minds.

Students' Satisfaction towards ERL

Basuony et al. (2020) pointed out that university students like to use contemporary teaching procedures using a different platform. Basuony et al. (2020) found that attending face-to-face sessions is the most acceptable mode of delivering class than virtual sessions perceived by the respondents. Hussein et al. (2020) analyzed their study into two parts related to emergency online learning. The first part contains positive aspects of ERL. Hussein et al. (2020) illustrated the positive aspects associated with various facts such as time and cost, safety, suitability, and cover distance. Knudson (2020) presented the statistical analysis through the ASPECT survey on face-to-face active learning in the classroom and figured out that the students' perception of active learning engagement is more favorable than the emergency remote instruction. Students give a high preference to group activity (Knudson, 2020; Hossain, 2020). It seems more valuable and flexible for learning in a broader term, but COVID-19 has prevented them from doing these activities and pushed them towards emergency online education.

METHOD

Research Design

This qualitative research focuses on those comprehensible things that depend on situations or phenomena in terms of the meanings of the context instead of focusing on any motives and their impact (Creswell & Creswell, (2003). Purposive sampling has been used from a qualitative point of view to address the indicated study question. In this study, students of the English department were interviewed in detail. The instrument has been used to equate the content in one field to another one and thereby build a rather more accurate inference. The researchers have gathered valuable evidence with the maintenance of academic morals. Qualitative research is a form of social investigation that emphasizes how people understand and appreciate their intelligence and their environment. The study used an interpretative approach to interpret rich, profound, and qualitative data (Creswell & Creswell, 2003). While quantitative research is entrenched in the rationalist pattern, qualitative research is created through the phenomenological/interpretivist model (Firestone, 1987). This study has used a phenomenological qualitative approach for research design that applies to the research because this approach helps to comprehend nature of particular context (Creswell & Creswell, 2003).

Population and Sampling

The research community consists of graduate students in English. University-level students are selected because of their experience in ERL in the COVID-19 pandemic. The student list is drawn up by the teacher of the course in the English Department. As the university-level students are the study samples for in-depth interviews, samples were chosen by the researchers to show the actual background of the population. The students chosen from three universities are only picked as samples for detailed interviews. This

study used a convenience sampling technique for selecting the samples. The universities are situated in Bangladesh's metropolitan area.

Sampling Frame

A set of items that have been taken from the sample is described as the sampling frame (Saunders et al., 2003). For the sake of this analysis, the sampling frame is mainly taken from the students who are facing and understanding the actual meaning of remote learning at the university level in Bangladesh. This research explores students' studying experience at the English Department during the outbreak of COVID-19. To gather exact information and to address the research question, six university students are selected under convenience sampling. They are students of three private universities situated in Dhaka. Among the six participants, there were two males and four female students. Participants ranged in age from 23 years to 24 years, including the students at the university level from the master's degree program.

In-depth Interview with Students

The students of the private universities are selected basically from the English department, and all students are pursuing their master's degree in ELT or TESOL. All of them have faced the sudden shift from traditional class to remote learning mode without any preparation. Some of them faced this new learning mode from the last semester, some of them have faced this from the second semester, and some have faced it from their first semester. Among the students, there are housewives, part-time employees, and full-time employees.

Instrument

Several discerning questions related to the objectives of the study were asked of the participants, and they were given 24 hours for their answers. Interviews were conducted via e-mail. In other words, the researchers communicated with the participants via WhatsApp and Facebook Messenger during the COVID-19 crisis period. For collecting data, the mailing process has been used by the researchers. Participants were requested to give detailed information and proper examples. The convenience sampling technique is used in this study because participants are conveniently approachable and easy to contact through this technique. Participants exist with convenient and reachable geographic locations that are commonly used in this technique. The researchers formulated an interview with semi-structured questions for in-depth interviews with the students. The questions were used as guidance, although the interviewer would have the right to ask more questions depending on students' responses.

