English Language Teaching Through Virtual Classroom: Experiences and Practices from Secondary Level

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Sandipa Paudel

Tribhuvan University

Faculty of Education

Department of English Education

Kirtipur, Kathmandu, Nepal

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Recommendation for Acceptance

This is to certify that **Mrs. Sandipa Paudel** has completed her M.Ed. thesis entitled **English Language Teaching through Virtual Classroom: Experiences and Practices from Secondary Level** under my guidance and supervision**.**

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Dedication

Dedicated to

My mother, family members and teachers whose
blessings are with me forever.

Declaration

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

Date: February 2, 2023   …………………

Sandipa Paudel

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This study is an output of the continuous encouragement of my respected thesis supervisor, teachers, parents, dear friends and seniors who supported and provided proper guidance during this process. I therefore would like to thank to all for their regular inspiration.

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Sandipa Paudel

Abstract

The thesis entitled **English Language Teaching through Virtual Classroom: Experiences and Practices from Secondary Level** was carried out to find out the existing situation of virtual classroom applied in English language teaching and both teachers' and students' experiences and practices of English language teaching through virtual classes at secondary level. To meet the objectives of the study, a quantitative research design was used. Purposive non-random sampling strategy was used to select needed participants. For the data collection, 20 students and 20 secondary teachers were selected. Respondents were provided with 20 closed ended questionnaires separately for teachers and students. To fulfill the objectives of the study, collected data were analyzed descriptively and thematically. The major finding that I found from this study was most of the participants participated on online teaching and learning sessions via zoom app and they had proper technological skills and knowledge to be a part of virtual classroom. Moreover, it was also found that most of the teachers used live online classes to run online classes. Use of teaching materials and assessment session were organized in the same way they do in traditional face to face classes. To sum up, going through the data it was found that virtual classes could be a good way of teaching in the place of face to face classes.

This thesis consists of five different chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The third chapter covers all the areas of methodology; design and methods of study, populations, sample and sampling strategy, source of data, data collection tools and techniques, and procedures. Similarly, the fourth chapter presents the results, findings and discussion. Moreover, the fifth chapter includes conclusion, and policy and practice related recommendations for further research. Additionally, different research articles, journals, books; which had provided various information related to virtual classes and were used for theoretical and empirical literature review, are mentioned in the reference section and appendix is also included.

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Chapter I

Introduction

The present research study entitled **'English Language Teaching through Virtual Classroom: Experiences and Practices from Secondary Level'** was done to explore the existing situation of virtual learning in English language teaching. This study explores the experiences and practices of both students and teachers of secondary level for applying online classes in English language teaching. This introductory part consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitation of the study and operational definition of the key term.

Background of the Study

Virtual classroom is internet based classroom through which the teacher can run the classroom in real time formally. Virtual classrooms can connect both students and teachers to interact in online environment. It is a long distance learning environment which enhances communication and collaboration to give students and teachers a worldwide exposure.

A virtual classroom is an easy to use e-platform in which students can collectively interface verbally and synchronously with their tutor thereby reducing the 'transactional distance' that has been reported in connection with a purely online learning (Moore, 1993 Stein et al., 2005).

It is one of the most effective ways to replace physical classroom into digital world. It does not only deliver course materials to learners, but also provides live, contextual and interactive environment for them. In virtual classroom, teachers can control the learning and teaching process as they do in the traditional classroom (Yang & Liu, 2007).There is no one, fix rule to implement a virtual classroom. It can be run through different software like: Zoom meeting, Microsoft teams, Google classroom, etc. Bower (2007) has used the Macromedia Breeze meeting platform to implement the virtual classroom. Other scholars like Hiltz and Wellman (1997), Koppelman and Vranken (2008) has also employed different mechanisms to implement virtual classrooms. Now days different educational programs, webinar,

conferences are conducting via online. Like educational field,online programs and meetingsare being conducted in medical field and for official purposes as well.

We live in the world where technology has become an important part of human life. Due to omnipresence of technology, there has been a radical change in the teaching method. There has been steady increase in number of online courses offered by universities throughout the world. With the significant growth of online learning, teachers and students explore new ways of constructing knowledge and enhancing teaching and learning experiences outside the four walls of the classroom. According to New Horizons (2012), "4,600,00 college students in the United States are currently taking at least one of their classes online and by 2014 this number will increase to 18,650,000" as stated in Gadera(2014,p.1).

