

**Basic Level Teachers' Perceptions and Practices of Teaching Online During the
Covid-19 Pandemic in Nepal**

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

**Submitted by
Mandira Kumari Ghimire**

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

2022

**Basic Level Teachers' Perceptions and Practices of Teaching Online During the
Covid-19 Pandemic in Nepal**

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

**Submitted by
Mandira Kumari Ghimire**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2022**

**T.U. Regd. No: 9-2-841-100-2013
Fourth semester Examination
Exam symbol No: 7428072/074**

**Date of the Approval of
Thesis Proposal: 29/11/2021
Date of Submission: 22/09/2022**

Recommendation for Acceptance

This is to certify that **Ms. Mandira Kumari Ghimire** has completed her M.Ed. thesis entitled **Basic Level Teachers' Perceptions and Practices of Teaching Online during the Covid-19 Pandemic in Nepal** under my guidance and supervision.

I recommend and forward the thesis for acceptance.

Date: 22/09/2022

.....

Mr. Bhim Prasad Wasti (Supervisor)

Reader

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This proposal 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. Madhu Neupane

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Mr. Bhim Prasad Wasti (Supervisor)

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 29/11/2021

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

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Chandreshwor Mishra

Professor (English Education)

Baneshwor Multiple Campus

Shantinagar, Kathmandu

.....

Expert

Mr. Bhim Prasad Wasti (Supervisor)

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 11/12/2022

Declaration

I hereby declare that to the best of my knowledge this research is original; no part of it was earlier submitted for candidature of research to any university.

Date: 21/09/2022

.....

Mandira Kumari Ghimire

Dedication

Dedicated to

My parents and respected teachers, whose blessings, guidelines and supports are with me forever.

Acknowledgements

I would like to express my sincere gratitude to all the people who supported me to prepare this thesis with guidelines and encouragement during the research work. I would not have been able to complete this research without their support and guidance. My first debt of gratitude goes to my thesis supervisor, **Bhim Prasad Wasti**, Reader, Department of English Education, Tribhuvan University for his proper guidance, who helped me a lot by providing suggestions, constant supervision, constructive feedback to shape the research work and technique to bring this thesis in its complete form.

Likewise, I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his acumen comments suggestions and guidance. Moreover, my sincere gratitude goes to **Dr. Madhu Neupane**, lecturer of Department of English Education for her insightful remarks to this study.

I would like to disclose my humble gratitude to the External Supervisor **Dr. Chandreshwor Mishra**, Department of English Education for his suggestions, feedback and encouragement during the viva of this thesis. Likewise, I would like to show debt of gratitude to **Dr. Tara Datta Bhatta**, Professor and Head, faculty of Education for his kind encouragement and help during the thesis study. In the same way, I would like to show my sincere gratitude to **Mr. Gobinda Puri**, my guru at Rastriya Janasahayog College for his constant support and inspiration.

Similarly, I am equally obligated to Professors of the Department of English Education who tutored, guided, shared ideas, provided feedback, supported and encouraged me to complete this study. In the same way, I am grateful to **Ms. Madhavi Khanal**, Administrative staff at Department of English Education, Tribhuvan University, Kirtipur for her collaboration and administrative work.

I would like to acknowledge all those respondents who shared their experiences and provided necessary data for my research. Similarly, I cannot forget to show my regards to different scholars and authors as mentioned in the Reference section. I highly acknowledge to all the interviewees who provided me their valuable

time during the data collection. Finally, I must not forget to thank my family particularly my mother, sisters and brothers for their love, care and encouragement.

Mandira Kumari Ghimire

Abstract

This study entitled “Basic Level Teachers’ Perceptions and Practices of Teaching Online during the COVID-19 Pandemic in Nepal” explores the basic level English language teachers’ perceptions and experiences of online teaching and reports the findings out the challenges faced by teachers while teaching online. To meet the objectives of this study, eleven English language teachers of basic level were selected as a sample for this study by using purposive sampling. I used qualitative research design, particularly phenomenology to carry out this study. This study used the open ended semi-structured interview to obtain the required data. The population was selected purposively from Itahari sub-metropolitan city, Sunsari. By analysing the data thematically, this study reports the findings that the teachers experienced used various online tools and techniques to connect the students in the online class. The teachers could receive enough support from the governments and the school administration during online teaching. However, the study found that teachers go sufficient support from their colleagues and teachers’ professional organizations which teaching online during COVID. This study also found that teachers faced challenges such as poor connection, lack of devices, low number of participation, lack of parental and administrative support, lack of motivation of students and teachers, digital illiteracies and lack of ICT infrastructures. This study might be helpful for the policy makers, governments, school administrators, researchers and teachers to make the policy and pedagogies to fit to the difficult situation.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study and delimitations of the study. The second chapter presents the review of theoretical and empirical literature, implications of the review for the study including the conceptual framework. The third chapter deals with the methods and procedures of the study which covers design and method of the study, participants, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way, the fourth chapter includes the result and discussion of the data in various themes and sub-themes. Finally, the fifth chapter incorporates the summary, conclusion and implication/recommendations.

Table of Contents

	Page No.
<i>Declaration</i>	<i>iv</i>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Abbreviations/Acronyms</i>	<i>xii</i>
Chapter I: Introduction	1-5
Background of the Study	1
Statement of the Problem	3
Research Objectives	4
Research Questions	4
Significance of the Study.....	5
Delimitations of the Study.....	5
Chapter II: Literature Review	6-33
Theoretical Review.....	6
Online education and theories of teaching online	6
Technology and English language teaching	8
Interaction in online learning	9
Characteristics of online education	11
Theory of online learning in the twenty-first century	13
Model of E-learning	16
Components of effective online learning	17
Online learning resources.....	18
Supporting the learners.....	22
Features of online education	25
Online engagement and interaction.....	26
Empirical Literature.....	27
Implications of Literature Review	31

Conceptual Framework	32
Chapter III: Methodology	34-36
Design of the Study	34
Participants	34
Research Tools	35
Sources of Data.....	35
Primary sources of data	35
Secondary sources of data	35
Data Collection Procedures	35
Data Analysis and Interpretation Procedures	36
Ethical Consideration	36
Chapter IV: Results and Discussion.....	37-57
Teachers' Experiences of Online Teaching.....	37
Connecting students to online class	37
Assigning study tasks to the students	38
Assessing students' learning	40
The Use of Online Tools and Resources	41
Use of social media for teaching	41
Use of ZOOM/GOOGLE MEET/TEAMS	42
Using YouTube videos.....	43
Using online teaching portals.....	44
Support Mechanism for the Teachers.....	45
Support from colleagues.....	45
Support from school administration.....	46
Support from professional organizations	47
Support from governments.....	48
The Challenges Faced by the Teachers during Online Teaching	49
Lack of digital devices	50
Low connectivity.....	51
Low participation	52
Lack of parental support and awareness	53
Digital illiteracies	55
Motivation of the students.....	56

Chapter V: Summary, Conclusion and Recommendations	58-61
Summary.....	58
Conclusion.....	59
Recommendations	60
Policy related recommendations	60
Recommendations for future researchers	61
Recommendations to the teachers and practitioners	61
References	
Appendices	

List of Abbreviations/Acronyms

M. Ed.:	Master in education
B. Ed.:	Bachelor in education.
M.A.:	Master in Arts
E-Learning:	Education that takes place over the Internet
CALL:	Computer Assisted Language Learning
ICT:	Information Communication Technology
MOE:	Ministry of Evaluation
MOES:	Ministry of Education and Sports
CDC:	Curriculum Development Centre
NCF:	National Curriculum Framework
SSDP:	School Sector Development plan
SSRP:	School Sector Reform plan
CD:	Compact disc
DVD:	Digital versatile disc
ECD:	Early Childhood Development
OLE:	Open Learning Exchange
OLPC:	One Laptop per Child)
NWNP:	Nepal Wireless Networking Project
HRO:	Human resource outsourcing
ITSN:	Information Technology Society Nepal
NGO:	Non-Governmental Organization
ELT:	English language teaching
DEC:	Distance Education Center
E- learning:	Electronic learning
LMS:	Learning Management Systems
ESL:	English is Second Language
Covid-19:	Coronavirus Disease 2019
CAI:	Computer assisted instruction
T.U.:	Tribhuvan University
K.U.:	Kathmandu University

Chapter I

Introduction

This study entitled **Basic Level Teachers' Perceptions and Practices of Teaching Online during the COVID-19 Pandemic** explores the teachers' perceptions and their experiences of online teaching during the difficult situation of COVID-19 pandemic in Nepal. This chapter consists of background of the study, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms.

Background of the Study

After the outbreak of COVID-19 from Wuhan Hubei city of China in December 2019, all aspects of human life including education throughout the world was badly affected. Nepal was not an exceptional. The government of Nepal declared the countrywide lockdown immediately the first case of corona virus was identified which caused all the educational institutions including school education come to close for long time so that the teaching learning activities were disrupted. It was challenging for teachers and students to continue facilitating teaching learning activities in some of the private and community schools of Nepal because they were in the under-resourced contexts where they lacked the accessibility of network, availability of digital infrastructures, and ICT trained teachers. Besides this, teachers were facilitating students' learning through various means such as using online teaching platforms, visiting students' homes. Although higher education institutions had managed to facilitate students' learning online in the global contexts, schools of Nepal had not practiced teaching online. Moreover, online teaching systems and technologies had not been developed and practiced in the context of Nepal (Shrestha et al., 2022). The school education system in Nepal begins from Early Childhood Development (ECD) to secondary level (up to grade 12). However, the school education has been fundamentally categorized into two: basic and secondary schools. The history of school system in Nepal reveals that there were only six high schools during 2005-2006 B.S. Later, that number increased to 84 in 2011 BS (Nepal National Education Planning Commission, 2011). Later in 2036 B. S., the government allowed

to establish private schools. Currently, there are two types of schools: private and public in practice. According to EMIS report (2021), there are 35,674 schools currently in Nepal whereas 27,813 schools are community schools and 6732 private schools. Besides these, Nepal has 1129 religious schools, 484 technical and vocational schools. The government data shows that 11,366 community schools have computer access. However, 6,676 Schools seem to be using ICT for teaching. During Covid-19, the government of Nepal created learning portals to facilitate students' learning throughout the nation.

Nepal government has formulated and implemented various policies and programs to strengthen online education in Nepal. For example, the 10th national plan (2002-2007), National IT policy (2010, 2015), three years interim plans (2007-2010 and 2010-2013), School Sector Reform Plan (SSRP, 2009-2015) highlighted the implementation of ICT in school education. Particularly, ICT policy 2015 prioritized ICT as the means for quality education that focused on e-schooling, learning, education, and capacity building. Government of Nepal, especially, Ministry of Education through National Curriculum Framework (NCF), introduced ICT as a subject and ICT a tool for requirement in school education. The Information and Communication Technology (ICT) in Education Master Plan (2013-2017) implementation increased access to computers and the internet in schools. That allowed ICT use in school education. Department of Education (DoE, 2016) noticed for all (students, teachers, schools and District Education Offices) to use Online Learning Exchange (OLE) (E-Path, digital library and E-Pustakalaya) in Nepal's digital content. The National Educational Plan is one of the recent School Sector Development Plans, that was turned to be School Sector Development Project (SSDP) from 2016 to 2023, which developed ICT objectives such as: the Contextual use of ICT to improve classroom delivery by establishing an ICT learning environment, development of access to learning materials and supporting professional development and guidelines to secure sufficient capacity for integrating the curriculum and ICT use improved and increased effectiveness and efficiency of entire educational governance and management. Non-Governmental Organizations' (NGOs) initiatives lunched the some ICT projects in the country schools education such as: Open Learning Exchange (OLE-Nepal), OLPC (One Laptop per Child), and Nepal Wireless

Networking Project (NWNP), Human Resource Outsourcing (HRO) Nepal, Information Technology Society Nepal (ITSN) (Dhital, 2018).

The history of online education in Nepal is not so old. Its history dated back to 1958 when the College of Education started an adult education program through radio as distance education. The establishment of computer Association of Nepal in 1992 and Internet use group in 1997 regarded as the most notable effort. Likewise, as provisioned in National Education Commission 1993, the Distance Education Center (DEC) was set up under the Ministry of Education (MOE) in 1994. The center conducted teacher training and education awareness programs through radio broadcasting (Reza, 2020). Currently, it can be observed that notable development in the utilization of online, blended, and approaches of distance learning in higher education institutions in Nepal as the internet penetration and availability of electronic devices are quickly expanding (Thapa, et al., 2020). The government has made a commitment and has passed 'National Information Law 2067' to launch the e-governance in the country.

In the field of higher education, Nepal Open University was established in 2016 with the complete learning management system (LMS). In addition, several universities such as TU and KU offer some courses online or in blended mode. Moreover, Nepal Government has launched its first governmental e-learning portal that appears as an open library for Nepalese students (Adikari, 2020). Schooling frameworks utilized different multimedia CDs and DVDs as e-learning in Nepal. In the recent times, the use of online education has become essential part in other institutions as well due to the COVID.

Statement of the Problem

As Nepal is a developing country which has limited access to digital technology and its implementation in education, many educational institutions such as university, colleges and schools has lack of ICT infrastructure and digital literacy (Rana, 2018). The teachers at these institutions were not trained to teach online using ICT tools. In this context, COVID- 19 pandemic prevailed all of a sudden and country declared lockdown. As a result, schools and colleges remained closed for long time. Eventually, they shifted their teaching learning activities online. However, many

community schools, particularly basic schools in Nepal realized difficulties to connect their students online and facilitate teaching. Teachers who were literate in ICT and who had ICT infrastructure began teaching. Following the same path, community school teachers also learned ICT skills and initiated teaching online.

As a student of faculty of education, I have observed many teachers who were facing difficulties in designing and delivering lessons online. I have also experienced such problems while teaching to my students that towards online education in basic level teaching in ELT Classroom. I faced various challenges using ICT tools, developing materials, assessment correction, network problem, etc. I found that theoretical and practical aspects of English language teaching were different towards online education although we were new for online teaching. The main problem was to explore how other teachers teaching English language at the basic level were experiencing teaching online during COVID-19 pandemic.

Research Objectives

This study was focused on identifying the difficulties and strategies of online teaching through the analysis of teachers' lived experiences. Mainly, the study aimed to fulfill the following objectives.

1. to explore the basic level English language teachers' perceptions and experiences of teaching online
2. to find out the challenges faced by teachers while teaching online
3. to suggest pedagogical implications

Research Questions

This study attempted to answer the following research questions.

1. What are basic teachers' perceptions and experiences of online teaching in Nepal?
2. What are the challenges teachers faced while teaching online during the pandemic?

Significance of the Study

This research aimed exploring the perceptions and experiences of the teachers towards online education. In basic level of Nepal's school education, English language teachers were interviewed to understand their experience of online teaching in ELT Classroom. Before pandemic, in the context of Nepal, teaching learning process ran face to face but after the pandemic condition of Nepalese schools, colleges and universities shifted to online mode. The success of teaching resets the successive integration of online education. Otherwise some of the schools only were habituated towards online teaching in basic level. However, teacher did not have much more ideas on ICT. Their knowledge and experience may encourage them to integrate online teaching and ICT tools in ELT classroom. Similarly, teachers might face certain challenges while teaching online. Teachers might be benefitted from this study by gaining ideas on materials development, use of online teaching tools. So, it has significance to the teachers and students who are involved in teaching and learning online. This study might be useful to develop practical knowledge and skills on technology, time management, classroom management, and overall evaluation of students' learning. This study further can help to understand and adapt online education since online teaching might be easier, accessible, and techno-friendly during difficult times.

Delimitations of the Study

This study has the following delimitations:

1. This study was limited to the teachers' perception towards online Education.
2. This was specific to the basic level English teachers who had been teaching English online in Itahari sub metropolitan city.
3. The data were collected through the Semi-structured interviews.

The data were collected from eleven teachers of eleven schools who were teaching to the students of basic level.

Chapter II

Literature Review

This chapter presents the literature reviews related to online teaching during pandemic situation particularly, the teachers and students' perceptions and experiences of facilitating online teaching. The whole review of literature is grouped into major two sections: theoretical review and empirical review after rigorously reviewing various books, journal articles, and online reading materials available in the internet.

Theoretical Review

Online education and theories of teaching online. Online education has become very popular in academia and corporate education training. Teachers teach and learners participate in online course from home, work, the library, or anywhere they can access the internet. Online education is considered as web facilities for teaching that is a form of education. It is delivered and administered using Internet. Another way online education can be instrumental for face to face courses as well which utilize the internet to some degree to share resources and provide learning opportunities outside of the classroom. E- Learning in the modern sense is a relatively new concept. Power-point projectors and television-based classes were in use since the 1950s. However, one of the first instances of online learning in the world can be traced back to 1960, at the University of Illinois, USA. Though the internet wasn't invented in that situation back then, students and teachers began teaching learning process using computer terminals that were interlinked to form a network. Online education process was based on online communication the sender and receiver used to be dominant for effective communication.. The sender had an idea or concept he/ she wanted the receiver to appreciate. This means the message has to be effective in the receiver's space: if the message does not engage the receiver, the sender is wasting his/her time.

Distance education defined the trends affecting many firms in financial service, telecommunication, and technology industries. A dominant trend is the increasing distance from the customer (or student). Phone companies, utility

providers, and banks once operated many small outlets scattered throughout cities and were present in every small community; now, however, there were limited facilities (and increasingly online services) backed up by call centers. For call center to be successful and productive in any field including distance education, a number of critical success factors must be in place. Successful call-center implementation requires the development of effective processes and policies, the implementation of appropriate technology, and the adoption of effective human resource management processes (Woudstra et al., 2004)

COVID-19 has resulted in the closure of several schools and universities worldwide, affecting a billion learners globally (Viner et al., 2020). Due to the emergence of series of the wave of the pandemic, Nepal's educational institutions had been temporarily closed down leading to enormous anxiety and uncertainty and estimated that nearly nine million students in Nepal were affected (UNESCO,2021). The closure of educational institutions for a considerably long period initiated a change in the education system and led to the notable rise of online learning, whereby teaching and learning were undertaken remotely and on digital platforms.

