

**Challenges of English Language Teaching and Learning through Digital  
Connectivity during COVID-19 Crisis**

**A Thesis submitted to the Department of English Education  
In Partial Fulfillment for Masters of Education in English**

**Submitted By  
Chanda Karki**

**Faculty of Education,  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2021**

**Challenges of English Language Teaching and Learning through Digital  
Connectivity during COVID-19 Crisis**

**A Thesis submitted to the Department of English Education  
In Partial Fulfillment for Masters of Education in English**

**Submitted By  
ChandaKarki**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2021**

**T.U. Regd. No. 9-2- 0599-0019-2013  
Fourth Semester Examination  
Exam Symbol No: 7328037/074**

**Date of Approval of the  
Thesis Proposal: 04/10/2021  
Date of Submission: 14/11/2021**

## **Declaration**

I hereby declare that this thesis is original and has been prepared exclusively for the academic purpose. I am responsible for any issues concerning ethical considerations and plagiarism.

Date: 13/11/2021

.....

**ChandaKarki**

## **Recommendation for Acceptance**

This is to certify that **Mrs. ChandaKarki** has prepared this thesis entitled **Challenges of English Language Teaching and Learning through Digital Connectivity during COVID-19 Crisis** under my guidance and supervision. I recommend this thesis for acceptance.

Date:14/11/2021

.....  
**Dr. Tara DattaBhatta (Supervisor)**  
Professor and Head  
CentralDepartment of Education  
Tribhuvan University, Kirtipur

## **Recommendation for Evaluation**

This thesis has been recommended for evaluation from the following  
**Research Guidance Committee.**

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Tara DattaBhatta (Supervisor)**

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

**Dr. BalMukundaBhandari**

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 04/10/2021

## Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Rishi Ram Rijal**

.....

Professor

Expert

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Tara DattaBhatta (Supervisor)**

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 28/12/2021

## **Dedication**

*Affectionately Dedicated*

*to my*

*Dad and Mom who encouraged me for my academic excellence all the time to bring  
me to this position.*

## Acknowledgements

I would like to express my sincere gratitude to my thesis supervisor **Dr. Tara Datta Bhatta**, Professor, Tribhuvan University, Kirtipur for his invaluable guidance, constructive suggestions and constant encouragement. I am very much grateful to my esteemed Guru **Dr. Gopal Prasad Pandey**, Reader and Head of Department of English Education, Tribhuvan University, Kirtipur for his valuable suggestions and guidance for this research. I do feel that I owe a great debt of gratitude to the external supervisor, **Prof. Dr. Rishi Ram Rijal**, Department Head of English Education, Mahendra Ratna Campus, Tahachal, Kathmandu for the thorough guidance and supervision.

Similarly, I would like to express my gratitude to **Prof. Dr. Anjana Bhattra**, **Prof. Dr. Laxmi Bahadur Maharjan** and **Prof. Dr. Bal Mukunda Bhandari** of Department of English Education for their kind support during my study. I am equally grateful to **Dr. Ram Ekwel Singh**, **Dr. Purna Kandel**, **Mr. Jagadish Poudel**, **Mr. Laxmi Ojha**. I am equally grateful to **Mr. Bhim Prasad Osti**, **Mrs. Madhu Neupane**, **Mr. Ashok Sapkota**, **Mr. Guru Prasad Poudel**, **Mr. Khem Raj Joshi** and **Mr. Resham Acharya** of the Department of English Education, T.U., Kirtipur for their comprehensive suggestions, inspirations, feedback, guidance and support during my study.

I would like to extend my sincere gratitude to all the participants for their direct and indirect aspiring involvement in the research work as the respondents. Likewise, I would like to express my sincere gratitude to the entire faculties of the **Central Department of English Education, University Campus, T.U., Kirtipur** for providing practical guidance invaluable insights, regular support and encouragement to conduct research. Similarly, I am very much thankful to **Mrs. Madhavi Khanal** Administrative staff of the Central Department of English Education and **Mr. Bishwo Maharjan** and **Mr. Thamsingh Pun Magar**, CRC Librarian for their continuous and kind help for providing books and thesis at the moment I needed.

I would also like to extend my sincere gratitude to my husband **Mr. Babu Kaji Basnet** for his encouragement, unconditional love and support to complete this study. Lastly, I duly acknowledge all the authors, editors, researchers and scholars whose works have been cited and consulted for the production of this thesis.

**Chanda Karki**



## Abstract

The present study entitled **Challenges of English Language Teaching and Learning through Digital Connectivity during COVID-19 Crisis** aims to reveal the English language teaching and learning challenges faced by teachers and students due to the unforeseen transition from face-to-face mode of teaching classroom to the virtual classroom during the corona virus crisis. It also focuses on the investigation of strategies employed by the teacher for students' motivation. This research adopted qualitative research approach and carried out under survey research design. The sample consisted of six English teachers and six students. The sampling procedure was non-random sampling. The researcher applied a set of questionnaire with open-ended questions as the tool for data collection, and the data analysis procedure involves thorough reading for comprehensive descriptions and conceptualization to prepare ground for analysis. The researcher also recognized and appreciated the richness of qualitative input by the participants. The finding of this study is that the teachers are yet not sufficiently trained and prepared to conduct online classes. It becomes a major learning challenge for the continuation of studies in campus and universities. Similarly, the strategies applied by teachers for students' motivation are becoming ICT friendly and converting offline materials into online materials as per the need.

This thesis consists of five chapters. The first chapter includes 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. The second chapter deals with the review of conceptual literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, chapter three consists of research design, population and sample, sampling procedure, data collection tools and techniques, data analysis procedures and ethical considerations. Similarly, chapter four comprises results and discussions of the data. Finally, chapter five includes findings, conclusions and recommendations of the study. References and appendixes are at the end of this thesis.

## Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<b>Chapter I: Introduction</b>	<b>1-8</b>
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	5
Research Question	5
Significance of the Study	6
Delimitations of the Study	7
Operational Definitions of Key Terms	7
<b>Chapter II: Review of Related Literature and Conceptual Framework</b>	<b>9-18</b>
Review of Related Theoretical Literature	9
Defining digital connectivity in English language teaching	9
Integration of ICT in English teaching	10
Challenges of English language classroom	11
Strategies employed by teachers and students' motivation	12
Virtual English language learning in Nepal	13
Adaptation is the most crucial for both teachers and students	14
Review of Empirical Literature	15
Implications of the Review for the Study	17
Conceptual Framework	18
<b>Chapter III: Method and Procedures</b>	<b>19-21</b>
Research Design	19
Population and Sample	19
Research Tools	20
Sources of Data	20

Data Collection Procedures	20
Data Analysis Procedures	21
Ethical Consideration	21
<b>Chapter IV: Results and Discussions</b>	<b>22-38</b>
Background of the Participants	22
Students' Views on ELT and Learning Challenges	23
Teachers' Views on ELT and Learning Challenges	26
Students' Views on Online Instruction and Online Class Management	28
Strategies Employed by Teachers in Virtual ELT Classroom	30
Motivation for Students to Attend Virtual English Language Classroom	34
Motivation for Teachers to Conduct Virtual English Language Classroom	36
<b>Chapter V: Findings, Conclusion and Recommendations</b>	<b>39-42</b>
Findings	39
Conclusion	40
Recommendations	41
Policy level	41
Practice level	41
Further research level	41
<b>References</b>	
<b>Appendices</b>	

## **List of Abbreviations**

<b>COVID</b>	:	Coronavirus Disease of 2019
<b>CSCL</b>	:	Computer Supported Collaborative Learning
<b>ELT &amp; L</b>	:	English Language Teaching and Learning
<b>ELT</b>	:	English Language Teaching
<b>GOOGLE</b>	:	Global Organization of Oriented Group Language of Earth
<b>ICT</b>	:	Information Communication Technology
<b>ISPs</b>	:	Internet Service Providers
<b>M.Ed.</b>	:	Master of Education
<b>MCQs</b>	:	Multiple Choice Questions
<b>MOE</b>	:	Ministry of Education
<b>NPC</b>	:	National Planning Commission
<b>SSDP</b>	:	Campus Sector Development Plan
<b>SSRP</b>	:	Campus Sector Reform Plan
<b>UNESCO</b>	:	United Nations Educational, Scientific and Cultural Organization

## Chapter I

### Introduction

#### Background of the Study

Due to the COVID-19 pandemic, everything in the world has been affected. Projects were postponed, offices were closed, gyms and yoga classes were suspended, and academic institutions were closed. However, students continue to receive education through digital connections, such as online video calls with teachers, especially in urban areas. This method is currently the best option, because keeping the campus or university open brings safety risks for students. Worldwide, many countries have adopted this alternative teaching method. When Nepal's first case was confirmed on January 23, 2020, a 32-year-old student returned to Kathmandu from Wuhan on January 9 and tested positive and the country panicked (Bastola et al., 2020). However, many campus, campuses and universities are not ready to implement online courses. The online courses implemented in Nepal are different from the online courses in other developed countries such as the United States, the United Kingdom, and Canada. This is due to the lack of good planning, technical knowledge, and proper guidance to start digital education media.

The English language is widely regarded as the lingua franca and the most widely spoken language in the world (Yen & Mohamad, 2020). Due to the needs and value of the English language in current global period, English as a second language (ESL) learners travel across the world to learn the language. As a result, much work has been put into finding suitable approaches for learning English. Learning English as a second language is a challenging task. It requires a collaborative, massive and extraordinary effort from both learners and teachers (Khasbani, 2018). As a result of societal globalization, the teaching of English in Higher Education has increasingly shifted from grammar translation to communicative approach (Zakaria & Shah, 2019). This approach allows learners to actively engage in class and helps them improve their English especially in speaking and listening skills. Speaking is one of the most important skills to learn because it is used as a form of communication all over the world. Though listening, speaking, reading, and writing abilities are all important, speaking competence generally takes precedence over the others since speaking or, in

other words, communication occurs frequently in one's everyday life, both in formal and informal settings. Furthermore, communication is one of the components in the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) of the 21st century skills, emphasizing the relevance of the talent. As a result, the ultimate objective for many nations' governments to assure the empowerment of speaking skills among students is expressed in the education policy in order to generate competent English language speakers.

Despite the fact that Nepal, like other developing countries, is experiencing technological transformation, very little progress has been made in the implementation of ICT related policies in general, and ICT education in particular. For instance, there was a plan to bring the country into a single, free Wi-Fi system (Purdie, 2014; The Economic Times, 2014), and the National Information and Communication Technology Policy 2015 aimed "to achieve the entire population of Nepal to have access to the internet by 2020" (cited in Shrestha, 2017, p. 21). Similarly, the Campus Sector Reform Plan (SSRP) 2009-2015 aimed to expand ICT infrastructures in campus to support ICT associated teaching/learning strategies (Ministry of Education, 2009); the Three-Year Plan 2011-2013 focused on the use of ICT in campus education (NPC, 2011); the ICT in Education Master Plan 2013-2017 (i.e., a policy related to ICT in campus education) aimed to expand equitable access to quality education, reduce the digital divide between haves and have-nots and improve the service delivery system in education (Ministry of Education, 2013); and the recent Campus Sector Development Plan 2016-23 considers ICT as a significant tool to maximize access to teaching-learning materials, improve classroom delivery, and enhance the efficiency and effectiveness of educational management and governance. However, the policies do not seem to have been implemented properly. Consequently, the vast majority of campus have neither ICT infrastructures (and human resources), nor an access to internet now.

The unplanned shift to digital platforms such as Zoom and Google Meeting has really disrupted the curriculum, especially for teachers who are not very good at surfing the internet and the twist of managing classrooms mediated by screens and microphones. The reality is that certain topics and content are difficult to transmit through virtual methods. For example, introductory courses in biochemistry or

economics are easier to teach virtual than music or dance courses. The production of films or dramas requires a close-range kinesthetic teaching style. Even in creative writing seminars, it is difficult to respond to the memories of their deaths without looking directly into the eyes of colleagues. The screen creates an emotional disconnect, makes dialogue between multiple people difficult, and it is almost impossible to provide thoughtful comments without observing someone expressing emotions in a vacuum.

The COVID -19 pandemic is likely to continue presenting learning challenges beyond those that come up in the course of routine virtual education. Even if this viral spread subsides, or a vaccination becomes readily available, the shift from online classes back to in-person learning may create disruptions of its own- adjusting back to higher standards of accountability, wearing off phone-checking habits, and transferring comments back to hard copies instead of digital notes. Hopefully, these phases of trouble shooting can provide universities, teachers and students the opportunity to practice adaptability, patience and resilience. In addition, these experiences serve as a preparation for future learning challenges that come with the next epidemic, pandemic and any other type of disaster. Arguably, humans have been learning in real time since they began to communicate with one another. Real-time instruction on the internet, by comparison, is relatively new. Though many technologies are designed to remove the need for human involvement, synchronous tools turn the spotlight squarely on people and invite the participation of those willing, ready, and able to share, collaborate, and learn. Perhaps more than any other form of computer-mediated communication, real-time learning strips away barriers to reveal the natural give-and-take and subtiles of human dialogue that are the hallmark of in-person exchanges.

Due to the global COVID-19 pandemic, as all educational institutions have been affected, students have to learn at home. Physical distancing has so far been the most important security measure and interaction between students is only possible in digital space. Many academic leaders and stakeholders are busy making plans to take online courses at unusual times. Phuyal (2020) states that the unknown time period of lockdown is challenging the operation of educational institutions in Nepal. Since no medicine has been found social distancing is the one and only option for us to stay

safe. It is very difficult to declare that how long this pandemic exists. Phuyal (2020) further argues that most people in Nepal cannot spend on data to broaden their mind; they must give first priority to their food to sustain their lives in such a crisis. Because of this pandemic, many people are dying of hunger and some have even committed suicide because of the food shortage. In such context, internet can not be expected to be affordable to each student in Nepal. Therefore, the ground realities must be taken into considerations before decisions are made. Similarly, Beauchamp (2012) mentions that ICTs offer high level of strong capacity, which can make bright future connecting to innovative and creative ELT pedagogies. ICT increases the quality of learning by making access to very high volume of information and knowledge available in the world. Use of ICT gives the learners not only interaction with teachers, but also provides them real life contact with and exposure to the cultures and people of diverse geographies and backgrounds.

### **Statement of the Problem**

COVID-19 has struck us without any warning and has left the heads of all academic institutions scrambling to meet its demands. It also creates a need to manage unforeseen and impending catastrophic events that are promoted as the “new normal”. Campus /university faculty deserve endorsement or approval for a swift pandemic response amid lockdown restrictions. Their curiosity has led to a bad feeling about online courses for students of all skill levels, from academic subjects to educational fields like fine and performing arts to mental and physical health. However, there are serious learning challenges in digital English teaching that remain largely unresolved due to a flood of feelings of self-regulation and a sense of well-being. This paradigm shift in Nepalese education is due to insufficient homework and creates many challenges in the field of English teaching. With that in mind, the study focused on the challenges of ELT during the COVID-19 crisis and the effectiveness of digital connectivity in teaching English.