In Nepal, teaching and learning activities are based on face-to-face learning environment which have a long history from Gurukul education. Though the concept of open and distance education has started earlier, due to the lack of information and technology its effectiveness has not been found enough in practice. Moreover, the concept of open and distance education has emerged to cover all people who are unable to go to school physically. Informal education policy 2063, states that alternative university education programs will be made equivalent to class twelve. Undergraduate, secondary and higher secondary education will be given equivalent through the university. Open University will be made equivalent of other universities. All the policies are made for the students deprived of formal education. However, for formal education face-to-face education is still in practice. Both students and teachers have to present in school physically to run the classes.

These days, use of technology in educational field has been widely used after Covid-19 pandemic. Like other countries, Nepalese schools, colleges and universities have implemented virtual classroom to run the formal classes. Though this online education system was almost under the shadow in the context of Nepal, Covid-19 pandemic has raised a new possibility as a substitute of physical classroom.

Statement of the Problem

Since virtual learning has been practiced in the field of education, it has been studied by various scholars throughout the world. Though, the reviewed studies have

also discussed about experiences of teachers and students and its challenges to run the virtual classroom. I found that, almost all the studies were carried out in an international context rather than in Nepal. Based on the body of reviewed literature only few research studies could be seen in Nepal regarding virtual classroom as Gautam and Gautam (2020), Acharya, Poudyal et.al. (2020). Gautam and Gautam (2020) have studied the factors for the effectiveness of online mode classes to on-class course based students and analyzed the perception of faculties and students towards online mode. Likewise, Acharya, Poudyal et.al. (2020) have analyzed the effects and challenges of learning via digital platforms during the pandemic. From above studies, I came to know that only few studies have been done in the area of virtual classroom. Both studies have focused on the effectiveness and challenges of virtual classes.

Hence, I found the necessity of the study on experiences and practices of virtual classes of both student and teacher in Nepalese context. This study aims to explore the existing situation of virtual classroom, its experiences and practices of English language teaching through virtual classes at secondary level.

Therefore, I selected this particular topic for my study for exploring experiences and practices of virtual classroom in ELT which is remained to be studied.

Objectives of the Study

This research study was based on following objectives:

) To explore the existing situation of virtual classroom applied in English language teaching in the context of Nepal.

) To explore experiences of English language teaching through virtual classes at secondary level in the context of Nepal.

) To suggest some pedagogical implications.

Research Questions

The research study has addressed the following research questions:

) What is the existing situation of virtual classrooms applied in English language teaching?

⟩ How did the students and teachers have experienced and practiced virtual classroom in English language teaching?

Significance of the Study

This study can be useful to the people who are directly and indirectly involved in teaching profession in the sense that, the present study may give informative information about virtual classroom to run formal classes. It gives informative knowledge about internet based classroom to both students and teachers. The present study explores the practice of virtual classes in teaching learning process and it tries to find out the perception of both student and teacher towards virtual class to run the formal classes. Thus, this study is significant to researchers, teachers and students as well. Moreover, virtual classroom can be used as alternative to face-to-face classroom. This report helps the teacher to run online classes and it gives insights to the students to participate in the classes formally. This research study tends to explore experiences and practice of virtual classroom of both students and teachers. Hence, both of them can be benefited from the present study. This study presents insightful knowledge about the existing situation of virtual classroom in ELT in the context of Nepal. Moreover, this research study is significant to researchers who want to undertake research in the area of virtual classroom in the days to come. Similarly, all the people who are directly and indirectly involved in teaching profession is benefitted from this research study to get insight on how virtual classroom can be helpful in English language teaching and why it is important in the field of education.

Delimitation of the Study

Every research has their limitation. Thus, the study was confined with the delimitations presented below:

⟩ This research study was limited inside the Pokhara metropolitan-30, Kaski.
⟩ Forty participants participated in data collection procedure. Among them, twenty respondents were English teachers teaching in secondary level and twenty were secondary level students.
⟩ Similarly, the data was taken from survey method.
⟩ A questionnaire was the data collection tool.
⟩ In addition, his research study was limited to the area of virtual classroom.

