

Students' Experiences on Learning English through OnlineMode

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
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**Faculty of Education
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Kathmandu, Nepal
2024**

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Declaration

I hereby declare that this thesis, is original and no any part of it has been submitted before for the candidature of research degree to any university.

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Durga Shrestha

Dedication

Dedicated

to

My family

Source of inspiration, support and guidance!

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Abstract

This is a study on **Students' Experiences on Learning English through Online Mode**. It aimed to explore the lived experiences of students in learning English through online platforms, emphasizing the evolving dynamics of teaching practices in the digital age. Besides, the study focused to identify the students' perceptions on learning through online mode of delivery in teaching and learning of English in terms of ease, access, difficulties, benefits, interaction and assessment. This study followed a phenomenological research design and qualitative method for data analysis and interpretation. Data was collected via semi-structured interviews with six respondent's students studying in the fourth semester of University Campus in Department of English Education. They were selected by using judgmental sampling method. The data has been interpreted using thematic approach. The findings showed that students experienced learning English through online as exciting. Similarly, the data reveals that the online learning offered them flexibility and accessibility. However, they also faced challenges in terms of internet connectivity, interaction, and effective use of instructional technologies. Despite these obstacles, students appreciated the learning convenient time and the ability to balance education with other responsibilities. The findings suggest a need for enhanced digital infrastructure, better training for teachers, and comprehensive policies to address the gaps in online education.

This thesis has been organized into five chapters. The first chapter contains introduction of research topic along with its objectives, questions, and some delimitations. The second chapter showcases review of literature whereas the third chapter shows different methodologies regarding design, population sample, and sampling. The fourth chapter shows in-depth analysis of collected data and the fifth concludes with summary, finding and conclusions.

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List of Acronyms and Abbreviations

BL	:	Blended Learning
COVID-19	:	Corona Virus Disease, 2019
EFL	:	English as Foreign Language
ELT	:	English Language Teacher
F2F	:	Face to Face
ICT	:	Information and Communication Technology
LMS	:	Learning Management Systems
MOEST	:	Nepal Ministry of Education, Science and Technology
TPD	:	Teacher's Professional Development

Chapter I

Introduction

This is a study on **Students' Experiences of Learning English through Online Learning Mode**. The first chapter of the study consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Teaching and learning practices are always changing. In this era of science and technology, we come to see the introduction and use of technologies in education. One of them is 'online learning'. Online learning has been developed as a transformational strategy in contemporary classrooms, effortlessly combining the finest of conventional teaching methods with the benefits of technology. Online learning offers a dynamic and engaging environment for students by blending face-to-face interactions with online materials and virtual platforms. It allows students to explore, interact, and take control of their education while also giving instructors with a variety of tools to tailor instruction (Gautam&Gautam, 2021). Online learning makes information available at any time and from any location, encouraging flexibility and adaptation. This novel method fosters a love of learning, capitalizes on individual abilities, and equips pupils to flourish in a globalized society.

After the outbreak of COVID-19 pandemic, Nepal's cautious and steady educational growth came to a halt. Online classrooms developed as a critical method of education in Nepal during and after the epidemic. With schools and universities closed to avoid the spread of the virus, educational institutions quickly shifted to virtual courses. However, Nepal had substantial difficulties in establishing online education. Limited access to technology and internet connectivity, particularly in rural regions, produced a digital gap that hampered many students' educational potential. Furthermore, a lack of familiarity with online platforms, as well as the necessity for teacher training, created barriers to efficient virtual education. Despite these obstacles, online classes in Nepal provided a lifeline for education throughout the epidemic, allowing students to learn from the comfort of their own homes. Following COVID-19, online classes are expected to continue as a complementary method of education, supporting traditional classroom teaching and increasing access to learning opportunities; this supplemental online mode eventually became known as online learning.

Efforts to close the digital gap and enhance digital infrastructure were critical in enabling equal access to online education for all Nepalese students (Sapkota, 2020).

Successful online teaching necessitates both technological and pedagogical competence, and a learner-centered strategy that promotes student interaction and cooperation is recommended (Deutsch, 2021). And the learners' engagement and collaboration may suffer just because the teacher is inexperienced or less proficient. As a result, online learning may now be considered a successful teaching paradigm. And, by all accounts, Nepal has made headway in broadening access to education. However, issues such as poor infrastructure and teacher shortages remain (Acharya, 2022). Not only is there a paucity of governmental provisions for an ICT [Information and Communication Technology] equipped class, but there is also a scarcity of teacher training in ICT handling and effective delivery.

The practice of using ICT in a class can help teacher reduce the workload and deliver an effective class. But using ICT in a class has both opportunities and challenges. In this regard, Kandel (2022) says:

The information and communication technologies and tools have created both opportunities as well as challenges for teachers, students, curriculum designers, educational planner, and even to educational institutions. The access and availability of information and communication technologies and tools have connected school with outside world and teaching and learning process has even gone beyond the classroom setting. The use of ICT tools in education has facilitated the reformation process of education in terms of both form and content and even the role of teachers and students (p. 87).

Online learning has arisen as a progressive strategy in education, combining traditional face-to-face instruction with online learning components. By combining in-person encounters, group discussions, and online activities, assignments, or exams, this notion combines the best of both worlds. Online learning provides tailored learning experiences that respond to the requirements and interests of individual students. Students can work at their own pace, review materials, and seek extra assistance as needed, fostering a student-centered approach to education. Online learning has significant advantages in terms of flexibility and accessibility, allowing students to access online materials and complete tasks at their leisure.

This adaptability allows a wide range of schedules and learning styles while also increasing access to education for rural or underprivileged students who may encounter physical or geographical hurdles. It can promote deeper learning, reduce stress, and increase students' satisfaction (Lynch, 2018).

Furthermore, through interactive online tools, multimedia materials, and gamified aspects, online learning increases student engagement. The mix of in-person and online activities fosters active learning, collaborative problem-solving, and critical thinking abilities. Furthermore, online learning online systems produce significant data on student progress, engagement, and performance, allowing educators to analyze individual student growth, identify areas for improvement, and modify teaching tactics accordingly.

Statement of the Problem

This study mainly focuses on students' practices and perception towards online mode. It has raised the issue of learning experiences of the students in a new set up, from traditional brick house to click house. Primarily, it is a turning point to any institution, faculty or students to adopt this model. Therefore, challenges can arise. In certain circumstances, uneven or no access to the internet and devices might be troublesome to both parties.

Regarding the issues of integrating online learning in a class where there is already a physical class going on, Rasheed, Kamsin, & Abdullah, (2020) say that students have major obstacles in self-regulation and using instructional technologies. The primary issues for teachers are related to the employment of technology in the classroom. And the major issues that educational institutions confront are challenges in providing appropriate instructional technologies and adequate training assistance to teachers. (Rasheed, Kamsin, & Abdullah, 2020).

There lies problem not only in school or university environment but also in provision. Before the implementation, some policies need a strict examination on their effectiveness, strength and weakness. So, there is an urgent need of proper review of the existing policy and programs regarding the classroom delivery. It is very important to study on this topic as it can point out to the loopholes of educational mechanism of Nepal. This study can also offer some significant and practical ways of resolving the instructional issues amongst teachers and students. This definitely helps to make teaching learning effective. Shedding light over factors that influence or hinder as barriers, this study can help teacher confront the problems.

So, students from distance or underprivileged setting also can be benefitted by the study's finding. This is how concerned authorities, teachers and policy makers can improve the effectiveness of the ICT integration in the classroom.

Different studies had been made regarding the implementation and usefulness of Online Mode in Nepal. But yet, they are focused upon a particular problem of successful implementation and its effectiveness, leaving other aspects uncovered. This study seeks answers of other problems regarding technology integration, economic and pedagogical aspects, students' engagement and motivation, success rate and result satisfaction, content design and delivery, assessment and evaluation, time and cost, and teachers' workload balance. Since nobody has covered such aspects of online mode, I am interested to study on this particular topic covering them.

Objectives of the Study

The objectives of this study were:

- a. To identify the students' perceptions on learning through online mode of delivery in teaching and learning of English.
- b. To explore the live experiences of the students in learning English through Online mode in terms of ease, access, difficulties, benefits, interaction and assessment
- c. To suggest some pedagogical implications based on the findings.

Research Questions

The followings were the research questions of this study:

- a. How do students perceive online learning mode for their learning of English?
- b. How has online approach been put into the practice in teaching English?
- c. What are the specific strategies, resources, limitations and technologies employed in the practice of online learning?
- d. What do students experience on the need, importance and effectiveness of online mode in learning English?
- e. What could be the challenges/problems faced by the students in online mode of learning?