The digital teaching method can help teachers to perform items. Digital Pedagogy, the term comes from the juxtaposition of technical skills, practice of the pedagogy, and an understanding of course design methods suitable for students. The digital teaching method effectively supports, strengthens and transforms the teaching and learning process, thus providing students with rich, diverse and flexible learning



opportunities. It also lays the foundation for students to participate in constructive learning, through which students dynamically construct and apply learning in a decisive, purposeful and meaningful way. Digital teaching methods increase the opportunity for real and contextual assessments to support learning in a digital environment. "Digital pedagogy is not just a teaching method; it is also a rapidly expanding field presides over multiple debates and campus of thought" (Croxtall, 2013). Digital pedagogy allows teachers to understand the way students of the digital generation work and learn in an interconnected digital environment. Teachers can combine technology with their teaching, which can become a potential tool for to produce changes in the educational process through digital teaching methods. digital teaching method or technical teaching method includes three knowledge areas, namely content, teaching method and technology.

### **Objectives of the Study**

This study had the following objectives:

1. To explore the challenges of English language teaching and learning emerged due to unplanned shift toward virtual English language classes.
2. To investigate strategies employed by the teachers and students to tackle with teaching learning challenges and continuing English language classes in an effective manner.
3. To explain the role of motivation for English language students to attend virtual English language classes.
4. To suggest some pedagogical implications for effective virtual teaching.

### **Research Question**

The notion of digital connectivity as the most suitable option to rescue education being freeze from the massive disperses of corona virus. A transformation of physical ELT classes into virtual classes brought various challenges in the field of ELT.

Concentrating on this, this study answered the following questions:

1. What are the challenges emerged due to unplanned shift to online learning classes in the field of English language teaching?

2. What sort of motivation students get to participate in online classroom of English language teaching?
3. What strategies do the teachers employ to address the need of the students and what are the possible teaching strategies to cope with the challenges faced by educational institutions during COVID- 19 pandemic period?

### **Significance of the Study**

For teachers, the move to online learning means revisiting and revising their study plans to fit a very different format. This was a burden on them as they are expected to change the lesson plan to meet the requirements of the technology-based curriculum. At the same time, students often struggle to stay motivated without a busy and tight schedule. Time management is also one of the greatest learning challenges of distance education, providing students with opportunities to practice important life skills.

Online Learning is a huge driving force because it can be used to customize learning to suit students' levels, interests, academic and social needs. Rich text, images, video, audio, games and learning bring fun, excitement, collaboration and challenge. Students, who are digital beginners, view online classes as “edutainment over education” and constantly set new learning goals. In addition, students learn at their own pace and can revisit the class multiple times before proceeding to the next level.

Traditional classes are teacher-led and all decisions are made by the instructor as to what, when, how, and how much. In online courses, teachers can increase students' motivation, interest, and engagement by allowing them to choose "how to learn." The selection of activities can range from audio / video podcasts, presentations, surveys, investigation projects, contests, reports with illustrations and graphics, news reports, production of radio and television programs, etc. Depending on the skills and sub-skills/enhancements to be taught, students may be required to select and collaborate on assignments.

## **Delimitations of the Study**

1. The study was only focused on online English language teaching and learning classrooms.
2. The study was confined to the affiliated campuses of Kathmandu valley.
3. The study only focused on survey design.
4. This study was limited to English language teachers and students of semester system.
5. The sample of this study was limited to non-random sampling.

## **Operational Definitions of Key Terms**

In this study, the following terms are used as the key terms with the given specific meanings:

***COVID -19.***The corona virus disease (COVID-19) is an infectious disease caused by a new strain of coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019. The educational institutions are also badly affected by the presence of this virus in a nation.

***Language learning.***It refers to the process of learning English language through online medium considering learners' interests, motivation and ability in order to make learning lively and effective during crisis period.

***Language teaching.***It refers to the process of teaching English language through online medium considering various skills such as integrating language classroom activities with digital platforms in order to ensure continuation of learning during COVID-19 crisis.

***Unplanned shift.***This refers to the transformation from physical language classroom to online English language classroom due to sudden emergence of infectious virus called corona virus.

***Learning challenges.***The difficulties experienced by academics, teachers and students on education system due to unplanned transformation from physical classroom to online learning during corona virus period are learning challenges.

**Digital connectivity.** The ability to link to and communicate with other computer systems, electronic devices, software or the internet is considered as digital connectivity. Here, it indicates the way of English language teaching connecting other digital devices or computer systems with the help of internet.

**Role of motivation.** The role of motivation is crucial while teaching and learning English language for both teachers and students participating in online platforms. Hence, motivation here refers to those factors that drive towards successful virtual learning and teaching process

**Strategies.** Those plans that prepare teachers and students to participate successfully in online classroom activities to attain the goal of English language teaching and learning fruitfully.

## Chapter II

### Review of Related Literature and Conceptual Framework

This chapter is about theoretical and empirical bases of the research. It includes subsections of review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### Review of Related Theoretical Literature

The theoretical literature review provides the researcher with an adequate knowledge base to find the area of the problem and the need to study it. Theoretical knowledge is essential for researchers to have a sufficient understanding of the chosen study. Likewise, the literature review plays an important role in establishing research objectives, the appropriate methodology to conduct the research and carrying out the research with the research results. This review of the literature can be used as a secondary source and does not report new or original experimental work. For this study, the researcher went through many journals, articles, books by different authors.

**Defining digital connectivity in English language teaching.** The term digital connectivity means here the new platform of English language teaching for language students, which are possible via internet by applying various digital technologies to continue their learning activity. Due to COVID- 19, there is high demand of digital connectivity to ensure continuation of studies for the betterment of students and even educational institutions. Hence, the teachers are teaching English language using different digital technologies and engaging their students. But access is often considered to be one of the greatest barriers to the use of digital technologies in language teaching and learning, a term often associated with this unequal access to technology is 'digital divide'.

The digital divide refers to the gap between those able to benefit from the digital age and those who are not. Thus, the aim of "closing the digital divide" now refers to efforts to provide meaningful access to internet infrastructures, applications and services. Due to COVID- 19, there is high demand of digital connectivity to ensure continuation of studies for the betterment of students and even educational

institutions. Hence, the teachers are teaching English language using different digital technologies and engaging their students. But access is often considered to be one of the greatest barriers to the use of digital technologies in language teaching and learning, a term often associated with this unequal access to technology is ‘digital divide’.

The digital divide refers to a geographical division between the ‘haves’ and ‘have-nots’, that is, between those that have access to digital technologies (usually assumed to live in city areas) and those that do not have access to digital technologies (usually assumed to live in town areas). In fact, the real context is even more subtly. Although access to digital technologies and devices is linked to financial problems such as low income, this is not the only factor. Increased access to mobile devices in low resource contexts has enabled previously underserved populations to access cheap or freely available digital English language learning materials. For example, the English in Action project in Bangladesh, supported by a range of national and international stakeholders, aimed to provide English language materials delivered via print, radio, television and mobile phones to 25 million people by 2017. The Learn English SMS project, funded by the British Council working with local mobile network operators, delivered vocabulary, grammar and study tips to English language students via affordable SMS messages in Sudan and Libya ( Pegrum, 2014, for a description of these and other mobile-device based projects). Clearly, language learning via mobile apps is today a viable option for many students globally.

**Integration of ICT in English teaching.** According to Gautam (2020), the changing image of pedagogy during the COVID-19 pandemic has boosted motivation to explore alternative modes of teaching and learning. Teachers invest time and resources to learn new teaching methods and participate in a variety of online learning opportunities to become professional teachers. According to research, during the pandemic, teachers have been very active in finding ways to help students in the best possible way. Most of them have heard of the integration of educational technology, but the pandemic situation has given them a real opportunity to experience the ICT integration of English teaching and learning. At the same time, they had to learn how to deliver English content online so that they could support students in acquiring

language and communication skills in English. Studies show that teachers can learn with their own willingness to learn if there are opportunities around them.

Likewise, the phenomenological research raises important questions regarding the integration of ICT in teaching and the use of online as an alternative means or strategies for teaching and learning. It is important to note that the hasty and brutal adoption of ICT and the use of online delivery is questionable, as several issues need to be addressed before transitional measures can be introduced. (Khanal, 2020). The measures to be introduced are to ensure the access to ICT resources, need of intensive training, thorough hands-on-learning, the continuous opportunity for updating and upskilling of teachers and curricular materials should be digitalized. Likewise, the pedagogical implications for curriculum and teaching as suggested by Khanal are necessity of a long-term plan, teachers should be equipped with ICT infrastructure and resources, learning content and learning materials should be digitalized and the curriculum should be condensed in the time of crisis. (Khanal, 2020).

**Challenges of English language classroom.** Like other low-income countries, Nepal has a large gap between its people in socio-economic background and education / literacy. It has often been criticized for widening the gap between existing educational systems and those with and without uneven distribution of their resources. With the advent of COVID-19, the digital divide and the unfair approach to e-learning and resources is to further widen the divide by increasing the inequality between beneficiaries and disadvantaged students. Continuing English classes in such scenarios and gather all the students in online learning platforms quite effectively is not an easy task. The campuses and the universities not yet have a fixed type of teaching approach to employ and it certainly does hamper in the overall educational activities where the desired goal is not achieved. In the time of pandemic, the teaching time has been reshuffled, teaching materials have not been so developed and the sudden shift in teaching has created a gap in imparting the education where the students are taught in a different ways without considering the effectiveness of digital platforms on the parts of students belonging to a varied socio-economic sphere.

Due to lack of motivation and inspiration, the attempt to provide equitable access to online learning for all students in Nepal is really becoming a burning challenge. The sudden move to online learning will further widen the inequality gaps,

leaving a huge number of students behind. To overcome such challenges, the role of motivation and inspiration is pivotal.

For teachers, the shift to online learning has meant rethinking and modifying lesson plans to fit a very different format. This has been a burden to them as they are expected to modify lesson plans in a way to meet the requirements of technology guided teaching process. At the same time, students often struggle to stay motivated without that hectic and tight schedule. Moreover, time management has been one of the biggest learning challenges of distance learning- one that also presents an opportunity for students to practice a crucial life skill.

**Strategies employed by teachers and students' motivation.** The spread of corona virus is changing all human activities, including the learning process (Aji 2020). Virtual classroom is one of the alternatives to ensure that the learning process continues during corona virus infections. However, it can also affect learner interest in learning. The assignment has not been completed provided by the teachers. Students are more likely to engage in play activities than to study at home. Even in certain areas, students spend their time studying at home doing activities such as playing together and playing games at friends' homes. As a result, the learning process at home is not efficient.

Learning through an online system is very different from face-to-face learning. At campus, students are free to ask direct questions on topics that are not clear and they do not yet understand. Students studying online are not free to ask questions about materials they do not understand. In order for students to maintain their passion for learning without losing their interest in learning, it is necessary to present the material in a short, clear, interesting and easy-to-understand way.

Another strategy employed by teachers in enhancing learner's interest and motivations towards learning is choosing simple and attractive learning media amid the COVID-19 pandemic. Media is an important element of learning. The use of appropriate learning medium not only facilitates the transfer of data, but can also improve the efficiency of achieving learning goals and increase interest and motivation for learning. An important criterion to use as a reference while selecting



the medium to apply for learning is that it is attractive, financially inexpensive, easy to use, available and useful, according to the material presented by the media.

Evaluation is also considered as a significant strategy to be employed by the teachers. The main purpose of learning is to improve the quality of learning in both outcomes and processes. An assessment that can improve the quality of learning is one that always follows up when any deficiencies or weaknesses are discovered during the learning process. Evaluation of good learning is an assessment that has consequences for both teachers and students. Learning assessments that affect teachers are assessments that enhance the role and abilities of teachers, develop the ability to manage lessons, and the medium and method can utilize learning strategies. Learning assessments are also expected to affect students.

Collaborative learning is the educational approach of using groups to enhance learning through working together. The group of two or more students work together to solve problems, complete tasks, or learn new concepts. It is obviously acceptable fact that online peer-collaboration and peer-assessment could fill the gap created by physical distancing norms due to the viral outbreak. An instructor could host their asynchronous assignments on these collaborative platforms such as Google Docs, Google Drive, Google Hangouts, Ms Teams, SlideShare, Minecraft, Kahoot, Mural, Voice Thread, Edmodo, Skype, etc. for students collaborative, discuss, listen to others, reflect, assess peers and make it an immersive learning experience.

**Virtual English language learning in Nepal.** The present scenarios indicate that students in Nepal are affected differently by this pandemic. For instance, a few campus and campuses in city areas have started to run online classes to mitigate the impact on learning. However, running online classes does not seem to be feasible for most campus and campuses of town areas in Nepal. It is estimated that only 56% people in Nepal have access to internet. According to Pandit (2020), only 13 % campus might be able to run online classes (though 35% campus have access to internet). In other words, the current ICT infrastructure and the distribution of access in the city and town areas have created two-tier of inequalities in the Nepalese citizenry, i.e., between students who live in city area and those from town area, and between the rich and poor who can barely afford to access the internet. Considering such divide, the Human Right Commission in Nepal has requested the Ministry of

Education Nepal and private campus not to pressurize children in the name of online education (Kantipur News 2020).

The attempt to provide equitable access to online learning for all students in Nepal is a burning challenge. The sudden move to online learning will further widen the inequality gaps, leaving a huge number of students behind. Gyamerah (2020) rightly points out that although technology-based education offers many benefits, it can widen the existing inequalities if all the measures are not taken into consideration. Similarly, UNESCO (2020) has expressed the concern that the attainment of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and Sustainable Development Goal 10: Reduced Inequalities, which the signatory countries are obliged to achieve by 2030 will now be difficult to do so.

UNESCO recently outlined that national closures have impacted 80 percent of the world's learner population. Consequently, many campus and campuses have found an alternative in distance learning depending on available technology and digital platforms. Despite the closures of academic institutions, online platforms have surely made the whole process easier for institutions as they continue to run classes and engage with their students. Institutions have turned to digital applications like Zoom and Google Meet that are offering the exchange of knowledge.

**Adaptation is the most crucial for both teachers and students.** Adaptation is a skill that both teachers and students must exercise, because due to the COVID-19 pandemic, English teaching methods have completely changed and switched to virtual courses. In this case, the term "survival of the fittest" can be modified, and "the most suitable survival" is very much needed, because learning languages through digital connections requires knowledge of ICT, the ability to operate digital devices, revision of curriculum plans, and positive ideas and to heal students' vibrations during fear of the corona virus. Especially adaptation is for teachers first, and then for students. Adaptability is a quality that teachers must truly possess in order to modify teaching plans according to the requirements of technical teaching classrooms. Students are forced to learn this quality and cannot easily adapt to virtual classrooms. Not only that, students must be faster than teachers in handling digital devices and internet operations.

The saying 'Survival of the Fittest' can be modified in this situation and there is high need of 'Survival of the most adoptable' as language learning via digital connectivity demands ICT knowledge, skill to operate digital devices, modification in lesson plans, positive thoughts and vibes to deal students during the fear of coronavirus. Specially, adaptation is the most for teachers at first then only it comes to the students. Adaptation is a quality that an instructor has to possess in true sense so as to modify his/her lesson plans to meet the requirements of technology based teaching classroom.