Operational Definitions of the Key Term

The key terms used in this study are defined as follows:

English language teaching. English language teaching is a process of teaching and learning of English language.

Virtual classroom. In this research, virtual classroom refers to an internet based classroom which is used to connect both tutor and pupil in real time to fulfill the educational goals.

Experiences and practices. Experience refers to the skill or knowledge that someone got by doing something in particular period of time. Similarly, practice is a process of doing something regularly to get perfection in the field they want. It can be said that, practice makes people experienced and professional.

Survey. Survey is one of the methods of doing research. It is used to collect data from predetermined group of people to get information on various topics of our interest. The respondents can be selected purposively.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter consists of theoretical review, empirical literature review and the implication of the review on the study and conceptual framework for present research. Every research needs the information from previous works. This chapter provides the information from previous research and other related literature including theoretical and empirical literature on virtual learning in English language classrooms. The literature related to this research was reviewed under the two bold headings: Theoretical and Empirical.

Review of Theoretical Literature

While preparing this research, I visited different libraries, read different books, articles and dissertation reports related to my topic. I went through different articles, selected websites and researches carried out by different writers. The theoretical discussions related to this topic are as follows:

English Language Teaching in the Nepalese Context

Language is a way to transfer our thoughts, knowledge and experiences to others. English is an international language. It is taught widely in most of the countries of the world. English language teaching is a process of learning grammatical and structural terms of English whose first language is not English. English language is being taught as first language, second/official language and foreign language as its priority in different countries of the world. English language has been taught as first language in the countries where English is speaking as their first language/mother tongue. English language is teaching as second language where English language is used as their official language and it is being taught as foreign language where English is spoken as their foreign language.

English is a language which has great reach and influence; it is taught all over the world under many circumstances. The significance of English is developing unexpectedly within the developing countries like Nepal. It is being taught as a foreign language in Nepal. English education was formally introduced in 1853 when Prime Minister Jang Bahadur Rana visited Britain in 1850s. In Nepal, teaching has

been greatly motivated by Indian Board and Calcutta University earlier. After implementation of NESP (1971-1976) Nepal formulated its own curriculum and substances have been advanced locally. It was introduced in the higher education after the establishment of Tri-Chandra College in 1918 (Awasthi, 2003). Similarly, Bhattarai (2007) presents that the government made English as a compulsory subject from 4 to 10grades initially and only from 2001. In the present day, English is teaching as an obligatory subject from grade one to bachelor's level.

Conceptualizing Virtual Classroom

Virtual classroom refers to online based classes that connects students and teachers to communicate and collaborate in learning environment. A virtual classroom is a digital learning environment that allows students and teachers to connect in online in real time. Racheva (2018) defined virtual classroom as an online learning environment that allows for live interaction between the tutor and the learners as they are participating in learning activities. The virtual classroom can be defined as a system that provides the same opportunities for the teaching and learning process, beyond the physical limits of the traditional classroom walls. Virtual classroom implements via an online learning mode are typically web-based (Hsu et al., (1999).

Around the world today, virtual classroom is another improvement made possible by way of computer technology. It enables students to take part in learning using networked computer system from a variety of locations. Around the world today, virtual classroom is another improvement made possible by way of computer technology. It enables students to take part in learning using networked computer system from a variety of locations including schools, colleges, university, home or even from work. Virtual classroom differs significantly from the traditional face to face learning environment. It makes extensive use of laptop mediated communication system and linking software program that creates and independent but direction based gaining knowledge of surroundings for students, schools, colleges, university, home or even from work. Virtual classroom differs significantly from the traditional face to face learning environment. It makes extensive use of laptop mediated communication system and linking software program that creates and independent way to gain knowledge of surroundings for students.

Emergence of Virtual Classroom in Teaching

Virtual learning classrooms represent the use of Internet, hardware devices, and supporting software to create a virtual space for communication between teachers and Learners. The virtual classroom was developed from the concept of distance teaching which was first established in 1972(Moore 1972). The term virtual classroom was introduced in 1986, when Hiltz (1986) perceived the use of a computerized conference system as a "virtual classroom". The early uses of virtual classrooms focused on practical issues such as sound and video and use of a "pencil" for the whiteboard, while the main problems reported were related to limited bandwidth and lack of "turn-taking" (Hiltz & Wellman, 1997). As soon as video conference technology evolved and matured, a lot of online synchronous tools for learning have been emerged offering choices for virtual classrooms (Schullo et.al.2007). Most environments offered features like real-time voice and video, whiteboard, slides presentation, text-based interaction and means for learners' feedback(Finklstein, 2006).