Data Collection Procedure

Significant data is gathered during the scientific process to reflect the real background situation in which the analysis was carried out. For the content analysis, the researchers formed

semi-structured questions. The in-depth interviews were conducted with six selected students from the higher education level. The researchers received legal approval and permission from the informants to state that, except for data analysis, the data obtained shall not be used in other contexts. The in-depth interviews did not interrupt the everyday classes, routines, or studies of the participants. For in-depth interviews, the mail addresses of the participants have been collected, and the questionnaire has been sent to them. The participants wrote down the answers in the same document and sent them back to the researchers. Later on, the documents were saved as research documents on the computer. In the findings section, the reports of the in-depth interviews are summarized.

Data Analysis

There are some techniques to deal with qualitative research, including remarking and examining the concept, interviewing, and analyzing the papers or recording. There are various specific stages of coding and assessing the evidence collected through in-depth interviews. The researchers examined the procedure of coding for this qualitative study suggested by Creswell and Creswell (2003).

FINDINGS

Attitude to Incorporating ERL in Bangladeshi Context

Universities, colleges, and schools worldwide are bound to accept and change their academic routine with new learning modes or approaches to the pandemic and move away from traditional face-to-face learning. There is nothing “normal” or “routine” in the academic year of 2020 and 2021. Students start emergency remote learning in a random and unprepared state. With a few tools and ideas, the students started a new journey of ERL from where they are. Different students started emergency remote learning from different situations. It is noteworthy that the abrupt shift to ERL impacts different kinds of learners in different situations. One of the participants shared her experience of ERL,

Actually, I was not prepared for ERL. It was very sudden to me. I normally use Wi-Fi and mobile data for attending classes. I live in Dhaka Mirpur, but the internet connection is not good at the first lockdown. I am a student of English and I attended the classes which were audio visual. [Student-1]

Most of the students explained their unpreparedness towards ERL. Some of them were stuck outside or inside Dhaka. The ERL is very new to them and they all participated in their classes without having proper knowledge about ERL tools. But gradually, they became used to it. The universities delivered the classes through google meet, google classroom and zoom meeting. The recorded version of the class was also provided for the students for their better understandings.

Strategies to Enhance the Facility of ERL

There are different strategies to promote ERL. One amongst the informants stated that ERL is often beneficial for the educators,

I think ERL will be fruitful if teachers take the exam by switching on the camera. If the students give the exam in front of the teachers, there will be less cheating in that examination. Both students and teachers will feel like real classroom examination. [Student-2]

In Bangladesh, ERL is running based on the online platform. And it is a matter of concern that students can give their exams from home and there is no scope for the teachers to understand whether the students do unfairly in the exam or they submit their paper maintaining the rules and regulations. Another participant emphasized the class attendance to make ERL effective.

ERL is suitable for students if the students attend the classes regularly. Most of the students are not serious about online classes. They just joined the class and after joining, they became busy with facebooking or other activities. [Student-6]

Both students and teachers are not experienced with ERL. Not only in our country but students of other countries are going through the same dilemma. So students should cooperate with their teachers and teachers should provide the rules strictly for the wellbeing of the students.

Advantages from ERL

Over an extended period, the type and nature of the education system have changed over time and have been gradually modernized. In this case, COVID-19 has given the students a digital platform for learning. ERL has both positive and negative aspects, like other learning ways. ERL has made it possible to reach out to remote areas where education cannot be implemented easily. As one of the participants explained,

I have already said that I am a distance learner. So, If the classes were not held online for me, it was very tough for me to do offline classes. The other benefit I got is that it is a time managing education process. For example, I attended classes from my room even when there had some guests in my in-laws' house. [Student-5]

Emergency remote learning offers academics a successful way to provide classes to the learners. Online learning contains different learning tools like video conferences and a recorded class version that is useful to faculties to deliver lessons. One participant explained that

Here I will say that it will be helpful for me because I attended the classes from Rangpur which is far from Dhaka. If the classes are not held online, I could not attend any classes at all. The most important thing is I could get the recorded version of class if I missed any classes. [Student-2]

Another benefit of emergency remote learning is that it permits educators to go to classes from any area of their decision. It likewise allows faculties to contact a broader organization of students rather than being confined by geographical limits. Also, online lessons can be recorded, documented, and shared for future reference. This permits the educators to get to the learning material at their ease, and it saves time. One of the interviewees stated that,

I get many advantages from ERL. I am a married man and I have a baby boy. Besides doing an M.A in English,

I do freelancing to support my family. It would be very stressful for me if I had to attend the regular class offline. But now I can attend the classes and give the exams easily wherever I go. [Student-4]

From the above circumstances, it can be said that once there were times when students went outside to do their classes, but presently, for some unavoidable circumstances, students can get their classes in their residence. ERL makes the study process easier and more comfortable, particularly for job seekers and distance learners.