### **Review of Empirical Literature**

There are various researches carried out on the challenges of English Language Teaching and Learning through digital connectivity during crisis period. Only the review of theoretical literature is not enough. Hence, the researcher received some ideas from a number of research works conducted before. The review of empirical literature informs the researcher how to conduct a research and what are the areas to be addressed. They are more valuable to conduct research. The researches, which are relevant to my study, are reviewed as below:

Khanal (2020) conducted a study entitled on "Lived Experience of Online Teaching During the COVID-19 Pandemic: Implications for Curriculum and Teaching" using a phenomenological design to explore how private campus teachers perceive and adopt technological learning, how they transfer their technological knowledge and skills into the online classroom and how they self-access their practices. The findings of this research showed that teachers started doing online teaching with very little knowledge, skills and experiences and they found themselves on a very weak foundation. Secondly, the campus authority did not care if the teachers are prepared, resourceful and ready to teach in online setting. The conclusion part mentioned that there is a need of intensive training to the teachers for making online teaching interactive and meaningful and need for continuous opportunity for updating and up skilling of teachers, which should be a core component of in-service professional development programs.

Likewise, Gautam (2020) conducted a study entitled on "English Language Teacher Professional Development During COVID-19 in Nepal". The objective of

this study was to explore how 102 English language teachers in Nepal prepared themselves to respond to COVID-19 by attending various professional development events organized between April and September 2020 by different professional forums and organizations. The results mentioned that English teachers in Nepal attended three kinds of events that include training programs to learn technology, events to learn about the online resources for English language teaching and professional development events to enhance their professional skills. The researcher emailed a set of questionnaire to the 120 participants across the country in the month of September 2020. Out of them, only 102 of them returned the completed questionnaire. The conclusion of this study focused on the need to be digitally literate and competent in using the online education tools. Similarly, the researcher found that the teachers had to learn how English language contents could be delivered online so that they can support their students to develop linguistic and communicative skills in the English language.

Shakya (2017) conducted a research on "State Education System with e-learning in Nepal: Impact and Challenges" with the objective to explore how online learning is changing both teachers and the teaching profession in higher education and the researcher concluded, "Education system is upgrading these days with advance technologies that are from conventional learning to E-learning and this is relevant for learner as it is providing flexibility in learning with optional choices for study to the learner with unlimited access of information. E-learning is the effective tools of teaching and learning process these days and different universities of Nepal also broadly adopting this E-learning strategy and offering for distance education or online learning.

According to another study by Thapa (2017), the researcher formed two short surveys: one for the teachers and the other one for the students. The survey questions assessed the general perception and experience of both students and teachers about online classes. The teacher survey had a cross-section of 6 demographic questions and 26 questions regarding teacher's perception about taking online classes. Out of the 26 questions 3 items were open ended wherein the teachers were asked to tell what according to them were the positive and negative aspects of online teaching and what were the applications usually used by them to take online classes. The students survey

consisted of 6 demographic questions and 19 questions regarding student's perception about online classes. Two open ended questions regarding the positive and negative aspects about online classes were kept. Response choices consisted of pre-defined options of agree, disagree and neutral. The purpose of the survey was not to collect psychometric data and thus the survey did not make use of validated psychometric tools.

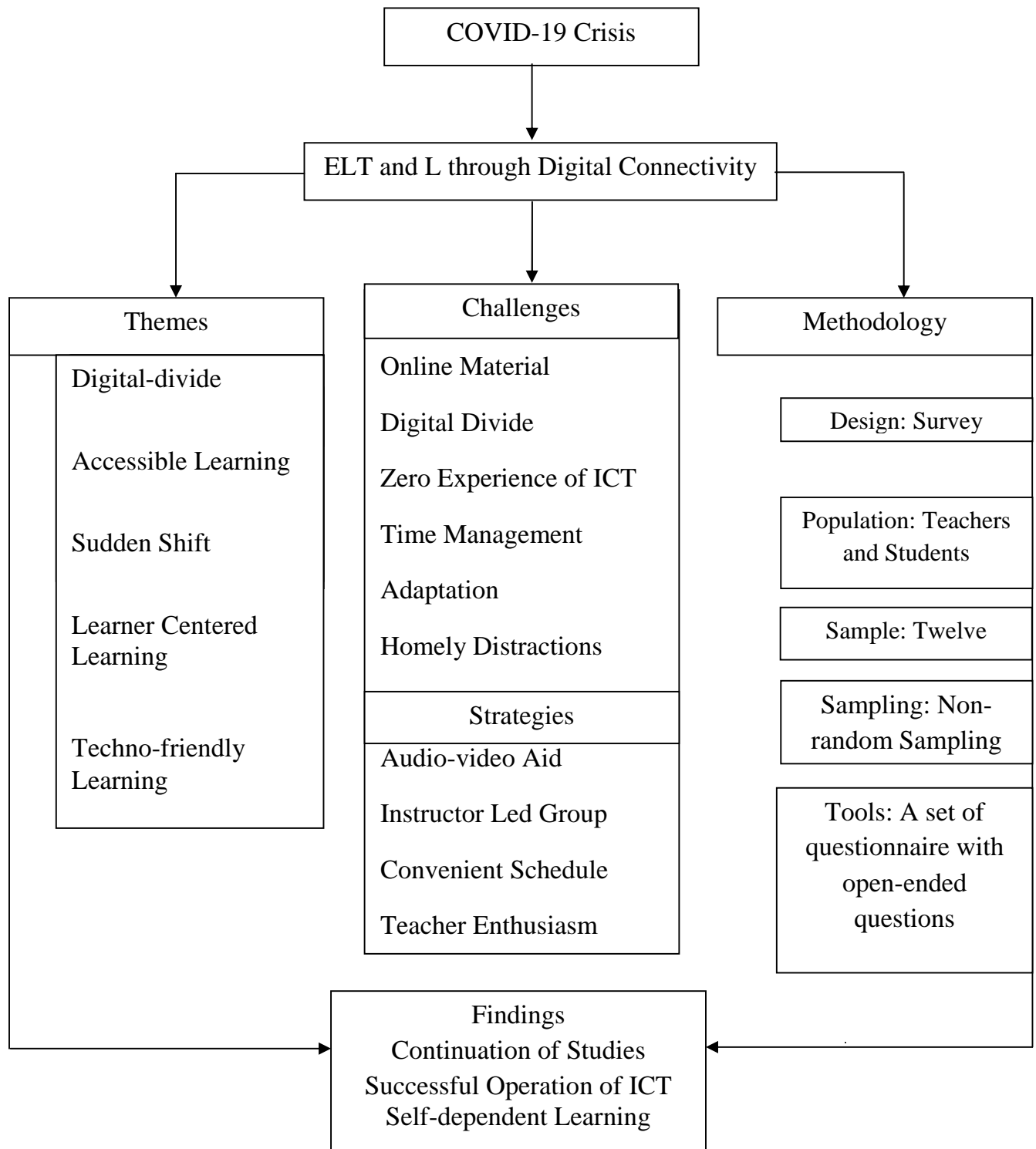
### **Implications of the Review for the Study**

Research implications suggest how the findings may be important for policy, practice, theory, and subsequent research. Research implications are the conclusions that the researchers draw from the previous results and explain how the findings may be important for policy, practice, or theory. From the above literature reviews, it is clear that the researchers implemented both qualitative and quantitative approaches under the phenomenological design and survey design as their methodologies to explore how they transfer their technological knowledge and skills into the online classroom and how 102 English language teachers in Nepal prepared themselves to respond to COVID-19. The tool the researcher applied was a set of questionnaire with open-ended questions so that the findings can be generalized in the large group.

The findings gathered from the previous works are; the teachers had to learn how English language contents could be delivered online so that they can support their students to develop linguistic and communicative skills in the English language, the English teachers in Nepal attended three kinds of events that include training programs to learn technology, events to learn about the online resources for English language teaching and professional development events to enhance their professional skills. Additionally, the finding focused on the need to be digitally literate and competent in using the online education tools. The result also mentioned the shortcomings and strengthens of digital classrooms during pandemic. After reviewing the previous researches done in the field of ELT during COVID-19, the researcher realized the challenges of ELT through digital connectivity during COVID-19 that can be further explored applying qualitative approach under survey design and researcher gained the idea of conducting the research on the very topic.

## Conceptual Framework

Conceptual framework refers to the framework (mind map and road map) for the whole research. It has provided guidelines for researcher. The conceptual framework shows the significant challenges emerged in ELT due to sudden shift to online learning due to corona virus pandemic.



## **Chapter III**

### **Method and Procedures**

Research methodology of the study explains the different methods, sampling and research design, data collection tools and techniques, data analysis procedure used to carry out the study. It further expands on the data analysis steps and the methods used for presenting the data, interpreting it, validating it and indicating the potential outcomes of the study.

#### **Research Design**

This research adopted qualitative research approach and carried out under survey design. A survey is a systematic method for gathering information from entities for the purposes of constructing quantitative descriptors of the attributes of the larger population of which the entities are members. It is conducted to gather information that reflects population's attitudes, behaviors, opinions and beliefs that cannot be observed directly. According to (Kumar, 2011), main objective of qualitative approach is to describe variation in a phenomenon situation, issue, etc. Similarly, (Sapkota, 2014) views, "The goal of qualitative approach is to develop and understanding of social or human problem from multiple prospective". The result was obtained from the analysis of collected data. The data for the analysis was based on the human or social circumstances and their variation in order to describe as qualitative way.

#### **Population and Sample**

Population of this study was master level students majoring English and teachers teaching them from different affiliated campuses of Kathmandu valley. Among the total, 6 students and 6 teachers were selected as the sample population. They were selected by using non-random sampling procedure. The sampling strategy was used to select the campus/university and information as the sample for this study. The purposive sampling is most useful for qualitative approach where the researcher decides which sample provides maximum insight and understanding of what learning challenges are emerged on educational institutions. The idea behind qualitative

approach is to purposefully select participants or sites (documents or visual material) that will best help the researcher understand the problem and the research question.

### **Research Tools**

A set of questionnaire with open-ended questions give respondents the freedom and space to answer in as much detail as they want. The additional detail helps to clarify and refine their responses, providing the researcher with more accurate information and practical conclusions. The possible answers to open-ended questions are endless, which means that the data collection possibilities are endless. The researcher utilized both primary and secondary sources of data to carry out the study. Primary tool includes a set of questionnaire to collect first hand data. On the other hand, secondary sources of data encompasses different articles published on Kantipur Newspaper, research books related to qualitative research and procedure of data analysis.

### **Sources of Data**

The a set of questionnaire, also known as open-ended questionnaire was employed here to take responses from the respondents to collect their real life experiences and valid opinions maintaining consent between the researcher and respondents to ensure reliable and expected data. In this way, the researcher gathered first hand data. The researcher consulted lots of books, journals, articles and related previous study available in printed form or online sources as the secondary sources for this study.

### **Data Collection Procedures**

Data collection methods can generatedifferent types of data. The most obvious example is a survey where the researcher can design a variety of questions that are more or less "open" or "closed" in order toobtain different types of data. Answers to open-ended questions are likely reflecting theindividual's view that they are more valid. It'sagood idea to analyze the data later, even if it takes time. Here, the researcher used a set of questionnaire with semi-structuredquestions to collect the primary data. The number of participants was only 6 students and 6 university



/campus teachers. Respondents were sent the question file via email, and the researcher received a response later. For this reason, respondents were contacted via phone and email.

### **Data Analysis Procedures**

This study follows qualitative data analysis procedure, which encompasses different steps or procedures in order to produce an account so that the research findings can be generalized in a large scale. The researcher entertained the process of conceptualizing qualitative data, including both the articulation of concepts through description and classification, and the analysis of relationships through the connections established among themes. Hence, this study indicates how qualitative data deals with the meanings and meanings can be analyzed through conceptualization.

Since the research methodology of this study is qualitative, this ensured the description and conceptualization of data to make clear the readers about the various English learning challenges from where the students of English language in overall have to shuffle through. Not only this, there are some potential effective ways to tackle such challenges among academics, teachers and students so the educational future can gain a remarkable success. This study was carried out to collect data without any ambiguity and misunderstanding in order to ensure generalization quality of the research.

### **Ethical Consideration**

The researcher ensured that the participants of the study were safe from any harm that they would be facing while participating in the study. Likewise, this research study was safe from plagiarism since the researcher mentioned the references of all cited materials. The researcher after briefing the students and teachers about the study and then consent was taken from the participants. The data obtained from the participants were only for its analysis. The name and other identifying factor of the respondents were not disclosed. The participants were made aware of their right to both withdraw and participate in the study.

## **Chapter IV**

### **Results and Discussions**

This section deals with the analysis and interpretation of data. Data were collected by administering semi-structured questionnaire where responses were gathered via email. In this result and discussion section, the researcher has analyzed the collected data based on the following major themes:-

1. Background of the Participants
2. Students' Views on ELT and Learning Challenges
3. Teachers' Views on ELT and Learning Challenges
4. Students' Views on Online Instruction and Online Class Management
5. Strategies Employed by Teachers in Virtual ELT Classroom
6. Motivation for Students to Attend Virtual English Language Classes
7. Motivation for Teachers to Conduct Virtual English Language Classes

#### **Background of the Participants**

In order to undertake the study, the researcher collected the data from six teachers and six students from different campuses and universities of Kathmandu valley namely GraminAdarsha Multiple Campus, MahendraRatna Campus and Central Department of Education, University Campus. Both of the participants in the study belong to English language teaching and learning group. The primary data were collected by applying qualitative approach among 12 respondents including students and teachers belonging to different campuses of Kathmandu in order to find the learning challenges emerged due to unplanned move towards online learning and suggest the renewed teaching strategies to cope such challenges to ensure continuation of studies without any interruption. The researcher also used the secondary sources that included research material published in research reports and similar documents found in public libraries, websites and newspapers to gain a broader understanding on this research topic.

The researcher also recognized and appreciated the richness of qualitative input by the participants. The students seemed to be genuinely appreciative to be

given a forum to talk about the current issues on education system as learning challenges caused due to corona virus pandemic they are experiencing. The researcher revealed the learning difficulties experienced by students and teachers as learning challenges of educational institutions in conducting online classes due to unplanned, unsystematic and sudden demand of digital classes to meet the goals of a particular course package. As many campuses have taken up technology as their solution to tackle this unprecedented crisis should remember to create an equitable and accessible process for all. The corona virus pandemic has just given us an understanding of how lifestyles change in the blink of an eye, and similarly, how the education system is derived. Educational institutions may never be the same again. Only time will tell us what the next digital education system will look like. There is still confusion about the benefits and dangers of online learning in the future. Based on the evidences responded by the teachers and the students, the motivation for virtual learning has come up with the new form of teaching activities that rely on technology basically ICT based.

### **Students' Views on ELT and Learning Challenges**

To find out the views on English language teaching challenges faced by students, the researcher asked the given question and in the response to the question, "What sort of digital platforms/ mobile applications do you use to attend your English language class?"