Significance of the Study

This research is relevant in various ways. For starters, it adds to the existing body of knowledge by offering a complete case study of the implementation of online learning in a Nepalese educational system. This study addresses a gap in the literature and broadens our understanding of effective online learning approaches in Nepal. Second, the study's findings can educate educational officials, administrators, and educators on the tactics, obstacles, and benefits of online learning, allowing them to make educated judgments about its deployment in other institutions. The findings of the study can be used to produce guidelines, training programs, and resource allocation to improve the practice of online learning in Nepal. Third, assessing the impact of online learning on student results, engagement, and happiness on campus may aid in the improvement of instructional techniques, curriculum design, and support systems, eventually improving the overall quality of education and student experiences. Overall, this research has the potential to enhance online learning techniques in Nepal and support good changes in the educational system. Furthermore, this research might help all dedicated instructors improve their professional talents. It can also assist pupils in enriching their overall growth and obtaining a quality education.

Delimitations of the Study

This study had the following limitations:

- a. This study was confined to examine the real experiences of learning English through online mode.
- b. This study was limited only to the students of Faculty of Education of University Campus
- c. This study was limited to six participants only.
- d. Data was collected through semi-structured interview only.
- e. Phenomenology research design had been followed in this study.

Operational Definitions of Key Term

The following are the key words used in this study:

Online Learning (BL): I have used this term to signify to Online Learning. Online learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods (Quigley, 2022).

Information and Communications Technology (ICT/IT): In this study, ICT/IT stands for those tools that can aid an online learning environment. ICT, or information and communications technology, is the infrastructure and components that enable modern computing (Pratt, 2022).

Flexibility: This term indicates to the versatile use of Online Learning either in virtual or in real mode

Experience: The application of online learning module in central department and affiliated campuses of Tribhuvan University seems quite successful. Students with busy routine or a job schedule are directly benefited. Therefore, their response is quite positive towards this mode.

Chapter II

Review of Related Literature and conceptual Framework

This section provides information and previous research works and other related literature over the practice of online learning. The researcher reviews the previous researches related to this topic, other articles and journals as to evidence the claims.

Review of Theoretical Literature

Technology has significantly impacted English language learning, offering innovative tools and resources to enhance the educational experience. In the universe of language instruction, various models of teaching and learning have emerged grabbing advantages from technological advancements. Traditional models often relied on face-to-face or didactic interactions in a physical classroom, emphasizing direct teacher-student engagement. With the advent of technology, distance learning models have gained prominence, allowing students to access language courses remotely. Online platforms, multimedia resources, and interactive exercises have become integral components of language education. As part of this evolution, online learning has emerged as a comprehensive model that combines traditional classroom instruction with online elements.

The concept of online learning is related to the supplement provided to the students. It can be theorized with reference to constructivism. According to Piaget, constructivism improves students by facilitating cognitive progress, accommodation, and integration. It enables students to actively construct their conceptual understanding via hands-on activities and problem-solving. It also provides scaffolding within the zone of proximal development, allowing students to take on progressively difficult activities while being supervised. By emphasizing active involvement and exploration, this technique encourages the development of critical thinking skills and a better understanding of the subject matter (Piaget, 1972).

Students in a mixed learning environment can access online materials, engage in interactive conversations, use virtual simulations, and collaborate on collaborative projects. These experiences allow learners to actively develop their knowledge by integrating new material to prior knowledge, problem-solving, and looking for connections between concepts. Overall, the Theory of Constructivism correlates well with online learning concepts, as both promote student participation, active learning, and knowledge production through genuine and interactive experiences (Means et al., 2010).

Aristotle mentioned in his *On the Soul* that a kid is only a *tabula rasa*, or a blank piece of paper on which anything can be written. So instruction is the major channel for filling in the blanks. However, we should not underestimate the teaching learning process since it is both science and art and may be as difficult as any other sophisticated profession in today's world. It is significantly more difficult for teachers to teach pupils online and ensure that they learn as well as they plan. And it got even more difficult when schools and institutions were shuttered with no assurance of reopening. And there was just one way out: online schooling. The physical modality was reintroduced upon the resumption of schools and campuses. However, other schools envisioned the now-popular 'Online Learning' paradigm (Smith, 1931).

However, not all children can learn in the same way. Some children are endowed by God, while others are mentally retarded. Based on the Maria Montessori's standard teaching approach (2013), which is used by the majority of instructors today to teach normal children, it may not be sufficient for these particular youngsters. Teachers must employ a specific approach of teaching in order for highly gifted children to develop farther and mentally retarded youngsters to make at least a sluggish progress. Montessori is an educational technique that emphasizes self-directed activities, hands-on learning, and collaborative play. Children make creative choices in their learning in Montessori classrooms, while the classroom and the highly educated teacher provide age-appropriate activities to facilitate the process. Maria Montessori, an Italian physician and educator who founded the Montessori Method of education, which stressed self-directed learning and customized teaching, was a pivotal figure in the history of special needs education. Montessori's technique has been modified for use with special needs children, and her methods are still extensively employed in special education schools across the world. However, offering such a Montessori setting in online lessons is a significant problem for teachers, particularly in Nepal. Embedding ICT to assist children with special needs is necessary, but it is also a barrier to overcome (Montessori, 2013).

So, as much as the benefits of online classes exist, the same problems exist during implementation. Making an online lesson profitable is thus a difficult task. First and foremost, the Nepalese government should provide a digitally friendly educational environment, as per the major way out of resolving the Challenges and Difficulties of Online Education is to solve the problem of the country's digital divide (Giri, 2021).

To solve all of these challenges, some campuses and colleges have developed a new learner-centered module known as ‘Online Learning’. Online Learning is a combination of physical and virtual forms of instruction that tackles challenges such as geographic isolation, inadequate infrastructure, employment, and time constraints, and it is an ideal place to study and earn at the same time. This teaching style has been popular in recent years for helping youngsters meet self-actualization demand. Teachers must be mindful of their students’ overall growth. They should keep youngsters from experiencing a motivation crisis during class. As a result, online learning may successfully bridge the knowledge and motivation gaps that can arise in physical mode (Maslow, 1943).

Featuring the whole class in online platforms is a matter of prestige and shame but teachers shouldn’t run away. Rather, they may transform this obstacle into an opportunity: access to a virtual environment where the active teaching learning process can operate even more smoothly. It has the potential to become a shortcut to Teacher Professional Development (TPD). As a result, it is an excellent chance to leave no stone untouched. According to Guskey, continual and job-embedded professional development that is connected with the needs of individual teachers and the goals of the school or district is essential. Guskey argues in one of his seminal writings that successful professional development should focus on supporting teacher transformation and growth rather than merely giving knowledge or skill training. He also highlights the importance of continual review and reflection on professional development programs in order to maintain their efficacy (Guskey, 2002).

Researchers and practitioners describe online learning in a variety of ways. Graham, Woodfield, & Harrison (2013) provide a commonly cited definition of online learning as a formal education program in which a student learns at least in part through online delivery of content and instruction, with some element of student control over time, place, path, and/or pace, and at least in part in a supervised brick-and-mortar location away from home. This concept emphasizes the integration of online and face-to-face features, as well as students’ freedom and control over their learning experience (Graham et al, 2013).

More crucially, a qualified instructor, a well-equipped virtual mode, and a large number of students alone cannot make teaching learning purposeful and enjoyable since both agencies (teachers and students) must be ready, curious, passionate, and patient. Einstein believes that education should focus on instilling in students a feeling of curiosity and a love

of learning. “I have no special talents,” he famously stated, “I am only intensely curious” (p.5). Instead of just memorizing facts and statistics, Einstein believed that children should be taught to ask questions and investigate their surroundings. As a result, teachers must concentrate on how to improve students’ interest, eagerness to learn, enthusiasm for reading, patience in listening, activeness in self-activity, and love for what they do.

Online learning classes have the ability to build a variety of facets of student growth. They promote cognitive development by encouraging active learning and information gain. Online platforms provide social engagement, cooperation, and cultural understanding. Furthermore, online classes provide a flexible and pleasant learning environment that promotes emotional growth as well as the development of practical skills such as digital literacy and time management. However, issues like as increased screen time and decreased in-person contacts must be addressed. Online lessons that are participatory and interesting, with proper assistance, can enable overall student development (Rovai& Jordan, 2004).

Online Learning and Its Opportunities

Online learning offers various opportunities and benefits that are especially important in Nepal’s educational scene. To begin, Nepal is a geographically diversified country with disparities in educational access, particularly in distant and rural areas. Online learning bridges the gap by employing online platforms and resources, allowing students in remote areas to access excellent education materials and engage in interactive learning activities. This method attempts to reduce the digital gap while also promoting educational fairness and inclusion, allowing students from all backgrounds to benefit from the benefits of online learning (Sapkota, 2020).