Quality of Education in ERL

To ensure the quality of education in the ERL approach, there are some fundamental dimensions, such as the proper assessment procedure, ensuring students' comprehensive issues, and appreciating and inspiring the students' works. It is not so easy for both authorities and teachers to maintain education quality at the university level. It is considered a crucial issue for education and ERL in particular. Students are not that much pleased with the education quality based upon their own experiences. They provide various opinions regarding the question of education quality. One informant highlighted the difference between theory-based courses and practical-based courses. She explained that

I think the theoretical class can ensure the quality education, e.g. English and Bangla. But the classes on practicality cannot maintain quality, e.g. CSE, EEE, Pharmacy and applied physics, etc. The practice-based subject is not much focused during the COVID-19 period. [Student-1]

Moreover, another participant focused on the subject matter in terms of quality. He stated that producing the education quality is much better in theoretical subjects, and it is just the opposite for the students of civil engineering and the medical department. Additionally, another participant told about the ELT courses in English. She explained:

My opinion is theory-based classes are fine with ERL. But in English, the ELT courses must be taken through face-to-face interaction. If I give an example, I will say traditional syntax and morphological classes are more suitable than online classes. [Student-3]

Ensuring educational quality seems more challenging in ERL than traditional classroom activities. So students get a general idea that the technical courses are more deformed than the theoretical courses in terms of quality in ERL. For good quality in ERL, as the informants stated, a systematic departmental policy should be developed. Every department should maintain these policies separately for compelling learning experiences among the learners.

Overall Experience of ERL

Learners have various perceptions and views about emergency remote learning. A few students believe that ERL is creative and it lessens the time and distance obstructions of training. At the same time, the other gathering imagines that ERL prompts sensations of confinement and dissatisfactions. One participant focused on continuing the ERL. But at first

proper internet facilities should be provided in the remote area. He explained that,

ERL should be established even in the post-pandemic period if it can ensure its proper access. The internet must be good, particularly in remote areas in our country. Our government must pay attention to reducing the internet cost for the students. [Student-3]

Additionally, another participant stated that ERL should continue as it saves time and reduces transport costs. She also pointed out that ERL is suitable for female students, as most master's classes are held in the evening. But in most cases, ERL is stressful for the students. Students are out of the network connection, lack social interaction, experience massive pressure on physical and mental health, and experience boredom with the heavy use of electronic devices—these factors negatively impact ERL.

DISCUSSION

Attitude towards Incorporating ERL

There is a context behind every big change, and ERL is not exempt from it. The participants of the study considered their condition as a factor of the ERL. A major portion of the students was not ready for ERL, and they had no clear idea or guidance about ERL. The complete closure of educational institutions will cause significant harm in students' learning processes. After declaring the closure of the universities, students shifted from Dhaka to their distant residences, which are mostly in remote areas for most students. Students felt shattered during the lockdown for an uncertain period because they did not face this kind of outbreak before. The crisis caused the dilemma that policymakers faced between closing educational institutions and opening them. Then the authority shifted to the ERL as an alternate. Students considered ERL as a distance learning and online learning approach. The findings match Butucha (2020), who stated that several modes of teaching and learning are related to remote learning, including emergency remote learning, distance, and online teaching and learning. In addition, the findings also match with (Green et al., 2021). Here they revealed that schools, colleges, and universities needed to transfer to online education from traditional learning by accepting remote teaching and learning. However, this study shows that the interruption of study has gone on for a long time, and both the parents and students are concerned about what will happen next in the education sector. This study has shown from what situation and how the students manage and introduce themselves to the ERL. The students of the English department attended their classes from different remote areas to complete their semester. They were unprepared and unknown and struggled to finish their ELT and literature courses in a troublesome way, as this new learning schema had already changed the learning trend.