E-learning is a form of distance learning, which has long been a part of the education system globally, replicating the physical “Brick and Mortar” classroom (Acharya, et al., 2020). Amid the COVID-19 pandemic, e-learning replaced traditional educational techniques and became an obligatory component of all educational institutions in the world, as it offered students elasticity where and when they learned (Maatuk et al.,2021; Radha, 2020). Different countries started to adopt various Learning Management Systems (LMS) and Cloud Computing-based resources to aid the educational process. Countries with huge populations such as China and India also started online learning protocols by mobilizing the existing materials and resources at provincial and national platforms (Noureen et al., 2020).Online courses used the web or computer networks as the primary environment for course discussion and interaction. Course activities such as presentation of information, discussion, and group work were through other media such as textbooks and course readings in hard copy, audio, or video cassettes, telephone calls, or audio or video conferencing which were integrated as part of the instructional design. The face-to-face meetings were once considered essential which were increasingly found not to be especially

considering the time constraints and travel costs for students. The use of computer networking for course delivery was growing for both university and training courses. Higher education institutions began experimenting with the use of computer conferencing for undergraduate course delivery (either total or partial) in the mid-1980s. In a study it was reported that mathematics, computer science, and statistics class were effective in their outcomes after integrating online communication tools (Hiltz, 1994). In 1985, two graduate schools (the Ontario Institute for Studies in Education (OISE) and University of Toronto) began offering graduate-level courses online, using computer conferencing as the principal mode of delivery (Levinson, 1990). Students would login to designated computer conferences to participate in class discussions, debates, seminars, individual and group assignments, and virtual meetings and libraries.

Technology and English language teaching. There has always been a strong relationship between education and technology. The success of online education depends on the combination of different aspects such as teacher, learners, contents and technologies. Computer assistance in English language teaching and learning means that computer is used to to facilitate and deliver learning materials for the student (Tyler and Danilov, 2005). Technology is the medium for instruction for online education. When teacher and learners involved in teaching and learning activities, technology plays the major role for effective teaching and learning. Technology is used to engage students in problem-solving activities, as a tool for self-diagnosing and fixing one's learning gaps, and for conducting cooperative activities (Emara 2020). Without content knowledge, online education always remains incomplete. So, content knowledge is the basic foundation for online education. Varieties of online sources and electronic media are applied in the field of ELT that help language teaching to make their professional and teaching learning activities development. In the case of basic level teachers, the use of electronic devices can be challenging for ELT teachers because of lack of technological knowledge, knowledge of educational software, emergence of various teaching applications, and ICT tools. Teachers and students might use ICT as new ways to promote modern and efficient learning activities to enhance better achievement in English. ICT becomes a global policy of education and give a massive impact on the changes of an education system

in many developed countries, (Zhao, Yao, & Kong, 2016). Electronic media have power to bring the real world inside the ELT.

Technology has been used to improve language learning. Technology mediates different attitudes of the users which might support English language learners to increase their learning skills. ICT and Web tools have been powerful tools for education change and reform (Acharya, 2014).

Digital learning encompasses the application of a wide spectrum of learning practices including blended and virtual learning (Shrestha et al., 2022). Considering technology as one of the essential tools, the government has integrated it in its school curriculum too. In the literature, various types of online tools and researches such as Internet, Facebook, weblog, Email, You tube, Skype, Twitter, Teaching apps were practised. It was visible from the review that the appropriate use of ICT can be beneficial to expand the teaching and learning environment. Moreover, ICT in ELT classroom helps to develop audio and video materials for online, offline or blended learning.

Interaction in online learning. According to Sher (2009), “reciprocal events require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another” (p. 8). Interaction – or its derivative term interactivity – serves a variety of functions in the educational transaction. These functions control the facilitating program adaptation based on learner input, allowing various forms of participation and communication, and also aiding meaningful learning (Sims, 1999). The role of critical interaction is always supportive for defining education (Anderson, 2003). The study has shown three most common forms of interaction in distance education that are student-student; student-teacher and student-content (Christensen & Menzel, 1998). Anderson and Garrison (1988) expanded interactions to include teacher-teacher, teacher-content, and content-content interaction too. Anderson (2003) highlighted the inclusion of face-to-face video conferencing, Audio conferencing, distance Computer conferencing, radio correspondence, television and computer-assisted instruction for the effective media interaction. Attributes of educational media towards a theory of online learning and accessibility factors were also focused in his study. Besides these, there are other forms of interactions such as student-student interaction, student-teacher interaction,

teacher-teacher interaction, teacher-content interaction, student-content interaction and content-content interaction (Andersen et al., 1981). Modern constructivist and Connectivity theorists stress the value of peer-to-peer interaction in investigating and developing multiple perspectives. Work on collaborative learning illustrates potential gains in cognitive learning tasks, as well as increasing completion rates and acquisition of critical social skills in education (Kirby, 1987).

Student-teacher interaction is supported in online learning in a large number of varieties and formats that include asynchronous and synchronous communication in text, audio, and video communication. New teachers and students often hold unrealistic expectations for immediate responses from their teachers. Emerging best practices now recognize the flow of communication in online courses to be much less teacher centric than in traditional classroom discourse; teachers do not have to respond immediately to every student question and comment, and playing a less dominant role in class discourse can actually support the emergence of greater learner commitment and participation (Anderson,2008). Online education needs to be based on a strong methodology, and good teacher-student and student-student interaction (Dresser, 2013).

Student-student interaction had traditionally been downplayed as a requirement of distance education, due to constraints on availability of technology and an earlier bias amongst distance education theorists towards individualized learning (Andersen et al., 1981). Modern constructivist and connective theorists stress the value of peer-to-peer interaction in investigating and developing multiple perspectives. Work on collaborative learning illustrates potential gains in cognitive learning tasks, as well as increasing completion rates and acquisition of critical social skills in education (Kirby, et.al, 2010). Learners to learners interaction develop interpersonal skills and investigate tacit bodies of knowledge shared by community members as well as the formal curriculum of studies (Hung, et al., 2012).

Miyazoe and Anderson (2010) defined the teacher-content interaction focuses on the teacher's creation of content: learning objects as well as units of study, complete courses, and associated learning activities. Teacher-content interaction allows teachers to continuously monitor, construct, and update course content resources and activities.

Teacher-teacher interaction creates the opportunity to sustain teachers with professional development and support through supportive communities. These interactions encourage teachers to take advantage of knowledge growth and discovery, in their own subject area and within the scholarly community of teachers (Anderson, 2008).

According to Anderson (2016), content-content interaction provides a means to assert control of rights and facilitate tracking content use by diverse groups of learners and teachers. Thus, learner-group and teacher-group interaction opens the online classroom door to viewpoints, resources, and insights gathered from throughout the Net. Content-content interaction is a new and developing mode of educational interaction where content is programmed to interact with other automated information sources to constantly refresh itself and acquire new capabilities, through updates and interaction with other content sources.

Characteristics of online education. According to Huffaker and calvert (2003), an insightful book on the new science of learning, provides evidence that effective learning environments are framed within the convergence of four overlapping lenses. They argue that effective learning is community-centered, knowledge-centered, learner-centered, and assessment-centered.

Student-Centered learning has proven to take students to higher levels of critical thinking, problems solving, improvement of attitude to learn, as well as an increase in overall attendance (Overby, 2011). Learner-center contexts meet the needs of the teacher, the institution, and of the larger society that provides support for the student, the institution, and often for a group or class of students, as well as for the particular needs of individual learners. Teacher makes efforts to gain an understanding of students' prerequisite knowledge, including any misconceptions that the learner starts with in their construction of new knowledge. To be successful as a teacher it is imperative to build a relationship with a student; respect fosters respect, which breaks down the barriers that inhibit communication and trust (Moye, 2010). Learner-center activities make extensive use of diagnostic tools and activities to make visible these pre-existing knowledge structures to both the teacher and the students. Learner -centered approaches emphasize the importance of creating learning opportunities that improve students' learning (Blumberg, 2008). Learners also need

opportunities to reflect upon their own thinking to develop new knowledge structures. A learner-center educational approach is an important factor in the learners' satisfaction and for the successful integration of ICT instruments when using online technologies (Englund, 2017).

Regarding assessment-centered, Anderson (2004) presented the necessity for effective learning environments to be assessment- centered. By this term, teachers did not give support for summative assessments (especially those supposedly used for high stakes accountability), but teachers look at formative evaluation and summative assessment that serve to motivate, inform, and provide feedback to both learners and teachers. Both positive and negative feedback given in managerial assessment centers in relation to employees' self-efficacy for their ability to improve their relevant skills assessed in the centers, the extent to which they sought subsequent feedback from others at work, and the career outcome of being promoted to a higher level position within the organization (Dimotakis et al., 2017). Quality online learning provides many opportunities such as enhanced technical skills, virtual interaction, cost-effective learning, unlimited access to internet-based materials. The students who are competent in handling ICT tools can access the a bundle of learning resouces and continue self-learning (Baxter and Glaser, (1996).

Effective learning does not happen in a content vacuum. Peck (2000) theorized the learning that are based on networked contexts, such as "heutagogy" (Hase, 2009) and "connectives" (Siemens, 2017). Hase and Siemens defined that learning is about making connections with ideas, facts, people, and communities. Knowledge center is an institution dedicated to solving real problems in society by developing, applying, evaluating and disseminating knowledge as a tool or instrument for problem solving (Walker et al., 2012).

The community-center allows us to include the critical social component of learning in our online learning designs. Lee and Smagorinsky (2000) in Vygotsky's popular notions of "social cognition" asserted that students can work together in an online learning context to collaboratively create new knowledge. The ideas of Dumitru (2012) community of inquiry and Wenger et.al., (2002) community of practice expanded a learning community both to support and challenge each other, leading to effective and relevant knowledge construction. The flexibility of virtual

communities allows students for more universal participation. Community-centered learning in which students, parents, teachers, and community members work together to learn from each other and to solve real problems important to all is important for online learning (Turner 2011). Community-centered learning provides opportunities for parents and community members to become involved by providing information and support for problem solving and technology to extend the boundaries of their community and then on ways that technology can help to keep parents and community members involved in student teaching (Williams, 2009).

Theory of online learning in the twenty-first century. Various theories of online learning have emerged in practice. The theories developed in the course of time developed online education in today's form. Among them, some the theories are directly connected to the online learning and some of them are supportive only. The available theories have been reviewed in the following sections. According to Anderson (2008), behaviourist online learning theory, connectivist online theory, collaborative online theory, transformative theory of online learning are more detrimental in shaping the online teaching and learning.

Behaviorist online learning theory. Early computer learning systems were designed based on a behaviorist approach to learning. The behaviorist school of thought, influenced by Thorndike (1913), Pavlov (1927), and Skinner (1974) postulates that learning is a change in observable behavior caused by external stimuli in the environment (Skinner, 1974). According to Ally, (2004) a connective is the integration of principles explored by chaos, network, complexity and self-organization theories. Due to the information explosion in the current age, learning is not under the control of the learner. Changing environments, innovations, changes in the discipline and in related disciplines all suggest that learners have to unlearn what they have learned in the past, and learn how to learn and evaluate new information. The behaviorist school sees the mind as a black box, in the sense that a response to a stimulus can be observed quantitatively, thereby ignoring the effect of thought processes occurring in the mind. This school, therefore, looks at overt behaviors that can be observed and measured as indicators of learning (Good & Brophy, 1990).

Connectivity online learning theory. According to Siemens (2004), the digital age, where individuals learn and work in a networked environment didn't control over what learners learned since others in the network continually change information, and that requires new learning, unlearning old information, and/or learning current information.

Ally (2004) proposed some guidelines for designing learning materials for the learner, based on connectivity theory. Learners should be allowed to explore and research current information as the information explosion. Learners of the future need to be autonomous and independent learners so that they can acquire current information to build a valid and accurate knowledge base. Appropriate use of the Internet is an ideal learning strategy in a networked world. Some information and procedures become obsolete because of changes in the field of innovation; learners must therefore be able to unlearn old information and mental models and learn current information and mental models. The information that is valid today may not be valid tomorrow. The rapid increase of information available from a variety of sources means that some information is not as important or genuine as other information. Globalization, information is not location-specific, and with the increasing use of telecommunication, technologies experts and learners from around the world can share and review information. Learning and knowledge rests in a diversity of opinions. Mobile learning promises to help learners function in a networked world where they can learn at any time and from anywhere (Ally, 2008). The world is connected by telecommunication technology. Learning should be delivered in a multi-channel system where different communication technologies are used to deliver the learning materials to facilitate optimal learning (Mukhopadhyay & Parhar, 2001). The field of computer systems is altering the learning process. Because of the information explosion, learners of the future must be willing to acquire new knowledge on an ongoing basis. Online teaching strategies gave the opportunity for learners to research and locate new information in a discipline so that they can keep up-to-date in the field. The Internet is expanding education into a global classroom, with learners, teachers, and experts from around the world. Learners must network with other students and experts to make sure that they are continually learning and updating their knowledge. So, innovation in our increasing use of technology and learning is becoming more multidisciplinary.

Learners must be exposed to different fields so that they can see the connections between the information in the fields. The networked society, globalization, and the constant changes to information and new information, educators need to look at new ways to design learning materials Siemens (2004).

Collaborative online learning theory. Collaborative and cooperative learning encourage constructivism in teaching (Backer et al., 2014). According to Mahdavi (2014), works with other learners give learners real-life experience of working in a group and allow them to use their metacognitive skills. When assigning group work, membership should be based on the expertise and learning style of group members, so that team members can benefit from one another's strengths. Constructivists consider learners as active rather than passive. They believe that knowledge is not received from the outside or from someone else; rather, the individual learner interprets and processes what is received through the senses to create knowledge. The learner is the center of the learning, with the instructor playing an advising and facilitating role. Learners should be allowed to construct knowledge rather than being given knowledge through instruction (Duffy & Cunningham, 1996). The construction of knowledge includes both physical and intellectual learning activities (Phillips, et al., 2005). Learning is moving away from one-way instruction to construction and discovery of knowledge (Ally, 2004).

Transformation theory. Mezirow (1991) used both constructivism and cognitivist theories to explain how people learn. Mezirow saw learning as “the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action” (p. 12). According to Cranton and Taylor (2011), transformative learning involves “reflectively transforming the beliefs, attitudes, opinions, and emotional reactions that constitute our meaning schemes or transforming our meaning perspectives” (p. 223).

In online teaching, learners experience the information first-hand, which gives them the opportunity to contextualize and personalize the information themselves. Collaborative and cooperative learning should be encouraged to facilitate constructivist learning (Hooper & Hannafin, 1991). Working with other learners gives learners real-life experience of working in a group and allows them to use their metacognitive skills. When assigning group work, membership should be based on

the expertise level and learning style of individual group members, so that individual team members can benefit from one another's strengths. On the conclusion, this theory highlights the transformation in the learning of the students by facilitating through online exposures.

Model of E-learning. Various models of e-learning can be found in the literature such as community-of inquiry, collaboration, community of learning. According to Terry Anderson (2008), community of inquiry often consists of model building, in which the major variables are displayed and the relationships between the variables schematized. Collaborative, community-of-inquiry models, and community of learning models are illustrated. The characteristics of e-learning model must be as needed, sophisticated, having strong theoretical foundation, and consistent (Limata hu & Mubarok, 2020).

Collaboration. Collaboration has become a twenty-first-century trend. The need in society to think and work together on issues of critical concern has increased (Austin, 2008). Collaborative model is developing the personal relationship, among participants in the community. Collaboration is a teaching approach that involves groups of students working to solve a problem, complete a task or create a product (MacGregor, 1990). Regarding e-learning, Vygotsky's (1978) idea of the 'zone of proximal development' could be helpful for understanding the effects of collaborative experiences (Shabaniet et al., 2010). Learners have opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged (Laal and Laal, 2012).

Community-of-inquiry model. Community model is generally more expensive simply because they cannot scale up to serve larger numbers of students. According to Anderson (2008), this model illustrates the interaction between learners and teachers, and the interactions with the content.. Learners can interact directly and spontaneously with any content in multiple formats and especially on the Web; however, many choose to have their learning sequenced, directed, and credentialed through the assistance of a teacher in a formal education system. Interaction took place within a community of inquiry, using a variety of net-based synchronous and asynchronous interactions. Such environments are particularly rich and allow for the learning of social skills, collaboration, and the development of personal relationships

among participants. The Community-of-Inquiry (CoI) framework discusses three forms of presence: teaching, social, and cognitive presence (Garrison, et.al. 2010)

Community-of learning models. This model structure learning tools associated with independent learning. The community of learning models gives the access of virtual labs, where students complete simulations of experiments and have access to sophisticated search and retrieval tools. The community of leaning models provides the texts in print and distribute online on the basis for conveying teacher interpretations, insights, and knowledge in independent study. A community of learning approach engenders a sense of belonging to and identifying with a community wherein learners actively participate in learning together (Wenger, 2009). Often colleagues in the workplace, peers located locally or distributed across the net, formal and informal groups, and family members, have been significant sources of support and assistance to independent study learners (Potter, 1998). Emerging social software solutions also allow students to meet and develop common interests, such as forming study-buddy or study-group relationships or engaging in cooperative course related activities even while engaged in independent study programs (Anderson, 2005). Knowledge can be created through many knowledge networks and through collective activities such as wisdom of crowds that are supported and aggregated on the net (Dron 2007).

Components of effective online learning. Online instruction occurs when learners use the web to go through the sequence of instruction to complete the learning activities and to achieve learning outcomes and objectives (Ally, 2002). A variety of learning activities should be used to accommodate the different learning styles. Learners will choose the appropriate strategy to meet their learning needs.

A variety of pre-learning activities can be prepared for learners with the details of the lesson, to connect and motivate them to learn the online lesson. A concept map is provided to establish the existing cognitive structure, to incorporate the details of the online lesson, and to activate learners' existing structures to help them learn the details in the lesson. The lesson concept map also gives learners the big picture.

Learners interaction as learners complete the learning activities, learners interact with the interface to access the online materials. Three types of classroom

interaction, included: learners' interaction with instructors, learners' interaction with their peers, and learners' interaction with content (Anderson, 2003). Learners' interaction with their instructors refers to the ability of learners to communicate with and receive feedback from their instructors; learners' interaction with peers is the ability of learners to communicate with each other about content to create an active learning community; and learners' interaction with content is the ability of learners to access, manipulate, synthesize, and communicate content information. Learners interact with the content to acquire the information needed and to form the knowledge base. Interaction between the learner and other learners, between the learner and the instructor, and between the learner and experts to collaborate, participate in shared cognition, form social networks, and establish social presence, interact within their context to personalize information and construct their own meaning.