Nepal has obstacles due to a lack of resources (both human and material) and infrastructure. Because online learning makes use of digital technology, it is a cost-effective way to overcome resource restrictions. Schools and educational institutions may utilize their existing resources and provide a broader choice of instructional materials and possibilities to students by leveraging online learning platforms and technologies. Furthermore, online learning encourages individualized learning experiences, which may be extremely advantageous in a varied educational context such as Nepal. Students’ learning methods, talents, and interests vary. Online learning offers for flexibility and personalization, allowing students to study at their own speed, revisit subjects, and receive customized help (Dziuban,

2018). This individualized approach fosters higher learning outcomes by empowering students to take control of their learning.

Online learning has far-reaching consequences for the future of education. Online learning has the ability to reshape how education is provided as technology advances. It enables the incorporation of new technologies like as virtual reality, augmented reality, and artificial intelligence, which improves immersive and individualized learning experiences. The COVID-19 pandemic showed the significance of online learning as a backup plan when regular classroom learning is disrupted. It proved the versatility and durability of online learning, giving a means to sustain education remuneration (Simanova, 2023). Educators may develop dynamic and inclusive learning environments that respond to the different requirements of learners in the twenty-first century by adopting online learning.

Challenges Associated with Online Learning

Online learning also presents its own set of challenges, such as limited technological infrastructure and internet connectivity, a digital divide with unequal access to resources, the need for teacher training and support, student readiness and adaptation to online learning, assessment and evaluation methods, and effective time management. These challenges necessitate strategic planning, interventions, and investment. According to Dr. Shah, one typical issue with BL is that the class needs to be terminated owing to a bad internet connection. The main issue in the online education system is a lack of technological competence and internet connection in all sections of the country (Shah, 2020).

Another significant difficulty is the need for proper technology infrastructure. Online learning is primarily reliant on technology and a reliable internet connection, which may offer challenges in areas with limited access to technology or insufficient digital infrastructure. Another difficulty is providing teacher education and support. Educators must be trained in order to create, implement, and manage online learning environments efficiently. They must learn digital literacy and how to conduct online discussions, offer timely feedback, and keep students engaged. It is also vital to ensure fairness and access to online learning. While online learning offers the ability to transcend educational gaps, challenges of fair access to technology and dependable internet connectivity must be addressed. There is the possibility of “access and quality of internet services; affordability of laptops/computers; limited

interaction; and frequent disturbances” (Basnet, 2021, p. 1). Socioeconomic differences might generate participation hurdles, perhaps increasing existing inequities.

Online learning benefits from Information and Communication Technology (ICT) tools. Learning Management Systems (LMS), video conferencing (Zoom, Google meet, MS Teams), collaborative apps (Google Workspace or Gsuite, MS 365), and educational software (MiDaseCLASS, Mero School, My Second Teacher, Kullabs, Pathshala) enhance content delivery and interaction. Social media, mobile apps, and adaptive systems also offer flexibility and personalized learning. This strategic integration creates a dynamic and engaging educational experience. And, these days, incorporating ICT into the classroom is the most important characteristic of current classrooms since “e-devices have an impact in all aspects of life; thus, in the modern world of computers, the internet and other e-forms have become integral parts of ELT” (Gide, 2014).

There are different strategies to run classes via anonline learning model, each offering a unique approach to combining traditional face-to-face instruction with online learning components. One effective strategy is the flipped classroom model, where students engage with pre-recorded lectures or readings before in-person sessions, allowing valuable class time for interactive discussions and activities. Another method is the station rotation model, where students rotate between various learning stations, including online activities and small group discussions. Engaging students in online discussions fosters collaboration and deepens understanding, while project-based learning integrates real-world projects with online research and collaboration. Peer teaching encourages active learning, and incorporating online labs and simulations complements hands-on experiences. Online assessments provide continuous evaluation, and personalized learning paths accommodate diverse learning styles. Hybrid courses offer flexibility, and data-driven decision-making, informed by learning analytics, enhances the effectiveness of the online learning experience. By employing these strategies, educators can create dynamic and engaging classes that harness the benefits of both online and in-person instruction.

Constructivism and Learning Online

Constructivism is a theory of learning which holds that through experiences and reflection on those experiences, people build their own knowledge and understanding of the universe. Constructivist learning theory stresses the active participation of learners in the

learning process by allowing them to construct their own meaning based on their interactions and experiences. It is largely connected with educational theorists such as Jean Piaget and Lev Vygotsky. Constructivist concepts are perfectly aligned with the particular context that online learning offers. Constructivist learning can be improved by the flexibility, accessibility, and range of resources offered by online learning platforms.

Interactive learning materials like games, quizzes, and simulations are frequently found on online learning platforms and encourage participation and active learning. With the help of these resources, students can try new things and get quick feedback, which encourages the active creation of knowledge. Social engagement is also facilitated by chat rooms, discussion boards, and collaborative technologies like wikis and shared papers. Constructivist learning depends on this contact because it allows students to exchange ideas, develop knowledge collaboratively, and have meaningful conversations. Personalized learning pathways are another feature of online learning environments that let students study subjects at their own speed and in line with their interests. Building on prior knowledge is a constructivist notion that is supported by this personalization.

Additionally, real-world tasks and projects can be included into online learning to increase the relevance and significance of the curriculum. Students can engage in real-world learning opportunities such as virtual internships, international projects, or community-based activities. In addition, a lot of online resources provide blogs, journals, and e-portfolios as ways for students to reflect on their education and develop a deeper sense of self-awareness.

Although there are numerous chances for constructivist learning with online learning, there are drawbacks as well. For some students, having access to technology and the internet can be a barrier, leading to a digital gap that limits their capacity to fully engage in online learning. Furthermore, some students may find it difficult to maintain the high levels of self-control and drive required by online learning. Lastly, instructors must transition from their traditional responsibilities as teachers to that of facilitators and guides, which may call for extra help and training. In order to guarantee that every student may profit from the constructivist approach to online learning, it is imperative that these issues be resolved.

Review of Related Empirical Literature

In a study conducted by Chandra and Fisher (2009), high school students' impressions of a mixed web-based learning environment were investigated. The findings revealed that

participants viewed the web-based learning environment as convenient and accessible. Moreover, it was observed to enhance autonomy in learning and foster positive peer relationships during web-based training. Students expressed increased satisfaction with a clear, easy-to-follow, and comprehensible learning environment. These insights from Chandra and Fisher's research underscore the favorable aspects of the online web-based learning approach, as perceived by high school students in the study (Chandra & Fisher, 2009).

In the study "Comparative Study of E-Learning, Online Learning, and Presence Learning in Continuous Medical Education," Nahid Zarif Sanaiey investigated the effectiveness of these modalities for general practitioners at Shiraz University of Medical Sciences. The 150 participants were divided into traditional, online, and e-learning groups. The findings revealed significant differences, with the online learning group showing higher success rates ($p=0.004$) and greater participant satisfaction ($p=0.007$) compared to e-learning and presence education groups. This suggests that online learning is an effective approach for achieving deep and enduring learning experiences in continuous medical education (Sanaiey, 2014).

According to the study by Shrestha, Shrestha, & Shakya (2017), students studying computer science at the higher education level are open to using technology into their course delivery. However, the results show that fewer than half of the students are happy with the college's online learning options. This emphasizes the necessity of understanding students' wants and preferences while building online learning programs. The study also advises that quiz application users should be trained and encouraged to utilize them.

Another study by Kintu, Zhu, & Kagambe, (2017) reinforces the value of online learning, emphasizing its unparalleled utility despite certain limitations. The study contends that what may initially appear as a minor convenience transforms into a substantial benefit, impacting numerous students simultaneously. Online learning, characterized by its cost-effectiveness, resource efficiency, timely accessibility, and enhanced suitability for distant learners, proves particularly advantageous. In instances where traditional classroom teaching is impractical, the study asserts the utility of an excellent virtual class. The success of an online learning environment is imperative for the effective implementation of innovative pedagogical techniques utilizing technology in teaching and learning. Their research underscores the significance of studying learner characteristics, background, design elements, and learning outcomes as critical factors influencing the design of both face-to-face and

online learning environments. The majority of student characteristics and online learning design aspects addressed in this study are identified as essential determinants in the efficacy of online learning approaches.

Another study by Fermoze (2017) underscores the dynamic nature of teaching approaches required in the realm of online learning to achieve a seamless integration of face-to-face and online components. Fermoze advocates for the flipped classroom concept, where instructional information is provided online before in-person sessions, fostering active learning, critical thinking, and increased student engagement during face-to-face interactions. Moreover, the incorporation of multimedia resources such as movies, podcasts, and interactive presentations enhances the online component, catering to diverse learning styles and improving material comprehension. Fermoze also highlights the significance of personalized learning paths enabled by adaptive learning systems, allowing students to progress at their own pace and tailoring the educational experience to individual needs. Beyond traditional classroom constraints, the utilization of online discussion forums and collaborative platforms further enhances social learning by facilitating peer engagement and information exchange. Continuous evaluation through online quizzes, assignments, and quick response methods ensures ongoing monitoring of student progress. In essence, Fermoze advocates for a judicious combination of these strategies to maximize the advantages of both traditional and digital pedagogies, fostering an enriched and inclusive learning environment in online settings.