Strategies to Enhance the Facility of ERL

ERL is a sudden shift from traditional classroom teaching and learning. Authority and policymakers have to run

the education for the betterment of the students. They have launched ERL as a temporary period, and besides this, they have to ensure that ERL must be effective for the learners as they are not used to it. Students need to know about different equipment used for ERL. The findings match with Carter et al. (2020). They pointed out that learning web-based, giving pacing support, and checking relevance to educational materials is significant for educators. The findings also correlate with Ratnawati and Nurhasanah (2021), who found that tools such as Google Classroom and Zoom Cloud Meeting for the ERL and teaching (ERTL) are indispensable. They also stated that Google Classroom is indeed the learning platform that is the most popular and deemed to be an effective platform for students. This study also asserts that Google Meet and classroom work even in poor internet connection. Switching off the video during the class also smoothens the communication between teacher and student. Additionally, Stevens et al. (2021) presented the guidelines for making a cheap 3D-printed reflect mount, which can be effortlessly slipped on top of a computer or laptop over and around the webcam to get to effectively the remote learning framework. The previous study described various tools and technology to enhance the facility of ERL. The current study shows how to use the tools to better the students and make ERL more effective. This study focuses on the students' experience and discusses the result according to the students' perceptions. The current study's findings are that teachers need to ensure proper attendance for the students, as it is online-based learning; learners can do other activities during class time. So teachers can ask questions about the learning topic of every student and arrange a test of short quizzes. The more appropriate and helpful way is to switch on the camera during class time and show their faces while taking attendance and asking questions. The faculties of the English department take classes through Google Meet and Google Classroom. Teachers switch on their cameras while taking classes in Google Meet. The students in the English department from different courses can join Google Classroom using the password from respected teachers (Aktar et al., 2022; Silfani et al., 2025; Hasan et al., 2024; Hasan et al., 2020; Hasan et al., 2018; Hasan & Ibrahim, 2017).

Advantages of ERL

Students get various benefits from ERL, particularly for female students and distance learners. In Bangladesh, students can attend classes anywhere with an internet connection. Another important fact about ERL is that it saves time, and they can also get recorded classes. Students need not worry about the journey by bus and other vehicles, and it reduces the transporting costs. The findings match with Biswas et al. (2020). They investigated that portable learning can be proficient for this pandemic time where students can take in exercises from outside or take part in the study hall from any place. The findings also match Lee et al. (2021), which showed ERL could be useful in COVID-19. Educators can participate in the courses from anywhere if they have easy access to the internet. Furthermore, Hussein et al. (2020) stated the positive perspectives regarding time and cost, security,

comfort, and expanded support. Students can attend their classes from home in a very comfortable environment. The ERL covers multiple benefits, like it is easier to attend, less stressful, and cost-effective. The current study has focused on female students' benefits from ERL who are housewives and have kids. It is much easier for them to attend online classes than traditional face-to-face classes. Moreover, this study shows the ERL is also comfortable for those students' who are engaged in part-time jobs or other activities besides the study to give financial support to their families. For getting learning materials, students can easily get these from the internet. They can download the materials to their learning devices—the students of the master's program in English welcome ERL as a blessing.

Quality of Education in ERL

Maintaining the quality of the ERL approach is a real challenge. The policymaker and authority have no reasonable specification in their instructive approaches about ERL programs, as it is an abrupt shift from customary ones. There is an absence of norms for quality, quality control, advancement of web-based learning assets, and emergency remote learning conveyance. Students also feel pressure in their minds and mentally become unstable, and they cannot concentrate on their studies. The findings match with Horita et al. (2021). They demonstrated that students' emotional wellness issues, including many pressing factors, were contemplating COVID-19 circumstances and their academic training. Furthermore, Hussein et al. and Islam et al. (2020) also clarified COVID-19 and information about the infection, anticipated nervousness, and moderate to poor psychological wellness status; information and conviction about COVID-19 seriousness in anticipated burdensome manifestations. According to the previous study, the quality of education degraded because of students' mental pressure and lack of focus on study. But this current study shows the students' perception about the education quality based upon their own experiences. Most interviewees are from the English department, and it is very comfortable for them to attend class and understand the courses, as it is a theory-based subject. The novelty of this study is that it focuses on the fact that, in terms of maintaining quality, theory-based subjects are more ahead of practice-based subjects. The students of English literature are satisfied with the quality of education through ERL. According to them, they were asked to write the answers to given questions in face-to-face classroom examinations. For this, they had to memorize the answers and then write these on the exam script. But online, they need not memorize anything, and teachers can ask questions, make presentations, and arrange short quizzes to verify their knowledge.