The LR (A) replied that: *I use computer most of the time, sometime mobile phone also. Where we can find out different search engines. mainly quizlet, story bird, lyrics training, deolingo, BBC, Oxford Dictionary of English, many more application related to the language.*

The LR (B) replied that: *I am using PC, mobile phone, Wi-Fi to attend my English language class.*

The LR (C) replied that: *For this, I have been using Google Meet, Zoom Cloud Meeting and Teamlink to attend my English language class. Mostly, our teachers conduct classes via Zoom because we find it more convenient than other platforms available.*

The LR (D) replied that: *In the very beginning, I wasn't familiar with any sort of digital platforms except messenger video calling and group chat but gradually I have learned the operation of different sort of applications such as Zoom Meeting, Duo and Team link. These make learning interesting as they offer many features such as sharing screen, chatting, drawing, etc.*

The LR (E) replied that: *Zoom and Microsoft team.*

The LR (F) replied that: *I was unknown about the app called zoom. Its necessity has come into an effect when almost students like me were lagged behind going to campus. After a month, when the lockdown prolonged more, my institute informed me to install the app, zoom on smart phone. Thus, I use zoom app to attend the English language class.*

Similarly, in the response to the question, “What learning difficulties are you facing while learning English language class?”

The LR (A) replied that: *Technical issues occur which I cannot manage myself. I have single room where all members live and they often disturb and I feel difficult to manage proper setting and time. For me it is very difficult to be motivated all the time because it looks like no certainty of life. It is also very difficult to adjust with unfamiliar technology.*

The LR (B) replied that: *The learning difficulties that I am facing while learning English through online class are lack of time for dialogic aspects, load shedding, slow network, high rate of absent students etc.*

The LR (C) replied that: *Actually, there are often power cut offs and internet interruption. The teacher cannot be specific to individual queries and students cannot get sufficient time to engage in learning. Online class is a kind of one way teaching in which students cannot be responded quite regularly.*

The LR (D) replied that: *In our context, it is obvious that internet access hasn't available everywhere yet. Other learning difficulties are internet access with poor quality, frequent load shedding, homely distractions including*

*blurred vision and eye strain. Too much sitting and facing screen really make me exhausted and physically dull.*

The LR (E) replied that: *Internet problem, Problem in understanding, Less dialogic situation.*

The LR (F) replied that: *The use of zoom app is increasing among the students and teachers. It has come as a blessing. However, it has some drawbacks. I have realized the lack of training of the tutor in using zoom app. -A sound is not heard clearly. I have found the problem in screen sharing. Students don't pay attention. A tutor is unable to find out whether there is an active participation of the students or not--A low Internet connection and the power cut of the electricity sometimes makes me irritate.*

From these deliberations, it is said that all respondents are using their mobile phones and computer to continue their studies during crisis and almost they all prefer using Zoom Meeting as the best digital platform to attend their English classes. The LR(D) mentioned that he wasn't familiar with Zoom before. Regarding the second question, the LR(B), LR(C), LR(D) and LR(F) mentioned that they face the problem of load shedding, poor Internet access and slow network. Similarly, the LR(A) and LR(D) brought up the problem of homely distractions including blurred vision and eye strain. More importantly, the LR(C) replied that the teacher cannot be specific to individual queries and students cannot get sufficient time to engage in learning as one of the challenges to be addressed.

From this, we can say that students face learning problems such as lack of face-to-face interaction, incomplete task orientation, insufficient motivation, poor Internet connection, and other technical difficulties. Some students cannot even access the Internet and digital devices. Studies have found that studying at home can be more distracting than usual, especially for family members and possibly younger siblings. In addition, due to prolonged access to the Internet, teachers and professors face some health risks, such as red eyes, headaches and back pain.

## Teachers' Views on ELT and Learning Challenges

In the process of a sudden transition in online education, teachers and lecturers expected immediate access to online learning platforms. However, they lacked the knowledge and skills to convert offline material to online material and share it on online platforms. Due to the limited experience of online education, there is a lack of online teaching skills among teachers. Therefore, they had trouble in preparing materials that could accommodate students of different levels, creating a method suitable for all students, and preparing for simultaneous lessons. The ability to integrate technology, content, and pedagogy based on knowledge and skills contributes to an effective lesson delivery. Therefore, these knowledge and skills are crucial for teachers in this present scenario.

In the response of the question, "What sort of digital platforms/ mobile applications do you use to attend your English language class?"

The TR (A) replied that: *I am using Microsoft Teams application in our campus for online class.*

The TR (B) replied that: *We need an ICT expert while holding class. The Internet is not very strong supportive to run the digitalized class. The online classes are disturbed due to irregularity of electricity, Internet, and ICT refreshment workshop.*

The TR (C) replied that: *Zoom, Microsoft team, Google class room, Google met, etc.*

The TR (D) replied that: *Mainly, I am using PC, mobile phone, Wi-Fi and so on for the operation of English Language class. Also the software like Google, YouTube and Internethave been airtight teaching materials of my virtual English Language class.*

The TR (E) replied that: *I use Zoom the most. Apart from this, I use Google Meet and Microsoft Teamlink to conduct online classes.*

The TR (F) replied that: *To conduct virtual classes, I have been using some mobile applications such as Google meet, Microsoft Teams, Zoom, Free conference call.com, etc.*

Similarly, in the response to the question, “What challenges have you been facing in teaching and learning activities through online?”

The TR (A) replied that: *Frequent power cut, Internet connection and Internet access to students are challenges I faced in teaching and learning activities online.*

The TR (B) replied that: *I use Microsoft team to teach the students. Moreover, I also use module as a technology device to teach the students.*

The TR (C) replied that: *Technical difficulties with online teaching tools are: Not proper teaching and learning atmosphere inside the home, a bustling household can be very distracting, Time consuming, Poor connectivity and Teachers cannot see if students are engaged in the task at hand or distracted by online games or videos.*

The TR (D) replied that: *The challenges that I have been facing in teaching and learning activities through online are passivity of the students, students' leaping of turning off video, eye-pinch for both teacher and students, lack of time for dialogic aspects, loads heeding, slow network, high rate of absent students etc. stand as the problematic aspects of online class.*

The TR (E) replied that: *The challenges that I have been facing in teaching and learning activities through online are frequent power cut off, unexpected Internet interruption and uniformity in students' presence during class time. Besides these, it has brought some health hazards such as redness of eyes, headache and backache due to long hours of stay online.*

The TR (F) replied that: *I have faced several difficulties in teaching and learning through online. They are insufficient or almost no support from campuses, students are not seem to be active enough, and low quality networks by service providers.*

From their responses, it is found that all teachers also use digital platform namely Microsoft Team, Zoom, Google Meet as per suggested by their particular campus or department. They have the problem of poor Internet connection and frequent power cut off. Apart from this, TR (A) and TR (B) presented similar point of views while TR (D) and TR (E) both included the problem of health hazards. Most importantly, TR (F) mentioned that they are getting no support from campuses. The respondent added that students are not active enough and low quality networks by service providers.

Though the teachers were quite unfamiliar with the newly advent terminology called Virtual Class or Online Class, they tried to adopt this trend as a compulsive task in order to connect students and continue teaching and learning activities. Some of the teachers also reported that they had a cursory training session to learn teaching online from IT experts and they transmitted the ideas gained to their colleagues and shared the ideas to the students in different ways basically using social media or lately developed digital platforms.

### **Students' Views on Online Instruction and Online Class Management**

Universities need to carefully consider how to assess and evaluate students' learning outcomes, which will open a whole new set of challenges. Dissatisfied students who find online learning inferior to face-to-face lectures may take action against universities. The perceived ease and usefulness of online learning is largely influenced by user's first experiences. This has a significant impact on its actual adoption. The idea that online learning is being rapidly implemented at the expense of quality worries students, as it may result in online learning being discarded after the corona virus outbreak ends. Going online has to be carefully planned, and faculty members at the front line of this movement need more support than a simple operation notice justified by an emergency declaration.

In the response to the question, “What are the proper guidelines and instructions to accomplish your assignment from your instructor via online learning? What are they?”



The LR (A) replied that: *Teacher provides different guidelines to complete assignments. Undoubtedly, many teachers have been on the receiving end of disappointing learner work, left wondering what went wrong... and often, those problems can be remedied in the future by some simple fine-tuning of the original assignment.*

The LR (B) replied that: *The teachers are providing proper guidelines and instructions to accomplish the assignment via online learning. They are given below: regular contact via messenger, continuous feedback through Google and Midas, phone call, critical comment, warning and guidance.*

The LR (C) replied that: *Of course. My teachers, very clearly, give the instructions to undertake an assigned task via online learning. Every time at the end of each lecture, the teachers assign us some useful tasks that support our learning. They instruct us with clear instruction in Google Classroom App with the question mentioned. Sometimes, they even help us prepare power point presentation and present during class time. Before we handed the task, they share all the ideas to do the task and it has helped us learn more and explore more in learning.*

The LR (D) replied that: *The teachers ensure proper guidelines and instructions for the students while giving assignment via online classes such as tips for preparing PowerPoint, providing templates, sending sample assignment docx. files, etc.*

The LR (E) replied that: *No, I haven't receive proper guidelines and instructions to accomplish my assignment from my instructor.*

The LR (F) replied that: *Yes, they always provide us some project work in relation their topics. They ask us to submit the assignments via Gmail and Whatsapp. We have our own group where respective teacher checks and provides feedback too. Our assignment is always based on the topic of the presentation.*

Similarly, in the response of the question, “How do you manage your online studies at home? Do you have proper Internet access to a laptop?”

The LR (A) replied that: *Yes, I have.*

The LR (B) replied that: *Yes I have proper Internet access at my home. But when there is electricity barrier and network problem, I use data package that has been provided by the Telecom to the students.*

The LR (C) replied that: *Yes, I have very fast Internet access to join online classes and learn. And, I have got a very branded Laptop for this.*

The LR (D) replied that: *Yes, I have both laptop as well as proper access of Internet at home. These facilities enable me to manage my online learning smoothly.*

The LR (E) replied that: *Yes, I have proper Internet access.*

The LR (F) replied that: *To me, yes I have proper Internet access at home and access to laptop. But some of my friend are found out to be online via smart phone. I am happy that my parents have managed everything for the online class.*

The LR (B) responded that maintaining regular contact and receiving continuous feedback help him to accomplish assigned task. The LR (A) and LR (C) have opposite experiences regarding online instruction and guidelines. The researcher noticed that LR (C) is very satisfied with learning through digital connectivity while LR (A) is quite confused and stressed. Similarly, LR (E) presented similar views as LR (A) did and LR (D) is seemed as satisfied as LR (C) is with online classroom. It is found that every learner has access of Internet access at home but during power cut off LR (B) also uses mobile data to ensure continuity of his learning.

### **Strategies Employed by Teachers in Virtual ELT classroom**

Every academic institution is closed during the lockdown restrictions, relieving teachers of their administrative duties and making them free to devote their

undivided attention to creatively design their online learning plans. Awareness that classes are open to public and parental scrutiny has made the teachers conscious of delivering their best in online classes. Nevertheless, switching over to the online mode of teaching is a huge challenge for teachers. They have managed to take in a number of hard and soft skills to be able to do it successfully to date. However, regular observation of their classes and constructive and timely feedback would definitely help them improve their skills. A good strategy is to ask them what they need to learn and to organize focused interventions to help meet their learning gaps.

As teachers who never attempted to use online platforms in teaching and learning activities were required to pick up new skills out of a sudden, many of them spent a lot of time groping in the dark. In fact, even teachers with prior experience in using online learning tools for blended learning opined that the preparation of online lessons was time consuming. For instance, most of the teacher mentioned that they faced time constraints in online teaching. They admitted that they always took 2 to 3 hours' worth of extra time preparing the materials. This issue arose because teachers were not familiar with the chosen online teaching platforms and the ways to look up materials that suit the syllabus.

In the response of the question, “How does your campus/university administration support you for effective implementation of online education and to develop digital instructional materials?”

The TR (A) replied that: *My campus is quite supportive for managing and implementing the resources and instructional materials. The administration manages everything i.e. students' mail Id and contact number. Yes, Tribhuvan University has subscribed the team as a teaching technology for all constituent and affiliated campus of Tribhuvan University.*

The TR (B) replied that: *Yes, Tribhuvan University has subscribed the team as a teaching technology for all constituent and affiliated campus of Tribhuvan University.*

The TR (C) replied that: *Yes. Campus provides training from the technical team in the earlier stage. Nowadays, campus organizes some workshop, seminar on language teaching and learning.*

The TR (D) replied that: *The institution where I am working is facilitating me for the efficient operation of the online classes. It has provided me trainings like zoom, Google classroom, team, Midas and so on. The campus has also been providing remuneration even in this lockdown situation . This all aspects have assisted for the effective implementation of online education and to develop digital instructional materials.*

The TR (E) replied that: *Yes, my campus administration has supported me for effective implementation of online education and develop digital instructional materials. We have had a very demonstrative training before we commenced online teaching. S.K. Chaudhary from an Indian University conducted a 2 hours training on virtual classes and it helped all of us very well.*

The TR (F) replied that: *Actually, I have not received any support to implement virtual education developing digital learning resources. However, I prepared some power point slides myself, collected various notes from several websites and distributed to my students to make teaching learning effective.*

Similarly, in the response of the question, “What do you think about the instructor's strategy to run ELT classes via online as an alternative way to let studies go on?”

The TR (A) replied that: *As an ELT instructor, the strategy of an instructor is a material producer, manager of technical aspect, material collector and guide to students.*

The TR (B) replied that: *To save from Covid at present time. More importantly, teacher should be ICT friendly which is one of the strategies of teacher professional development.*

The TR (C) replied that: *The online teacher plays the role of guiding students through one or more online learning experiences. These experiences are most*

*often designed and planned long before the course starts so that the teacher can devote more time to guiding the students. Teachers also thoughtfully facilitate the content that will support students learning in the class. The teacher's main role is as a facilitator and offer support and advice when needed, and to provide the necessary scaffolding to the learner when necessary.*

The TR (D) replied that: *The strategy of instructor is very pivotal for the conduction of ELT classes via online as an alternative way to let studies go on. In the absence of the instructor, there occurs so many lapses as there is implausibility of managing classes. The teacher can assist and mobilize the learner for presentation and the completion of teaching learning activities. In order to evaluate, monitor, supervise, guideline and feedback the students also the role of instructor is necessary. The more the instructor becomes active, the more there will be the progress of the students. And hence there will be the attraction of the students and there will be the overall development of the campus.*

The TR (E) replied that: *As an instructor, he or she must be well equipped with the ideas of running classes online. They firstly need to be active and think what I can do best for my students and help them learn more safely. While they teach, they need to prepare students ready for learning. They should energize them to engage in learning and encourage them to accomplish assigned task creatively. They also need to evaluate students' performance, report their progress to their parents and help them in the tasks they need the support from us. Similarly, the teachers need to provide genuine feedbacks, though it takes time to provide on individual basis, regularly so that it enables students to be more responsible and they more responsible to go ahead with the project.*

The TR (F) replied that: *The instructor's strategy to run ELT classes through online are: producing various materials related to particular subjects, providing students with different assignments, and to assess students works and to provide suitable feedbacks.*

These deliberations indicate that all teacher respondents except TR (F) were provided support from their administration team. The TR (A) mentioned that Tribhuvan University has subscribed the team as a teaching technology for all constituent and affiliated campus of Tribhuvan University. TR (E) stated that the teachers attended a two hours training conducted by an Indian University by S.K. Chaudhary on virtual classes before commencement of online learning which they found really helpful for the effective implementation of online education and develop digital instructional materials. For the second question, the TR (B) replied that being ICT friendly which is one of the strategies of teacher professional development during crisis. TR (C) and TR (D) emphasized that the more time teacher manages for material preparation and content delivery in the class bring positive impact in learning. TR (D) stated that teacher should be more active for the conduction of virtual classroom. More importantly, TR (A) stated that the teachers are supposed to become material producer, manager of technical aspect, material collector and guide to students which seems similar to the point of view of TR (F). The TR (E) presented the importance of evaluation and feedback as the strategies to enhance students' performance, report their progress to their parents and help them in the tasks they need the support from them. Similarly, the teachers need to provide genuine feedbacks, though it takes time to provide on individual basis, regularly so that it enables students to be more responsible towards their learning. This kind of strategy is very helpful for the effective continuation of ELT through digital connectivity during crisis.