There is no one, fixed way to implement a virtual classroom. There are many mechanisms that can be employed to implement a virtual classroom as done by educators. Bower (2006) has used the Macromedia Breeze meeting platform to implement the virtual classroom. The platform provides the following facilities:

- General Presentation Delivery
  General power point refers to the way in which presenter deliver or perform presentation using power points, general documents converted to Flash Paper format.
- Screen Sharing
  It is the practice of sharing the contents of our screen with another device or multiple devices.
- Webcam
  A webcam is a video camera designed to record or stream to a computer or computer network.
- VOIP (Voice Over Internet Protocol)
  It is a technology that allows you to make voice calls using a broadband internet connection instead of a regular phone line.

- Text Chat

  It is a way in which several internet users can send messages to each other.
- Virtual whiteboard

  Virtual whiteboard is a online whiteboard used in a learning sessions where both teachers and students can write and interact with students in real time via the internet.
- File Upload/Download

  Uploading is the process of putting web pages, images abd files onto a web server. Downloading is the process of getting web pages, images and files from a web.

Hiltz and Wellman (1997) used asynchronous learning networks (ALNs) to implement the virtual classroom. On the other hand, Koppelman and Vranken (2008) used synchronous technology to implement the virtual classroom. Hiltz (1988) emphasised collaborative learning in implementing her virtual classroom. The idea of deploying group work activities in synchronous online classroom spaces has been investigated by Bower (2007). Virtual classroom could also be manifested as shared 3D virtual worlds (Bailey & Moar, 2002).

An online learning environment such as the virtual classroom has advantages which include stretching the spatial and temporal barriers, flexibility, interactivity and interoperability (Curran, 2002; Huang & Hu, 2000; Khalifa & Lam, 2002; Kinshuk & Yang, 2003; Wheeler, 2000). Although online learning systems have many advantages over traditional face to face learning, they have certain limitations that hinder the learning process. These limitations include no human teacher expression and explanation, most of existing learning materials are combinations of text and graphics, and it lacks oral presentation by the instructor, no synchronisation and match between course materials and their explanations, and lack of contextual understanding as well as just in time feedback and interactions (Chou, 1999; Leidner & Jarvenpaa, 1995; Lim & Benbasat, 1997; Sloane, 1997; Weeler, 1998; Wulf, 2000).

Synchronous and Asynchronous Technology

Synchronous virtual classrooms are commonly known as web-conferencing or e-conferencing systems (Rockinson-Szapkiw &Walker,2009). Synchronous learning

is an online learning system that connects both instructor and learners in a real time. This system of learning allows users to interact with each other via internet to conduct meetings and seminars, make presentation and demonstration. Virtual classrooms allow students and instructors to communicate synchronously using features such as audio, video, text chat, interactive whiteboard and application sharing. LaPointe, Greysen, and Barrett (2004) found that audio and visual components in synchronous systems help to bridge cultural differences and create communities of practice. Reushle and Loch (2008) concluded from their research that web conferencing software enabled instructors and students to engage actively from various locations. In their study, postgraduate education students were connected globally in order to collaborate and communicate via audio, text, video, and shared whiteboard. Reushle and Loch's research also supported web conferencing technology as a student-centered approach that offered more flexibility for student participation. Further, Spann (2012) recommended using virtual classroom technology to combine on-campus and online students in the same synchronous session.

Similarly, asynchronous online learning is a system of learning which does not require real-time interaction. Asynchronous environment can be used to enhance learning Harasim (1990). According to Harasim (1990), knowledge is constructed through generation, linkage and structuring of ideas through online modes of communication. Hiltz and Wellman (1997) in their studies found that asynchronous-based discussion is sufficient to support the development of a learning community, in which the students establish both the elements of cognitive growth and emotions needed for effective learning. Blanchette (2001) investigated the interactions of students in asynchronous discussion and found that students in this category attained a higher order of cognitive interactivity compared to students in face to face meetings. Asynchronous technologies are highly flexible and can be accessed anytime from anywhere, they include multiple forums such as chat rooms and e-mail services. They allow reflective and thoughtful thinking before responding. Synchronous technologies in the form of audio/video conferencing, like the virtual classroom, are less flexible in terms of time, but can be accessed from anywhere. They render immediate feedback, and allow multi-modality communication. They can remove information overload and require less time and effort to maintain social interaction (Moallem, 2006).