Synchronic and asynchronous learning: Synchronous means that things are happening at the same time and asynchronous means that things are happening at different times. Asynchronous learning allows for flexibility of: time, place, pace and participation. Asynchronous learning is more flexible than real-time learning since the class is not fixed at a set time period. An asynchronous online course follows the daily personal schedule of learner and teacher. Class meets at no particular time and is of no specific length. In fact, an online class doesn't actually meet in the sense that it does onsite. The learners do not need to be online together at any particular time. In addition to asynchronous and synchronous online formats, there is a third type of format: blended learning. This is any combination of at least two of the following: asynchronous online, real-time (synchronous) online, or onsite learning. Synchronous activities can be a good complement to an asynchronous course, circumstances permitting. A blended course, which vary in the degree to which students have to attend class sessions in personal or online, whether learning tasks are done in class or online synchronously or asynchronously, and students' degree of autonomy in choosing how or in which format they want to learn (Lakhal et al., 2017)

Online learning resources. A learning system based on formalized teaching but with the help of electronic resources is known as e-learning. While teaching can be based in or out of the classrooms, the use of computers and the internet forms the major component of e-learning. Online resources have the key role in online learning

success. Blended learning evaluation results that are valid, practical, and effective are appropriate for the development of learning (Hamid & Aras, 2020). According to Johnson et.al., (2008) online learning Resources are:

Writing resources: An online writing resource provides learners with a vast amount of self-paced learning materials to help develop different areas of academic writing. Select from the list below to go to the writing resource most appropriate to your needs. There are different Writing resources they are: Academic Writing, Research Writing, Critical Reading and Writing, Grammar, Punctuation, Writing Exercises, ESL/ELL Resources. All above the resources are Goal oriented resources in Online Learning.

Intellectual-property related resources. Intellectual property is a term that describes the application of the mind to develop something new or original. It is important that you get the best protection and the most out of your idea. The creator of IP is not necessarily the owner. It is important that ownership is addressed through appropriate contractual arrangements.

Community building resources. Community building is the fundamental characteristics of teaching and learning. In higher education, robust learning communities are formed when they include the elements of learning, belonging, and connectedness.

E- library services. New information and communications technologies, as well as new educational models, require librarians to re-evaluate the way they develop, manage, and deliver resources and services. The virtual library as the concept of remote access to the contents and services of libraries and other information resources, combining an on-site collection of current and heavily used materials in both print and electronic form, with an electronic network which provides access to, and delivery from, external worldwide library and commercial information and knowledge sources (Gapen 1993). Internet, e-learners have access to an overwhelming range of information sources, available at the click of a mouse, including library and academic resources, the sites of governments, non-governmental organizations, corporations and professionals, mainstream and alternative news, and an immense blog spare. e-Learners is “a personal library page, which knows who you

are, what you are studying and presents the relevant electronic library resources selected from Open Library” (Open University Library, 2005). Teacher competency, facilities, and adequate infrastructure become supporting factors of the successful implementation of learning (Indriani et al., 2019) Use of ICT in ELT Online classroom

ICT helps teachers to interact with students. It helps them in preparation their teaching, provide feedback. ICT helps facilitator to access with institutions and universities. Without ICT, online education cannot establish that way. ICT is necessary for teaching and learning process. ICT in the form of digital literacy becomes one of the skills that students must acquire besides words and numerical literacy in the 21st era of learning. As such, teachers as the front-liners in education need to master digital literacy by having the ability of using ICT to find, create, and communicate (Hafifah, 2020). ICT has various purposes for online education but especially in teaching process, main aim is to develop the effective environment, comfort and learner center environment of learning process.

Web app. Web apps promote the teaching and learning activities. Applications can be used efficiently to complete student assignments (Suryaman and Mubarak, 2020). Web application provides a central location to communicate with students, ask questions, to simplify creating, distributing, and grading assignments.

Google classroom. One of the Web applications is Google classroom. Google classroom is a Learning Management System (LMS) offered by Google for teachers and blended learning platform developed by Google scholar. The primary purpose of Google classroom is to streamline the process of sharing files between teachers and students. Google Classroom is a part of Google Apps for Education (GAPE) from productivity applications for teachers and students in learning and an online collaboration (Sudarsana, et al., 2019). This application is downloaded for free but it must be placed at the level of educational institutions.

Google docs. Google Docs becomes the best tool for editing of writing (Godwin, 2008). It is also online word processor that include as part of the free, web based Google docs editors suite offered by Google, which also includes Google

sheets, Google slides, Google drawings, Google forms, Google sites, and Google Meet..

Zoom meeting cloud. It is also the meeting apps which help to start and join meeting with the zoom mobile app on android and PC. By default, the zoom mobile, laptop apps displays the activities speaker views. Skype and Zoom are quite good for learning conversation or speaking because they can display screens and be interactive in writing and orally (Krystosik, et. al., 2017). When more participants join the meeting, see a video thumbnail in the bottom-right corner. Zoom meeting views up to four participants' video at the same time. These applications provide a learning environment in which students can construct their learning, collaborate with others, generate ideas, edit and distribute their material and more. zoom application provides face-to-face interaction facilities with each other online through the video conference menu in the zoom could meeting, can accommodate 1000 participants in one meeting and this application is also downloaded for free (Natsir, et al., 2021).

Web browser. it is application software for accessing the World Wide Web (www). When a user requests a web browser retrieves the necessary content from a web server and then displays the page on the user's device. However, to connect website's server and display its web pages, a user must have a web browser installed. Web browser is used on a range of devices, including desktops, laptops, tablets and smartphones. E-learning instruction delivered electronically by a web browser, through the internet or an intranet, or through CD-ROM or DVD multimedia platforms (Hall, 2010).

Email. Email reference service can be enhanced and supplemented with additional technologies that raise the level of interaction via real-time communication. Chat technology allows e-learners to send text messages back and forth instantly, using a form of communication that is familiar to most Internet users. Social networks are not likely to email as a boost to social connections (Shklovki, et al., 2004).

Youtube. Youtube is the powerful English language learning apps for all level learners. Youtube videos can be used in an ELT classroom for learning purpose. Addison (2012) states that the video helps students to explore main ideas, organize ideas, choose of right words to create sentences, Grammar, structure develop,

paragraph, writing reading speaking and reading skills strategy. Learners help for standardization test as well. If learner can use learning related video and audio, it beomes fruitful for online learners.

Weblog. Blogs are online journals that serve to bridge the gap between the demand for information and the rate at which information is supplied. It is help to fill the huge gaps between the demand and supply of information. Blogging can be used in educational contexts to explore social construction notions, demonstrating the growth of various communities of practice (Hanson-smith 2013). Weblogs can be of aid in motivating students to write and do research over an extended period of time, giving them a platform from which to analyze the various Internet-based materials that can obtain both independently in the course of their classroom studies. (Alamri & Tyler 2017).

Internet. Internet is the online network that is made up a number of World Wide Web. Internet is the network of connecting people with video, audio or visual classroom, or meeting. Internet can be used as a medium of language, learning through email, text, audio and video conference. In online education, Internet is the foundation of teaching and learning process. Without internet education process cannot progress in any situation from online. The internet has introduced improvements in technology, communication, and online entertainment, user used internet according to their need and interest (Sharma and Cousic, 2019)

Messenger and facebook. messenger and facebook apps from learners and teacher can create group and continues teaching learning activities. In group, teacher and learner can post the text, learning materials, and queries. From messenger, the learners can make audio, video call, text, and recording voice too. Presently, Facebook has been used immensely as the platform for teaching and learning and the resource center. Students can share academic information with the help of facebook and messenger (Surendra, et al., 2021). English language teaching in Nepal has been transformed from traditional teaching method to a communicative language teaching method with the support of social media used in classroom (Jora, 2022).

Supporting the learners. Teachers' support system is the prerequisite for the success of online education. Supports can be provided to the learners in various forms

such as connecting to the networks, providing materials and tools. Encouraging learners throughout the online classes is the next time of support. By assisting potential learners to make an informed decision to pursue online learning, we enhance their chances for success. Virtual spaces for learning are becoming increasingly prominent in both the business and education spaces (Muñoz Cristobel et al., 2017). Once a student has enrolled in a course, however, quite different support is required. Learners need to know what kinds of support they can expect and from whom, how to interact with the institution, what is expected of them, and how to know when they need assistance. Learning online presents unique challenges, and learners may require some form of additional support to become successful (DeBoer, et al., 2014). According to Glazer and Wanstreet, (2008), learners require support in a variety of areas such as: administrative and logistic support, information and technological support, and meta-cognitive supports.

Administrative and logistic support. Moisey and Hughes (2008) defined a key component of supported open learning as effective administration and logistics. Institutions engaged in distance and online education know that smooth administrative processes can be as much a factor in learner satisfaction and success as the design of learning resources, and learners themselves report that flexibility of access and smooth administrative support are important to creating a supportive learning environment. There are particularly considered in the provision of these services to online learners.

Course registration and the maintenance of student records for dual-mode institutions may pose particular challenges, especially for organizations that offer continuous enrolment for online learners, as well as semester- or term-based enrolment for on-site students. Maintaining two forms of course registration may prove problematic and create redundancy and parallel systems along with commensurate high costs for maintaining them. Even though much of the course content may be provided online in a web-based course, there is usually a need for print-based course materials, such as textbooks or readers. Increasingly, publishers are offering online resources to supplement their textbooks as well as electronic versions of texts for students.

Institutions provide printed versions of online learning materials for students who do not wish to read online, or to reduce their need for printing materials. Some materials may be made available on CD-ROM or other storage media to reduce the need for lengthy downloads and printed course materials. Sometimes students purchase additional products online too. Students often wish to purchase memorabilia or “logo-wear” as a symbol of belonging to the university or college. Computer software may be also sold at reduced rates.

Technological support. According to Moisey, et al., (2008), the line between academic support on the one hand and students’ needs for information and technological support on the other is often a challenge, and these types of support must be coordinated carefully. There are three common formats for providing information and technological support: an information Centre, which provides institutional and program information, a computing helpdesk, which troubleshoots students’ technological difficulties and provides information, and a call center, which files students’ questions and requests, typically in a particular program area. All three can work together to support the online learning.. Ideally, each should have the following characteristics:

Reliable networks, asynchronous access (e.g., email) accessibility, synchronous access (e.g., toll-free telephone) at clearly identified times, quick response, with acknowledgement and follow-up, follow-through to resolution of issues or difficulties that students encounter, simple, clear instructions, access by attendants to all critical databases and expertise and ability to identify problems with policies, procedures, or systems, and to suggest change.

Portals can alleviate this situation by individualizing and integrating online interactions, thus enhancing the learner’s experience by making access easier and more efficient.

Meta-cognitive support. Durnford, et al., (2021) argue that online learners are returning to learning after some time away, others may be new to post-secondary study altogether, and many others may not have experienced online learning and do not know how best to approach this new mode of study. Metacognitive skills are those associated with “learning how to learn.” For online learners, these kinds of supports

enhance their ability to study online and facilitate their access to and retention of knowledge. Providing such supports can increase students' confidence, reduce stress, and enhance their learning experience. Resources to enhance the metacognitive skills of online learners included such as:

Web-based resources: assist in the development of time management strategies and study schedules and that help students balance educational pursuits with other life demands and online strategies and exercises to reduce exam anxiety. Resources teach for how to become a successful online learner. Online services and web-based resources are assists students in writing papers. Intellectual property-related resources that teach students how to use appropriate referencing, make correct citations, and avoid plagiarism. Library resources: teach students how to search online databases, critically analyze information from online publications, and so forth. Such resources are no doubt useful for distance learners worldwide, particularly those for whom online learning is a new. Both Community-building tools and social software are facilitating learner interactions.

Features of online education. Online education has been preferred in higher learning institution recently. This mode of learning and teaching is done through the internet. Information and communication technology has complicated a number of studies have described its use in everyday life by seniors (Quan-Haase et al., 2016). Online education is suitable for those who cannot visit or obtain the traditional education method for many reasons. Online education provides a myriad of advantages for people, as well as companies because it allows for, among others, Flexibility. "Online education is electronically supported learning that relies on the internet for teacher/student interaction and the distribution of class material. Online education provides opportunity for working people irrespective of time and place.

In context of Nepal, English is used as foreign language (EFL). Graduate and undergraduate students also had significantly different ratings for course design. Students enrolled in accelerated online programs compared to students enrolled in regular, semester-long online programs had significant differences in terms of course design, course facilitation, and course assessments (Ndoye, A., & Martin, F., 2021). The online education provides the opportunity for developing curriculum, teaching

materials and learning portal. The students can use, reuse the materials developed in the online learning portal.

Online education can have other features as well such as cost effective flexibility, open, and interactive. The features that give an edge to online education: less expensive, vast variety of available courses, creating e- learning study group, flexibility, much less infrastructure required, standardized quality than transitional teaching (Adam University 2019).

Terry (2008) investigated the online teacher's teaching skills such as: time management skills, online communication skills, computer basic skills, web browsing, and apps handling basic skills, course supporting materials designing checking, correcting and marking skill, strong and polite online writing skill, strong structure organizational skills, a solid understanding of effective instructional design, balance between available and visible online materials, developing online teaching materials. In context of Nepal, online teaching started as an alternative way of online face-to-face teaching during covid-19 in school education.

Online engagement and interaction. Online students' engagement is defined as the design, facilitation, and direction of cognitive and social process for the purpose of realizing personally meaningful and educational worthwhile learning outcomes. However, three critical components of learners engagement are: design and organization, facilitating discourse, and direct instruction. Online teaching presence continued to be critical components of teaching effectiveness in both online learning and classroom instruction. Teaching presence is essential to online text based learning, creating a worthwhile experience that promotes higher order thinking (Kozan & Richardson, 2014).

Interactive and collaborative knowledge construction is the indicator of online learning engagement (Johnson et al., 2017). The interaction between the teacher and the learners in the online class increases learning rate (Wahlstedt et al., 2008). Learning interaction enhances the cognitive, social and interpersonal skills (Jo, Park, & Lee, 2017). Learners' cognitive process during collaborative learning can be described as collaborative knowledge construction (Lin et al., 2013). The higher rate of learners engagement online ensures participation, interaction, and cognitive

presence. There is not a consensus on the effects of teaching presence on students' interactions and cognitive construction (Zhao and Sullivan 2017).

The online teaching moves through in the process of effectively moderating an online course. Simon (2000) developed a model for e-moderators that demarcates the progression of tasks. The process of building presence begins by providing students with access and motivation particularly providing students with access and motivation. The moderator continues to develop online socialization, information exchanges, knowledge construction and development; learners become responsible for their own and their group's learning by creating final projects, working on summative assignments, and demonstrating the achievement of learning outcomes (Salmon, 2000). This shows that if the Salmon's model is personalized and particularized in the context of online teaching, learning can be ensured.

Empirical Literature

Various studies have been carried out on the perceptions of teachers on online teaching in different contexts such as international and national contexts.

Rafieea and Purfallah (2014) conducted a mixed method research on the perceptions of junior high school teachers toward computer assisted language learning (CALL) within the context of Azerbaijan. The aim of this research was to reveal ELT teachers' perceptions towards CALL. In that study, questionnaire was used with EFL teachers working at different junior high schools of Azerbaijan provinces in Iran. The questionnaire included Likert-scale and closed-ended questions to collect necessary information. Sixty EFL junior high school teachers working in different cities of Azerbaijan were selected. The findings of the study indicated that most of the participants disagreed to the negative statements of this scale, such as computer's not being useful for language learning and computer's not being able to improve the quality of students' learning. Results revealed that a large percentage of the participants believed that computers in their classes were necessary. At the same time, it was reported that teachers did not have enough computers for teaching or implementing CALL.

Todd (2020) carried out a research entitled “Teachers’ Perceptions of the Shift from the Classroom to Online Teaching” using a survey among 52 English language teachers in a Thai University with two main focuses. First, teachers were asked to rate the seriousness of 17 potential problems at two time points, after the first week of online teaching and several weeks later. Second, teachers were asked to give comments about these problems and about the advantages and disadvantages of online teaching. This research based on qualitative research design found that initially teachers rated many of the problems as serious, but that they quickly found solutions such as dividing lessons into a greater number of shorter units. It was reported that the COVID-19 pandemic caused a massive shift in education with the creation of new educational norms. The suddenness of its impact on teachers led to numerous problems but many of these proved solvable. This suggests that with online teaching continuing in the future, further developments are required if student learning is not to be adversely affected in the long run. This also reveals that pandemic not only affects negatively provided opportunities for learning technologies that could benefit education in the long run.

Dubey and Singh (2020) studied perception of teachers on online teaching in higher education during covid-19 lockdown to understand the perception of teachers and their experiences of teaching students online during the lockdown .A survey with 200 questionnaires were sent online to teachers of different public and private universities and colleges of Utrakhand and out of that 161 responses were received and analyzed through one way ANOVA test in SPSS 20. The t-test was used to know the perception of teachers on online education. From the analysis it was revealed that teachers believed that online education was actually diversifying knowledge of the teachers and increased their technical knowledge but it also increased the working hours of the teachers as the online connection has reduced the communication gap between the students and teachers throughout the day. This study also reported that young teachers were more actively participating in the online education to teach the students. This indicates that young teachers are more familiar with the technology than the older ones. In nut shell, his study demonstrated that the teachers are taking online education positively and actively in shaping the future of students during COVID-19 lockdown.

Dawadi et al. (2020) studied the impact of COVID-19 on the education sector in Nepal: Challenges and Coping Strategies”. Their article investigated the impact of COVID-19 on the Nepalese education system with a focus on the school education. Based on the published documents, reports and news commentaries, the article provided a critical analysis and reflection on the opportunities and challenges the pandemic. The findings indicated that the pandemic had serious impacts on students’ learning and well-being, and that it potentially widened the gaps between privileged and under-privileged children in their equitable access to quality education. By analyzing the impacts the pandemic on school education, they pointed out some of the challenges occurred after the pandemic such as lack of access to technology, adequate skills teachers, assessment system. Their study suggested the well management and mobilization of radio, TV, mobile technology for the expected results.

Similarly, Kulal and Nayak, (2020) investigated the perception of teachers and students toward online classes in India and explained the opinions of students as regards to the impact of online courses, their comfort ability in its usage, and the support received from teachers in online classes along with teachers’ opinions on efficacy, teaching practice followed and training received for an online class. This research was based on two separately structured questionnaires for students and data were recorded in SPSS and analyzed by using descriptive statistics method design. The findings of this study revealed that students were comfortable with online classes and were getting enough support from teachers but they did not believe that online classes would replace traditional classroom teaching. It also found that teachers were facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes. Technical issues were the major problems for the effectiveness of the online classes. The findings suggest that online learning is an exciting new way to learn about almost anything, which can bring positive impact on the lives of students as well as teachers. Moreover, the increasing use of technology in the field of learning might improve the quality of education

Acharya, et al., (2020) on digital learning initiatives, challenges and achievement in Higher Education in Nepal amidst COVID-19 aimed to assess the practicality of online education by evaluating learners' experiences amidst COVID-19. Following the online survey and interview method, they collected data from 410

participants. They found that despite tremendous educational progress, about half of the population was still illiterate due to the unequal socioeconomic situations and poor technological infrastructure. Their study revealed that very few students were getting opportunities from online classes, and a significant number of students were denied because of low connectivity, digital illiteracies, and lack of ICT infrastructures. Moreover, their findings showed that 64.6% of students were dissatisfied with online education. This suggests that Nepal should focus on infrastructure development in higher education towards online facilities with adequate knowledge of new technology, organizing various motivational programs, provide training to faculties and students, increase collaboration with funding agencies.