### **Motivation for Students to Attend Virtual English Language Classroom**

Education systems should aim to strengthen engagement of campus/universities students in order to equip them to enable effective practices for supporting their learning. At the same time, teachers need support to incorporate technology effectively into their teaching practices and methods and help students overcome some of the difficulties that are associated with this form of learning environment. Supporting teachers' training about the use of digital resources for pedagogical practice and promoting teaching practices adapted to this context is the most crucial to ensure that ICT is leveraged effectively.

Developing strong attitudes towards learning can help students overcome some of the potential challenges posed by online learning such as, for instance, remaining focused during online classes or maintaining sufficient motivation. They are also crucial in supporting students using information and communications technology (ICT) effectively and making the most of new technologies for learning. Positive attitudes towards learning, self-regulation and intrinsic motivation to learn play an important role in improving performance of the students in general.

In the response of the question, “What is the role of motivation to make students participation on virtual language classes?”

The LR (A) replied that: *Motivation can help to perform a difficult task; the rewards are more than worth it. I was too much excited to learn and participate in online learning. I also enjoyed in online class also helps me to engaged in different project works. My teachers play role model to make me more extrinsic and independent learner. Nowadays if there is no teacher I can learn something new from different digital platform.*

The LR (B) replied that: *The role of motivation given by the teachers can coerce students for the well performance and well participation of the students in overall academics like reading, writing, learning and speaking. the absence of motivation has adverse effects in academics. Thus, Motivation increases learner's participation.*

The LR (C) replied that: *It is the most important factor that helps us to participate in virtual classes. If there was no motivating factor, probably we would not stay online and hear our teachers teaching for hours.*

The LR (D) replied that: *Virtual classroom itself is a new concept for the Nepalese students like us. This idea must be well introduced and simplified for the students to take active participation on virtual language classes. Hence, the role of motivation has a huge significance in true sense.*

The LR (E) replied that: *Motivation is always required either in virtual language classes or physical. So, it is in the center of language learning.*

The LR (F) replied that: *One must be motivated to engage in virtual class. It helps for the active participation. It ignites the students paving the way for the future wellbeing. –If one is motivated, he /she will be even prepared to learn when we happen to face the crisis alike the ongoing danger.*

The LR (A), LR (B) and LR (C) emphasized on the importance of motivation for them to participate in online classroom while LR (D) said that virtual classroom itself is a motivation in the sense it is an innovative idea and this newly developed concept should be introduced and simplified to them by the teachers. The LR (E) mentioned that motivation is needed for both virtual as well as physical classes. The researcher found that LR (A) seemed very happy with the commencement of online learning as he becomes able to study even in the absence of his teacher.

### **Motivation for Teachers to Conduct Virtual English Language Classroom**

Students' attitudes and dispositions are influenced to a great degree by the support they receive from families and teachers and by the role models they are exposed to. Different forms of support from families and teachers, including parental emotional support and teacher enthusiasm, are found to be important for the development of positive attitudes towards learning and can ensure that students acquire the attitudes and dispositions that can maximize their ability to make the most of online learning opportunities. Yet, some families and teachers may struggle to provide such support - especially during the COVID-19 crisis - because of a lack of time, insufficient digital skills or lack of curricular guidelines.

In the response of the question, “What are the advantages of teaching English language courses through digital connectivity?”

The TR (A) replied that: *There are many advantages: We can present the materials instantly. We can give web-link to the learner in real time. Another advantage is; all students can participate in question answer at once through. Even shy learner can response in online.*

The TR (B) replied that: *There are much more boons of using ELT class through online such as saving time, money, and energy. We can complete the*



*course on the stipulated time of the government. We can make the students ICT literate and friendly. The students can be the global students through the use of digitalized classes.*

The TR (C) replied that: *Possibility of self-dependent work, it helps to improve communicative competency, it provides more opportunity to interact with teacher and students, anywhere anytime learning creates a new world of opportunity, allowing students to progress at their own rate, interactivity, and quality of education.*

The TR (D) replied that: *Firstly, the continuation of online classes has launched the daily activities of the physical classes. The teacher, students and campus have been conducting their usual tasks. Secondly it has saved the time for the struggling teacher like us as we have been endowed with the time to prepare TSC, PSC and TUSC. Thirdly we are saving from the catastrophic COVID-19. Fourthly, the dusty environment of the world has been cleaned. And lastly, the crowd and money minded people living hectic life has been given chance for social relationship.*

The TR (E) replied that: *It is not time bound. The teachers and the students need not be confined with the time they can conduct classes as per their convenience. And, learning online is all about making the best and appropriate use of ample of teaching resources which make teaching style impressive. We can simply use power point slides, slide shares and useful video while conducting classes. Moreover, it enables students' reading and listening skills.*

The TR (F) replied that: *It is not time bound. The teachers and the students need not be confined with the time they can conduct classes as per their convenience. And, learning online is all about making the best and appropriate use of ample of teaching resources which make teaching style impressive. We can simply use power point slides, slide shares and useful video while conducting classes. Moreover, it enables students' reading and listening skills.*

From the data, it is reported that teachers are really motivated to run online classes as they become able to make the students ICT literate and friendly. The students can be the global students through the use of digitalized classes as mentioned by LR (B) which is supported by LR (C). The LR (C) stated that teachers and the students need not be confined with the time they can conduct classes as per their convenience. In addition, learning online is all about making the best and appropriate use of ample of teaching resources, which make teaching style impressive. Teachers can simply use power point slides, slide shares and useful video while conducting classes. Moreover, it enables students' reading and listening skills. It can be concluded that teachers are more motivated to conduct online classroom than the students as they seemed more happy and satisfied.

## Chapter V

### Findings, Conclusion and Recommendations

This study is carried out to highlight the challenges on education system during corona crisis due to unsystematic and sudden shift toward online learning. The data were collected by implementing a set of questionnaire among participants belonging to different campuses and universities of Kathmandu valley.

#### Findings

Based on analysis of the data, the following findings have been drawn.

1. The teachers are yet not trained and prepared to conduct online classes. It becomes a major learning challenge for the continuation of studies in campus and universities.
2. This is evident that teachers are forced to conduct online teaching without considering learner's living condition, psychology, family background, their access to Internet and digital devices.
3. Teachers are not getting any sufficient technical training to operate digital platforms properly. There is also a high demand to rethink lesson plans before teaching from campus/university administration.
4. The concept of online learning has brought a huge gap as the digital divide between haves and haves-not students and this ultimately brings mental stress among students as they have fear of losing lectures, unclear course patterns, burden of overloaded assignments and poor grades.
5. The digitalized assessment system for evaluating students' learning outcomes for formative assessment is found to be practised by the teachers.
6. It is found that students are facing learning challenges such as lack of in-person interactions, incomplete guidelines regarding their assignments, less motivation, technical difficulties like poor Internet connection and for some students, they even don't have access to Internet and digital devices.
7. Studying from home may have more distractions than usual, especially with family and possibly younger siblings around. Besides these, both teacher and

instructor are facing some health hazards such as redness of eyes, headache and backache due to long hours of staying online.

8. The students mentioned that the unplanned and rapid move to online learning with no training, insufficient bandwidth and little preparation result in a poor user experience that is inconvenient to sustain growth while others mentioned that it develops a new hybrid model of education with remark.
9. The teachers mentioned that online teaching and learning of English has numerous benefits such as self-dependent work, communicative competence, autonomous students, self-evaluation, interesting language class and convenient schedule whereas they also mentioned the challenges such as passivity of the students, learners' leaning of turning off video, eye-pinch for both teacher and students, lack of time for dialogic aspects, loads heeding, slow network and high rate of absent students.
10. The teachers prefer Google forms for conducting MCQ test and subjective test to evaluate students' performance. Moreover, they assign students with home assignments, project works, and composition writings that validate their performability.
11. The teachers and the learners admit that online learning facilitates English language learning as it demands both knowledge of English language as well as techno-friendly attitude. They mentioned that it adds meaning in effective language learning as they can use English expressions, appropriate vocabularies, proper pronunciation and phrases.

## **Conclusion**

The researcher obtained the information from both the teachers and students and found out that the online or virtual classes have not been much systematic and it has become one of the major learning challenges to give effective continuation for teaching and learning activities in current scenario. The students' living condition, their psychology, family condition and uneven supply of electricity and low bandwidth Internet access have been major obstacles to attend classes by the students and take classes by the teachers. The researcher found that the students face learning problems such as lack of face-to-face interaction, incomplete task orientation, insufficient motivation, poor Internet connection, and other technical difficulties.

Some students cannot even access the Internet and digital devices. This study found that studying online can be more distracting than usual, especially for family members and younger siblings. In addition, due to longer hours stay on the Internet, teachers and professors face some health risks such as red eyes, headaches and back pain.

During this crisis, all institutions, including universities, should take the necessary precautions to protect the views of English language learners who benefit from online teaching and learning. Reducing accessibility problems will ultimately improve learner motivation and achievement, and prevent serious mental health problems that have afflicted some learners. In addition, learners and educators must be mentally and physically prepared to adapt to this new learning process as it is our “new standard” for COVID-19 survival. It is about making sure they create a good strategy and implement it for effective online teaching and learning.

### **Recommendations**

**Policy level.** This study suggests for the policy makers in terms of application of online English Language Teaching and Learning activities to provide sufficient ICT trainings to teachers teaching and students for the learning effectively. Providing regular trainings related to digital learning platforms may not be enough hence regular assessment should be implemented by creating several criteria such as online project works, reading materials and composition tasks for learners and modified specification grid for teachers to make new format of questions for them.

**Practice level.** It is too urgent for the teachers to become ICT friendly which is one of the strategies of teacher professional development for enhancing teaching and learning activities in a holistic manner. Conducting online classes virtually certainly requires the methods of operating digital devices thereby the credibility of teaching is acknowledged. Apart from this, the study recommends to acknowledge student's living condition, their psychology and their accesses to the digital devices while attending virtual English language classroom.

**Further research level.** The research is limited in terms of its methodology, areas of knowledge related to research population, research sample, sampling procedures, data collection tools and data analysis procedures and timeframe. For the

extensive knowledge on such areas of studies, further researches can be undertaken in the same field encompassing varied methodology, larger number of population and other procedures. It is recommended to all the English teachers and students that further research must be done to understand the effectiveness of the digital education model for successful education continuation during pandemic period.

This study concludes the challenges of English language learning are lack of in-person interaction, no access to Internet and laptop, poor family background, family distraction, poor motivation, incomplete guidance, overloaded assignments and projects, insecure future, lack of technical knowledge and skill, course expectations, time management, etc. To overcome, there is need to understand students' psychology, proper counseling, proper guidelines for assignments, well-planned lesson plans, organized teaching, learner-friendly teaching, giving attention to individual learner and technical support, organizing a productive workshop, video conferencing programmes, etc.

## References

- Aji, R. H. S. (2020). *Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran*. SALAM: Jurnal Sosial dan Budaya Syar-i, 7(5), 395–402.
- Bastola, A., Sah, R., Morales, A. J. R., Lal, B. K., Jha, R., Ojha, H. C., . . . Pandey, B. D. (2020). *The first 2019 novel coronavirus case in Nepal*. *The Lancet*, 20(3), 279–280. [https://doi.org/10.1016/S1473-3099\(20\)30067-0](https://doi.org/10.1016/S1473-3099(20)30067-0).
- Beauchamp, G. (2012). *ICT in the primary campus in pedagogy to practice*. London: Pearson.
- Bolt, D. & Crawford, R. (2000). *Digital divide: Computers and our children's future*. New York: TV Books.
- Bruffee, Kenneth. (1993). *Collaborative learning*. Baltimore: Johns Hopkins University Press.
- Candy, P., Crebert, G., & O'Leary, J. (1994). *Developing lifelong students through undergraduate education*. Canberra, Australia: Australian Government Publishing Service.
- Chun, E. & Evans, A. (2009). *Bridging the diversity divide: Globalization and reciprocal empowerment in higher education*. Hoboken, New Jersey: Wiley.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). New Delhi: PHI Learning Pvt. Ltd.
- Croxall, B. and Koh, A. (2013). *Digital Pedagogy: A Digital Pedagogy Unconference*, retrieved from <http://www.briancroxall.net/digital/pedagogy/what-is-digital-pedagogy/> on 14/02/2019.
- Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. London: Routledge.
- Dillenbourg, P. (2002). Over-scripting CSCL: The risks of blending collaborative learning with instructional design. In P. A. Kirschner (Ed.), *Three worlds of CSCL: Can we support CSCL?* (pp. 61-91). Heerlen, Nederland: Open University of the Netherlands.

- Gautam, G.R. (2020). English Language Teacher Professional Development During COVID-19 in Nepal. *Interdisciplinary Research in Education*, 5 (1&2).103-112. <https://doi.org/10.3126/ire.v5i1&2.34739>.
- Gyamerah, K. (2020). The impacts of COVID-19 on basic education: How can Ghana respond, cope, and plan for recovery? Accessed on 01/04/2020. <https://campusofeducation.blogs.bristol.ac.uk/2020/03/31/the-impacts-of-covid-19-on-basiceducation-how-can-ghana-respond-cope-and-plan-for-recovery>
- Kantipur News (2020, 07 May). *MaanabAdhikarAayoglevanyo-Online shikshakonaammababalikalaidababmanaparaun*. Available at: <https://ekantipur.com/news/2020/05/07/15888427027271507.html>
- Khanal, P. (2020). Lived Experience of Online Teaching During the COVID-19 Pandemic: Implications for Curriculum and Teaching. *Interdisciplinary Research in Education*, 5 (1&2). 89-102. <http://doi.org/10.3126/ire.v5i1&2.34738>
- Khasbani, I. (2018). Revealing Teachers' Motivational Strategy in Indonesia EFL Classrooms. *European Journal of English Language Teaching*, 3, 1-14.
- Littlejohn, A., & Pegler, C. (2006). *Preparing for blended e-learning: Understanding blended and online learning*. UK: Routledge.
- Ministry of Education (2013). *Information & Communication Technology (ICT) in Education. Master Plan 2013-2017*. Kathmandu: Ministry of Education, Government of Nepal.
- Ministry of Education (2009). *Campus Sector Reform Plan*. Ministry of Education: Government of Nepal.
- Mahboob, A. (2020). *Education in the time of COVID-19*. Available at: <http://flcgroup.net/courses/education101-intro/>
- Mohamad, M., Arif, F. K. M., & Noor, N. M. (2020). Online Game-Based Formative Assessment: Distant Learners Post Graduate Students' Positive Perceptions towards Quizizz. *International Journal of Scientific & Technology Research*, 9, 1437-1444.
- NPC (2011). *Three Year Plan 2011-2013*. Kathmandu: Nepal Planning Commission.