According to Brannon & Essex(2001, as cited in Martin, Parker &Allred, 2013), there are advantages and disadvantages for synchronous and asynchronous technologies. The advantages to using synchronous technology include more content, psychological arousal, increased motivation, and more social interaction. Paige, Pauli, Sturm, and Fierstein (2011, as cited in Martin, Parker & Allred, 2013) list immediate feedback to students from instructors, reduced feeling of isolation and a sense of community with the learners as some of the advantages of synchronous interaction. In terms of disadvantages the focus is on quantity not quality, scheduling can be challenging, moderating large groups is difficult, and there is a lack of reflection time. Asynchronous technology advantages are increased ability to process information, more time to comprehend and write messages, and richer content. Meanwhile the disadvantages are it is difficult to get discussions going with small groups, students feel isolated, the lack of immediate feedback, students not checking in often enough, and less social interaction (Branon & Essex, 2001; Hrastinski, 2008; Johnson, 2006, as cited in Martin, Parker & Allred, 2013).

Intention to Adopt Virtual Learning Classroom

We can use virtual learning classroom as an alternative to face-to-face classroom. Hussin (2018) stated that education nowadays should equip learners with the skills to identify the source of knowledge, instead of spoon-feeding them with the skills and knowledge needed to pass the examinations. To fulfill the needs of education, many online educational technologies are being developed to facilitate and advance learners' learning processes. Virtual classrooms are developed to organize file and resource sharing amongst teachers and students. By using virtual classrooms, teachers can upload any relevant learning materials and assignments, and students can access all of the materials and submit their assignments through the platforms. Ultimately, with the development of mobile phone applications for certain virtual classrooms, teachers and students can access the platform whenever and wherever they choose.

Since early 2020, the rapid spread of the COVID-19 pandemic has forced many countries to close educational institutions. Thus, COVID-19 has been another force that drives the adoption of online teaching and learning amongst tutor and learners. In December 2019, the COVID-19 outbreak began to affect the global

economy and people's lifestyles (Atkeson, 2020) including education. To curb the spread of COVID-19, many educational institutions worldwide closed. Based on statistical data provided by UNESCO (2020) the global closure of the schools affected over 60% of the student population. In response to this challenge, countries, such as Malaysia, South Korea and Indonesia implemented online teaching and learning in their educational institutions (Crawford et al., 2020). The nature of online education during the pandemic differs from that before the pandemic. Online education, which is developed from traditional distance learning, aims to provide educational opportunities for students who are geographically distant via online technology (Moore, Dickson-Deane, & Gaylen, 2011). Proper planning before the introduction of online courses is crucial because it influences their effectiveness (Leist & Travis, 2010). The online courses introduced by educational institutions undergone continual validation and evaluation to ensure course effectiveness (Baldwin, Ching, & Hsu, 2018). The transition to online education during the pandemic serves a different purpose than normal online education does. The term 'emergency remote teaching' (ERT) was introduced to describe the online teaching mode during the pandemic. ERT aims to provide makeshift access to instruction and instructional supports during the pandemic (Hodges, Moore, Lockee, Trust, & Bond, 2020). The created online courses are not meant to comprise a long-term program in the education system. Therefore, educators and policymakers must not view ERT as parallel to online distant education, which is implemented before the pandemic as designing the learning system with the incorrect assumption will cause the system to be vulnerable to errors along the way (Bozkurt & Sharma, 2020).

Categories of Virtual Educational Experiences

Virtual technology creates an infinite set of possibilities that people can experience. Martin (2014) has categorized virtual learning experiences. Here are few types of experiences we can create with virtual technology.

Virtual Field Trip. A virtual field trip is a guided exploration through the World Wide Web that organizes a collection of pre-screened, thematically based web pages into a structured online learning experience. It means, virtual field trips allow learners to engage with and to learn about authentic artifacts and to explore places important to their discipline of study and consistent with their individual learning

needs. During a virtual field trip learners can be guided through museums, historical documents, national monuments ad agencies or organizations specific to the course content. This type of experience is much more enriching than just reading about it.