The recent study of Shrestha, et al. (2021) on perceptions for and practices of online teachers during the Covid-19 pandemic the context of Bangladesh and Nepal explored students' and teachers' experiences of getting involved in online classes during the pandemic. The study used mixed method research design. They collected data from 147 students and 76 teachers and also interviewed 17 participants. The findings indicated that they adapted the action potentials of the digital artifacts to local contexts and used them in the best possible ways to facilitate their communication and enhance student learning in difficult circumstances. The major challenges and constraints were identified as poor network, lack of digital skills, and lack of technological support from institutions among others. The findings also demonstrated that students and teachers mostly used laptops and smartphones, and digital platforms, such as Facebook, Zoom, Google Meet, email, messenger group and What's app Furthermore, they reported that online tools were supportive for developing community of practice, creating a strong relationship to help each other, regulating their online teaching and learning. The reported the challenges faced by teachers and students as school-level barriers (first-order barriers), teacher-level barriers (second-order barriers) and system level barriers. This, whatever challenges and constraints they faced, demonstrates that teachers and students are shifting from traditional mode of teaching to online mode

Rana, (2022) investigated the impact of COVID- 19 on students' learning in context of Nepal through qualitative research designed and suggested to follow alternative approaches such as students engagement on online platforms during the

Covid-19 crisis: Based on the grounded thematic analysis his study reported the existing situation of the remote community school children. He reported that teachers learned the ICT skills and got the opportunity for teaching from online and participating virtual webinar, seminar, panel discussion, and online program. Rural community school teachers faced the difficulties of access learned and taught from online. In Online teaching problems were not only infrastructure, the main problems were Online teaching skills and knowledge. Teachers promoted and supported their students learned from (T.V. and Radio) Alternative ways.

Tsegay M.S. et al., (2022), carried out the research on online teaching during COVID-19 pandemic: teachers' experiences in context of China. The study applied qualitative phenomenological approach, semi structured interview as tool for collecting data with purposive sampling procedures from thirteen teachers. Data was collected using Zoom video communication. Challenges faced by teachers transformed the online learning or suspended their academic activities, lack of uninterrupted electricity and internet, teachers' skills of ICT, emotional interaction. The findings of the study showed that face to face teaching shifted immensely from face-to-face teaching to online teaching. Online teaching also adopted learner-centered teaching approaches and methods..

Implications of Literature Review

Without reviewing literature no research could find its way to move. I selected the topic and method for the study reviewing the topic related literature which helped to determine whether the topic was worth studying (Creswell, 2014). Literature was reviewed to find out the gap by examining what had been already done in that particular field.

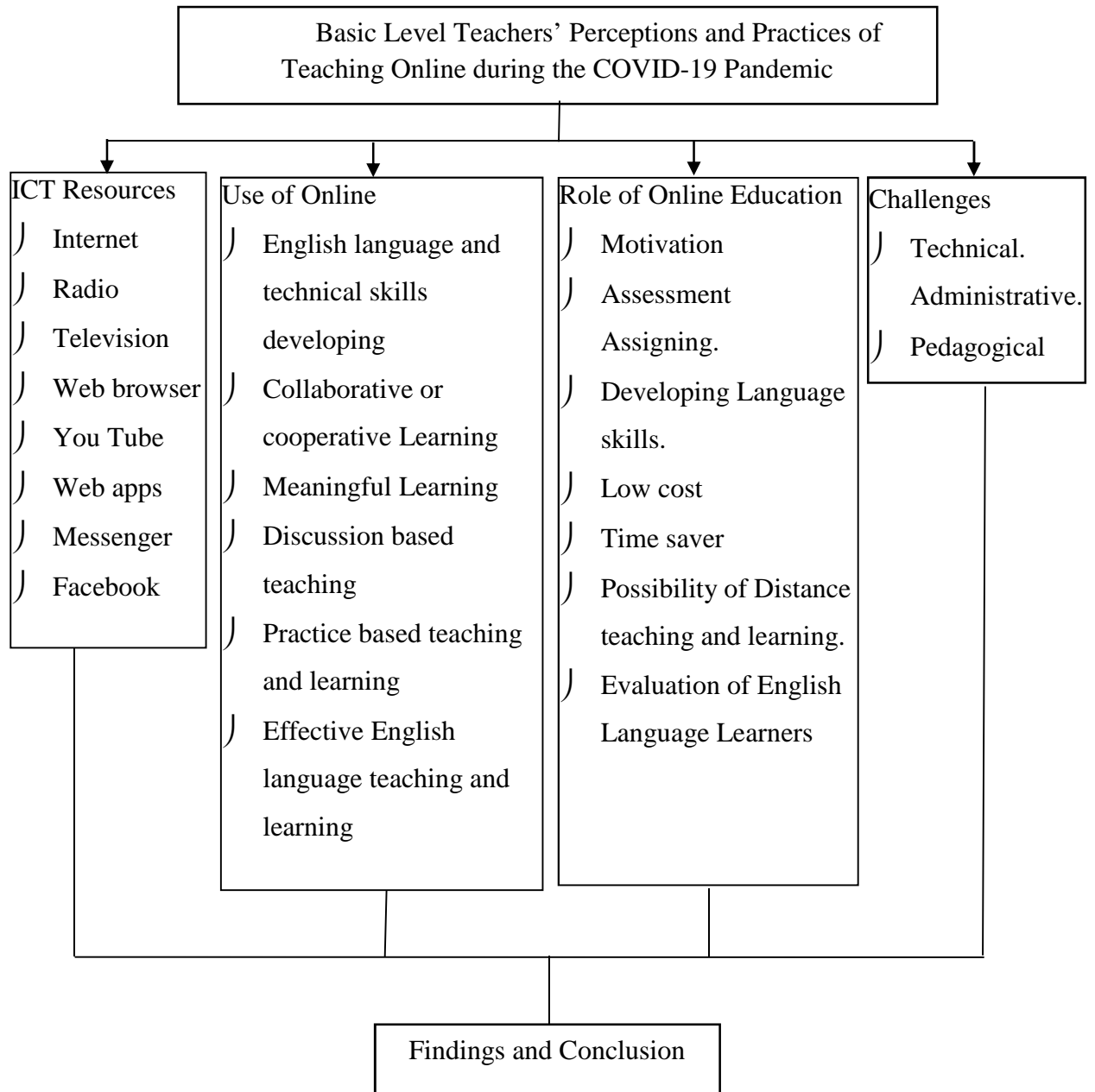
After reviewing the books/articles authored by different scholars such as Siemens (2004), Anderson (2008), Leavy (2017), Richard and Renandya (2002), and others also, I developed my theoretical knowledge about online education. Such theoretical review assisted me in conceptualizing this study. Furthermore, the literature I reviewed helped me to narrow down my study on online education particularly during difficult times such as COVID-19 pandemic as it covered the wide range of knowledge on different aspects of online education. Theoretical review

clarified the basic and broad concept on teaching and learning English language online.

This study explored basic level teachers' struggle, anxiety, and challenges while teaching their students online. The literature review showed that there was a theoretical as well as practical gap in online teaching in Nepal. Todd's (2020) study supported me to draw insights regarding the shift from classroom to online education. Similarly, the study of Kulal (2020) supported me to determine my objectives for this study as this study focuses on teachers' perceptions toward online education. The study carried out by Dawadi et al., (2020) assisted me to recognize during pandemic effect of Nepal in the education sector. How education system shifted from traditional to online mode during Covid-19 was explored. Furthermore, empirical literature review assisted me to find out research gap, to fix the design of research, and to determine the tools, method of data collection. The empirical review became more effective for my study to find out the previous research knowledge on this topic.

Conceptual Framework

This study entitled "Basic Level Teachers' Perceptions and Practices of Teaching Online during COVID-19 Pandemic in Nepal" is based on the following conceptual framework. This study conceptualized the online teaching in the community schools of Nepal during the difficult times of COVID-19 pandemic. After identifying the research gap particularly, methodological, conceptual and theoretical gap, I developed following conceptual framework where I explored the teachers' understanding of online teaching and their experiences of teaching online, using online teaching tools, assessing the students online and their challenges. In this research study I used qualitative approach, particularly interpretive phenomenology research design by gaining the insights from the literature review and the observing the nature of data.



Chapter III

Methodology

This chapter deals with the methodology and procedures used in the research. It includes design and method of the study, population, sample, and sample strategy, research tools, sources of data, data collection procedures, data analysis and interpretation, and ethical considerations.

Design of the Study

This study was based on qualitative research design. According to Leavy (2017) social research has five primary structures with which they work: quantitative, qualitative, mixed methods, arts-based, and community-based participatory. We call these approaches to research design. Qualitative research is generally characterized by inductive approaches to knowledge building aimed at generating meaning (Leavy, 2014). Researchers use this approach to explore; to robustly investigate and learn about social phenomenon; to unpack the meanings people ascribe to activities, situations, events, or artifacts; or to build a depth of understanding about some dimension of social life (Leavy, 2014). Qualitative research design based on problem requires exploration and understanding. Qualitative research is generally appropriate when your primary purpose is to explore, describe, or explain. So, I went employ my qualitative approach.

Phenomenology considered a philosophical discipline and a research method. Phenomenology as a philosophical perspective has thrown light on previously ignored phenomena of the human experience, reformulated philosophical questions, and penetrated thought in almost all fields of scholarship (Tymieniecka, 2003). Phenomenological analysis is a process of cognitive and each researcher has a thinking style different. Phenomenology research helps to do in-depth study. Thus, I have chosen qualitative interpretive research design.

Participants

My participants were 11 teachers teaching to the students of basic level from eleven schools of Itahari sub metropolitan city. Out Eleven teachers, seven were male

and four were female. They were selected purposively. The reason behind the selection of only 11 teachers is their availability and requirement for the data saturation. Most of them had at least 10 years of experiences of teaching. At first, I took their consent for interview and arranged the appointment. After I received their consent, I conducted semi-structure interviews 40 minutes to an hour. I also conducted follow up interviews with 5 of them.

Research Tools

Semi-structured interview schedule was my main data collection tool. I believed these tools could fit for obtaining their perceptions and experiences of online teaching during pandemic time.

Sources of Data

Primary sources of data. Eleven basic level English teachers were the main source of information since my study was based on empirical data elicited from the participants.

Secondary sources of data. I also consulted journal articles, books, government documents and websites as the secondary source of data collection. The secondary sources were helpful to understand the phenomena well.

Data Collection Procedures

For the data of the study, I developed the interview schedule, fixed the participants on telephonic conversation first. Then, participants were selected purposively according to the experience of teaching online, gender, and level of teaching. After that I got the permission from the principals and the other authorities. In the next step, I interviewed the participants meeting them at their workplaces and later used Zoom application for the follow-up interviews. The interviews were recorded with the participants' consent for the ease of analysis later.

Data Analysis and Interpretation Procedures

I followed five steps data analysis procedures suggested by Cresswell and Cresswell (2018). It was the thematic data analysis. First, I transcribed all the interviews data verbatim and read them sincerely for clarity. Then, I sent them to the participants for the member checking. After making sure the information provided by them was correct I coded them. Later the codes were developed into the themes.

Ethical Consideration

Ethical consideration is another most important matter in conducting research. Ensuring authenticity, addressing participants' interest, taking permission before taking data, guarantee of data protection, correct interpretation of the collected data etc. are the major ethical considerations that should be taken into consideration by the researchers.

To be ethical, this study was conducted according to the academic research rules and ethics. For maintaining ethicality, I took the consent stating the objectives of the study in advance to the participants. The data was presented giving the pseudonyms just to keep the participants' identity confidential. The transcribed data were kept and protected in my own laptop with the strong password. For the conformity of the information the transcription was sent back to the participants for the member checking. Moreover, I got the consent and permission from the head of the schools and also from the participants.

Chapter IV

Results and Discussion

This chapter presents the results of data analysis into four themes: Teachers' practices of teaching online, use of online teaching tools, the support mechanism for the teachers and the challenges they faced during online teaching.

Teachers' Experiences of Online Teaching

The participants in the interview expressed various experiences of facilitating students' learning during COVID-19 pandemic. Their experiences were diverse in connecting students in the online teaching platform, providing them study tasks, assessing their learning and keep motivating them throughout their online teaching.

Connecting students to online class. The participants had various practices of connecting their students to the online class they connected students through Facebook messengers, door to door visit, and telephone call. For example:

We created a messenger group and connected students in the group first. But it was difficult to connect all since they did not have mobile phone and access to the internet. (Gokul, English teacher at Kanchanjangga School)

We could not run the online class at beginning because many of us did not have ideas of connecting students online. However, observing the scenario of other school and teachers we also tried to connect online. But we could connect only 20 percent students online. (Rishav, English teacher at Rastriya deep School)

The participants' expressions revealed that teachers had to struggle while connecting students into their online class. Their experience showed that it was challenging to make the basic level students of community school able to take online class. The reasons were given that students did not have mobile phone; their parents were not literate enough. Moreover the interview data demonstrated that teachers were also unaware of using devices for teaching. Particularly they expressed that they had not used laptops and mobile for teaching. For example:

I bought laptop during lockdown because I didn't have it before. I was computer literate a bit earlier but had not used much. That pandemic made me buy and learn through online. (Jayraj)

I learnt using computer and connecting zoom from my son because he was studying in private school so he gave me the idea to create messenger group and send link to the students. Learning this by son I became able to connect few of my students in the messenger group. (Himal)

I got ideas by attending various online training which were run by professional organization and also connected students after few months. (Chandika)

The participants' experiences indicated that they suddenly jumped into the teaching online by connecting students. They struggled for connecting students a lot since they did not have any experience of connecting students online. This also indicated that they were not prepared for teaching alternatively in difficult situation. It was also visible from the interview data that the private school students were connected online a bit earlier than the community school students. Teachers could connect only few students online due to various problems such as lack of devices, skills, availability of internet connection and experience. This suggests that teachers need to be equipped with the alternatives teaching tools as well as trained them for teaching online. This is aligned with the study of Rana (2022) who reported that teaching online is problematic particularly connecting students online in the remote areas where there is the lack of connectivity. This study demonstrates that connecting students each other and running classes smoothly is challenging for the teachers and students. This indicates that students can be connected through mass media such as FM Radio, TV channels, as practiced by the government to some extent during pandemic. For connecting students online, teachers need to be aware of ICT tools and students need to have access of such electronic devices and skills.

Assigning study tasks to the students. The teachers assigned study tasks to the students with the help of facebook messenger, and ZOOM applications. During pandemic, teachers used own techniques and strategies of providing study tasks to the students. Participants created class-wise messenger groups and school wise facebook

page. Participants sent assignments, important audios, videos, slides and other information by using their accessible ICT tool and resources particularly messenger group. For example:

We created class wise messenger group of students and provided homework in messenger group. (Gokul)

For providing information related to the assignemnts, I used school facebook page. Otherwise, I assigned tasks in the ZOOM class as well. (Chandika)

I used messanger for information sharing but not for assigning tasks. (Urmila)

I used class-wise massager groups for assigning students, providing information, content based Audios, videos and slides which I prepared and down loaded from teaching portal. (Nagendra)

For assigning homework, I used ZOOM. During the online class I ask my students to screen shoot and use them while doing assignments. (Jayantu)

The data revealed that the teachers tried their best to engage students even in the difficult times. They observed how other teachers connected students with the schools and engaged them giving various tasks. Some of them directly connected through online platform and provided assignments; some of them sent through messengers groups, other sent the tasks with their friends. It was interesting that some teachers called students at school and assigned them tasks to keep them busy and updated with the course. In difficult situation, one of the best alternative methods was online facilitation and students' engagement. In this connection, Johnson et.al.,(2008) argued that students need to be enriched with the various sources of materials such as writing resources, intellectual-property resources, e-library researches, community based resources. However, this study shows that teachers are not categorizing the tasks and resources as such. This indicates that the more resources teachers supply to the students, the stronger the students learning become. So, this study suggests providing easily available, understandable and readable materials to the students.

Assessing students' learning. The interviews investigated how teachers assessed students' learning online during COVID-19, pandemic. The teachers shared their experiences of assessing students learning and keeping the record of them. They expressed that they had problems while maintaining students' assessment systems. Their unique strategies of keeping the record of students' progress were interesting. They assessed them by asking oral questions, asking students to do the assignments and submit to the teachers. For example:

We said to the students who did not have their own devices to do the combine study with friend. I telephoned and requested their parents to buy at least a device for learning of their children. We downloaded the videos/materials and sent them in class wise messenger group. We also suggested students to connect T.V. and Radio Series which were broadcasted during pandemic period. (Gokul)

Myself, I did phone call for students and instructed them how to use online applications and digital devices. If they did not have internet connection at their home, they could do combined study with friends. And I informed them about free data, student SIM for low cost data as well as I suggested them process of connecting online classes. (Urmila)

Motivation to the students checked them whether they are getting the point or not by asked the question answers. I evaluated them whether they are understood or not or whether they are motivated or not? And I also compared to other class teachers because of the number of participation or May not they motivated in my classroom but I did not show that different then my classroom participation. Even though method, so, this is not the problem of motivation. (Rishav)

Without student satisfaction of learning, teacher can't be happy so language teaching process while teaching poem, rhyme, cases saw the videos, grammar teaching time asking creative questions or provided sentence making/ changing process, synonym, antonym as well other topic teaching process myself motivated my students.(Nagendra)

The above mentioned data showed that teachers applied different techniques for assessing students' learning. The analysis of the data showed that the teachers used project assignment, home based exam which was quite different than the online exam for pandemic. It was the compulsion to all the teachers since they didn't have any access of online based examination system. At the same time, the assessing of students learning was not the criterion focused rather it was just to maintain the formality.

The Use of Online Tools and Resources

The participants used various online tools and resources. They used social media, Zoom/ Google Meet/ teams, YouTube videos and online teaching portals. Online tools and resources fulfilled the online education achievement in difficult situation. Without ICT tools and resources in online teaching and learning, it was almost impossible to facilitate students' teaching and learning as expected. So, the analysis of the interview data identified the following subthemes regarding online tools and resources.