An exploratory study by Namyssova, Tussupbekova, Helmer, Malone, Mir, & Jonbekova, (2019) investigates the effectiveness of a graduate-level online learning course for teachers and educational leaders in Kazakhstan, specifically those pursuing a Masters' of Science in Educational Leadership at Nazarbayev University Graduate School of Education (NUGSE). The study investigates the influence of online learning on the development of educational leadership qualities, offering information on pedagogical approaches as well as faculty and student experiences. One critical difficulty likely addressed is the prevalence of technical hurdles in Kazakhstan, with the report perhaps proposing ideas for resolving challenges connected to inadequate technology availability and infrastructure.

Platonova, Orekhovskaya, Dautova, Martynenko, Kryukova, & Demir, (2022) sheds light on the effectiveness of online learning in the context of Nepalese education. Their research demonstrates that online learning has gained significant traction, proving to be a

successful method for accommodating an increasingly diverse student body and enhancing the learning environment through the incorporation of online teaching materials. This study underscores the adaptability and relevance of online learning, showcasing its potential to overcome obstacles in education by providing flexibility and an alternative to traditional physical presence. As a result, this teaching paradigm enhances flexibility, allows for a class to be held even if the distance is infinite, and provides students with an alternative to physical presence.

Another study by Poudel (2022) further emphasized the significance of online learning, describing it as a skillful fusion of face-to-face and online learning methods. Positioned as one of the innovative pedagogical techniques, online learning seamlessly integrates digital learning with traditional classroom teaching, effectively infusing technology into the education system. In this amalgamation of concepts, Poudel highlights the intricate coupling of technology and pedagogy, creating a social constructivist learning environment for students. This approach not only modernizes the educational experience but also fosters a dynamic and interactive atmosphere that promotes collaborative learning and skill development.

Similarly, the study by Yu, Xu, & Sukjairungwattana (2022) studied into the comparative effectiveness of online learning and traditional methods in their research titled “Meta-analyses of online and traditional learning outcomes and students’ attitudes.” Their meta-analysis, drawing on impact size estimates, concludes that online learning significantly outperforms traditional methods in terms of learning outcomes. Notably, learners in online learning environments exhibit markedly higher favorable attitudes compared to those in traditional settings. This research adds weight to the argument in favor of online learning, suggesting its superiority in not only achieving better educational outcomes but also garnering positive perceptions from students. This supports the administration's decision to deploy online learning at University Campus as a forward-thinking and effective approach.

Similarly, another study by Poudel (2022) has identified the challenges faced by higher education institutions, particularly within the context of Tribhuvan University (TU). The persistent difficulty in ensuring consistent student attendance is attributed to a broad spectrum of student categories and their diverse geographical locations. Following the reinstatement of the semester system in 2070 BS (TUSSOG, 2070), TU's associated campuses were mandated to implement this system at the master's level. However, the ineffectual

application of the semester system on the University Campus, characterized by a diverse student population, prompted the campus management committee to adopt the online learning mechanism. Paudel's study extensively discusses the collapse of the system and focuses on the major challenges encountered during the adoption of the semester system at TU. These challenges encompass weak management and administration, political intervention, insufficient pedagogical training for faculty, reliance on traditional teaching methods, inadequate classroom infrastructure, limited library and laboratory facilities, and communication gaps between departments, campus administration, and the Dean's office. To mitigate these issues, numerous associated campuses innovatively implemented the online learning approach, proving to be a beneficial solution for all students seeking distance education.

Implications of the Review for the Study

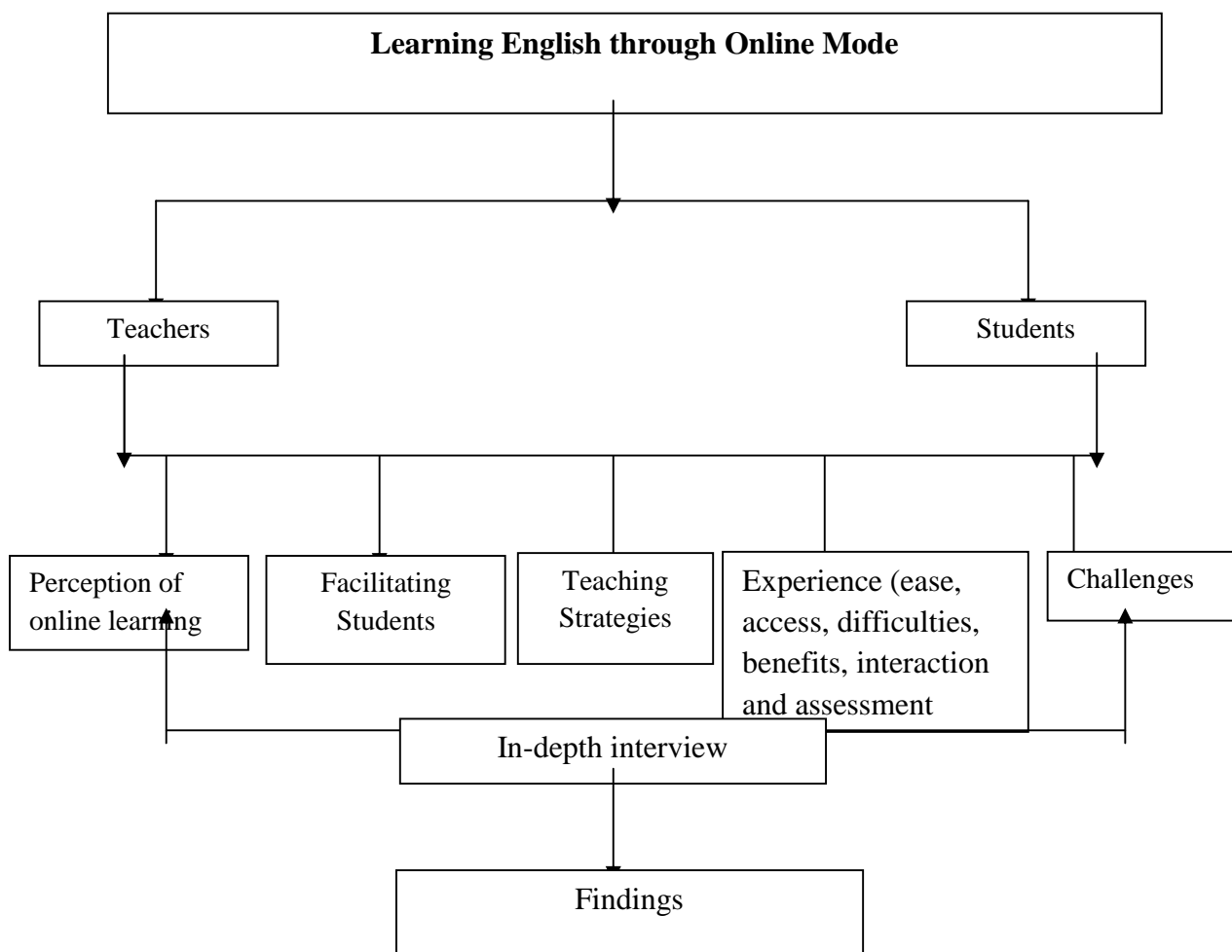
As I went through different journals, scholarly articles, books and other related literature, it helped me see the difference or the point of departure for my study. Platonova, Orekhovskaya, Dautova, Martynenko, Kryukova, & Demir, (2022) study underscores the growing importance of online learning in Nepalese education, aligning with my research on "Students' Experiences on Learning English through Online Mode." Their findings emphasize the success of online learning in accommodating diverse student bodies and enhancing the learning environment. This resonates with my focus on the flexibility and alternative learning options for English language learners. Chandra and Fisher's (2009) research on high school students' positive impressions of online web-based learning are valuable. Their study highlights convenience, accessibility, and a positive learning environment, contributing to my exploration of positive experiences in English language learning through online modes.

Shrestha, Shrestha, & Shakya (2017) study reveals that, despite openness to technology, satisfaction with online learning options among computer science students is limited. This emphasizes the importance of understanding students' preferences, aligning with my research on the experiences of English language learners and the need to address potential challenges. Poudel's (2022) insights into challenges during the adoption of the semester system at TU provide practical considerations for my study. Understanding obstacles faced in implementing online learning helps identify potential issues for English language learners and how institutions address them.

Comparative studies by Yu, Xu, and Sukjairungwattana (2022) and Sanaiey (2014) highlight the positive outcomes of online learning, supporting the significance of my research for English language education. This aligns with global trends favoring online learning. Similarly, Kintu et. al, (2017) exploration of effective online learning environments provides practical insights, guiding the design of successful online learning strategies for English language education. Understanding key determinants contributes to shaping positive experiences for English language learners in online modes.