Google Expeditions is one good example of an app designed to provide such an experience. Expedition is a library of field trips available for regular smart phone users. Each trip is comprised of VR panoramas, and trips vary from the Great Wall of China to Mars. People all over the world can visit places that are virtually impossible to visit in person.Google piloted this app in hundreds of schools all over the world. The project was extremely successful, with Google taking more than 1 million students in 11 countries on expeditions.Google Expeditions enables virtual field trips all over the world.

High Teach Training. Virtual classroom is a good solution for highly technical training fields like the military or the medical industry. For example, the most significant challenge for medical students learning anatomy is of understandingthe body in three dimensions and how different systems fit together. Virtual education can help overcome this problem.

One good example is the virtual system used by Mendel Grammar School in Opava City, Czech Republic, which helps students in biology classes learn about the anatomy of the eye. The team working on this project employed a Leap Motion controller and specially-adapted Oculus Rift headsets to provide an innovative way of learning anatomy.

Internships. Getting exposure to different careers is an essential part of the learning process. From early childhood, we dream about what we want to be when we grow up, and those dreams are usually inspired by the professionals in our lives. Often, we get this understanding through internships.

Another benefit of having virtual reality in education is its ability to help broaden students' exposure to careers. It improves people's ability to imagine themselves in others' shoes. Career expeditions show what it's like to work in a field — students can explore a day in someone's career, see what person is studying, and understand what a person likes — or doesn't like — about their job. As a result, the experience becomes familiar to students.

Group Learning. Some of the most important knowledge we gain doesn't come from what we hear from lecturers, but rather from collegiality and debate. VR education gives the opportunity to make learning experiences social by allowing students to communicate with each other. Using avatars and mapped facial expressions, people can come together to discuss, synthesize, and learn from one another.

Distance learning.VR allows us to bridge the gap between educators and learners. With VR, distance learning tools can put educators and students together in the same room with digital representations of themselves — teachers can teleport into the VR world and guide students through their experiences.

Social Constructive Theory and Online Learning Environment

Social constructivist learning environment is that the environment represented within the context of social constructivism theory, which describes how of knowing during which students or learners construct their new understanding and knowledge during the method of social interaction with others. Vygotsky stated that, by interaction and help form more knowledgeable peers; one could develop more profound comprehension than his/her individual capacity. According to the social constructivism, learning occurs when students share background information and participate in the give and take of collaborative and cooperative activities. Students learn best once they actively construct their own understanding through social interaction with their peers. Learners are encouraged to get their own solutions and to undertake out ideas and hypotheses. The responsibility of the trainer is to facilitate the students' learning process around a specific content. Instructors should design and structure learning activities in order that students can exercise their capabilities in knowledge formation. The principle of constructivism promotes students' deep understanding and creativity (Wink J et.al 2002).

Social Constructivist Theory provides, unintentionally or intentionally, the foundation of the Learning Management System (LMS). By having Social Constructivism as their foundation, Learning Management System (LMS) creators provide a variety of synchronous (live, real-time) and asynchronous (time arranged) platforms upon which instructors can develop their classes to appeal to the broad

spectrum of the population that encompasses today's learners. Based on our experience, today's online learners function better in environments where they have some level of responsibility for their own educations.

Experience and Practices of Virtual Classroom in Nepal

Teaching through virtual classroom is newly emerged technology in the context of Nepal. However, the term virtual classroom was introduced in 1986 Michalis Xenos as cited on Cook (2017), Nepalese schools, colleges and universities haven't applied virtual classroom to run their formal classes. After Covid-19 pandemic most of the colleges and universities implemented virtual classes as alternative to physical classroom. Thus, virtual classroom has become a new technology for both teachers and students.

Almost all the people across the world are suffered from COVID-19. Like of other countries in the world, Nepalese school or college students were locked into their home to follow the protocol given by World Health Organization (WHO) and Government of Nepal. In urban are, some community or private school students have little access to online education. In the school of rural area, school students are severely affected. As reported in The Kathmandu Post (2020, October 27) that 72% of the people are connected to internet where only 12% of the people have broadband internet connection and a smaller number of students have access to online education. Moreover, Ministry of Education, Science and Technology has also issued the Students' learning facilitation guidelines 2020 that has announced to provide school education through online and other alternative mode as the main stream of physical mode of education during COVID- (MOEST, 2020). This affirmative action of government has made significant contribution to implement virtual classroom in the context of Nepal.