Use of social media for teaching. The teachers used social media for facilitating their learning during lockdown. They developed hands-out by downloading materials online through various links learning portal such as Siknethalo, Sikai Chautari, National curriculum framework, British council e-learning. For example:

I learned from You-tube how to use teaching apps and I used messenger, face book page, WhatsApp and Zoom apps for providing homework, subject related materials, audios and videos for developing language skills and sending information or notice. Ways of my communication for basic students was social media for online teaching. (Chsab)

The data showed that social media were the prime tools for giving notice, tasks and assignments to the students. Social media played the important role for online teaching and learning. By gaining the knowledge and skills of using tools from various seminar and workshops, teachers used these apps in teaching. However, they were not equally important and applicable to all classes. All above examples show

that teachers used for teaching ICT tools and social media for online teaching. Like Facebook, messenger, You-tube, Zoom apps, Google classroom, DNA Nepal and online teaching portals. This is aligned with the study of Shrestha, et al., (2021) who reported that challenges faced by teachers and students as school-level barriers, teacher-level barriers and system level barriers. This study said that disclosed students and teachers mostly used laptop, smartphones and digital tools such as Facebook, Zoom apps, Google Meet, E-mail, What Sapp, and Messenger group for online learning. Whatever challenges and constraints teachers and students faced, demonstrates that teachers and students are shifting from traditional mode of teaching to online mode. Online tools were supportive for developing community of practice, creating a strong relationship to help each other, regulating their online teaching and learning. Social media helps the English language teaching online mode. In the context of Nepal during Covid-19 teachers used social media for online teaching which has been largely used in teaching and connecting students with schools and teachers.

Use of ZOOM/GOOGLE MEET/TEAMS. The interviews demonstrated that online teaching applications and platforms were essential for teaching and sustaining teaching learning activities. Online teaching cannot succeed without help of online teaching applications. During Covid-19 in Nepal, many teachers used the online teaching applications for alternative teaching and learning to continue schools, colleges and University regular classes. Most of the community Schools teachers used zoom applications for online teaching. Some of the school bought own school Software like: DN Nepal. Google meet, Teams applications are also used for online teaching. Meeting cloud was the most helpful applications for online teaching. For example:

I explored from Google and friends also said Zoom is very useful for teaching so, I used ZOOM application. (Gokul)

I used Zoom and Google Meet application especially in my school which I learned from Zoom programs. (Chandika)

I used Zoom app only for online teaching. This was really helpful for online teaching. (Rishav)

*For online teaching fully used Zoom per class had fixed forty minutes time.
(Himal)*

In our school, first we used zoom application. Later on 3rd wave of pandemic, we used Digital Nepal Application for teachers and students for online teaching. (Urmila)

Data showed that the community school teachers conducted online classes using Zoom apps, Google Meet and DN Nepal. Community schools used Google MEETs and DN Nepal Applications rarely. Teaching application made the effective online classes. Teaching applications used for teaching and learning, homework checking, providing assignments and feedback were not effective though. The teachers also used chat box for communication. They discussed and observed students level of content based knowledge. This finding is aligned with the finding of Krystosik et. al. (2017). They argued that online teaching applications, are quite good for learning conversation or speaking. Teachers displayed screens and interacted in writing and orally in online teaching. Zoom applications provided face-to-face interaction facilities with each other online through the video conference menu in the zoom application, accommodated hundred participants in one meeting. So, most useable applications were Zoom cloud meeting. However, during pandemic time, Google Meet and DN Nepal, these applications were useful for online teaching in community schools. All above applications were goal oriented during COVID-19 in Nepal.

Using YouTube videos. The data revealed that YouTube videos were also one of the best teaching tools for ELT from online mode. In physical classes, teachers had difficult to show content based videos materials but online teaching made the easier. YouTube videos materials motivated the students for learning from online mode. Teachers used you-tube videos in online teaching by applying various techniques such as searching and showing in the live class, or asking students to search and share, For Example:

For online teaching in ELT Classroom, I used YouTube videos for motivating and creating fun for children. (Rishav)

*I learned from Youtube how to manage ICT particularly technical problems.
(Chetan)*

*In the first pandemic, I hadn't learnt how to prepare online materials. But I learnt them watching youtube videos taught my students to down load from You-tube Videos. You-tube videos made me easier and student active.
(Jayantu)*

The interviews data showed that teachers used You-tube videos materials as the sources of teaching English language. In online teaching, teachers used You-tube videos materials for motivating learners, delivering the contents to the students, and engaging the students. Teachers experienced that You-tube videos materials made the teachers and students easier and active in ELT online classes. Teachers learned from You-tube materials how to manage ICT related problems and learned about online teaching materials and developed their own teaching plan and strategies. In this connection, Addison (2012) argued that You-tube video materials helped students to explore main ideas, organize ideas, choose right words to create sentences, grammar, structure development, paragraph writing, reading speaking and reading skills strategy. So, You-tube videos materials were found to be powerful resources for teaching language to all the learners.

Using online teaching portals. Online teaching portals led the effective ways of online teaching which made Online ELT Classes goal oriented. E-Book was not only the completed sources for online teaching so teachers used different online teaching portals such as: Echautari.com, British council website, Sikai Chautari, Sikne Thalo, Ms-word, Excel, Slide share, Google doc., Power Point and DN Nepal.

British Council, American Embassy, CDC Nepal, Nepal government have developed materials learning platforms such as Sikai chautari, Sikne Thalo portals for online teaching. Chesan)

I used teaching portals offered by Digital Nepal and other forums with mobile applications and Google applications, power point, Slide share, Google Docs and British council website for online teaching .(Urmila)

I used materials developed by curriculum development centers. (Hasan)

The interviews data showed that teachers used, to some extent, online materials developed and made available through various learning portals. Online teaching might not be successful without using online teaching portals. Online teaching portals helped the teachers for preparing teaching materials, learned about teaching application, used of various ELT teaching materials and techniques, searched content related online materials from different website, downloaded authentic teaching materials and shared with learners. During pandemic online teaching portal was the goal oriented helpful social medias for online teaching. ELT teachers used it for online teaching and motivating students, and made the clear vision about particular content.

Support Mechanism for the Teachers

Supports from the school administrations, local governments and other agencies such as NGOs and INGOs made teachers easy while teaching online. Teachers got supports from colleagues, ELT organization, universities, local government, school administration, institution and NGOs who supported ELT teachers organized from virtual programs during pandemics. Such programs were ELT seminar, webinar, panels discussion, ELT online project, national and international conferences for teachers, lack of online knowledge improvement and provide ICT skills.

Support from colleagues. During COVID-19, online teaching and education became popular as an alternative mode in Nepal. Before pandemic, teaching and learning process was face-to face. However, after the outbreak of COVID, schools and colleges shifted swiftly into online mode. Teachers were not trained on teaching online before so they expressed that they had to struggle a lot to run the classes online. The teachers were not trained on handling ICT tools and technology. The data revealed that teachers learned how to use ICT tools, online teaching applications, preparing online teaching materials, managing online classroom, solving technical problems from their colleagues during the COVID. For Example:

In our school, we even in difficult situation, have cooperative environment. All friends are helpful each other. (Chandika)

During the first wave of pandemic, I was quite unknown about teaching application. Slowly, my friends helped me to take online training which offered me the ICT Skills. Now, I have become able to to conduct online classes smoothly. (Jayantu)

We used messenger and facebook only during the first wave of COVID-19 but when government ran the online training to all school, We became able to teach online. But peer supports remained very much useful for developing materials and running classes. (Urmila)

Teachers' expressions showed that colleagues of school teachers helped each other, shared and learned of online teaching and learning process. Community School teachers were cooperative each other and learned the technical knowledge and ICT skills. Without collaborative learning, teachers couldn't be able to conduct online classes. During COVID-19 teachers were unfamiliar of ICT Tools and without training too; teachers would be unable to run the classes.

Support from school administration. The role of school administration remains very important for the success of online education. In community schools, the participants expressed that school administration need to support physically and morally. The interviews found that school administration helped, supported and encouraged for conducting online classes. For Example:

In our school, administration fully supported us in technical part of online teaching but they were unable to provide us ICT devices. In the case of internet connectivity, those teachers who had not internet at home came school and conducted online classes. (Yojan)

School supported me and those teachers who didn't have laptop. But when we informed about participants number of students in online classroom administration didn't respond. (Jayantu)

Administration didn't provide ICT online teaching training and any support from administration side. We were prepared ourselves. (Rinku)

Administration supported to conduct online teaching but in community school we have three types of teachers: novice, experienced and very experienced. The experienced teachers who are about to retire were careless and less sensitive because of which there were many problems. (Nagendra)

It is worthless to talk about the school administration and support because they did nothing. Whatever we did, it was our self-attempt. We conducted online activities to the students as we could do. (Gokul)

The data above demonstrated that during pandemic, no community school administration provided laptop for online teaching. Some schools administration generated normal meeting in ZOOM, developed schedule for the class and provided to the teachers. The school, administration and local government did not seem to be proactive for online classes. The analysis of the data shows that the younger and novice teachers seemed active in running online classes in comparison to senior teachers at schools. This finding is aligned with the study of Dubey and Singh (2020) which revealed that young teachers were more actively participating in the online education to teach the students. This indicates that young teachers are more familiar with the technology than the older ones. In nut shell, his study demonstrated that the teachers are taking online education positively and actively in shaping the future of students during COVID-19 lockdown.

Support from professional organizations. Teachers' professional development organizations such as Nepal English language teachers association (NELTA), Scholars' society, etc., have also played role for the support of teacher development. The participants expressed that they took support from such organizations directly and indirectly during COVID-19 pandemic since they were offering trainings, seminars online, webinars, and panel discussion. Such online programmes were important to enhance teachers' online delivery skills and competencies. For Example:

NELTA organized seminar particularly webinar on using ICT tools from which I learned so many things about online teaching. (Gokul)

NELTA, British Council, Kathmandu University and other organizations organized seminar, workshop, panel discussion in virtual mode so I attended and learnt skills. Later, I applied these skills in my online teaching. (Chesan)

I attended NELTA's three day online training which became very useful for finding the materials online and teaching to the students. Some of my friends got benefited from that training a lot. (Chandika)

During COVID-19, ELT teachers got the support from different organizations which brought the opportunity for community school teachers. Nepal English Language Teaching Association(NELTA), British council, Open University, Kathmandu university, Tribhuvan university and other universities and NGOs organized seminar, workshops, panel discussion and virtual programs which taught and guided for teachers how to well conduct online classroom very effectively. Teachers attended different programmes organized by these organizations. This indicates that the teachers' professional organizations can be helpful to find the better ways of teaching and share the skills each other. Moreover, these organizations can develop the teachers' capacity to teach online

Support from governments. The participants expressed that they did not receive any support at the beginning phase of pandemic. However, in the course time, government agencies also developed some online learning portals and materials. The Educational Training Centers (ETC) shifted their mode of training to virtual. Most of their activities were run through online mode. For example:

I got the opportunity to participate in NCES organized program in Province No.1 Which was related to ICT Skills development and use of online applications. (Chandika)

I did not get supported from local/ provincial/federal governments. Whatever I did in online teaching, that was my own efforts and the friends' help during COVID-19. (Gitanjali)

Educational Training Center province No .1.conducted, ICT Training which gave me opportunity to develop ICT Skills. (Rinku)

The participants' expressions revealed that the teachers at community schools could not get sufficient support from the government agencies at the first phase of pandemic. However, they were compelled to develop certain programs and lunch them online in the later days. It indicates that government agencies lack efficiency on handling the difficult situation like COVID-19. It suggests that the government need to be proactive in its vision, mission and all activities so that it can shift its activities in both modes.

The Challenges Faced by the Teachers during Online Teaching

Teaching online remained challenging for the community school teachers during COVID-19 because it was the first experience of community schools teachers in Nepal. Teachers had different problems such as: using ICT effectively, and online classroom management, use teaching applications, connectivity, access and availability of internet, materials development, students' participations and interaction, students' and guardians' trauma. For example:

There are lots of challenges of online teaching I faced. We had lack of skills to prepare materials and very weak internet connection. Another thing was that particularly I struggled connecting students. Students would not turn their camera, they were only listening or where students went or what students did could not be seen. The main challenge was interaction with students.

Likewise, other challenge was problems of electricity cut off. There was no electricity and I had to wait to rejoin again. Another thing was there was no any formal training for teachers to conduct online classes, use electronic devices, applications and prepare materials in community school. Students did not have ICT devices like laptop, smart mobile phone; Students need support from their parents for joining in online classes. But all parents were unable to support every day because of their office and their works. (Gokul)

Gokul's expression showed that teachers had to face the problems of internet connectivity, lack interaction with the students, low participation of the students, lack

of sufficient skills in designing and teaching online, lack of digital devices with the students and teachers. This indicates that the community schools children are not well prepared for taking classes online due to various problems such as lack of connectivity, access of digital devices and digital literacies. Further challenges faced by the teachers during online teaching are discussed in the subsequent sections.

Lack of digital devices. The analysis of the interviews demonstrated that majority of the community school teachers and students lacked digital devices. Without online devices (laptop and smart mobile) online teaching were impossible and hard. The important thing for online teaching is the access of device. However, the participants expressed that both teachers and students lacked the efficient digital devices. For Example:

We teachers and students had lack of devices. Even though, I used schools Laptop. In village area teachers and students did not have the devices, smart phone and even efficient internet connection. (Jayantu)

In some families the mobile devices were limited where more than two three children had to take online class from the single device. Some parents said that it was difficult to manage device for each of my child. Some parents also said that they bought mobile phone for taking online class but their children misused to some sometimes. (Nagendra)

The students told me the reason of being absent in the online class that they did not have device for taking online class. Most of the community school children are from economically low background because of which they cannot afford the devices. As a result, many students could not join online class. (Rishab)

Most of the students had lack of devices and those students who had device they also misused time and again by chatting with other friends and watching videos. (Urmila)

The interview data showed that many students could not take online class because they did not have devices. The reasons behind was that the students had low

economic status who did not manage devices all of a sudden. Those parents who bought devices could not buy many for all their children. The data also revealed that majority of the students did not have desktop computers, laptop and even smart phones which stopped those taking online classes. In such condition, students gathered who used to stay nearby and take classes together. There was no trend of buying and distributing laptops to the teachers. It was visible from the participants' expression that teachers managed classes from their personal computers. Very few teachers got laptops from school administration. All the schools did not have teacher wise laptop because school could not buy laptop for all.

In pandemic situation, parents had the problems to fulfill their daily need how could parents immediately bought new devices for children. Basic level school children depended with parents but parents were unable to manage ICT devices. Some family had two- four children and all children also had online classes almost at the same time so that parents were unable to buy for each of them. Most of the community school parents were busy in their daily work such as side work, farm and in service. Parents took their smart phone with them as a whole day and went to their works in early morning and came back at late night but online classes were run on a day time. Teachers also had the different economic statues and had the lack of devices problems. Suddenly lockdown started and First time online teaching system was established in Nepal. This indicates that online learning cannot be successful unless students will be equipped with digital devices.

Low connectivity. Participants faced the problems of internet connection, electricity cut off in any time, weak connection during the online classes. Covid-19 spread and physical classes stopped in Nepal. For example:

In online teaching I realized more connection problem in first pandemic than in the second and third waves. Hardly students and teacher connected in online classes but network problems made them disconnected. If Network and electricity reconnected, students could not rejoin online classes which created the problem of low participation. (Jayantu)

I face network disconnection problem many times which disturbed my classes. We teachers and students in pandemic situation stayed at home so some time

my home network was disconnected and sometimes students'. Joined, rejoined and whole class distraction of network connection. Low connection also one of the reason of low number of participation in my online class. (Rishab)

In our school, we were unable to continue online classes. One of the reasons was low connection of internet. On the part of students too they had low connection since many of them were using mobile data which was expensive. There was no way request the parents as well. (Rinku)

In my ELT online class time, I had frequent electricity and network cut offs. Connection distracted online classes and didn't run in proper ways. (Chesan)

Data showed that Participants faced the challenge of low connection and no connections during online classes. The analysis of the data shows that the situation of the students in the remote villages is worse than in the cities. This indicates that the government has to take initiatives to develop the infrastructures and empower the students and teachers to use ICT tools for running classes online.

Low participation. The participants stated that the participation of the students was low because of which they were not energized to teaching online much. They expressed that their energy comes from the high participation of the students. However, they mentioned that very few students participated in the online classes. For example:

In my Class out of thirty only five students joined the class. In another class, out of 20 students, only three joined onlineclass. I telephoned them personally but most of them did not response. .(Rinku)

In our school, both English and Nepali medium are run. The students of English medium participated in great number in comparison to Nepali. For example, 60-65% students were present in English medium whereas only 20-25% participated in Nepali medium. (Nagendra)

In some of my classes, only four/five students attended. In class fine there were five students and in six, there were eight students. In face to face class, the number of students used to 50-60. (Urmila)

When there was the low participation in the online class, I immediately reported to the administration but it did not respond me. However, I continued the class for keeping the students in touch during pandemic. (Rishab)

In the second phase of pandemic, online class was a bit improved because students' participation increased. (Yujan)

The analysis of the above data shows that the students' participation was discouraging. However, participants of this study expressed that they continued for engaging the students and parents in the difficult time. It was their obligation since students were detached for long time from the school. The reasons behind the low participation is multi-faceted such as lack of awareness, practice and skills on ICT, lack of devices, lack of internet connectivity and lack of initiatives from the governments. It shows that community school children are deprived of the quality education during the difficult times like COVID-19. The findings of this study aligned with the findings of the study of Acharya et.al.,(2020) who also reported that a huge number of students were missing the opportunity of learning online during COVID- 19 because of various reasons such as low internet connectivity, digital illiteracies, and lack of digital infrastructures. However, the studies like Acharya et.al, suggested that Nepal should focus on infrastructure development in higher education towards online facilities with adequate knowledge of new technology, organizing various motivational programs, provide training to faculties and students, increase collaboration with funding agencies.