Conceptual Framework

A conceptual framework is a theoretical structure that outlines the key concepts, variables, relationships, and assumptions underlying a research study or theory. It provides a roadmap for organizing and understanding the fundamental ideas and constructs in a specific area of inquiry (Trochim, 2008). The following conceptual framework has been followed in this study.



Chapter III

Methods and Procedures

This chapter incorporates design and method of the study, population, sample and sampling procedures, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

Design and Method of the Study

This study was carried out in phenomenological approach. The phenomenological research approach entails a systematic investigation of people's lived experiences in order to discover the core of a phenomenon. Researchers begin by putting aside their personal prejudices and assumptions and taking an open-minded approach. In-depth, open-ended interviews are then conducted with a small, carefully selected sample of participants who have relevant experience. The individuals' experiences, feelings, and perspectives are richly described in these interviews. Following that, interview transcripts are coded and classified to detect reoccurring themes and patterns. Textural and structural descriptions are constructed to offer thorough explanations of individual experiences as well as to uncover the underlying meanings and important structures of the phenomena across individuals. The phenomenon's essence is then synthesized, encapsulating its core properties. To assure the rigor and validity of the findings, researchers use tactics such as member checking, peer debriefing, and a commitment to transparency throughout the process. The ultimate objective of phenomenological research is to provide a comprehensive knowledge of the lived experiences and perceptions associated with a particular phenomenon. As said by Smith (2018), the study of consciousness structures as perceived from a first-person perspective is known as phenomenology. Since an experience is an encounter with or knowledge of an object, its intentionality and direction toward something constitute its fundamental structure. By virtue of its meaning or content (which symbolizes the object) and the proper enabling conditions, an experience is directed toward an object.

Population, Sample and Sampling Procedure

The population of this study was the master level students of Central Department of English Education (Faculty of Education) of University Campus. The department was selected via the non-random purposive sampling procedure since there was one and only department

to run master level program through online learning approach in the university. Six students from different semesters were sampled following the judgmental sampling method.

Study Area

The area of this study was the Central Department of English Education (Faculty of Education) of University Campus. The current practice of Online Learning at University Campus was explored. The students of this campus are used for collecting their experience, perceptions on online mode, its effectiveness, advantages and challenges.

Data Collection Tools and Techniques

A semi-structured interview is a qualitative research method that combines aspects of both structured and unstructured interviews. In a semi-structured interview, the interviewer follows a predetermined set of questions or topics while also allowing flexibility to explore additional areas of interest or probe for more detailed responses. This approach provides a balance between the standardized structure of closed-ended questions and the open-ended nature of unstructured interviews, allowing for deeper exploration of participants' perspectives and experiences. Not only the interviewee's response, I as a researcher examined the real situation attending the online classes. And I tried to spill everything I experienced.

Sources of Data

Both primary and secondary data were used in this study. These resources included original research studies, surveys, interviews, observations, experiments, and raw data collected specifically for a particular research project. Primary sources provide the most current and specific data directly related to the research question at hand. On the other hand, secondary sources of data involve information that has been gathered, interpreted, or synthesized by someone else. These sources can include books, journal articles, reports, reviews, and databases that provide analysis, summaries, or interpretations of primary sources or other secondary sources.

Primary Source of Data

The interviewees were my primary sources of data for this study. They had provided firsthand information and insights based on their own experiences, perspectives, and

knowledge. I had directly interacted with them, gathering original data that had not been filtered through another source.

Secondary Source of Data

Information from secondary sources, i.e., not directly compiled by the analyst; include published or unpublished work based on research that relies on primary sources of any material other than primary sources of any material other than primary sources used to prepare a written work (Rabianski, 2003). Various books, articles, journals, notes and online publications are my secondary sources of data for this research. They involve information that has been collected, interpreted, or synthesized by someone other than the original source.

Data Collection Procedures

At first, I created the data collecting instruments, which took the shape of semi-structured interview guidelines, guaranteeing a thorough approach to information gathering. Next, I started the procedure by going to the Department of English Education on the University Campus. There, I worked with the department head to obtain a list of students enrolled in online classes. After acquiring the list, I methodically looked for their contact information, beginning phone conversations to create rapport and scheduling interview sessions at mutually suitable times. Following the planned interviews, I interviewed and documented the participants' replies. Then I began the transcribing process, ensuring correctness and authenticity to the data. These transcriptions are subsequently analyzed, with replies methodically classified, categorized, and thermalized to provide thorough insights into the obtained data.

Data Analysis and Interpretation Procedures

Data analysis is a crucial step in any phenomenological research, as it involves interpreting and presenting the lived experiences of the participants. I analyzed and interpreted the collected data from the interview. Thematic analysis is perhaps best defined as "an umbrella term, designating sometimes quite different approaches aimed at identifying patterns across qualitative datasets" Lester, Cho, & Lochmiller, (2020). The systematically collected data were analyzed, interpreted and presented descriptively and correlatively based on the different themes developed.

Ethical Considerations

I followed all ethical processes applicable to conducting a study during the duration of this research. The information received from the participants was only used for the purposes of this study. To ensure honesty, I have made every effort to prevent plagiarism and protect the responders' confidentiality. The accuracy, honesty, and veracity of the data are critical in this investigation. In addition, I have given a proper credit to the writers whose ideas are quoted in the article and the participants in this study. In the interpretation and analysis of data, I have utilized pseudonyms such as respondent one, respondent two and so on.

Chapter IV

Data Analysis and Interpretation

In this chapter, a detailed examination of the gathered data is presented. The primary objective of this chapter is to go into the minute detail of the collected information, employing various analytical tools and methodologies to bring out meaningful result. A careful exploration of the qualitative data is undertaken, utilizing thematic analysis to correlate every aspect of online mode of teaching.

Online Learning and Students' Experiences

In Nepali universities, the transition to online learning has been met with mixed feelings among students. While some appreciate the flexibility it offers, others struggle with technological barriers and the absence of face-to-face interaction. Challenges like unreliable internet connectivity and limited access to resources have hindered the learning experience for many. Yet, innovative approaches from educators and the growing familiarity with online platforms are gradually easing these obstacles. Overall, students in Nepal are adapting to this new mode of learning, albeit with varying degrees of success and satisfaction. The students with different educational environment, those who are struggling for accommodation and fooding, those who are having a job or business at distant place, those with physical disability to attend, all kinds of aspirants are directly and indirectly benefitted by the online classes.

In order to understand the students' experience with online learning, respondents were asked about their overall experience with learning English online. The analysis of responses from six respondents reveals varied perspectives. Respondent 1 expresses:

Besides the fear of being absent due to electricity cut off and inconsistent network, I feel this method very useful and helpful to those who take their job side by side of their study.

Respondent 2 also highlights:

I find online mode very effective. I have been able to achieve my dream through online mode. Notes are made available, so there is no worry even if there is no electricity.

Respondent 3 acknowledges the accessibility of online learning but notes challenges such as internet issues and limited interaction. Respondent 4 appreciates the flexibility of non-formal learning methods in facilitating their academic journey. Respondent 5 finds online learning enjoyable and effective in maintaining a balance between study and career. Finally, respondent 6 expresses satisfaction with the opportunity to continue their education while working, highlighting the convenience of pursuing a master's degree from home. Overall, the responses underscore the benefits and challenges of online learning, particularly in enabling flexibility for students with busy schedules.

In Nepali universities, students' experiences with online learning reflect Piaget's constructivist theory, where learners actively construct knowledge through interaction and adaptation. Some students appreciate the flexibility of online learning, while others struggle with technological barriers and the absence of face-to-face interaction. This aligns with Piaget's idea of cognitive conflict, where students must reconcile new experiences with existing knowledge. Innovative approaches like virtual tutoring and discussion forums help mitigate these challenges, supporting social interaction and cognitive development. Thus, students' varied experiences underscore the active role of learners in adapting to and making sense of the online learning environment.

Supports offered for Online Mode of Learning

In the realm of online learning, students in Nepal have found a variety of supports to aid their academic journey. These include virtual tutoring sessions, discussion forums, and access to digital libraries. Additionally, many universities have implemented online counseling services to address the emotional and psychological needs of students during these challenging times. Moreover, the flexibility of online platforms allows for personalized learning experiences, with students able to revisit lectures and materials at their own pace. While there are still hurdles to overcome, the availability of such supports underscores the evolving nature of education in the digital age.

In understanding the personal support and benefits derived from online learning, respondents shared insightful perspectives on how this mode has influenced their academic decisions and experiences. R1 argues:

if there was no online method, I would quit my study. Since I have home, family, children and business, online classes have helped me make these things possible. I am personally benefitted a lot.

R2 (respondent 2) also argued:

In the beginning, the management of ICT tools can be expensive. But, as time goes, everything gets finer than physical mode. I would say that if there was no online mode, there would be no bigger number of students in universities.