Review of Empirical Literature

Various studies related to virtual classroom in English language teaching have been carried out by different national as well as international scholars. Some available empirical literatures are reviewed to find out the research gaps and to get the guidelines to move ahead. So, here are some reviews of related literature as below.

Abdullah et al. (2020) conducted a research on "Rethinking English Language Teaching through Telegram, WhatsApp, Google classroom and Zoom". This study investigated ESL teachers' strategies on English Language teaching during the movement control order at selected secondary schools in Malaysia. A descriptive case study design was employed in developing the study. Eight ESL teachers participated in the study on voluntary basis. Open ended questions were given to the teachers through WhatsApp to obtain feedback regarding their teaching strategies during the Movement Control Order (MCO). Thematic analysis was used to analyse teachers' feedback obtained through the WhatsApp. The findings from the study showed that the ESL teachers have resorted to Telegram, WhatsApp, Google classroom and Zoom as to engage the students in the learning process during the movement control order. Teachers used various Apps such as Quizziz, Padlet and Kahoot to conduct online assessment after the teaching process ends. The findings indicate that the teachers have good mastery and knowledge of planning, executing, interacting, engaging and assessing students based on the apps used for instruction. Other related findings namely problems teachers encountered engaging students through the apps used, anxious over finishing the tasks in a short time and students' attitude to cooperate were reported. The findings have some implications in terms of rethinking the English language teaching.

Acharya, et.al. (2020) carried out a research on "Internet-Based Online Higher Education in Nepal Amidst COVID-19". This article attempts to enforce the impact of conventional closure of universities in Nepal by suing online surveys, article reviews, and others. The research has analyzed the challenges of online classes and offers some strategies to take action on the impact of COVID-19 on higher education institutions in Nepal. For this research, the descriptive and inferential analysis was carried out to investigate the effects and challenges of learning via digital platforms during this pandemic. Data were collected from students and faculty at various levels of higher education and analyzed statistically with different factors using t-test 1and ANOVA, and variables were found to be approximately normally distributed. The study revealed that 70% of the respondents had access to the Internet, but 36% of the Internet accessed did not continue online classes due to unexpected disturbance in Internet and electrical connectivity. Likewise, 65% of students did not feel comfortable with online classes, and among attendees of online classes, 78% of

students want to meet the instructor for a better understanding of course matters. According to the analytic hierarchy process (AHP) model, three factors, such as institutional policy, internet access, and poverty, are found to be significant factors affecting the online higher education systems in Nepal. On the brighter side, this outbreak has brought ample opportunities to reform the conventional teaching-learning paradigm in Nepal.

Gedera (2014) investigated on "Students' Experiences of Learning in A Virtual Classroom". This study attempted to develop a better understanding of students' experiences of learning with the specific online learning technology of Adobe Connect virtual classroom. This study was conducted using case study observed under a larger research project that was carried out in a university in New Zealand. The case study focused on a fully online course that was offered in the first semester of the 2012 academic year. Six students and their lecturer participated in this study. With Activity Theory as its research framework, the research methods of this study include individual interviews, online observation and analysis of other relevant documents. This article includes some of the findings of the research and a discussion on how the synchronous technology of Adobe Connect virtual classroom, used in an online learning environment affected students' active participation in e-learning activities. The article also offers some suggestions that can be of use to instructors who teach online courses.

In the same way, Liang, Costa and Piumarta (2020) investigated on "Opportunities for Improving the Learning/Teaching Experience in a Virtual Online Environment". This study aims to investigate the practice of online teaching/learning during pandemic and the associated benefits and challenges. The authors adopted a qualitative field research methodology conducted a field study to explore teaching and learning in eight courses (seven undergraduate, one graduate) in two universities in China and Japan. The courses were offered in engineering and computer science departments. All courses have used English-medium instruction (EMI) and adopt a semi- /fully-flipped classroom approach. Based on their findings they recommend instructors to remain flexible when selecting technologies and to adapt the level of offline learning to fit their students' learning styles and abilities. They also identified

opportunities for virtual reality technology to mitigate the drawbacks of online education by helping to translate in-class experience to virtual spaces.