Lack of parental support and awareness. Nepal has multicultural, multi ethnic group of community and geographical differences. The participants of this study expressed that all parents didn't support their children for learning online because parents were not aware of the value of education. Most of the parents are working class people who without any job cannot run their families. Due to their business, they could not provide sufficient supports to their children for learning. The data also shows that the students whose parents were supportive for children's study could achieve high success. This study showed that the children especially in basic level require parents' support because they are fully depended on family. Students and teachers also faced the challenges due to the lack of parents' understanding of online education. For Example:

In community school, students come from underprivileged and low economic background. Some of the students work as household servants in the cities like Itahari, who do not receive enough parents support. Moreover, they cannot afford the electronic gadgets and internet. As a result, they fail to join in such class. (Gitanjali)

In lockdown period parents were also at home because their workplaces were closed for certain times. The parents who are literate could support their children sitting next to them during online class. However, majority of the parents were producing background noise for the children unnoticeably. Due to which students did not interact with the teachers and also remained muted. (Gokul)

We teachers hardly connected students and conducted online classes but parents expressed their dissatisfaction coming to the school and sometimes telephoning to the teachers as well. Parents were not interested to facilitate online classes for their children. Children were together with their parents and I taught from online classes so that I could not check what was happening to the students' site. Sometimes, I checked chat box and controlled their unnecessary Chattings during ZOOM class. Even in the online class, some of the students were excellent in communication and doing assignment too. (Nagendra)

My school located in village area and children came from Chaudhary community. In pandemic situation online classes students' participation was very low and I telephoned them but parents hardly received my phone call and I talked to them. However, students' participation did not increase. After that we visited students community and tried to aware their parents but parents directly told to stop online classes. We were unable to change majority of indigenous parents' perceptions to the online classes. Those parents who supported their children, they sent their children to online class themselves. (Rinku)

The analysis of the above data showed that online classes could not be run smoothly without parents' supports. Parents supports could be effective not only to

connect the students in the online classes but also to accelerate their learning. It was visible from the data that those community schools where parents were not supportive even could not begin the online classes. This indicates that triangular relationship among teachers, students and parents is instrumental to make the online education effective.

Digital illiteracies. Teachers were habituated to teach in physical classes but COVID-19 broke the traditional methods and suddenly established the alternative method to face-face teaching. In Nepal, lockdown was declared by the government as soon as the coronavirus was identified. It was the first time, Nepal ever experienced such situation. So, community school teachers were not prepared for such situation. The participants expressed that COVID-19 changed the traditional methods and provided the opportunity to learn and be prepared for alternative method, particularly online teaching using digital tools. The participants expressed that pandemic was good for learning. For Example:

I and my friends were unfamiliar on online teaching and ICT skills beginning at the first phase of pandemic. With the help of friends we learnt ICT skills and tools. At the beginning we had problems of material development, handling ZOOM applications, preparing slides and other materials. But in the course of time, we learnt them and used in our classes.(Jayantu)

I was unknown about ICT tools and online teaching skills. In my generation I did not get chance to learn computer skills. This pandemic made me compulsorily change paper pencil to digital mode. At the first pandemic I had fear and tension about online teaching but my ICT skillful teacher friends cooperated me and I got chance to take Province run ICT training which fully helped and made me knowledge about ICT teaching apps and ICT Tools. After that I was successful to conduct online classes without any friends' support. (Rinku)

In our school, we had three types of teacher; one novice teachers (she/ he adjust in any difficult situation) second experienced one. (They tried to learn but not actively) and third was nearby retiring age (inactive teacher). All three categories of teacher in school faced the problem of conducting online

classes in pandemic period. We knew about skills and knowledge about ICT we shared but this was not only enough. Administration didn't provide any ICT training. (Yujan)

In my school Principal Sir was at the of retirement. He encouraged us but did not manage the essential infrastructures. He used to say that we had to do teach online but his action was not oriented towards it.(Chesan)

The analysis of the interview data clearly demonstrated that teachers and students were digitally illiterate. The participants expressed that they learnt basic computer skills and digital skills during pandemic time. This shows that the teacher got opportunity to learn how to run online classes, use digital materials and handle the classes online. The findings of this study is in line with the finding of Rana's (2022) study which reported that remote community schools had the lack of teachers' knowledge and skills in ICT. During Covid-19, school education was run online which brought opportunity for remote community schools teachers to learn ICT skills and gain the knowledge of technology.

Motivation of the students. Motivation of students in online teaching was another challenge for online teaching. Online teaching and learning process was less effective without active participation of student in online classes. So, teachers applied different teaching techniques for motivation of students. Teachers, sometimes downloaded different e-learning materials from the different sources such as portals, websites and provided to the learners. The expressions of the teachers informed that students combinly studied with friends with whom the availability of laptop, mobile, internet and television could be available. For Example:

I requested the students to listen to the radio programmes and watch the television on which the programmes for teaching courses developed by the government used to be broadcast.(Gokul)

Mostly basic level students are unknown about using ICT tools, downloading applications and Joining online classes sothat I taught them how to use these tools, applications, by sending them and saving assignments through messenger groups and direct telephone calls. (Urmila)

Schools sometimes provided the access of connectivity to the students since they did not have at their homes. Nepal Telecom also provided data packages for the students during pandemic (Rinku)

Low participation in my classroom was discouraging so I talked to my students and told to have combine studies with friends whose home had nearby your home, and join online class together from the same place.(Rishav)

I downloaded leaning materials from different learning website, and prepared power-point slides, and important audio-visual materials for sending them in class-wise messenger groups, Zoom chat box and school facebook page (Chesan)

The data above demonstrates that the teachers have used various strategies for motivating students in the online classroom and beyond. Calling students personally, searching and sharing the materials in the messenger groups, encouraging them by providing motivational videos and teaching apps were the major activities conducted by the teachers. The analysis of the data also showed that teachers encouraged the students for combined study during pandemic time. They also asked the students to watch the programs broadcasted from the television and radio. The motivation to the students was important for the students because students were in trauma during pandemic. In this connection, Dawadi et al., (2020) reported that the pandemic had serious impacts on students' learning and well-being, and that it potentially widened the gaps between privileged and under-privileged children in their equitable access to quality education. That revealed the pandemic had effects on school education, the challenges occurred after the pandemic such as: lack of access to technology, inadequacy of teachers' skills and assessment system. Studies have suggested that for online learning mass communication particularly Radio, TV, and social media. This indicates that motivation and encouragement in online class is the key for success.

Chapter V

Summary, Conclusion and Recommendations

This chapter summarizes the key findings of the study and presents its conclusion. Moreover, it presents the conclusion and its implications in teaching, policy making and further research. Finally, it makes some recommendation to the concerned stakeholders such as teachers, administration and policy makers.

Summary

Online teaching has become the need of day. This study, following phenomenological research design, explored how basic level English teachers experienced teaching online to the community school children of Nepal during the pandemic time of COVID-19. This study, based on thematic analysis of the interviews with eleven teachers of Sunsari district, presents the key findings. This study found that COVID-19 compelled all the schools to shift their mode of teaching to online instead of face-to-face teaching. The study also found that the government was not ready to face the unprecedented situation brought by such pandemic like COVID. Study found that teachers faced various challenges such as digital illiteracies, low connectivity, low students' participation, lack of digital infrastructures, and low level of motivation of students and teachers. The study also found that the role of NGOs, INGOs, and other teachers' professional organizations remained crucial for training the teachers on handling online classes.

1. The study found that online teaching became the best alternatives to engage the students and facilitate their learning during COVID-19 pandemic and lockdown declared by the government.
2. Teachers were found learning digital skills and various sub-skills such as joining students online, using digital materials, preparing slides and other technical class management skills.
3. The study also found that teachers were using various social media, ZOOM applications, YouTube videos, and messenger groups for online teaching facilitation.

4. The study also found that teachers could get sufficient support from the government, school management committee, and head teachers at the beginning however, they got enough support from their colleagues and teachers' professional organizations.
5. The study also found various challenges of teaching online such as low connection, lack of devices for teachers and students, lack of parents' awareness, lack of teachers' sufficient knowledge and skills of ICT tools, lack of students' motivation and students' low participation in online classes.

Conclusion

This study explored the experiences of basic level English teachers' experiences of teaching online during COVID-19. The schools remained closed due to the country-wide lockdown declared by the government that resulted in the schools closure. In this context, this study through phenomenological research design explored the teachers lived experiences particularly how they learned about digital tools, how they connected students online, what strategies they adopted for facilitating students' learning, and what challenges they faced during their online teaching. The study found that teachers connected their students through ZOOM application, messenger groups and facebook page. The study also found that teachers provided assignment through messenger group, through direct contact, and through students' friends. When the teachers collected students' works, they checked and provided feedback. The teachers while taking online classes used social media, ZOOM, Google Meet. The teachers used YouTube videos, materials developed by the curriculum development center and governments, and the materials available in the learning portals.

The teachers received various supports from different sources such as from their colleagues, parents, school administration and professional organizations. The nature of support system for the teachers was quite unique because they could not receive the sufficient support from the government and school administration. However, they received support from the colleagues and teachers' professional organizations such as NELTA, Scholar Societies. The teachers transformed their pedagogy from traditional face-to-face to techno-supported interactive pedagogy. The pandemic provided opportunity for the teachers to learn and apply digital skills.

The teachers also faced various challenges while teaching online such as lack of digital devices for teachers and students, frequent electricity cut off, low participation of the students in the class, lack of internet connectivity, digital illiteracies, lack of parental support, and low motivation of the teachers and students. The study suggests that the community schools in Nepal need to work much for ensuring online classes, such as development of ICT infrastructures, teacher training, parental guidance and counseling, development of curriculum and teaching materials.

The findings of this study can be applied to various sectors. It can be fruitful to understand the teachers' perceptions and experiences of teaching online during COVID-19. This can also provide the insight how teachers can support students in the difficult times through online mode. Moreover, the findings of the study can be instrumental to improve the educational policies and programs for integrating ICT tools in teaching.

Recommendations

On the basis of findings of this study, some recommendations have been made to be applicable as follows:

Policy related recommendations. The policy makers, administrative officials, government bodies (local, provincial, and federal) can expand the ICT infrastructures to fit to the online classes and face-to-face both. They can amend their policies as suggested by this study.

1. This study showed that there was a lack of ICT knowledge and skills, tools and resources, motivation, network connection and low number of participation so that government needs to adopt the policy of blended teaching even in the normal situation.
2. School management committee, teachers association and Ministry of Education should online ELT teacher training sessions, workshops, webinar, panel discussion, seminar, and Virtual meeting so that teachers can be skillful for teaching online.
3. School administration, school management committee, educational planners and law maker should develop clear plan for online teaching.

4. During pandemic, online teaching was unsystematic and hampered the students, teachers and parents' psychology was disturbed. This study suggests providing counseling to the teachers, students, parents who are in trauma. They need to be enhanced with the ICT devices and tools for the effective online teaching.

Recommendations for future researchers. This study can be the area of interest to many researchers, teacher educators, and ELT online teaching practitioners. This study was limited to teachers' perceptions' and practices in the existing situation of during COVID-19 pandemic in Nepal. There might be many more areas for further investigation and exploration

1. The researcher can study the experiences and practices in community schools, ELT teachers, online teaching during pandemic in Nepal.
2. The researchers can study the existing situation of online teaching during COVID-19 in the private schools.
3. The researcher might explore ELT community teachers and students' struggle and challenges to conduct online teaching and learning classes as an alternative way in the context of Nepal.

Recommendations to the teachers and practitioners. Only making policies and plans do not help to implement any program effectively so that we have to practice properly in the real field. Therefore, this study recommends the following suggestions for the practitioners.

1. This study showed that teachers lacked technological knowledge and ICT skills so that teachers can develop ICT skills.
2. Without preparation and plan of online teaching teacher face different challenges so that community school teachers should prepare own self..
3. This study revealed that teachers and students both had lack of ICT devices, network connection so that they should pay attention to ICT Infrastructures.
4. This study showed that teachers faced challenges. The teachers can understand the challenges and minimize them in their teaching.

References

- Acharya, A., Poudyal, N., Lamichhane, G., Aryal, B., Bhattarai, B. R., Adhikari, B., & Parajuli, N. (2020). Digital learning Initiatives, Challenges and Achievement in Higher Education in Nepal Amidst COVID-19. *International Journal of Asian Education*, 2(3), 4-10.
- Acharya, C. P. (2014). Use of ICT/web tools in ELT in Nepal. *Journal of NELTA*, 19(1-2), 1-16.
- Adhikari, R. R.(2020). *Information and Communication Technology Policy and it's Implication in E-Learning During Covid-19: A Nepalese Scenario*. *International Journal of Asian Education*, 3(6), 21-30.
- Addison, N. M. (2012). Developing audio-visual content comprehension: Employing video materials in a Japanese university classroom to scaffold content and vocabulary awareness. *Journal of Bunkyo Gakuin University, Department of Foreign Languages and Bunkyo Gakuin College*, (12), 61-83.
- Ally, M. (2004). Foundations of educational theory for online learning. *Theory and practice of online learning*, 2, 15-44.
- Ally, M. (2008). The impact of technology on education. *Education for a Digital World*, 57.
- Alamri, A., & Tyler-Wood, T. (2017). Factors affecting learners with disabilities– instructor interaction in online learning. *Journal of Special Education Technology*, 32(2), 59-69.
- Andersen, S. M., & Bem, S. L. (1981). Sex typing and androgyny in dyadic interaction: Individual differences in responsiveness to physical attractiveness. *Journal of Personality and Social Psychology*, 41(1), 74.
- Anderson, T. (2003). Getting the mix right again: An updated and theoretical rationale for interaction. *The International Review of Research in Open and Distributed Learning*, 4(2).
- Anderson, T. (2004). Towards a theory of online learning. *Theory and practice of online learning*, 2, 109-119.
- Anderson, T. (2008). Social software technologies in distance education: Maximizing learning freedoms. *International handbook of distance education*, 167-184.
- Anderson, T. (2016). Theories for learning with emerging technologies. *Emergence and innovation in digital learning: Foundations and applications*, 1, 35-50.

- Anderson, T. (Ed.). (2008). *The theory and practice of online learning*. Athabasca University Press.
- Anderson, T., & Garrison, D. R. (1998). Learning in a networked world: New roles and responsibilities. In *Distance Learners in Higher Education: Institutional responses for quality outcomes*. Madison, Wi.: Atwood.
- Austin, J., & Reficco, E. (2008). Corporate social entrepreneurship. *Int'l J. Not-for-Profit L.*, 11, 86.
- Barcelona, R. J. (2009). Pressing the online learning advantage: Commitment, content, and community. *The Journal of Continuing Higher Education*, 57(3), 193-197.
- Baxter, G. P., & Glaser, R. (1997). *An approach to analyzing the cognitive complexity of science performance assessments*. Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, Graduate School of Education & Information Studies, University of California, Los Angeles.
- Blumberg, P. (2008). *Developing learner-centered teaching: A practical guide for faculty*. John Wiley & Sons.
- Caldwell, M. (2018). Japanese university students' perceptions on the use of ICT and mobile-learning in an EFL setting. *CALL-EJ*, 19(2), 187-212.
- Christensen, L. J., & Menzel, K. E. (1998). The linear relationship between student reports of teacher immediacy behaviors and perceptions of state motivation, and of cognitive, affective, and behavioral learning.
- Cranton, P., & Taylor, E. W. (2011). Transformative learning. In *The Routledge international handbook of learning* (pp. 214-223).
- Davies, P. & Pearse, E. (2008). *Sources in English Teaching*. New York; Oxford University Press.
- Dawadi, S., Giri, R.A. & Simkhada, P. (2020). *Impact of COVID-19 on the education sector in Nepal: Challenges and coping strategies*.1-17P. vIDDOI: 10.31124/advance.12344336.
- De Backer, F., Peeters, J., Buffel, T., Kindekens, A., Reina, V. R., Elias, W., & Lombaerts, K. (2014). An integrative approach for visual arts mediation in museums. *Procedia-Social and Behavioral Sciences*, 143, 743-749.

- DeBoer, J., Ho, A. D., Stump, G. S., & Breslow, L. (2014). Changing “course” reconceptualizing educational variables for massive open online courses. *Educational researcher*, 43(2), 74-84.
- Dhital, H. (2018). Opportunities and challenges to use ICT in government school education of Nepal. *International Journal of Innovative Research in Computer and Communication Engineering*, 6(4), 3215-3220.
- Dimotakis, N., Mitchell, D., & Maurer, T. (2017). Positive and negative assessment center feedback in relation to development self-efficacy, feedback seeking, and promotion. *Journal of Applied Psychology*, 102(11), 1514.
- Dimotakis, N., Mitchell, D., & Maurer, T. (2017). Positive and negative assessment center feedback in relation to development self-efficacy, feedback seeking, and promotion. *Journal of Applied Psychology*, 102(11), 1514.
- Dresser, R. (2013). Paradigm shift in education: Weaving social-emotional learning into language and literacy instruction. *ie: inquiry in education*, 4(1), 2.
- Dron, J. (2007). Designing the undesignable: Social software and control. *Journal of Education*.
- Duffy, T. M., & Cunningham, D. J. (1996). 7. Constructivism: Implications for the design and delivery of instruction.
- Dumitru, D. (2012). Communities of inquiry. A method to teach. *Procedia-Social and Behavioral Sciences*, 33, 238-242.).
- Dubey, D. B., & Singh, D. S. (2020). Perception of teachers on online teaching in higher education during covid-19 lockdown. *Int. J. Creat. Res. Thoughts*, 8(5), 1017-1022.
- Durnford, K. L., Lemky, K., Moffitt, P., Oyugi, P., Pender, K., Soanes-White, T., & Bott, G. (2021). Responding to COVID-19: Contextual, Pedagogical, and Experiential Considerations from Canadian Northern Postsecondary Educators. *Arctic*, 74(2), 139-151.
- Emara, A. (2020). Identity and technology integration in an EFL context: A study of Egyptian teachers and adu
- Englund, C. (2017). Exploring approaches to teaching in three-dimensional virtual worlds. *The International Journal of Information and Learning Technology*.
- Gapen, D. K. (1993). The virtual library: Knowledge, society, and the librarian. In *The virtual library: Visions and realities* (pp. 1-14).

- Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective. *The internet and higher education*, 13(1-2), 5-9.
- Glazer, H. R., & Wanstreet, C. E. (2011). Connection to the academic community: Perceptions of students in online education. *Quarterly Review of Distance Education*, 12(1), 55.
- Godwin-Jones, R. (2008). Web-writing 2.0: Enabling, documenting, and assessing writing online. *Language Learning & Technology*, 12(2), 7-12.
- Good, T. L., & Brophy, J. E. (1990). *Educational psychology: A realistic approach*. Longman/Addison Wesley Longman.
- Gyawali, Y. P. Evaluation System at School Level in Nepal: Major Pitfalls and.68.
- Hafifah, G. N. (2020). Teachers Perspectives of ICT Integration in English Language Teaching: A Review of Literature. *JEES (Journal of English Educators Society)*, 5(1), 9-15.
- Hall, B. (1990). Hall A. *Mikroelektronika*, 3, 4.
- Hamid, H., & Aras, I. (2020). Blended Learning in Research Statistics Course at The English Education Department of Borneo Tarakan University. *International Journal of Emerging Technologies in Learning*, 15(7).
- Hanson-Smith, E. (2013). Online communities of practice. *The encyclopedia of applied linguistics*, 1-4.
- Haras, L. (2000). Shift happens online education as a new paradigm in learning. 1-21p. 3 (2000) 41-61.
- Hase, S. (2009). Heutagogy and e-learning in the workplace: Some challenges and opportunities. *Impact: journal of applied research in workplace e-learning*, 1(1), 43-52.
- Herrando, R. I. (2017). Assisting language learning with new technologies: A case of Spanish degrees facing a European educational change process. *CALL-EJ*, 18(1), 40-61
- Hiltz, S. R. (1994). *The virtual classroom: Learning without limits via computer networks*. Intellect Books.
- Hooper, S., & Hannafin, M. J. (1991). The effects of group composition on achievement, interaction, and learning efficiency during computer-based cooperative instruction. *Educational Technology Research and Development*, 39(3), 27-40.