Similarly, respondent 5 highlights the transformative impact of mobile-assisted learning, noting that without online mode, they would have abandoned their studies years ago. These narratives underscore the indispensable role of online learning in facilitating access to education for individuals juggling various personal and professional commitments.

Moreover, respondents recognize the broader implications of online learning beyond personal benefits. Additionally, respondent 6 describes online learning as a life-changing option, underscoring its potential to catalyze educational journeys. Despite challenges such as limited interaction, respondents acknowledge the profound impact of online learning in making education feasible and accessible. These testimonies underscore the transformative power of online learning, not only in individual lives but also in shaping the landscape of higher education accessibility and inclusivity.

The supports provided in online learning, such as virtual tutoring, discussion forums, and digital libraries, align with Piaget's constructivist theory by acting as scaffolds that aid cognitive development. Respondents noted that these supports helped them balance their studies with other responsibilities, reflecting Piaget's emphasis on the importance of support in facilitating learning. By providing resources and guidance, these supports enable students to overcome challenges and construct their understanding of course materials, enhancing their learning experience in the online environment.

Opportunities Gained through Online Mode of Learning

The shift to online learning in Nepal has opened up a world of opportunities for students. One key advantage is the ability to access a wider range of courses and resources from around the globe, breaking down geographical barriers. Additionally, the flexibility of online platforms allows students to customize their learning schedules to accommodate other responsibilities such as work or family commitments. Moreover, the digital nature of online learning encourages the development of technological skills, essential in today's interconnected world. Furthermore, online learning fosters a sense of independence and self-discipline among students, empowering them to take control of their education. Overall, the opportunities presented by online learning in Nepal are vast, paving the way for a more inclusive and accessible education system.

In exploring the unique opportunities provided by online learning for improving English skills, respondents offered diverse perspectives on the benefits and challenges of this mode. Respondent 1 highlighted:

I feel like I am in real face-to-face class. The classes run continuously and we get a lot of chances to learn English and other technological skills.

Respondent 4 says:

Learning new things, new techniques. Language is also flourishing. At least, we can study staying with family, that's great.

Respondent 2 acknowledges challenges such as connectivity issues and electricity problems but underscores the diverse opportunities presented by online learning for language and technology proficiency.

Respondent 3, while recognizing the similarity to physical classes, notes the persistent issue of limited interaction impacting language skill development. However, respondent 4 expresses enthusiasm for learning new techniques and languages, appreciating the convenience of studying while being with family. Similarly, respondent 5 emphasizes the dual benefits of online learning, fostering both English language proficiency and technological skill acquisition. Lastly, respondent 6 affirms the enriching impact of online learning on English language skills, asserting its multifaceted benefits for students. Despite

challenges like interaction issues, respondents collectively recognize the unique opportunities offered by online learning to enhance English language proficiency alongside other valuable skills.

The opportunities presented by online learning in Nepal align with Piaget's constructivist theory, emphasizing active exploration and discovery. Students can access a wider range of courses and resources, breaking down geographical barriers and fostering autonomy. Respondents highlighted the development of technological skills and the flexibility to balance studies with other commitments. These opportunities encourage students to engage actively with the learning material, reflecting Piaget's view of learning as an active, self-directed process.

Challenges in Learning English through Online Mode

Online learning in Nepal presents several challenges for students. One major obstacle is the digital divide, with disparities in internet access and technological resources affecting the ability of many students to fully participate in online classes. Additionally, the lack of face-to-face interaction can lead to feelings of isolation and decreased engagement, impacting the overall learning experience. Technical issues such as connectivity problems or platform compatibility issues further hinder the smooth execution of online classes. Moreover, some students struggle with self-motivation and time management in the absence of structured classroom environments. Furthermore, the assessment and evaluation processes in online learning may pose challenges in ensuring fairness and integrity. Addressing these challenges requires concerted efforts from educational institutions and policymakers to bridge the digital divide, enhance technological infrastructure, and provide adequate support to students navigating the online learning landscape.

In delving into the challenges encountered while learning English online and potential difficulties faced by teachers, respondents provided valuable insights into the multifaceted nature of online education. R6 opined:

Interaction issue, assignment and grading issues, praising and punishment issues, effectiveness of teachers' presentation, background disturbances, connection issue, all these can make this mode a bit challenging.

Similarly, respondent 1 minimizes student-related challenges, suggesting that today's teachers are adept at navigating online platforms, indicating a seamless transition to online teaching. S/he says:

Students have not much problem. And in comparison to previous status of teachers, today's teachers are more advanced and have no issues in attending the class on online mode.

Conversely, respondent 2 initially faced difficulties in joining classes and acquiring necessary gadgets but found the process smoother over time.

Respondent 3 highlights technical challenges faced by both students and teachers, such as difficulty in sharing or joining links and accessing/download notes. Similarly, respondent 4 notes initial hurdles in joining classes and downloading materials. Respondent 5 echoes concerns about technical issues, indicating a recurring challenge in the online learning environment. Finally, respondent 6 identifies a plethora of challenges encompassing interaction limitations, assignment and grading issues, disturbances, and connectivity problems. These insights underscore the complex array of challenges inherent in online learning, both for students and teachers, ranging from technical difficulties to pedagogical concerns. Addressing these challenges requires a multifaceted approach, including technological support, pedagogical training, and a robust infrastructure to ensure effective online education delivery.

Challenges in online learning, such as the digital divide and lack of face-to-face interaction, create cognitive conflicts that students must navigate, reflecting Piaget's constructivist theory. Respondents noted technical issues and feelings of isolation, which hinder their learning experience. Addressing these challenges requires support and scaffolding from educational institutions, aligning with Piaget's emphasis on providing assistance to facilitate cognitive development and helping students adapt to the online learning environment.

Strategies Used by Instructors in Online Mode

Instructors in Nepal have adopted various teaching strategies to navigate the landscape of online learning. One prevalent approach is the use of multimedia tools and interactive content to enhance engagement and comprehension. This includes incorporating

videos, simulations, and virtual labs to simulate real-world experiences. Additionally, educators often leverage discussion forums and group activities to promote collaboration and critical thinking among students. Personalized learning experiences are also prioritized, with instructors providing individualized feedback and support to address the diverse needs of students. Furthermore, asynchronous and synchronous teaching methods are employed to accommodate different learning styles and schedules. Moreover, instructors emphasize the development of digital literacy skills, guiding students on how to navigate online platforms effectively. Despite the challenges, educators in Nepal continue to innovate and adapt their teaching strategies to ensure an enriching and inclusive online learning experience for all students.

In reflecting on effective teaching strategies employed by online English instructors, respondents offered valuable insights into the diverse approaches utilized in the virtual classroom. Respondent 1 commended:

I find my teachers so much supportive. They keep themselves up-to-date about students' progress and content coverage. They even provide recorded materials and ask us to cover up.

Respondent 4 argues:

Interaction, demonstration, individual presentation and weekly report making are some strategies they apply.

Similarly, respondent 2 highlights the importance of teachers imparting knowledge about online tools and their functionalities, enhancing students' digital literacy skills. Respondent 3 emphasizes the use of varied instructional methods beyond lectures, including discussions, question-answer sessions, and student presentations, fostering a dynamic and engaging learning environment. Respondent 4 underscores the significance of interaction, demonstration, individual presentations, and weekly progress reports as effective teaching strategies. Likewise, respondent 5 identifies online presentations, robust discussions, note sharing, and transparent grading practices as key strategies contributing to effective online instruction. Finally, respondent 6 mentions the implementation of strategies such as the Think-Pair-Share (TPS) method, peer teaching, interactive sessions, and mock tests, showcasing a commitment to active learning and assessment. These insights underscore the

diverse and innovative strategies employed by online English instructors to facilitate meaningful and engaging learning experiences for students.

Instructors in Nepal employ various teaching strategies that reflect Piaget's constructivist theory, focusing on active engagement and interaction. Strategies like using multimedia tools, discussion forums, and personalized feedback support students' cognitive development. Respondents appreciated these methods for enhancing understanding and engagement. By accommodating different learning styles and promoting active participation, these teaching strategies align with Piaget's principles of providing a supportive and interactive learning environment.

Resources Utilized for the Preparation

Educators in Nepal are actively engaging with various academic resources to bolster their preparations for online teaching. They participate in specialized online training modules and webinars to grasp digital pedagogies and effective communication strategies. Utilizing platforms like Moodle and Google Classroom facilitates content delivery and robust student assessment. Open educational resources supplement traditional materials, while tools like Kahoot! and Padlet enhance interactive learning. Engaging in online communities and forums fosters peer collaboration, and scholarly engagement with academic journals refines instructional methodologies. Through these efforts, educators navigate the complexities of online teaching, ensuring engaging learning experiences for students.

In exploring the resources utilized by teachers to conduct online classes, respondents provided insights into the diverse array of materials employed in virtual instruction. R5 said:

They use online resources most. Besides that, some of the faculties prepare slides incorporating with audio video material. I find all of them effective.