Overall Experience of ERL

Emergency remote learning is an alternative to traditional education. That is why it is necessary to maintain its attribution and make it more effective and prolific for the students using the necessary technological equipment. Educators and instructors across different universities have never indeed

rehearsed ERL adapting either intellectually or actually. The findings match with (Irembere and Lubani, 2020), who discussed how remote learning during COVID-19 created emotional and psychological challenges among students and revealed that the lockdown during the COVID-19 pandemic influenced the everyday schedules of people, inciting a more significant level of pressure than before the pandemic, and expanded restless personalities. Similarly, Rahman et al. (2020) showed that learning interferences, issues in friendly collaboration, and physical and psychological well-being are brought about by the flare-up of COVID-19 and incredibly affected tertiary students' academic experiences. The newness of the current study is that it shows the mixed reaction of students regarding ERL experience. Students who are distance learners get advantages from ERL as it is online-based. In the beginning, students had a lack of knowledge about technological tools, and they were not ready for this sudden shift from the traditional classroom to a very new, nontraditional class. Students are also affected physically and mentally for lacking social interaction. The novelty of the current study is to focus on the fact that female students have more advantages from ERL, as it is time-saving and there are no hassles of the journey. Those who are introverted and have inertia in speaking English can use this online platform to overcome their shyness.

CONCLUSION

Regardless of the wide reception of emergency remote learning in tertiary education during the COVID-19 pandemic, there is a lack of comprehension of impacting factors anticipating students' fulfillment for this phenomenal learning environment in an emergency. The present study investigated the experience of the students from the English department at the tertiary level. As the work of this paper highlighted the experiences of the students, psychological issues are involved here. Consequently, the results of this research are bringing new information to the existing data in this field. In addition, the implications of this research are introducing new findings to the current literature. Thus, this study leads the expectant researchers to perform their studies based on the literature from this study.

Emergency remote learning is mainly based online, and online classes were at the helm of the education sector when COVID-19 was about to ruin the academic arrangement. This study shows the experience of ERL in terms of learning English at the tertiary level. The study is centered on the students of the English department. If we go through the experience of the students, we find both positive and negative perspectives. In the very beginning, students jumped at the chance to do online classes. But gradually, they started to face various kinds of unwanted situations. Some students face the electricity problem, some face the interrupting Wi-Fi connection, and in some cases, both students and teachers cannot join the classes in time. Another noticeable thing is that in ERL, students' evaluation is done with assignments. In most cases, if the teacher gives an assignment, very few students can upload it on time, while others cannot. The main reason is they are not aware of technological issues. The

students who are from remote areas face this awkward situation almost in every class. The distance learners and female students are getting more benefit from it. Both the benefits and drawbacks of technology will be there, and we have to figure out how to make the technology easier to use. The faculties of English can arrange different class activities online, such as English poetry recitation, self-introduction, online group discussion, etc. The adoption of ERL is not imposed on the students but is considered an alternative for the betterment of the students (Hasan & Rahman, 2017; Hasan et al., 2016; Hasan & Labonya, 2016a; Hasan & Labonya, 2016b; Hasan & Alam, 2016; Hasan, 2014; Hossain et al., 2015; Islam et al., 2024; Khan et al., 2024; Rahman et al., 2018; Uddin et al., 2024; Uddin et al., 2020). Therefore, the researchers have suggested coping with ERL and accepting the new learning approach with their experiences for continuing at the tertiary level. Emergency remote learning has made learning English easier.

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