- Huffaker, D. A., & Calvert, S. L. (2003). The new science of learning: Active learning, metacognition, and transfer of knowledge in e-learning applications. *Journal of Educational Computing Research*, 29(3), 325-334.
- Hung, D., Lee, S. S., & Lim, K. Y. (2012). Authenticity in learning for the twenty-first century: Bridging the formal and the informal. *Educational Technology Research and Development*, 60(6), 1071-1091.
- Indriyani, V., Ramadhan, S., & Sukma, E., (2019, August). Environmental education and disaster mitigation through language learning. In *IOP conference series: Earth and environmental science* (Vol. 314, No. 1, p. 012054). IOP Publishing.
- Jack C.R. and Willy A.R. (2002). *The Guilford press methodology in language teaching An Anthology of current practice*. (1st Ed.). New York: united States of America by Cambridge University press
- Johnson, A., Hilton III, J., Wiley, D., Stein, J., & (2010). The four 'R's of openness and ALMS analysis: frameworks for open educational resources. *Open learning: The journal of open, distance and e-learning*, 25(1), 37-44.
- Johnson, R. D., Hornik, S., & Salas, E. (2008). An empirical examination of factors contributing to the creation of successful e-learning environments. *International Journal of Human-computer studies*, 66(5), 356-369.
- Jora, M. B. (2022). Classroom discourse in the English language class. *Siddhajyoti Interdisciplinary Journal*, 3(1), 101-114.
- Kasman, K., & Hamdani, Z. (2021). The effect of Zoom App towards students Interest in learning on online learning. *Dinasti International Journal of Education Management And Social Science*, 2(3), 404-408.
- Khanal, P. (2016). *Research methodology in education*. Kritipur: Sunlight Publication
- Kirby, D. (1987). Thomson, E., assisted by von Rauch, G." Schloss Ratshof in Estland, Vom Musenhof zum Nationalmuseum"(Book Review). *Slavonic and East European Review*, 65(1), 153.
- Kirby, J. R., Cheng, L., Li, M., Qiang, H., & Wade-Woolley, L. (2010). English language immersion and students' academic achievement in English, Chinese and mathematics. *Evaluation & Research in Education*, 23(3), 151-169.
- Krystosik, A. R., Curtis, A., Buritica, P., Ajayakumar, J., Squires, R., Dávalos, D., ... & James, M. A. (2017). Community context and sub-neighborhood scale

- detail to explain dengue, chikungunya and Zika patterns in Cali, Colombia. *PLoS One*, 12(8), e0181208.
- Laal, M., & Laal, M. (2012). Collaborative learning: what is it?. *Procedia-Social and Behavioral Sciences*, 31, 491-495.
- Lakhal, S., Bateman, D., & Bédard, J. (2017). Blended Synchronous Delivery Mode in Graduate Programs: A Literature Review and Its Implementation in the Master Teacher Program. *Collected Essays on Learning and Teaching*, 10, 47-60. *Journal of Technology & Society*, 10(3), 60-71.
- Lay, p. (2017) *Research design* (1st Ed.). New York London
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Publications.
- Leavy, P. (Ed.). (2014). *The Oxford handbook of qualitative research*. Oxford University Press, USA.
- Lee, C. D., & Smagorinsky, P. (2000). *Vygotskian Perspectives on Literacy Research: Constructing Meaning through Collaborative Inquiry. Learning in Doing: Social, Cognitive, and Computational Perspectives*. Cambridge University Press, 110 Midland Ave., Port Chester NY 10573-4930 (Cloth: ISBN-0-521-63095-9, \$55; paper: ISBN-0-521-63878-X,
- Levinson, P. (1990). Electronic text and the evolution of media. *Journal of Social and Biological Structures*, 13(2), 141-149.
- Limatahu, I., & Mubarak, H. (2020). CCDSR learning model: Innovation in physics learning. *IJORER: International Journal of Recent Educational Research*, 1(1), 19-29.
- Logroño López, J. I. (2022). *Digital Graphic Organizers and English Academic Writing* (Master's thesis).
- Maatuk, A. M., Elberkawi, E. K., Aljawarneh, S., Rashaideh, H., & Alharbi, H. (2022). The COVID-19 pandemic and E-learning: challenges and opportunities from the perspective of students and instructors. *Journal of Computing in Higher Education*, 34(1), 21-38.
- MacGregor, J. (1990). Collaborative learning: Shared inquiry as a process of reform. *New directions for teaching and learning*.
- Mahdavi, M. (2014). An overview: Metacognition in education. *International Journal of Multidisciplinary and current research*, 2(6), 529-535.

- Mezirow, J. (1991). Transformation theory and cultural context: A reply to Clark and Wilson. *Adult education quarterly*, 41(3), 188-192.
- Miyazoe, T., & Anderson, T. (2010). The interaction equivalency theorem.
- Moisey, S. D., & Hughes, J. A. (2008). Supporting the online learner. *The theory and practice of online learning*, 419-439.
- Moisey, S. D., Neu, C. E., & Cleveland-Innes, M. (2008). Community building and computer-mediated conferencing.
- Moye, J. J. (2010). Making Your Classes Come Alive. *Techniques: Connecting Education and Careers (J1)*, 85(4), 8-9.
- Mukhopadhyay, M., & Parhar, M. (2001). Instructional design in multi channel learning system. *British Journal of Educational Technology*, 32(5), 543-556.
- Muñoz-Cristóbal, J. A., Gallego-Lema, V., Arribas-Cubero, H. F., Martínez-Monés, A., & Asensio-Pérez, J. I. (2017). Using virtual learning environments in bricolage mode for orchestrating learning situations across physical and virtual spaces. *Computers & Education*, 109, 233-252.
- Natsir, I., Latifa, A., & Ammade, S. (2021). Implementing Zoom as Blended Learning Platform to Obtain Learning Process from Home during the Pandemic of Covid-19 at Mtsn 3 Enrekang. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 10(1), 109-118.
- Ndoye, A., & Martin, F. (2021). Examining student perceptions of Important Features in online Courses: A study based on Demographic and Contextual Characteristics. *Journal of Educators Online*, 18(2).
- Ni, S. F. (2004). *Teacher verbal immediacy and sense of classroom community in online classes: Satisfaction, perceived learning, and online discussion*. University of Kansas.
- Noureen, G., Malik, A. A., & Fahiem, M. A. (2020). SELECTING A RIGHT ONLINE EDUCATIONAL PARADIGM IN COVID-19 PANDEMIC. *Pakistan Journal of Science*, 72(3).
- Overby, K. (2011). Student-centered learning. *Essai*, 9(1), 32.
- Parajuli, N., Acharya, A., Subedi, s., and... (2021). Digital learning Initiatives, Challenges and Achievement in Higher Education in Nepal Amidst COVID-19. (1-16p.) niranjan.parajuli@cdc.tu.edu.np
- Peck, M. C., Dulany, M. A., Batten Jr, G. L., & Farley, C. E. (2000). Papermaking additives. *Kirk Othmer Encyclopedia of Chemical Technology*, 1-28.

- Phillips, L. R., Bozue, J. A., Parthasarathy, N., Cote, C. K., Fellows, P. F., Mendelson, I., ... & Friedlander, A. M. (2005). Construction of a rhamnose mutation in *Bacillus anthracis* affects adherence to macrophages but not virulence in guinea pigs. *Microbial pathogenesis*, 38(1), 1-12.
- Potter, J. (1998). Beyond access: Student perspectives on support service needs in distance learning. *Canadian Journal of University Continuing Education*, 24(1).
- Quan-Haase, A., Martin, K., & Schreurs, K. (2016). Interviews with digital seniors: ICT use in the context of everyday life. *Information, Communication & Society*, 19(5), 691-707.
- Rana, K. (2018). ICT in rural primary schools in Nepal: context and teachers' experiences. *Unpublished doctoral dissertation*. University of Canterbury.
- Rafiee, S. J., & Purfallah, S. A. (2014). Perceptions of junior high school teachers toward computer assisted language learning (CALL) within the context of Azarbayjan provinces. *Procedia-Social and Behavioral Sciences*, 98, 1445-1453.
- Rana, K., Greenwood, J., & Fox Turnbull, W. (2020). Implementation of Nepal's education policy in ICT: Examining current practice through an ecological model. *The Electronic Journal of Information Systems in Developing Countries*, 86(2), e12118.
- Rana, K. (2022). How teachers developed remote learning during the Covid-19 crisis: What can we learn from rural teachers in Nepal. *Supporting remote teaching and learning in developing countries: From the global to the local*, 48-61.
- Reinders, H. and White, C. (2010). The theory and practice of technology in materials development and task design. In: Harwood, N. (Ed.), *Materials in ELT: Theory and practice* (p. 58-80). Cambridge: Cambridge University Press.
- Reza, A. (2022). Using of Modern Materials in Open and Distance Learning: Problems and Solutions. *Sprin Journal of Arts, Humanities and Social Sciences*, 172-182.
- Ryn, A. S., & Sandaran, S. C. (2020). Teachers' practices and perceptions of the use of ICT in ELT classrooms in the pre-Covid 19 pandemic era and suggestions for the 'new normal'. *LSP International Journal*, 7(1).

- Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's zone of proximal development: Instructional implications and teachers' professional development. *English language teaching*, 3(4), 237-248.
- Sharma, S., & Kaushik, B. (2019). A survey on internet of vehicles: Applications, security issues & solutions. *Vehicular Communications*, 20, 100182.
- Sher, A. (2009). Assessing the relationship of student-instructor and student-student interaction to student learning and satisfaction in web-based online learning environment. *Journal of Interactive Online Learning*, 8(2).
- Shklovski, I., Kraut, R., & Rainie, L. (2004). The Internet and social participation: Contrasting cross-sectional and longitudinal analyses. *Journal of Computer-Mediated Communication*, 10(1), JCMC1018.
- Shrestha, S., Haque, S., Dawadi, S., & Giri, R. A. (2022). Preparations for and practices of online education during the Covid-19 pandemic: A study of Bangladesh and Nepal. *Education and information technologies*, 27(1), 243-265.
- Shrestha, S., Haque, S., Dawadi, S., & Giri, R. A. (2021). Preparations for and practices of online education during Covid-19 pandemic; A study of Bangladesh and Nepal. 1-23p., doi.org/10.1007/s10639-021-10659-0.
- Siemens, G. (2017). Connectivism. *Foundations of learning and instructional design technology*.
- Siregar, Y. D. (2022). The Role of classroom Interaction Online Online Learning: Voice from the Students. *JEELS (Journal of English Education and Linguistics Studies)*, 9(1), 51-71.
- Skinner, A. E. (1974). The effect of high power water pressures on the mechanical behavior of sediments.
- Sudarsana, I. K., Putra, I. B. M. A., Astawa, I. N. T., & Yogantara, I. W. L. (2019, March). The use of Google classroom in the learning process. In *Journal of Physics: Conference Series* (Vol. 1175, No. 1, p. 012165). IOP Publishing.
- Sun, A., & Chen, X. (2016). Online Education and Its Effective Practice: A Research Review. *Journal of Information Technology Education: Research*, 15, 157-190.
- Surendra, S. S., Srinivasan, S. M., Shah, P., & (2021). An approach to enhance business intelligence and operations by sentimental analysis. *Journal of System and Management Sciences*, 11(3), 27-40.

- Suryaman, H., & Mubarak, H. (2020). Profile of online learning in building engineering education study program during the COVID-19 pandemic. *IJORER: International Journal of Recent Educational Research*, 1(2), 63-77.
- Sysoyev, P. V. (2000). Developing an English for Specific Purposes course using a learner centered approach: A Russian experience. *The Internet TESL Journal*, 6(3), 18-23.
- Tartavulea, C. V., Albu, C. N., Albu, N., Dieaconescu, R. I., & Petre, S. (2020). Online Teaching Practices and the Effectiveness of the Educational Process in the Wake of the COVID-19 Pandemic. *Amfiteatru Economic*, 22(55), 920-936.
- Terry, A. (2008). *The theory and practice of online learning* (2nd Ed.). Archive Canada: AU Press, Athabasca University.
- Thapa, C., Gao, Y., Kim, M., Abuadba, S., Kim, Y., Kim, K., ... & Nepal, S. (2020). End-to-end evaluation of federated learning and split learning for internet of things. *arXiv preprint arXiv:2003.13376*.
- Todd, W.R. (2020). Teachers' Perceptions of the Shift from the Classroom to Online Teaching. (1-13, P.). *Vol. 2 (2) 4-16* <https://doi.org/10.46451/ijts.2020.09.0>
- Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies. *Research Brief*, 3(1), 1-33.
- Tsegay, S. M., Ashraf, M. A., Perveen, S., & Zegergish, M. Z. (2022). Online Teaching during COVID-19 Pandemic: Teachers' Experiences from a Chinese University. *Sustainability* 2022, 14, 5
- Turner, S. L. (2011). Student-centered instruction: Integrating the learning sciences to support elementary and middle school learners. *Preventing School Failure*, 55(3), 123-131.
- Tyler, M. (2005). & Danilov, Y., Brainport: an alternative input to the brain. *Journal of integrative neuroscience*, 4(04), 537-550.
- Tymieniecka, A. T. (2003). *Islamic Philosophy and Occidental Phenomenology in Dialogue*. Kluwer.
- UNESCO. (2021, March 19). *One year into COVID-19 education disruption: Where do we stand?* UNESCO. <https://en.unesco.org/news/one-year-covid-19-education-disruption-where-do-we-stand>

- Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child & Adolescent Health*, 4(5), 397–404.
[https://doi.org/10.1016/S2352-4642\(20\)30095-X](https://doi.org/10.1016/S2352-4642(20)30095-X)
- Walker, V. R., Durwin, A. J., Hwang, P. H., & Langlais, K. (2012). Law Schools as Knowledge Centers in the Digital Age. *Chi.-Kent L. Rev.*, 88, 879.
- Wang, Y., & Liu, Q. (2020). Effects of online teaching presence on students' interactions and collaborative knowledge construction. *Journal of computer assisted learning*, 36(3), 370-382.
- Suryaman, H., & Mubarak, H. (2020). Profile of online learning in building engineering education study program during the COVID-19 pandemic. *IJORER: International Journal of Recent Educational Research*, 1(2), 63-77.
- Wenger, E. (2009). A social theory of learning. In *Contemporary theories of learning* (pp. 217-240). Routledge.
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). Seven principles for cultivating communities of practice. *Cultivating Communities of Practice: a guide to managing knowledge*, 4.
- Williams, S. M. (2009). Technology and community-centered learning.
- Wong, J., Baars, M., Davis, D., Van Der Zee, T., Houben, G. J., & Paas, F. (2019). Supporting self-regulated learning in online learning environments and MOOCs: A systematic review. *International Journal of Human–Computer Interaction*, 35(4-5), 356-373.
- Woudstra, A., Huber, C., & Michalczuk, K. (2004). Call centers in distance education. *Theory and practice of online learning*, 295.
- Zhao, J., Yao, P., & Kong, J. (2016). Comparative study on international policies for teachers' ICT capacity-building. In *ICT in Education in Global Context* (pp. 267-293). Springer, Berlin, Heidelberg.

Appendices

Appendix A

Participations Information Sheet and Consent

Basic level Teachers' perceptions and practices of teaching online during COVID-19
in Nepal

I am **Mandira Kumari Ghimire**, an M. Ed. fourth semester research student of the Department of English Education, at Kirtipur, Tribhuvan University. I am carrying out a research on basic level teachers' perceptions and practices of teaching online during COVID-19 in Nepal as a part of my M.Ed. degree. It aims to explore the perceptions and lived experiences of Basic level English teachers' perceptions and lived experiences in Nepal's community schools by employing semi-structured interviews of around 1 hour for each. The interview attempts to explore the perceptions and experiences of the teachers particularly the difficulties of teaching online, connecting students online, using digital tools, assessing students online and challenges faced by the teachers. The interview will be repeated if required and also audio recorded for transcription. I will analysis the qualitative data thematically by following grounded thematic analysis.

Your interview information will be recorded on an audio device and it will remain confidential with me .On completion of the analysis of data, I will share the results with you to confirm whether the findings comply with what you have done and said during the interview. Participation is voluntary and you have the right to withdraw at any stage without penalty .If you withdraw, I will remove information relating to you from the record. The results of the project may be published, but you are assured that your identity will not be made public without your prior consent. To ensure anonymity and confidentiality, your names will be coded as pseudonyms. The information you provide will be accessed only by the principal researcher and the supervisor. The data will be stored in my computer with password protected file and it will be destroyed after ten years. However, a thesis is a public document and will be available through the TU Library.

If you agree to participate in the study, you are asked to complete the consent form and return to the principal researcher in person or through e-mail.

Mandira Kumari Ghimire

Appendix B

Participants' Consent Form

Dear Informant,

My name is Mandira Kumari Ghimire. I'm a researcher from Tribhuvan University, Department of English Education, and Kritipur Kathmandu. I am doing my research on the topic of 'Basic level Teachers' perceptions and practices of teaching online during COVID-19 in Nepal' under the supervisor of Bhim Prasad wasti, professor, Department of English Education. Tribhuvan, University, Kritipur, Kathmandu. . I am interested to use open in-depth interview tool with basic level teachers who are teaching from online mode. I will conduct the Interviews with those who are willing to participate in unstructured open in-depth interview will take around an hour. The purpose of my research is to explore the basic English language teachers' perceptions and experiences of teaching online and to find out the challenges faced by teachers while teaching online .all you Secrete things I will not publish without your Permission. Without your permission I will not use your data. I will follow Research ethics and be frankly shared your Experience with me. . Participations you are completely voluntary in this study, and you are free to discontinue or refuse participation at any time if you feel unsatisfied.