Respondent 1 notes the incorporation of various materials such as online resources, word documents, and audio-visual aids, affirming their effectiveness in facilitating learning. She says:

My instructors use various materials. They incorporate with online resources, word documents, and audio-visual aids. They are effective enough.

Similarly, respondent 2 emphasizes the predominant use of audio-visual aids, which they found effective in enhancing understanding.

Respondent 3 highlights the utilization of PowerPoint slides and online resources, expressing a preference for audio-visual aids. Respondent 4 echoes the reliance on online resources, supplemented by faculty-prepared slides containing audio-visual material, underscoring the efficacy of these resources. Lastly, respondent 6 enumerates a comprehensive list of resources, including online summaries, audio-visual aids, YouTube, online quizzes, PowerPoint slides, and word documents, affirming the effectiveness of slides in particular. Overall, the consistent use and perceived effectiveness of resources such as audio-visual aids and slides highlight their importance in facilitating engaging and interactive online instruction.

Educators in Nepal use a variety of resources for online teaching that align with Piaget's constructivist theory, emphasizing active exploration and social interaction. Resources like online training modules, multimedia tools, and open educational resources provide opportunities for active engagement. Respondents noted the effectiveness of audio-visual aids and slides. These resources support cognitive development by offering diverse learning experiences and fostering collaboration, reflecting Piaget's emphasis on interaction and discovery.

Facilities in Online Learning

Online learning offers invaluable facilities for students balancing busy job schedules and those studying from a distance in Nepal. The flexibility of asynchronous learning allows students to access course materials and lectures at their convenience, accommodating irregular work hours. Additionally, distance learners benefit from the elimination of geographical barriers, as they can engage with educational content from anywhere with an internet connection. Virtual classrooms and discussion forums provide avenues for interaction and collaboration, enabling students to participate in learning activities despite physical distance. Furthermore, the availability of recorded lectures and supplementary resources facilitates self-paced learning, empowering students to manage their studies alongside professional commitments. Overall, online learning presents a conducive environment for students with busy job schedules and those pursuing education from remote locations, fostering accessibility and flexibility in higher education in Nepal.

In addressing the facility of online learning, respondents highlighted its ability to accommodate diverse student needs and circumstances. R6 said:

Besides the job holders, people with remote and distance geography, people with physical disability, people who are facing economic crisis and after all people with psychic disorder can attend this class.

Respondent 1 notes that particularly females with childcare responsibilities or regular jobs find online learning advantageous, as it offers flexibility and accessibility and says:

Students particularly females who have child or has to attend job regularly, such students are privileged. Those who are not getting chance to study despite of their desire can grab benefit. Students with economic hurdles can easily study via this mode.

Respondent 2 emphasizes the compatibility of online learning with work-life balance, enabling students to work during the day and attend university in the evening. Respondent 3 underscores that students facing economic and geographical challenges, as well as those with jobs, benefit greatly from online learning.

Respondent 4 specifies that students with busy job schedules, living far from educational institutions, or dealing with chronic illnesses directly benefit from online learning. Respondent 5 observes that many working students have embraced online classes, suggesting they are among the most privileged beneficiaries. Lastly, respondent 6 expands the scope of beneficiaries to include individuals with physical disabilities, economic hardships, and mental health disorders, highlighting the inclusivity of online learning. Overall, online learning facilities cater to a wide range of students, particularly those balancing work, distance, and economic constraints.

Online learning facilities in Nepal provide flexibility and accessibility, supporting diverse student needs, which aligns with Piaget's constructivist theory. Respondents noted the benefits for those balancing work, distance, and economic constraints. Facilities like asynchronous learning, virtual classrooms, and recorded lectures enable students to engage with course materials at their own pace, fostering autonomy and self-regulation. These facilities reflect Piaget's emphasis on providing opportunities for active exploration and interaction, facilitating cognitive development.

Efficiency of Learning

When comparing online learning to traditional methods in Nepal, several factors shape their efficiency. Online learning offers flexibility, enabling students to access materials from anywhere with internet access, benefiting those with busy schedules or in remote areas. It often includes multimedia resources for enhanced engagement. Yet, challenges like internet connectivity and lack of face-to-face interaction can limit effectiveness. Traditional methods allow direct interaction with instructors and access to physical resources, fostering deeper engagement. The efficiency of each mode depends on individual preferences, technology access, and course content nature.

When considering the efficiency and effectiveness of online versus traditional modes of learning, respondents shared diverse perspectives on their respective merits. R6 said:

I don't want to discriminate any. Both of them have own specialty. They are complement to each other but not a complete replacement.

On the other hand, respondent 1 favors online mode, citing its inclusivity and accessibility to all types of students, highlighting the superiority of ICT-based learning over

traditional lectures. Similarly, respondent 2 emphasizes the effectiveness of online mode in preventing class discontinuation, suggesting its advantage over traditional methods.

Conversely, respondent 3 believes traditional mode is preferable for developing mass speaking skills and language proficiency. Respondent 4 prefers online mode, recognizing its role in facilitating academic pursuits comprehensively. Respondent 5 identifies online mode as preferable for individuals juggling job responsibilities, childcare, and distant residency and says:

For those with job, children and distant residence find the online mode better.

Overall, respondents' opinions reflect a nuanced understanding of the strengths and limitations of each mode, highlighting the importance of considering individual needs and circumstances in determining their effectiveness.

Comparing online learning to traditional methods in Nepal reveals insights through Piaget's constructivist theory. Respondents highlighted the flexibility and inclusivity of online learning, while others preferred the direct interaction of traditional methods. Piaget's theory suggests that both modes offer unique opportunities for cognitive development, with online learning fostering autonomy and technological skills, and traditional methods providing direct social interaction. The efficiency of each mode depends on individual preferences and needs, emphasizing the importance of diverse learning experiences.

Summary of the Findings

By the obtained data, it has been pointed clear that online learning helps greatly to enhance and broaden the students' learning way. Online mode based learning has been observed flexible and effective to learn language by their own. Just by sitting home and giving continuity to the job they can achieve useful information's which is because of online aided method. Many platforms available online support to grasp more opportunities and ideas. In this digitalized world person can gain informative ideas by e-library, google site, e-books and internet based information. Person can learn in spite of his/her physical inability, distance time allocation due to job and certain rules of the academy. In this sense, it seems that learners can learn anywhere, anytime according to their time and necessities. The students faced several difficulties while learning online for they had. Students experienced learning English through online as an opportunity to learn by using digital tools.

As it is obvious that there are lots of possibilities and opportunities of online learning, it is not always beneficial to learn by online mode. Geographical barrier, internet problem, access of ICT tools and economic matter affect for meaningful interactive learning. Students also expressed that learning through online is efficient only when there is access of ICT facilities and resources. In case of lack of technical equipment and access of internet it cannot be fruitful. So, learners' experience, about learning by online mode is found mixed experiences based opinion as it facilitates to learn by staying home from distance and also creates barriers due to internet and ICT tools.

According to the learners' experience it seemed that the students faced difficulties while learning online. For example, they had problems to get access of internet facility. Some of them also faced difficulties to learn interactively. Though, online learning can facilitate to learn by staying home and giving continuity to the job, they may not face easiness to understand the proper ideas. However, online mode of learning is suitable for those who have busy time schedule and cannot attend colleges, it is tough way to get the exact and gist ideas of the content. So, from the study it is cleared that learners, experience have been found mostly positive, but some of hindering factors were availability of TCT tools and access of internet.

Chapter V

Conclusion and Recommendations

This section highlights major results and makes suggestions based on the findings of the study. It concludes the investigation by providing insightful summary and drawing conclusions.

Conclusions

After a rigorous analysis, I came to the conclusion that online learning in Nepali universities presents a complex interplay of advantages and challenges that align well with Piaget's constructivist learning theory. The flexibility and accessibility offered by online platforms have been appreciated by students, particularly those juggling jobs, distant residencies, disabilities, and economic constraints. Respondents (R1, R2, R5, R6) highlighted the benefits of asynchronous learning and virtual classrooms, which enable them to manage their studies alongside other responsibilities. This supports the constructivist idea that learners build knowledge through active engagement and personal experiences.

However, significant challenges persist, such as unreliable internet connectivity and limited access to resources, which hinder the learning experience for many students (R3, R6). The lack of face-to-face interaction also presents difficulties, impacting student engagement and motivation. These challenges create cognitive conflicts that students must navigate, aligning with Piaget's theory that learners develop through resolving such conflicts and reconciling new information with existing knowledge.

Innovative approaches by educators, such as the use of multimedia tools, discussion forums, and personalized feedback, have been instrumental in easing these obstacles and supporting students' cognitive development (R4). These methods facilitate active learning and social interaction, key components of constructivist learning. The consistent use of online resources and audio-visual aids (R1, R2, R5, R6) further supports the constructivist emphasis on providing diverse learning experiences and scaffolding to aid understanding.