- Pandit, S. (2020). Sankatmanirantarsikai. *Gorkhaparta* (07 May). Available at: <https://gorkhapatraonline.com/education/2020-05-06-13805>.
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. London: Sage.
- Pegrum, M. (2014). Mobile Learning: Language Literacies and Cultures. *Learning Language and Technology*, 19 (2).44-49.  
<http://11t.msu.edu/issues/june2015/review3.pdf>
- Phuyal, D. K. (2020). Challenges of virtual classes. *The Himalayan* (29 April). <https://thehimalayantimes.com/opinion/challenges-of-virtual-classes/>.
- Pudasaini, S. (2020). Learning in the time of COVID-19. *The Kathmandu Post* (06 May). Available at: <https://kathmandupost.com/columns/2020/05/06/learning-in-the-time-of-COVID-19>.
- Purdie, J. (2014). *In Nepal, free Wi-Fi everywhere fosters connections*. Available at <http://www.takepart.com/article/2014/09/17/nepal-free-wi-fi-everywhere-fosters-connections>.
- Shrestha, S. (2017). *Exploring mobile learning opportunities and challenges in Nepal: the potential of open-source platforms*. An unpublished PhD thesis, University of West London, England.
- Smart classrooms Bytes, (2008) E-learning for smart classrooms, retrieved from <http://education.qld.gov.au/smartclassrooms/pdf/scbyte-elearning.pdf> on 26/02/2016.
- Shakya, S. (2017) State Education System with e-learning in Nepal: Impact and Challenges. *Journal of the Institute of Engineering*, 26(2),13.
- Thapa, K. (2017) State Education System with e-learning in Nepal: Impact and Challenges. *Journal of the Institute of Engineering*, 13(1),10.
- Tiruneh, D. T. (2020). COVID-19 campus closures may further widen the inequality gaps between the advantaged and the disadvantaged in Ethiopia. Available at: <https://www.ukfiet.org/2020/COVID-19-campus-closures-may-further-widen-the-inequalitygaps-between-the-advantaged-and-the-disadvantaged-in-ethiopia/>.

UNESCO (2020): COVID-19: *Impact on Education*. UNESCO, Available at:  
<https://en.unesco.org/covid19/educationresponse>.

Yen, E. L. Y., & Mohamad, M. (2020). *Utilising E-Learning to Assist Primary Campus ESL Pupils in Learning to Spell during COVID-19 Pandemic: A Literature Review*. *Creative Education*, 11, 1223-1230.  
<https://doi.org/10.4236/ce.2020.118091>

Zakaria, A. H., & Shah, P. M. (2019). Communicative Language Teaching (CLT): Its Implementation in Teaching English to Malaysian ESL Primary Learners. *International Journal of Scientific & Engineering Research*, 10, 785-799.

**Appendices**  
**Appendix**  
**Questionnaire**

Dear Sir/Madam

I am **ChandaKarki**, an M. Ed. learner at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. This questionnaire has been specially designed for gathering information for my research work 'The Challenges of English language teaching through digital connectivity during COVID -19 pandemic, under the supervision of **Dr. Tara DattaBhatta**, Professor and Head of Education Department, T.U., Kirtipur. Your co-operation and responses will have great value in accomplishing my research study. I appreciate your honest and valuable opinion and assure you that your responses will be completely anonymous. I promise you that strict confidentiality will be maintained in this study.

I will be thankful and indebted to you for your valuable contribution, cooperation, responses in advance.

**Scholar**  
ChandaKarki  
Department of English  
Education, TU, Kirtipur

To ensure reliable and useful data collection, the researcher will send an email to the respondents based on these questions and analyzed later.

**Questionnaire for students:**

1. What is your perception towards distance education?
2. What is the role of motivation to make students participation on virtual language classes?
3. What sort of digital platforms/ mobile applications do you use to attend your English language class?
4. What learning difficulties are you facing while learning English through online class?
5. What sorts of training regarding the operation of digital mediums like Zoom, Google Meet, etc. have you taken?
6. What are the benefits do you think having online learning during the formal closures of campus/universities?
7. How do your teachers motivate you to learn from other digital form along with video conferencing?
8. What do you think about the learner's role to run ELT online classes as an alternative way to let studies go on?
9. How do you think on the relevance of online medium of language learning as the supplementary of normal classroom?
10. What do you think about the guardian's satisfaction with the attempt of campus or universities to conduct online classes?
11. What kind of training, workshops and seminars from campus/universities to participate in online learning have you received? If received, explain in brief.
12. What has motivated and encouraged you to learn English language through online? How?
13. What are the proper guidelines and instructions to accomplish your assignment from your instructor via online learning?
14. How do you manage your online studies at home? Do you have proper Internet access to a laptop?

**Questionnaire for teachers:**

1. What sort of digital platforms/mobile applications do you use to conduct online classes?

2. How does your campus/university administration support you for effective implementation of online education and to develop digital instructional materials?
3. What do you think about the instructor's strategy to run ELT classes via online as an alternative way to let studies go on?
4. How do you evaluate your learner's learning outcomes?
5. How does motivation and feedback play significant role on online learning?  
How do you encourage your students to learn English via online classes?
6. How can we make the evaluation system able to assess the real performance of the students after completion of English language courses taught digitally?
7. What challenges have you been facing in teaching and learning activities through online?
8. What are the advantages of learning English language courses through digital connectivity?
9. What do you want to suggest concerned authorities to implement the concept of online learning/digital connectivity effectively in the field of English language teaching?

## Appendix - 1

### Personal Details of the Learner

**Name:- Hem BahadurKarki (A)**

**Campus:-GraminAadarsha Multiple Campus**

#### Questionnaire for students:

1.What is your perception towards distance education?

- ✓ I would like to have more courses taught using the DL methodology. DL enables me to take more courses than the traditional methodology in a year. DL enables me to attend classes more frequently than traditional courses. For me it is much beneficial.

2.What is the role of motivation to make students participation on virtual language classes?

- ✓ Motivation can help to perform a difficult task; the rewards are more than worth it. I was too much excited to learn and participate in online learning. I also enjoyed in online class also helps me to engaged in different project works. My teachers play role model to make me more extrinsic and independent learner. Nowadays if there is no teacher I can learn something new from different digital platform.

3.What sort of digital platforms/ mobile applications do you use to attend your English language class?

- ✓ I use computer most of the time, sometime mobile phone also. Where we can find out different search engines.mainly quizlet, story bird, lyrics training, deolingo, BBC, Oxford Dictionary of English, many more application related to the language.

4.What learning difficulties are you facing while learning English through online class?

- ✓ Technical issues occur which I cannot manage myself. I have single room where all members live and they often disturb and I feel difficult to manage proper setting and time. For me, it is very difficult to be motivated all the time because it looks likes no certainty of life. It is also very difficult to adjust with unfamiliar technology.

5. What sorts of training regarding the operation of digital mediums like Zoom, Google

Meet, etc. have you taken?

- ✓ I haven't taken any training but my teacher helps me a lot.

6. What are the benefits do you think having online learning during the formal closures of campus/universities?

- ✓ It helps me to familiar with different digital platform and reduces the digital divide. I also know how to manage time and I can learn according to my own pace. It equally helpful to improve my virtual communication skills. I got some new technical skills.

7. How do your teachers motivate you to learn from other digital form along with video conferencing?

- ✓ Teachers provide rewards and celebrate success. Teacher also narrates their live experiences which help to share our story through different digital platform.

8. What do you think about the learner's role to run ELT online classes as an alternative way to let studies go on?

- ✓ Students are responsible for attending class and completing reading and other assignments as proscribed by the teacher. Although their first role in the process is as passive listener, listening requires paying attention during class. Outside the class, their role becomes more active, requiring reading and completion of assignments selected by the teacher.

9. How do you think on the relevance of online medium of language learning as the supplementary of normal classroom?

- ✓ I don't think it can replace the normal class rather it works as a supplementary because we do not have any other ways.

10. What do you think about the guardians' satisfaction with the attempt of campus or universities to conduct online classes?

- ✓ It is quite good for campus level students because universities in the world have been following and using digital plate forms. Campus students should be more responsible and autonomous regarding their study. So parents are also satisfied with online classes. Because it also helps the students to update with technology.

11. What kind of training, workshops and seminars from campus/universities to participate in online learning have you received? If received, explain in brief.

- ✓ University organizes seminar and online conferences for the graduate students so that they can conduct the researches in different issues.

12. What has motivated and encouraged you to learn English language through online?

How?

- ✓ It is not like physical classes however it is quiet helpful for this time. We get easy access in online resources which help to improve language level.

12. What are the proper guidelines and instructions to accomplish your assignment from your instructor via online learning? What are they?

- ✓ Teacher provides different guidelines to complete assignments. Undoubtedly, many teachers have been on the receiving end of disappointing learner work, left wondering what went wrong... and often, those problems can be remedied in the future by some simple fine-tuning of the original assignment.

14. How do you manage your online studies at home? Do you have proper Internet access to a laptop?

- ✓ Yes, I have.



## Appendix - 2

### Personal Details of the Learner

**Name:-Aashish KC (B)**

**Campus:-GraminAadarsha Multiple Campus**

#### Questionnaire for students:

1. What is your perception towards distance education?

) As a significant aspect of management, distance education refers to the decentering, deconstructing and reengineering of education from the center to the periphery. It is the process of expanding the horizon of education from the pocket of few bourgeoisies to the overall global citizen. Thus and therefore distance education encompasses the smooth and regular flow of education in a transparent manner as it has been the blood of education during pandemic.

2. What is the role of motivation to make students participation on virtual language classes?

) The role of motivation given by the teachers can coerce students for the well performance and well participation of the students in overall academics like reading, writing, learning and speaking. the absence of motivation has adverse effects in academics. Thus Motivation increases learner's participation.

3. What sort of digital platforms/ mobile applications do you use to attend your English language class?

) I am using PC, mobile phone, Wi-Fi to attend my English language class.

4. What learning difficulties are you facing while learning English through online class?

) The learning difficulties that I am facing while learning English through online class are lack of time for dialogic aspects, load shedding, slow network, high rate of absent students etc.

5. What sorts of training regarding the operation of digital mediums like Zoom, Google Meet, etc. have you taken?

) Yes, in my case, the campus has granted training on the operation of the Zoom, Google Meet, etc. for the efficient conduction of virtual online classes.

6. What are the benefits do you think having online learning during the formal closures of campus/universities?

) They are given below

1. Online courses are convenient.
2. Online courses offer flexibility.
3. Online courses bring education right to home.
4. Online courses offer more individual attention.
5. Online courses help meet interesting people.
6. Online courses give real world skills.

7. How do your teachers motivate you to learn from other digital form along with video conferencing?

) My teachers motivate me to learn from other digital form along with video conferencing. They are assisting and mobilizing the learner for presentation and the completion of teaching learning activities. They evaluate, monitor, supervise, guideline and feedback me regularly. The more the instructor becomes active, the more there will be the progress of the students like us. They are also in regular contact with us via messenger, providing continuous feedback through Google and Midas and also doing Phone call.

8. What do you think about the learner's role to run ELT online classes as an alternative way to let studies go on?

) The role of learner in online classes as an alternative way to let studies go on are given below:

1. Responsibility for, and high involvement in, own learning.
2. Pro-active performance expected from students (and fostered by teaching staff).
3. Self-regulated learning.
4. Engage in regular and effective communication.
5. Learning in collaboration (also fostered by teaching action).
6. Informational skills: search, selection and analysis, production, and dissemination of information and knowledge.

9. How do you think on the relevance of online medium of language learning as the supplementary of normal classroom?

) There stands high relevance of online medium of language learning as the supplementary of normal classroom. When students are already familiar with using social media and consuming information online, distance learning is naturally the next step. Therefore, more institutions are beginning to

incorporate and embrace social media within their teaching and learning processes. Instead of having to sit and read through a wealth of text, students are able to learn through videos and other mediums. They have the flexibility to learn from within their own space which not only caters to different learning styles but ensures that they are learning in a way that suits and is familiar to them.

10. What do you think about the guardians' satisfaction with the attempt of campus or universities to conduct online classes?

) My guardians are satisfied with the online classes with the attempt of campus to conduct online classes. According to them online class has advantages like time saving, social interaction, healthy food, save from Covid pandemic and so on.

11. What kind of training, workshops and seminars from campus/universities to participate in online learning have you received? If received, explain in brief.

) Our campus has given some trainings to operate like zoom, Google classroom, team., Midas and so on for making our learning smooth.

12. What has motivated and encouraged you to learn English language through online?

How?

) I am really motivated and encouraged to learn English language through online. It is because of flexible timings, convenience, less expensive, holistic learning, connection with the world and save from Covid pandemic and so on.

13. What are the proper guidelines and instructions to accomplish your assignment from your instructor via online learning? What are they?

) The teachers are providing proper guidelines and instructions to accomplish the assignment via online learning. They are given below:

- Regular contact via messenger
- Continuous feedback through Google and Midas
- Phone call
- Critical Comment
- Warning
- Guidance.

14. How do you manage your online studies at home? Do you have proper Internet access to a laptop?

) Yes I have proper Internet access at my home. But when there is electricity barrier and network problem, I use data package that has been provided by the Telecom to the students.

## Appendix -3

### Personal Details of the Learner

**Name:-PrakashBasnet (C)**

**Campus:-MahendraRatna Campus**

### Questionnaire for students:

1. What is your perception towards distance education?
  - Ans. It is the best alternative mode of teaching and learning during the pandemic. For me, distance education is a way out in which education is imparted using digital platforms and teaching and learning activity is conducted. The present time is guided by science and technology and distance education has been expanded more and more. Even, it is gained a huge popularity and authenticity among campus students. I can join my classes staying home. It has helped me to save my time and money.
2. What is the role of motivation to make students participation on virtual language classes?
  - Ans. It is the most important factor that helps us to participate in virtual classes. If there was no motivating factor, probably we would not stay online and hear our teachers teaching for hours.
3. What sort of digital platforms/ mobile applications do you use to attend your English language class?
  - Ans. For this, I have been using Google Meet, Zoom Cloud Meeting and Teamlink to attend my English language class. Mostly, our teachers conduct classes via Zoom because we find it more convenient than other platforms available.
4. What learning difficulties are you facing while learning English through online class?
  - Ans. Actually, there are often power cut offs and Internet interruption. The teacher cannot be specific to individual queries and students cannot get sufficient time to engage in learning. Online class is a kind of one way teaching in which students cannot be responded quite regularly.
5. What sorts of training regarding the operation of digital mediums like Zoom, Google Meet, etc. have you taken?

- Ans. No, it was very unexpected move from physical classes to online classes. Simply, my teachers and techno friendly friends helped me to be equipped with it.

6. What are the benefits do you think having online learning during the formal closures of campus/universities?

) Ans. There are probably many more advantages to Internet-based courses. The point is that we live in an ever-changing world that is ripe with new possibility. The ability to learn new information or a new skill whenever we want and wherever we want offers far greater opportunities for education than ever before. The scope and reach of education broadens to far greater horizons that perhaps ever imagined. The benefits of having online learning during the formal closures of campus / universities are:

- Online courses are convenient,
- Offer flexibility.
- Brings education right to your home.
- Offers more individual attention.
- Online courses help you meet interesting people virtually.
- Online learning gives you real world skills.