Name:.....

Signature:.....

Mail Address:.....

Date:.....

Appendix-C

Questionnaire for Basic Level ELT Teachers

Dear Respondents,

This In-depth, open ended interview questionnaire has been prepared to complete a research on the topic of 'Basic level Teachers' perceptions and practices of teaching online during COVID-19 in Nepal' Qualitative, Interpretive Phenomenology research designed will be used for research purposes. Please, Participants read each Instruction carefully response and please give honest answers. I have value your response and thank you in advance for your valuable time and honesty.

Researcher

Mandira Kumari Ghimire

Department of English Education

Tribhuvan university, Kritipur, Kathmandu

Email: ghimireman22@gmail.com

Appendix-D

Interview Schedule

Teachers' personal information

Ask Questions:

E.g.: Training and How long he/she in the profession? Etc.

Teachers' perception of online teaching

Ask questions:

e.g.: How Teachers perception?,

Teachers Experiences

Ask questions

e.g.: Teaching Experience, Online teaching Experience. Etc.

Challenges of using online tools

Ask questions

e.g.: Challenges of using Teaching Apps, Web Browser, and ICT Tools etc.

Difficulties faced during class delivery

e.g.: Parents awareness, ICT Devices, Learners motivation, Interaction,

Network Connection etc.

Teachers got support

e.g.: Support from locality, Parents, school administration, colleagues etc.

Difficulties faced using ICT tool, Online teaching tools, Developing teaching materials and Classroom management etc.

Appendix-E

Interview Transcripts

Participation One Gokul

Q: Hello! Good Morning! Welcome in this Interview.

P: Thank u. so which language u use?

Q: Which one u like. I think Mother tongue is best or mix language?

P: And are you ready?

Q: Yeah! Go ahead.

P: has online teaching and learning being implemented at basic level in your school?

Q: yeah! in some extent.

P: What was the existing situation of online teaching?

Q: So actually in community school we have so many problems integrating online education because students do not have access, Devices and Internet and also the Training.

Q: And In this situation how do you manage tools, internet and device?

P: Yeah! For Example In a class we have one hundred twenty students out of one hundred twenty students around Twenty/thirty students have Internet and Mobile phone. Students mean their Guardant their guardian help to connect with teacher. And we are running Zoom classes. This is the problem. At list we are using to zoom class for giving to assignment, giving homework and kind of things.

Q: And those who haven't Tools, mobile phone such kind of students how did you connected?

P: ok during first Lockdown we developed some strategy what we did you know we prepared the list of questions and assignment and called the students in their Telephone, mobile phone and we called them at school. And we provides after fifteen days we collected for sinior student. For junior Students group of teacher went door to door in their community and provided them assignment like that we connected students. That was really difficult but we did it.

Q: Ohh, yeah! Do you think that online teaching and learning process begging Quality education?

P: You are taking about quality education yeah?

Q: Yeah! Actually Physical education and online education system is totally different so that in difficult situation how did you handle it?

P: yeah! It was difficult because in school level we haven't particular online provision, COVI-19 pandemic a merge sudden but we wait a one/ two months but it gone longer We though our self even though government also provided us some guidelines to facility online teaching and what we did connected students. Connecting student through online was the first priority. Forget about the quality. Quality comes in next priority when the all students connected with teachers at school than only how effectively we teach them effectively matters come them. They have the struggle challenges connecting. Students connect only the twenty/ thirty student in online other are in rest line/ or off line. If you talk about quality yeah! At the beginning teachers are struggles a lot so many teacher even me myself also have difficult to handle classes, connect zoom class, conduct online classes but later I slowly developed skills, I learned Handling Digital tools , Digital skills from seminar, workshop I learned that.

Q: anybody supported you?

P: Yes up Course. There were so many voluntary from Organizer of seminar workshop program from I learned so many things.

Q: From the Administration factor where you are teaching provides you Any kinds of online teaching training or ?

P: Actually I belongs to community school I know most of the community school were not had ICT tools. Yeah! We have some computer, we have connection but we don't have laptop, Smart phone and computer expert or computer teacher in our school so it is the worthless spread of school training/ support from school. But as an individual teacher try out own self to facilitated student learning to online and we provided some task we conducted so activities of online to the students. Students are also quite new. They were learning from Mobile phone it has really hard from them. So forget about quality.in this situation when everything goes normal. When students teachers they have devices, efficiency training after that the matter come quality.

Q: Ok. What are the challenges u faced during online education?

P: Yeah! There are lots of challenges of teaching online. No. 1 from my side teacher side we have not the skills of preparing materials. 2 we have very weak internet connection. Another things is that particularly I struggle connect students. Student were not turning their camera they were only listening. I didn't know whether they are

listening to me or they were doing something else behind me so it was challenges to communicate the students and to check the measure their learning. Likewise their other challenges also. It means at home we have to stay long time teaching through online that time we face the problem of electricity cut off. There was no electricity and have to wait to rejoin again. These were the problems. Another thing was there was no any formal training and how to use ICT tool and in community school. We do not have internet. For devices who have very little skills and handling ICT Tools. That was another problem. In our NEPAL government Specially policy level not aware much. all of you suddenly jumping to the online classes. That was big challenges.

Q: Thank you. Jastai ni yo bichma bhannuparda Online tools haru nabhako bichaima electricity chai cut bhako network problem bhaer chhuteka classes haru chai kasari recover garnu bhayota? Ki paxi pheri class haru linu bhayo ki?

P: Ab yesto chha Internet nai cut off bhaepachhi, e;lectrocitynai cut off bhaepachhi ta class line ta kurai aen.

Q: Teslai chai ab hjr..

P: Class hune kurai aen. Jaba raheka classharulai jaba school rejumb bhayo school kehi samaya ta school khulonita khuleko thaumma hamile classma gaer puranai tarikale bidhyarthilai padhaem.

Q; Jastaini sir tyo gap rayoni ta Six/ Seven month ta school ta close nai bhayo.jun online teaching ma teaching gareko kura everything ta revise garn possible bhaen hola ani tyo karan le bachha haru chai demotivate tir gayoki kasto testo hunchha ni/

P: Kasto testo bhaen. Tapaile bhane jasto kehi trama chai rayonai bidhyarthi haruma yo pendamic ko asar ta . hamilai k chai samasya paro bhane kasarichai course lai agadi badhaune. Hamile kehi samaya chai revies ta gareu. Course ni agadi badhaeu. Ajhae yo second wave aayo. Jhan challege thapo.

Q: Hjr

P: Bidhyarthilai pani challenge ta chhadai chha. Hamilai pani challenges chha. Ani private school harule sabaile smoothly online classes haru chalaka chhan bhann ma sakdin dekhinchha ni ta hamro neighbouring ma Tara hamro samudahik bidhyalayako hakma dherai bidhyalaya haru ahile pani onlinema shift hun sakekai chhainan. Tesma bibhinna karan haru chhan, tesma personally bhannu parda mero school personally bidhyarthiharulai joder Aek saya bish students bhako thauma online ma chai bish jana jodinchhan. Bakika kura chhoddinush baki lai hamile Kehi homework haru dier massanger group banaer dine gareka xau.ra tyo chai sufficient

chha bhaner ma bhandin , sufficient chain. Ab yo k ho bhane difficult situation ma hamile bidhyartha sang connection hune madhyam matra ho. Tara yo nai hamile sufficiently efficiently padhaekachham chai bhann ma sakdin. Testo chha sthiti ahile. Nepal bharkai sthiti ahile yo ho.

Q: Tehita Yo Students ko pato lai herda chai Online educationbat student ko future chai unsatisfied bhako jasto lagchha

P: Maile aginai bhani sake online ma kati bidhyartha haruko pahuchh chha tyo kura ho jun jun bidhyarthiko onlinema pahuj chha, ti bidhyartha haru ta onlinema dissatisfy hunuparne laranai chain. Kin bhane uniharu zoom m,a challis minute time ha teachers sang sikchhan kam liaer gharma kam sikchhan at list engage ta bhaeni ta. Hamile ta aekdamai difficult situationma online class run gareka thim, tyo kura ta students haruleni bujheka chhan. Hamisang prayapta matrama Materials harupani thien. Srot sadhan ni thien . Yesto abasthama chai satisfaction bhanda ni kdifferent situation ma kattiko ramro garn sakio bhanne kura aauchhan bhanne tarpha hami janu parchha hola.

Q: Ok. Thank u so much sir. And same like that you already told you faced different challenges and how did you overcame from those challenges?

P: hoin maile agipani bhanisake. Testa challenges thapnai parda ajhaipani thapchhu. Testa challenges haru bidhyarthima aaphaima ICT Diicehaaru hudain na laptop hunchha, na mobilephone hunchhha parents harule support garnu parne hunchha, parents harule support garda k hunchhha bhane parents haru chai kam ma jane kohi office jane kohi kam ma jane hunchhan. Parents haru sang pani sufficient diviceharu hudainan. Sabai parents harule chai bidhyarthiko najik baser support garchhan bhanne pani hudain. Yo auta challenge chha. Kin bhane parents ko divice bat mobile phone bat bachhale siknu parirakheko chha, testo abasthama katipaya bidjhyarthile tyo device nai paenan, hamro community schoolma aaune bidhyarthika parents haru chai k hunchha bhane alikati sangai nahune, aware nahune economic condition nabhaeka. Kati paya hamro students haruko chai partet bhanchha kya seerated family chha. Father aekatir mother aekatir bhaeka pani chhan. Katipaya bidhyartha haru chai arkako gharma baser padhne pani chhan. Testa bidhyarthiharule kam gardai padhirakhek chhan. Testa bidhyartha harule Divice hune kurai aaen. Tiniharule chai divice manage grne kurai aaen. Yesta yesta chunautiharu chhan. Online class garne sawalma. Ab aarthik bippanata ko karanle pani hunchha. Hamro community schoolma aaune chai bhasik, saskritik rupma bipananta pani hunchhan yi sabai aekai khalko

hunchhan bhanne chhainan. Teso bhako hunale yee jati aae tee aakaharulai chai hamile kehi challengeko babujut pani sikaem.connection garaim tyo bhayo. Tee chunautiharulai chai hamile kasari connection garaem ta bhannda jasko divicesharu chhainan uniharulai chai sathisang baser sik bhanneu. Maile phone garer chai uniharuko parents harulai kamtima chai auta auta device kinidinu paro bhane. Katipayako ta naya device ni kinidinu bhayo. Katile net jode hoin

Q; Yes!

P: Hammile chai counselling garim hoin gharma bastda dipression hunchha, chrama hunchha monotonus hunchha kamtima teacher sang sathi sang jodin pauchhan bhaner xchai maile counseling garer chai kinae. Tyo auta samasya tesari gayo.

Q: hjr

P: tyo aeuta samasya chai gayo. Arko samasya chai sangai baser class lin lagaeyo. arko kura chai k gario bhane yo MCED bhanchham hami yo sichhya manab shrot bikas kendrale chai bidhinn samagriharu utadan gareko chha. High school ko bachcha harulai chai T.V. bat serias rupma karyakram haru chalayo tyo karyakram haruma chai jodin unaruharulai hamile bhaneu.

Q: Hjr

P: T.V. hunelai. Radio hunelai Radio bat chai sunnu bhaneu hoin. Sichya tatha manabshrot bikash kendrako Websidema bhaeka Video harulai chai Hamile Download gareu. Tesko link copy garer Massenger group ma hamile haldim ra chai hamile chai k garim bhanda chai padhkalai Uniharulai prerit gareu. Yesari chai hamile bidhyarathi harulai yo challengeko chai samadhan garn sahayog gareu.

Q: Ok . Thank you so much sir and same like that what are the Benefits do you think that Specially online from English language Teaching in basic level?

P: Ummm Benefits ko kura hjrle garnu bhayo Benifiets bhanda kasto chha bhane. Benifiets haru ta pakkia pani chhha. Auta chai hamile bidhyarathi harulai sangai ICT sikaun sakio. Internet Technologyko kura uniharulai jankari garaeu. Online ma khojne kura haru sikaem tyo ni auta benifiets bhayto arko kura chai yesto Pendamic paristhiti auda pheri online bat Uniharule saman khoji garn sakne bhae Internet ko Use garer. Yin yesta khalka Digital world bhaerakheko bela Online Technology sang uniharulai ani hamilai Sachyat kar garne kam garo Online class le. Tara tapaijele jun basic level ko bachha haruko kura garnu bhayo Basic level ko chacha haru chai Independent hunnan ra teacher haru pani learning phrash mai hune hunale Uniharulai chai Teacherle matra sambhad chhai Parents harule students lai Help garnu parne

hunchha.Sana class haruma chai yo sammhab chain. Basic level ko Bidhyarthile chai Device handle garn sakdanan. Ab benifites bhaneko ta tehi ho learning Explore garne kura haru sansar ahile mobile phone ma chha yo chai ahile teachers and bidhyarthile pae.

Q: Ok. Thank you so much . What are the roles you found from the teacher side during the Online classes conducting?

P: Teachers ko role ta chhadai chhan. Sichhhyak le chayo bhane matra Online classes Success hune ho. Hoin. Ab yesma role chai k ho bhane online classes ma bidhyarethilai motivate garne online samagriharu dine, uniharu sang frequently communication garne hoin. Tespaxi parents haru sang counselling garne. Bidhyarthiko mis behavior aayo bhane teslai chai cool downm garn counselling garne ye yesta kura haruchai hamile teacherko haesedle gaen sakchham.

Q: Are learner really motivated to learn in your English language classes?

P: Yeah! This is really good question. Students have kinds of curiocity what can have Internet, google, zoom and other media. They are quite Interested but sloly later In consistent Because of teacher inefficiently might be they decaled.

You know at the beginning forty students in my class in a period. But slowly the number decrease.

Q: Yeah!

P: And reach five/ Four like this you understand yeah! Either motivated or demotivated. That was the situation.

Q: Yeah! Thank u. Could you please tell me your experience of online teaching?

P: Yeah! Actually! I haven't tough student before from online in school. But how ever I use to used Skype or messenger to talk with the friends not for teaching. I haven't classes. But You know I had use Teams that is one of the plat form in teaching learning.

Q: Yeah!

P: I use Zoom fir First time for my students. Truly that was my experience.

Q: Oh yeah! Yourself you are able to manage everything while conducted Zoom classes?

P: I said, I explore from the google and friends said Zoom is very useful for teaching so I used it. Zoom

Q: At the beginning time how did you deliver your message for students?

P: I used Messenger. No what I said Government already published one guideline to conduct or to facilitated online teaching. Example we said we went school, collect telephone number, contact their parents. And we asked them to their Children to connect Facebook, messenger. We created messenger group and they were connected in the messenger group. I send them zoom link in the messenger. At first we taught them How to install Zoom apps from their mobile phone everything we tough them slowly step by step. And did it.

Q: And What are the differences you found Physical classes VS Online classes ?

P: It's vast different...

Q: And which one you like much?

P: No, physical class cannot be replace by online class. Remember one thing

Q: Yeah!

P: Online classes is online class it has own values but in physical class teachers and students come together in class and learn a lot. From though proximity from they are learn. This is a kind of learning that cannot be replace online. Online have some benefits without going school teachers and students are able to take classes. It is in units in its own place. Let say physical a class is physical class.

Q: You said you used for Teaching and teaching process messenger, Zoom Meeting, Google meet apps, For you In the process of ELT classroom which one is best?

P: It's depends on Levels of Students, And the access to the Internet. For Senior students Teem is useful And LMS Learning Management System which synchronous asynchronous learning also we did not have asynchronous learning only synchronous You know talking each other class finished. Synchronous learning what we have Learning Materials providing project works number everything can control that application we didn't have this every school. Some sector they have develops the apps. And they have teaching through apps In community school only teaching. Teaching means not only having interaction teachings means should provide assignment, should be check it, checking and returning them. So we haven't it. This is the problem.

Q: What are the Implementations of online teaching?

P: Implementations depends open the situation and teachers and context in which context?

Q: Yeah! In you Context.

P: If talking about my situation it is not much effective because they were around of the seventy percent students out of the access they could not come to the online class so it was not the requisite community schools for the students. Other sectors private sectors those who have Internet, laptop, Devices they took a lot of advantages that way it's depends often the situation, context and accessibility.

Q: What is your perceptions on about the Online from English language teaching?

P: Good. Positive

Q: Positive.

P: Yeah! I have should be very good perception Online teaching what I say it is possible because It blended online and off line teaching. Even we come to the normal situation we have to develop a kind of learning system at the same time.

Q: Ok . Thank you. How did you became the Success to achieve Subject matter goal Where tradition methods transform in to the Online mood?

P: Why we Transform Physical class in online. What we do imbed means mix up online is good for difficult situation for the students those who have very far for them online ok. But it is not the good replace physical class. If we develops the program and software where students can submitted homework ok. But we should not band the physical class. Come physical class. It has own values.

Q: pasta ni sir online teaching garirahada pheri class room manage, content preparation, Learners activities observation garer lanu paryo yesto abastahma chai everything manage kasari chai garer lanu bhayo ta?

P: ab yesto chha yo. Hamiharulai chai k chha bhanda yo gadaha lai jati bhari bokayo uti hidchha. Hamro kam bhaneko pani testai ho. Samgri banaune, teaching garne ho yasaima hami ramaeko chham yo manage garn garo bhaen. Maile chai kehi samagri online bat download gare. Kehi slide haru sara gare recorded samagriharu ni share gare hoin ani kehi questions haru banaer print garer bidhyarthiharulai die. Yesari vhai manage gario.

Q: Ok. Thank you sir! You said you used for teaching Zoom app. From your side what are the advantage and disadvantage you found from you self?

P: up what?

Q: Online teaching.

P: I said already No. 1 advantage is that student's assimilation with the advance meet technology and teacher as well. ICT tools which are need for twenty first century ICT develops Twenty percent skills also. Second is It was very useful for in pandemic

time difficult time where and teachers could not come to the school at that time it was really useful. So it was the learning facilities difficult time for teachers. Third is when we explore online teaching we found more materials. Like I would share the video, picture, used google at the same time and showed in the class with students. That was very good point. And some disadvantage also students are distracted. I don't know where student are doing what? Control them. Their show some misbehavior next point Teacher and students might have straight specially students. Because of they haven't Device, much more money to buy new device. Next is Student are addicted to used devices. Other everything is good.

Q: Ok. At the begging time you also demotivated to teach online yeah?

P: Actually I was not. But only one point is disappointed that was students present, low number of students participation in online at that time I felt you know frustration .

Q: Thank you so much sir for your golden time given to me. This much for now!

P: Thank you very much for given me opportunity.