In conclusion, while online learning in Nepal offers significant opportunities for flexibility and inclusion, it also requires robust support systems to address the technological and interactional challenges faced by students. The experiences of students, as analyzed, reflect the core principles of constructivist theory, emphasizing the importance of active

engagement, personalized learning paths, and the need for adaptive teaching strategies to facilitate effective learning.

Recommendations

This study has the following recommendations:

Policy Related

-) Infrastructure Improvement: Concerned authorities must invest in infrastructure upgrades for better internet connectivity and access to technological resources nationwide.
-) Equity Measures: Policies are needed to ensure equitable access to online learning for marginalized groups, including those with disabilities and economic disadvantages.

Practice Related

-) Innovative Teaching Practices: Educators should adopt multimedia tools and interactive content to enhance student engagement and active learning in online courses.
-) Professional Development: Continuous training for instructors is crucial to improve their digital literacy and proficiency in online teaching methods.
-) As the students had internet problems to take online classes internet access should be enhanced to them.

Further Research Related

-) Longitudinal Studies: Conduct studies to explore the long-term effects of online learning on cognitive development and critical thinking skills among Nepali university students.
-) Comparative Analysis: Compare online and traditional learning modes to understand their effectiveness in promoting academic achievement and student satisfaction in Nepal.

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Appendix 1

Interview Guidelines

Dear respondents,

This interview questionnaire has been prepared to collect information for the research work entitled, “Students’ Experiences on Learning English through Online” under the supervision of Mr. Guru Prasad Poudel, Lecturer, Department of English Education, T.U., Kirtipur, Kathmandu. Your cooperation and responses will have a great value to accomplish this research. I appreciate your perception and assure you that your response will be completely anonymous. Please, feel free to put your response as required by the questions.

Researcher
Durga Shrestha
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Questions

1. Online learning and students' experience:

- How would you describe your overall experience with learning English online?

2. Supports:

- How have you been personally supported or benefitted by this online learning mode? If there was no alternative of online learning, what would be your decision for further study?

3. Opportunities:

- In what ways do you feel online learning has provided unique opportunities for improving your English skills?

4. Challenges:

- What are some of the main challenges you've encountered while learning English online, and how have you addressed them? What can be the challenge for your teacher?

5. Strategies of teacher:

- Can you recall some effective teaching strategies employed by your online English instructors? Which one do you find the best?

6. Resources for preparation and teaching:

- What types of resources do your teachers utilize to run classes online? Are they effective?

7. Facility of online learning:

- How does online mode facilitate students? What types of students are privileged more?

8. Efficiency comparison with traditional mode:

- In your opinion, which one mode is efficient and effective: online learning or traditional?

Transcription of the Interview Data

1. Online learning and students' experience:

- *How would you describe your overall experience with learning English online?*

Respondent 1: besides the fear of being absent due to electricity cut off and inconsistent network, I feel this method very useful and helpful to those who take their job side by side of their study.

Respondent 2: I find online mode very effective. I have been able to achieve my dream through online mode. Notes are made available, so there is no worry even if there is no electricity.

Respondent 3: I feel like something is better than nothing. students with any sort of problems can join. But issues also exist such as internet issues, less interaction, disordered class schedules.

Respondent 4: I am experiencing a great study. Learning through non-formal method has eased my academic career.

Respondent 5: I have been able to balance my study and career together. I find this mode enjoyable and effective.

Respondent 6: It's going good. I am happy that I didn't have to quit my study. Now, I am working somewhere, making money and meanwhile pursuing my master's degree from home.

2. Supports received for online learning:

- *How have you been personally supported or benefitted by this online learning mode? If there was no alternative of online learning, what would be your decision for further study?*

Respondent 1: if there was no online method, I would quit my study. Since I have home, family, children and business, online classes have helped me make these things possible. I am personally benefitted a lot.

Respondent 2: In the beginning, the management of ICT tools can be expensive. But, as time goes, everything gets finer than physical mode. I would say that if there was no online mode, there would be no bigger number of students in universities.

Respondent 3: this mode has made our master's degree possible.

Respondent 4: Less interaction in this mode. But it has made it possible for me to continue my incomplete degree.

Respondent 5: The mobile-assisted class has helped personally and professionally. Had there been no online mode, I would have quit my study many years before.

Respondent 6: It is making my journey possible. I find this option a life changing one. So I appreciate it.

3. Opportunities got through online learning:

- *In what ways do you feel online learning has provided unique opportunities for improving your English skills?*

Respondent 1: I feel like I am in real face-to-face class. The classes run continuously and we get a lot of chances to learn English and other technological skills.

Respondent 2: there are issues like connection loss, electricity problem, but it has provided me different opportunities to learn English language and technology as well.

Respondent 3: it is same like physical classes but interaction issue persists. So, language skill is less possible to be achieved.

Respondent 4: Learning new things, new techniques. Language is also flourishing. At least, we can study staying with family, that's great.

Respondent 5: This mode equally contributes in flowering English language and as an add-on, it allows us for technological skill acquisition.

Respondent 6: yeah it helps in enriching English language skills. There is no doubt on that. It benefits students from every angle.

4. Challenges encountered during online learning:

- *What are some of the main challenges you've encountered while learning English online, and how have you addressed them? What can be the challenge for your teacher?*

Respondent 1: students have not much problem. And in comparison to previous status of teachers, today's teachers are more advanced and have no issues in attending the class on online mode.

Respondent 2: In the beginning, issues raised such as not being able to join the class, not being able to purchase gadgets. But, it got easier later.

Respondent 3: both students and teachers have technical challenges such as being unable to share or join the links, being unable to share/download notes.

Respondent 4: issues like joining the class, downloading materials can rise in the beginning.

Respondent 5: Some technical issues can arise.

Respondent 6: interaction issue, assignment and grading issues, prizing and punishment issues, effectiveness of teachers' presentation, background disturbances, connection issue, all these can make this mode a bit challenging.

5. Strategies of teachers used for online support:

- *Can you recall some effective teaching strategies employed by your online English instructors? Which one do you find the best?*

Respondent 1: I find my teachers so much supportive. They keep themselves up-to-date about students' progress and content coverage. They even provide recorded materials and ask us to cover up.

Respondent 2: teachers taught us about all the utilities and working mechanism of online tools.

Respondent 3: teachers not only use lecture, but they collaborate with other methods like discussion, question answer, students pairing and presentation and many more.

Respondent 4: interaction, demonstration, individual presentation and weekly report making are some strategies they apply.

Respondent 5: online presentation, healthy discussion, note sharing and timely and transparent grading are some strategies.

Respondent 6: TPS mode, each one teach one method, interaction, mock tests are some effective strategies that my faculties employ.

6. Resources for preparation and teaching:

- *What types of resources do your teachers utilize to run classes online? Are they effective?*

Respondent 1: my instructors use various materials. They incorporate with online resources, word documents, and audio-visual aids. They are effective enough.

Respondent 2: they utilize audio-visual aids mostly. I find them effective.

Respondent 3: my teachers utilize PowerPoint slides and online resources. I prefer audio-visual aids the most.

Respondent 4: they use online resources most. Besides that, some of the faculties prepare slides incorporating with audio video material. I find all of them effective.

Respondent 5: Maximum teachers utilize slides.

Respondent 6: Online summaries, audio-visual aids, youtube, online quizzes, PowerPoint slides and word documents are used. I find slides effective.

7. Facility of online learning:

- *How does online mode facilitate students? What types of students are privileged more?*

Respondent 1: students particularly females who have child or has to attend job regularly, such students are privileged. Those who are not getting chance to study despite of their desire can grab benefit. Students with economic hurdles can easily study via this mode.

Respondent 2: we can even work for full day and appear on online university in the evening. It doesn't hamper work-life balance. This mode addresses all type of issues of students to make it possible for them to gain education.

Respondent 3: aspirants with economic and distance hurdles are privileged the most. The jobholders are also getting ample benefit.

Respondent 4: Those students with busy job schedule, distanced residence, subject of chronic illness, are directly benefitted.

Respondent 5: most of the jobholder students have joined online class. So I think they are the most privileged ones.

Respondent 6: Besides the job holders, people with remote and distance geography, people with physical disability, people who are facing economic crisis and after all people with psychic disorder can attend this class.

8. Efficiency comparison with traditional mode:

- *In your opinion, which one mode is efficient and effective: online learning or traditional?*

Respondent 1: I feel online mode better because it allows all types of students join the class. The ICT mode is far better than traditional lectures.

Respondent 2: I find online mode more effective because it addresses the issue of class quitting in the middle.

Respondent 3: For study, mass speaking skill, and language ability, physical one is better.

Respondent 4: I find online mode better because it makes everything possible for an academic life holder.

Respondent 5: For those with job, children and distant residence find the online mode better.

Respondent 6: I don't want to discriminate any. Both of them have own specialty. They are complement to each other but not a complete replacement.