7. How do your teachers motivate you to learn from other digital form along with video conferencing?

) Ans. Teachers host a series of short Zoom or Google Meet sessions throughout the day focused on different skills or topics. These online sessions are an excellent way to continue teaching and connecting with students. Even if teachers cannot require that students attend a live meeting due to concerns around access, connectivity, and availability, these sessions can be recorded and posted on class websites, Google Classroom, or a learning management system or even in Midas E- Class. As teachers think about hosting virtual meetings, they even create breakout rooms for group discussion and engage us in learning.

8. What do you think about the learner's role to run ELT online classes as an alternative way to let studies go on?

- Ans. I think the students need to play a significant role to run ELT online classes as an alternative way to let studies go on. Firstly, they need to self prepared and

be ready for attending the classes as per the schedule that they get from their teachers. Secondly, they need to manage the learning materials such as devices and books and copies. Thirdly, the learning environment of the students should be very comfortable as it determines the atmosphere of the students and the effectiveness of teaching and learning activities is based on the sitting of the students. For this, they need to be in quiet place and join classes and learn to the fullest. Finally, it is the students who have to be self-initiative in online classes. Every time, they need to keep themselves updated with the schedule, remain active and have the same eager to learn virtually. They have to even help their friends to maintain the ethics of online classes and make it of right and effective use.

9. How do you think on the relevance of online medium of language learning as the supplementary of normal classroom?

- Ans. I think it is as effective as normal classroom for the language learning as it rather gives more time for the students to engage in learning. It enables the students invest more time in learning. Since they are at home, they need not walk a long way to their campus and universities and it ultimately saves their time. Moreover, the teacher can assign very creative task and the students can undertake it in an easy manner.

10. What do you think about the guardians' satisfaction with the attempt of campus or universities to conduct online classes?

- Ans. Since it is almost impossible to go to campus and attend classes physically, online classes have been the most beneficial for us. Our parents don't want our time being wasted. And seeing us attending classes they feel good and even they try to keep their eyes on us while the teacher teaching and the way we respond to our teacher queries. They are really very happy and help me to attend classes very comfortably. I have even got laptop and a separate room for my class. This proves that they are really happy for the teachers who have restlessly been taking the classes virtually.

11. What kind of training, workshops and seminars from campus/universities to participate in online learning have you received? If received, explain in brief.

- Ans. Since it was a very sudden shift from physical classes to online classes, we had no any idea regarding online learning. However, learning never stops. It is even said, where there is a will, there is a way. So happened to me too. Firstly, I

thought my teachers would take online class through messenger or via social media. But, first time I heard about Zoom and Google Meet, I was shocked because I never learned about their usage before. When there was a compulsive move towards online classes, I consulted YouTube tutorials and even I asked my friends who were quite better in using such apps. Actually, there are no any trainings, workshops or seminars conducted from campus till date to participate online learning. Rather we as students learned so spontaneously and I really find it so easy method these days to learn online.

12. What has motivated and encouraged you to learn English language through online?

How?

- Ans. Yes, I am really motivated for this. Online classes help me save my time and I can use for doing my project assign by my teachers. I found it really exciting being educated staying home at such hard times. These days, I even go to various sites and websites, search useful videos that support in my learning. Like, I even practice learning useful English expression, appropriate word pronunciation and phrases. This all happen due to self-initiation in learning English online.

13. What are the proper guidelines and instructions to accomplish your assignment from your instructor via online learning?

- Ans. Of course. My teachers, very clearly, give the instructions to undertake an assigned task via online learning. Every time at the end of each lecture, the teachers assign us some useful tasks that support our learning. They instruct us with clear instruction in Google Classroom App with the question mentioned. Sometimes, they even help us prepare power point presentation and present during class time. Before we handed the task, they share all the ideas to do the task and it has helped us learn more and explore more in learning.

14. How do you manage your online studies at home? Do you have proper Internet access to a laptop?

Ans. Yes, I have very fast Internet access to join online classes and learn. And, I have got a very branded Laptop for this.



## **Appendix - 4**

### **Personal Details of the Learner**

**Name:- Kumar Mandal (D)**

**Campus:-MahendraRatna Campus**

### **Questionnaire for students:**

1. What is your perception towards distance education?

- As per my experience, distance education is the ultimate way out of continuing education system so far during corona crisis. Today's students have to be techno-friendly to entertain the real essence of distance education. Without a doubt, it is certain that it is the best and foremost process of imparting knowledge to the students living in different parts of a country.

2. What is the role of motivation to make students participation on virtual language classes?

- Virtual classroom itself is a new concept for the Nepalese students like us. This idea must be well introduced and simplified for the students to take active participation on virtual language classes. Hence, the role of motivation has a huge significance in true sense.

3. What sort of digital platforms/ mobile applications do you use to attend your English language class?

- In the very beginning, I wasn't familiar with any sort of digital platforms except messenger video calling and group chat but gradually I have learned the operation of different sort of applications such as Zoom Meeting, Duo and Team link. These make learning really interesting as they offer many features such as sharing screen, chatting, drawing, etc.

4. What learning difficulties are you facing while learning English through online class?

- In our context, it is obvious that Internet access hasn't available everywhere yet. Other learning difficulties are Internet access with poor quality, frequent load shedding, homely distractions including blurred vision and eye strain. Too much sitting and facing screen really make me exhausted and physically dull.

5. What sorts of training regarding the operation of digital mediums like Zoom, Google Meet, etc. have you taken?

- Unfortunately, I haven't taken any training regarding the operation of digital mediums. As being a novice, I watched various online tutorials available on YouTube. I also took help from my techno-friendly teachers and friends.

6. What are the benefits do you think having online learning during the formal closures of campus/universities?

- During the formal closures of campus/universities, online learning has many benefits as it lets education go on smoothly. Many students are benefitted sitting at home as they could take charge of both their sound learning as well as sound health.

7. How do your teachers motivate you to learn from other digital form along with video conferencing?

- Online learning system is a new concept for both students and teachers. Both parties need motivation. As being a learner, I have felt myself lucky to have such an amazing, helping and friendly teacher.

8. What do you think about the learner's role to run ELT online classes as an alternative way to let studies go on?

- Students play an important role to run ELT online classes as an alternative way to let studies go on in the sense their engagement and proper attention in classroom activities are the key to make English teaching and learning effective and comprehensive.

9. How do you think on the relevance of online medium of language learning as the supplementary of normal classroom?

- The relevance of online medium of language learning as the supplementary of normal classroom is highly accepted and appreciated amongst teachers and students. I genuinely consider online learning as a blessing for the students who are always willing to learn new things and update themselves.

10. What do you think about the guardians' satisfaction with the attempt of campus or universities to conduct online classes?

- Some guardians are really seemed satisfied with the attempt of campus or universities to conduct online classes. On the other hand, some are found confused and misguided in the sense their children might misuse the access of Internet and damage their careers.

11. What kind of training, workshops and seminars from campus/universities to participate in online learning have you received? If received, explain in brief.

- No, there is no training, workshops and seminars provided from campus/universities to participate in online learning

12. What has motivated and encouraged you to learn English language through online?

How?

- Yes, I really enjoy online English language classes these days. It is possible due to motivation and encouragement which I got from my parents, teachers and friends. On the top of that, I really entertain the operation of digital applications as they provide varieties of features.

13. What are the proper guidelines and instructions to accomplish your assignment from your instructor via online learning? What are they?

- The teachers ensure proper guidelines and instructions for the students while giving assignment via online classes such as tips for preparing PowerPoint, providing templates, sending sample assignment word files, etc.

14. How do you manage your online studies at home? Do you have proper Internet access to a laptop?

- Yes, I have both laptop as well as proper access of Internet at home. These facilities enable me to manage my online learning smoothly.

## Appendix - 5

### Questionnaire for students:

#### Personal Details of the Learner

**Name:-Manahari Sharma (E)**

**University:-Tribhuvan University**

1. What is your perception towards distance education?
  - It is form of education in which the students do not present physically and classes are conducted using different apps or technical devices.
2. What is the role of motivation to make students participation on virtual language classes?
  - Motivation is always required either in virtual language classes or physical. So, it is in the center of language learning.
3. What sort of digital platforms/ mobile applications do you use to attend your English language class?
  - Zoom and Microsoft team.
4. What learning difficulties are you facing while learning English through online class?
  - Internet problem.
  - Problem in understanding
  - Less dialogic situation.
5. What sorts of training regarding the operation of digital mediums like Zoom, Google Meet, etc. have you taken?
  - No, I didn't get any specific training regarding the operation of digital mediums.
6. What are the benefits do you think having online learning during the formal closures of campus/universities?
  - Continuity in language learning.
  - Continuation of academic session. ‘
  - Get refreshment.
7. How do your teachers motivate you to learn from other digital form along with video conferencing?
  - It is not differ from formal physical classes in terms of content deliver.
8. What do you think about the learner's role to run ELT online classes as an alternative way to let studies go on?

- Should be an active participant.
- An active listener.
- Time manager and dialogue creator.
- Co-operator.

9. How do you think on the relevance of online medium of language learning as the supplementary of normal classroom?

- I don't think so. I found online classes are conducted to continue our course.

10. What do you think about the guardians' satisfaction with the attempt of campus or universities to conduct online classes?

- I think guardians are not satisfied with the attempt of campus or university to conduct online classes because the students do not pay attention and run other apps simultaneously.

11. What kind of training, workshops and seminars from campus/universities to participate in online learning have you received? If received, explain in brief.

- No.

12. What has motivated and encouraged you to learn English language through online?

How?

- No, I am not motivated and encouraged to learn English language through online.

13. What are the proper guidelines and instructions to accomplish your assignment from your instructor via online learning? What are they?

- No, I haven't receive proper guidelines and instructions to accomplish my assignment from my instructor.

14. How do you manage your online studies at home? Do you have proper Internet access to a laptop?

Yes, I have proper Internet access.

## Appendix - 6

### Personal Details of the Learner

**Name:-AnishaBhattarai (F)**

**University:-. Tribhuvan University**

#### **Questionnaire for students:**

1.What is your perception towards distance education?

) -Distance education has really played a very great role to spread and flourish knowledge among the students even in the lockdown. The universities and different institutions understand its importance very well. The lockdown paves the way for the demand and necessary of distance education. I, as a learner of grade 12, finds it noteworthy and I am very happy with it.

2.What is the role of motivation to make students participation on virtual language classes?

) One must be motivated to engage in virtual class. It helps for the active participation. It ignites the students paving the way for the future wellbeing. – If one is motivated, he /she will be even prepared to learn when we happen to face the crisis alike the ongoing danger.

3.What sort of digital platforms/ mobile applications do you use to attend your English language class?

) I was unknown about the app called zoom. Its necessity has come into an effect when almost students like me were lagged behind going to campus. After a month, when the lockdown prolonged more, my institute informed me to install the app, zoom on smart phone. Thus, I use zoom app to attend the English language class

4.What learning difficulties are you facing while learning English through online class?

) The use of zoom app is increasing among the students and teachers. It has come as a blessing. However, it has some drawbacks. I have realized the lack of training of the tutor in using zoom app. -A sound is not heard clearly. I have found the problem in screen sharing. Students don't pay attention. A tutor is unable to find out whether there is an active participation of the students or not--A low Internet connection and the power cut of the electricity sometimes makes me irritate.

5. What sorts of training regarding the operation of digital mediums like Zoom, Google Meet, etc. have you taken?
- ) Yes, I took the training to use zoom app. My institution provided me a user ID and Passcode and they taught us hiring an expert
6. What are the benefits do you think having online learning during the formal closures of campus/universities?
- ) The benefits I think having online learning during the formal closures of campus are:-
- One need not be worried about being affected from covid-19
  - One can learn from home easily.
  - One can learn freely-at any time
  - We can have enough time for practice.
  - One can learn from well-developed lesson plan.
7. How do your teachers motivate you to learn from other digital form along with video conferencing?
- ) My teachers motivate me by making me aware of taking physical class. He makes me understand the possibility of learning in future in a same way. Thus, my teacher makes me learn even convincing my parents too. -----
8. What do you think about the learner's role to run ELT online classes as an alternative way to let studies go on?
- ) The students should be attentive, discipline and time bounded. He/she should not annotate anything on the screen when someone is sharing the screen. He/she should remain as zoom rules premises. one should make active participation.
9. How do you think on the relevance of online medium of language learning as the supplementary of normal classroom?
- ) The relevance of online medium of language learning has become today's needs. It has made easy for fulfilling the remained course. Despite its area cannot reach to some rural place, it has become the supplementary normal class.
10. What do you think about the guardians' satisfaction with the attempt of campus or universities to conduct online classes?

) In my case, my parents are positive and satisfied. My parents are happy at least I am not indulged in any activities. I have found my parents supporting me for the online class. But to some of my friends' parents, I have found the parents not being positive. Those who don't have wifi and good network area, they are seemed as dissatisfied.

11. What kind of training, workshops and seminars from campus/universities to participate in online learning have you received? If received, explain in brief.

) Yes, my campus, where I am studying yet, provides us a training in using zoom app for online class. I thank for this. Deepak Panday, a computer teacher from our same campus helped us from installing app to using it. We learned how to make own zoom user Id. He taught us how one could start meeting oneself at any our time. I am really indebted to this act.

12. What has motivated and encouraged you to learn English language through online?

How?

) Undoubtedly, I am really motivated and encouraged to learn English language through online. Because of the online class, I am successful to learn all the remaining course. I am seen of having a keen interest on it. Staying at home and getting chance to learn-from home makes me satisfied and happy.

13. What are the proper guidelines and instructions to accomplish your assignment from your instructor via online learning? What are they?

) Yes, they always provide us some project work in relation their topics. They ask us to submit the assignments via gmail and whatsapp. We have our own group where respective teacher checks and provides feedback too. Our assignment is always based on the topic of the presentation.

14. How do you manage your online studies at home? Do you have proper Internet access to a laptop?

) To me, yes I have proper Internet access at home and access to laptop. But some of my friend are found out to be online via smart phone. I am happy that my parents have managed everything for the online class



## Appendix - 7

### Personal Details of the Teacher

**Name:- A**

**University :-Tribhuvan University**

#### Questionnaire for teachers:

- 1.What sort of digital platforms/mobile applications do you use to conduct online classes?  
J I am using Microsoft Teams application in our campus for online class.
2. How does your campus/university administration support you for effective implementation of online education and to develop digital instructional materials?  
J My campus is quite supportive for managing and implementing the resources and instructional materials. The administration manages everything i.e. students' mail ID and contact number.
- 3.What do you think about the instructor's strategy to run ELT classes via online as an alternative way to let studies go on?  
J As an ELT instructor, the strategy of an instructor is a material producer, manager of technical aspect, material collector and guide to students.
- 4.How do you evaluate your learner's learning outcomes?  
J I evaluate my students by asking questions immediately during the class and giving test for learner by using the app Learning Management System (LMS). Both subjective and objective types of questions are asked and evaluated there.
5. How does motivation and feedback play significant role on online learning? How do you encourage your students to learn English via online classes?  
J Motivation and feedback play great role on online class, when we motivate students and give feedback, they are readily available for study otherwise, and they are physically distance from the teacher. I usually encourage learner by providing the web link and self- made materials.
6. How can we make the evaluation system able to assess the real performance of the students after completion of English language courses taught digital connectivity?  
J To assess the real performance of the students after completion of English language courses taught digital connectivity, various activities such as home assignments, project works, composition writings on given topics related to

course can be kept under consideration to make evaluation process valid as far as possible.

7. What challenges have you been facing in teaching and learning activities through online?

) Frequent power cut, Internet connection and Internet access to students are challenges I faced in teaching and learning activities online.

8. What are the advantages of teaching English language courses through digital connectivity?

) There are many advantages: We can present the materials instantly. We can give web-link to the learner in real time. Another advantage is; all students can participate in question answer at once through. Even shy learner can response in online.

9. What do you want to suggest concerned authorities to implement the concept of online learning/digital connectivity effectively in the field of English language teaching?

) I want to suggest that the concerned authorities should provide Internet access to all the students. The campus should provide basic computer training to all the students and teachers.

## Appendix - 8

### Personal Details of the Teacher

**Name:- B**

**University :-Tribhuvan University**

#### Questionnaire for teachers:

1. What sort of digital platforms/mobile applications do you use to conduct online classes?

) I use Microsoft team to teach the students. Moreover, I also use module as a technology device to teach the students.

2. How does your campus/university administration support you for effective implementation of online education and to develop digital instructional materials?

) Yes, Tribhuvan University has subscribed the team as a teaching technology for all constituent and affiliated campus of Tribhuvan University.

3. What do you think about the instructor's strategy to run ELT classes via online as an alternative way to let studies go on?

) To save from Covid at present time. More importantly, teacher should be ICT friendly which is one of the strategies of teacher professional development.

4. How do you evaluate your learner's learning outcomes?

) We have not practiced digitalized assessment system yet. However I used digitalized assessment system for formative assessment when I took class in ODEC.

5. How does motivation and feedback play significant role on online learning? How do you encourage your students to learn English via online classes?

) The students should be ICT friendly in order to take class and share their ideas using digital devices. –They are to be enthusiastic to use ICT agencies to share their experiences.

6. How can we make the evaluation system able to assess the real performance of the students after completion of English language courses taught digital connectivity?

) The teachers are to be provided ICT workshop and training to make them ICT experts. The teachers are to be not only ICT literate but also ICT expert in order to run classes via digitalization.

7. What challenges have you been facing in teaching and learning activities through online?

) We need an ICT expert while holding class. The Internet is not very strong supportive to run the digitalized class. The online classes are disturbed due to irregularity of electricity, Internet, and ICT refreshment workshop.

8. What are the advantages of teaching English language courses through digital connectivity?

) There are much more boons of using ELT class through online such as saving time, money, and energy. We can complete the course on the stipulated time of the government. We can make the students ICT literate and friendly. The students can be the global students through the use of digitalized classes.

9. What do you want to suggest concerned authorities to implement the concept of online learning/digital connectivity effectively in the field of English language teaching?

) Both teachers and students are to be provided short term workshop of and training –regarding digitalized classes by the local government as soon as possible.

## Appendix - 9

### Personal Details of the Teacher

**Name:** C

**Campus:** MahendraRatna Campus

### Questionnaire for teachers:

1. What sort of digital platforms/mobile applications do you use to conduct online classes?

) Zoom, Microsoft team, Google class room, Google met, etc.

2. How does your campus/university administration support you for effective implementation of online education and to develop digital instructional materials?

) Yes. Campus provides training from the technical team in the earlier stage. Nowadays, campus organizes some workshop, seminar on language teaching and learning.

3. What do you think about the instructor's strategy to run ELT classes via online as an alternative way to let studies go on?

) The online teacher plays the role of guiding students through one or more online learning experiences. These experiences are most often designed and planned long before the course starts so that the teacher can devote more time to guiding the students. Teachers also thoughtfully facilitate the content that will support students learning in the class. The teacher's main role is as a facilitator and offer support and advice when needed, and to provide the necessary scaffolding to the learner when necessary.

4. How do you evaluate your learner's learning outcomes?

) By creating exams, creating assignments, using classroom assessment techniques. Assessing group work. oral interview, project work, online quiz, presentation

5. How does motivation and feedback play significant role on online learning? How do you encourage your students to learn English via online classes?

) Learner motivation has become two focal points of language classroom. Even the most experienced or independent students need some counseling in terms of what to study, where the material are, which one is essential to

study. So I often provide them knowledge based motivation and feedback. If we are going to truly inspire and motivate all of our students, we should know each of them on a personal level. We need to know their interests and hobbies, who they hang out with, their family situations, and what gets them excited. Also growing a community of students in the classroom.

6. How can we make the evaluation system able to assess the real performance of the students after completion of English language courses taught digital connectivity?

) Observing students throughout the campus day can give important insight into their learning needs and progress. It alerts teachers to issues and information that one can't provide on a written test. We also give students an opportunity to assess their own learning and reflect on the progress they are making. They can identify their own gaps in skills or knowledge, revises their work, and set realistic goals. Giving students various ways to demonstrate their learning can give teachers a clearer picture of learner progress than with paper, pencil tests alone

7. What challenges have you been facing in teaching and learning activities through online?

) Technical difficulties with online teaching tools

) Not proper teaching and learning atmosphere inside the home, a bustling household can be very distracting.

) Time consuming

) Poor connectivity

) Teachers cannot see if students are engaged in the task at hand or distracted by online games or videos.

8. What are the advantages of teaching English language courses through digital connectivity?

) Possibility of self-dependent work,

) It helps to improve communicative competency,

) It provides more opportunity to interact with teacher and students,

) Anywhere anytime learning creates a new world of opportunity,

) Allowing students to progress at their own rate,

) Interactivity,

- ) Quality of education,
  - ) Motivation,
  - ) Possibility of self-dependent work,
  - ) Improving of communicative competency,
  - ) Self-evaluation of the achieved level
9. What do you want to suggest concerned authorities to implement the concept of online learning/digital connectivity effectively in the field of English language teaching?
- ) ICT training should be given to the instructor
  - ) ICT plan and policy should be implemented in ground level
  - ) Supervise the effectiveness of online classes regularly
  - ) Different workshops and seminar should be organized in related with ICT tools and content based

## Appendix - 10

### Personal Details of the Teacher

**Name: D**

**Campus: MahendraRatna Campus**

### Questionnaire for teachers:

1. What sort of digital platforms/mobile applications do you use to conduct online classes?

) Mainly, I am using PC, mobile phone, Wi-Fi and so on for the operation of English Language class. Also the software like Google, YouTube and Internet have been airtight teaching materials of my virtual English Language class.

2. How does your campus/university administration support you for effective implementation of online education and to develop digital instructional materials?

) The institution where I am working is facilitating me for the efficient operation of the online classes. It has provided me trainings like zoom, Google classroom, team, Midas and so on. The campus has also been providing remuneration even in this lockdown situation. This all aspects have assisted for the effective implementation of online education and to develop digital instructional materials.

3. What do you think about the instructor's strategy to run ELT classes via online as an alternative way to let studies go on?

) The role of instructor is very pivotal for the conduction of ELT classes via online as an alternative way to let studies go on. In the absence of the instructor, there occurs so many lapses as there is implausibility of managing classes. The teacher can assist and mobilize the learner for presentation and the completion of teaching learning activities. In order to evaluate, monitor, supervise, guideline and feedback the students also the role of instructor is necessary. The more the instructor becomes active, the more there will be the progress of the students. And hence there will be the attraction of the students and there will be the overall development of the campus.

4. How do you evaluate your learner's learning outcomes?



- ) I will evaluate the students by the assessment of students' presentation, home assignment, class assignment, project work, classroom discussion, discipline and so on.
5. How does motivation and feedback play significant role on online learning? How do you encourage your students to learn English via online classes?
- ) A motive is something that causes the students to act in a particular way that is why motivation can play decisive role for the enhancement of learner's participation in virtual classes. It is because motivation can enlarge the dialogic, participatory, performativity and more significantly efficiency and affectivity of the students. Hence, motivation is the heart of virtual teaching learning activities. I am encouraging the students by shaping their mind for the success through the biography of successful, personalities, narrating moral stories and providing prize like monetary prize which i send through by bank account to the well performers.
6. How can we make the evaluation system able to assess the real performance of the students after completion of English language courses taught digital connectivity?
- ) The teacher, by using the norms of ethics and morality, has to fully assess the students on the basis of their presence, classroom presentation, classroom discussion, home assignment and class assignment and so on.
7. What challenges have you been facing in teaching and learning activities through online?
- ) The challenges that I have been facing in teaching and learning activities through online are passivity of the students, students' leaving of turning off video, eye-pinch for both teacher and students, lack of time for dialogic aspects, loads heeding, slow network, high rate of absent students etc. stand as the problematic aspects of online class.
8. What are the advantages of teaching English language courses through digital connectivity?
- ) Firstly, the continuation of online classes has launched the daily activities of the physical classes. The teacher, students and campus have been conducting there usual tasks. Secondly it has saved the time for the struggling teacher like us as we have been endowed with the time to prepare TSC, PSC and TUSC. Thirdly we are saving from the catastrophic COVID-19. Fourthly, the dusty

environment of the world has been cleaned. And lastly, the crowd and money minded people living hectic life has been given chance for social relationship.

9. What do you want to suggest concerned authorities to implement the concept of online learning/digital connectivity effectively in the field of English language teaching?

) I would like to forward the elimination of load shedding, Internet problem, reward to the teachers by the campus, Parental guidance to the students and to create special software for the teaching and learning activities. Moreover, the management of prize and punishment for the teacher and students, appropriate rules and policies, supervision and monitoring can also be important aspects which can be enhanced by the authorities.

## Appendix- 11

### Personal Details of the Teacher

**Name:- E**

**Campus:-GraminAadarsha Multiple Campus**

### Questionnaire for teachers:

1. What sort of digital platforms/mobile applications do you use to conduct online classes?

) I use Zoom the most. Apart from this, I use Google Meet and Microsoft Teamlink to conduct online classes.

10. How does your campus/university administration support you for effective implementation of online education and to develop digital instructional materials?

) Yes, my campus administration has supported me for effective implementation of online education and develop digital instructional materials. We have had a very demonstrative training before we commenced online teaching. S.K. Chaudhary from an Indian University conducted a 2 hours training on virtual classes and it helped all of us very well.

3.What do you think about the instructor's strategy to run ELT classes via online as an alternative way to let studies go on?

) As an instructor, he or she must be well equipped with the ideas of running classes online. They firstly need to be active and think what I can do best for my students and help them learn more safely. While they teach, they need to prepare students ready for learning. They should energize them to engage in learning and encourage them to accomplish assigned task creatively. They also need to evaluate students' performance, report their progress to their parents and help them in the tasks they need the support from us. Similarly, the teachers need to provide genuine feedbacks, though it takes time to provide on individual basis, regularly so that it enables students to be more responsible and they more responsible to go ahead with the project.

4. How do you evaluate your learner's learning outcomes?

) There are multiple ways to evaluate students' performances. We often assign them very creative and critical projects that they can do with their best capability and present personal genuine ideas. We even take oral test, written test and observe their class conduct which help to know their learning outcomes. Apart from these, there are Google forms for conducting MCQ test and subjective test.

5. How does motivation and feedback play significant role on online learning? How do you encourage your students to learn English via online classes?

) Without motivation and feedback, students don't have interest in online learning. They are the most important factors to bring students in virtual platform and continue learning process. Motivation helps the students to be self prepared for attending classes while feedback helps to correct their mistakes and improve further. I encourage my students to learn English via online classes as I instruct them to go beyond the text and expand more. I often suggest them some useful English movies and documentaries, listen to online novels and stories and read the stuff of their interest.

6. How can we make the evaluation system able to assess the real performance of the students after completion of English language courses taught digitally?

) Though it is tough, we can do it in a better way. There are a number of ways to evaluate the performance of the students. We can assign them such project that validate their performability.

7. What challenges have you been facing in teaching and learning activities through online?

) The challenges that I have been facing in teaching and learning activities through online are frequent power cut off, unexpected Internet interruption and uniformity in students' presence during class time. Besides these, it has brought some health hazards such as redness of eyes, headache and backache due to long hours of stay online.

8. What are the advantages of teaching English language courses through digital connectivity?

) It is not time bound. The teachers and the students need not be confined with the time they can conduct classes as per their convenience. And, learning online is all about making the best and appropriate use of ample of teaching

resources which make teaching style impressive. We can simply use power point slides, slide shares and useful video while conducting classes. Moreover, it enables students' reading and listening skills.

9. What do you want to suggest concerned authorities to implement the concept of online learning/digital connectivity effectively in the field of English language teaching?

) I would like to suggest them to provide free Internet connection and eliminate load shedding permanently. The children of poor family cannot afford devices and Internet connection for attending online classes. For this, the local authorities can allocate budget for such students and help them afford the device by providing them financial assistance.

## Appendix- 12

### Personal Details of the Teacher

**Name:- F**

**Campus:-GraminAadarsha Multiple Campus**

### Questionnaire for teachers:

1. What sort of digital platforms/mobile applications do you use to conduct online classes?

) To conduct virtual classes, I have been using some mobile applications such as Google meet, Microsoft Teams, Zoom, Free conference call.com, etc.

2. How does your campus/university administration support you for effective implementation of online education and to develop digital instructional materials?

) Actually, I have not received any support to implement virtual education developing digital learning resources. However, I prepared some power point slides myself, collected various notes from several websites and distributed to my students to make teaching learning effective.

3. What do you think about the instructor's strategy to run ELT classes via online as an alternative way to let studies go on?

) The instructor's strategy to run ELT classes through online are:

) Producing various materials related to particular subjects.

) Providing students with different assignments.

) To assess students works and to provide suitable feedbacks.

4. How do you evaluate your learner's learning outcomes?

) As I am conducting virtual class, I have faced various challenges regarding evaluating students' learning outcomes; however I evaluate their learning through various interviews and asking them to prepare term papers on different topics related to their courses.

5. How does motivation and feedback play significant role on online learning? How do you encourage your students to learn English via online classes?

) Motivation encourages someone to involve in online learning and feedback helps them to make their learning effective. I encouraged my students to learn

English virtually by conducting various video-conferences as well as sharing various reading materials, assignments and so on.

6. How can we make the evaluation system able to assess the real performance of the students after completion of English language courses taught digital connectivity?

) We can make the evaluation system able to assess the real performance of the students by creating various applications which examine students' ability, providing assessments without any biasness and encouraging students to do their task regularly.

7. What challenges have you been facing in teaching and learning activities through online?

) I have faced several difficulties in teaching and learning through online. They are

) Insufficient or almost no support from campuses,

) students are not seem to be active enough,

) low quality networks by service providers

8. What are the advantages of teaching English language courses through digital connectivity?

) The benefits of learning through digital connectivity are:

) It provides opportunities to the students to learn outside classrooms.

) It helps teachers and students to continue teaching learning in any critical conditions.

9. What do you want to suggest concerned authorities to implement the concept of online learning/digital connectivity effectively in the field of English language teaching?

) Authorities should provide enough intensives to teachers to manage online learning classes.

) Authorities should develop appropriate references for learning.

) Internal should be economic and should have in access of every students and teachers.