"Online Teaching Effectiveness: Case Study of Online 4-Week Classes in a Graduate Information Systems Program" is a case study studied by Adkins (2020). This case study outlines how various aspects of the classes were changed and shares the results of student surveys regarding their experiences. The summer project Management 4- week course had covered 37 students at the beginning of the course. Students were assigned to team 4-5 members. Daily study plans were sent to all students and they were required to review the lectures slides and reading materials and watch the videos before the class meeting. The study plans were of 5-30 minutes and the goal was to keep most lectures under 15 minutes. The instructor used to summarize the knowledge points and answered students' questions in daily 40 minutes Zoom class meeting. The major findings of this study shows, well prepared online materials are necessary for students to conduct self-study. Appropriate online coordination and communication software and tools should be applied to help students complete course activities. Flexible instructional methods can meet the needs of online students.

Sharma (2020) carried out a research entitled "Challenges in Teaching English Language and Literature in Virtual Space during COVID 19 Pandemic: A Study with Special References to the Select UG colleges in Western Assam". He aims at identifying the emerging challenges experienced in teaching English language and literature in virtual platform during pandemic period and to understand the state of the affairs in selected UG colleges in rural areas of Western Assam. The undergraduate colleges from the remotest parts of the western region of Assam were covered in the paper. This study was done using survey method to know the student teacher ratio in these colleges. A set of questionnaire was prepared for the teachers to understand problems in virtual teaching English language and literary texts from English syllabi recommended by the affiliating university. Teacher opines that, it is really challenging task for a teacher in a virtual space to deliver a conceptual understanding. The biggest challenge while teaching in a virtual classroom is to engage students in receiving the whole concept along with possible solution of their doubts. Moreover, keeping the students engaged for a long time, failure to arouse the curiosity for a lesson in a

situation, internet connectivity loss due to bad signal, breaking of the voice due to poor signal were found as main challenges to run the virtual classes.

Implications of the Review of the Study

Above reviewed theoretical and empirical literatures helped me in a number of ways. All the above-mentioned research works gave me more insights about theoretical background as well as the knowledge of similar researches that helped me to find out research gaps. The study carried out by Gadera (2020) helped me develop a better understanding of students' experiences of learning with the specific online learning technology of Adobe Connect virtual classroom. Moreover, this study offered some insightful suggestions that could be use to instructors who teach online courses. Likewise, Sharma (2020) showed challenges experienced in teaching English language and literature in virtual platform. Similarly, the study of Adkins (2020) outlined the experience of students regarding online classes. In the same way, Singh, Singh, Abdullah et al. (2020) presented teachers' strategy on English language teaching and Liang, Costa and Piumarta (2020) showed the associated benefits and challenges of Virtual online environment. At last, Acharya, Poudyal, Lamichhane, et al. (2020) offered some strategies to run online classes and its challenges on higher education institutions in Nepal.

To be more specific, in this study I reviewed altogether six researches which were related in the field of virtual classroom in English language teaching. From above reviewed research work, I came up with research process and methodological tools which were very significant to any research work. These related studies helped me to make the concept about virtual classrooms. Moreover, all the reviewed literatures helped me to make my research systematic and scientific.

Conceptual Framework

        Conceptual framework is the representation of the understanding of theories by the researcher and his/her own conceptualization of the relationship between different variables. While conducting the present research, I studied various concept, theories, researches and literatures about the topic. As a result, I developed my conceptual framework for the study. The following conceptual framework was used in this study.

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                    │    Virtual Classroom     │
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              │ ELT through Virtual Classroom:        │
              │ Experiences and Practices             │
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     ┌────────────────────────┐   ┌──────────────────────────┐
     │ Existing Situation of  │   │ Experiences and Practices│
     │ Virtual Classroom at   │   │ of Both teachers and     │
     │ Secondary Level        │   │ Students                 │
     └────────────────────────┘   └──────────────────────────┘

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│ Background of │→ │ Availability │→ │ Challenges of         │
│ Students,     │   │ of Resources │   │ Implementing Virtual  │
│ Teachers      │   │              │   │ Classroom             │
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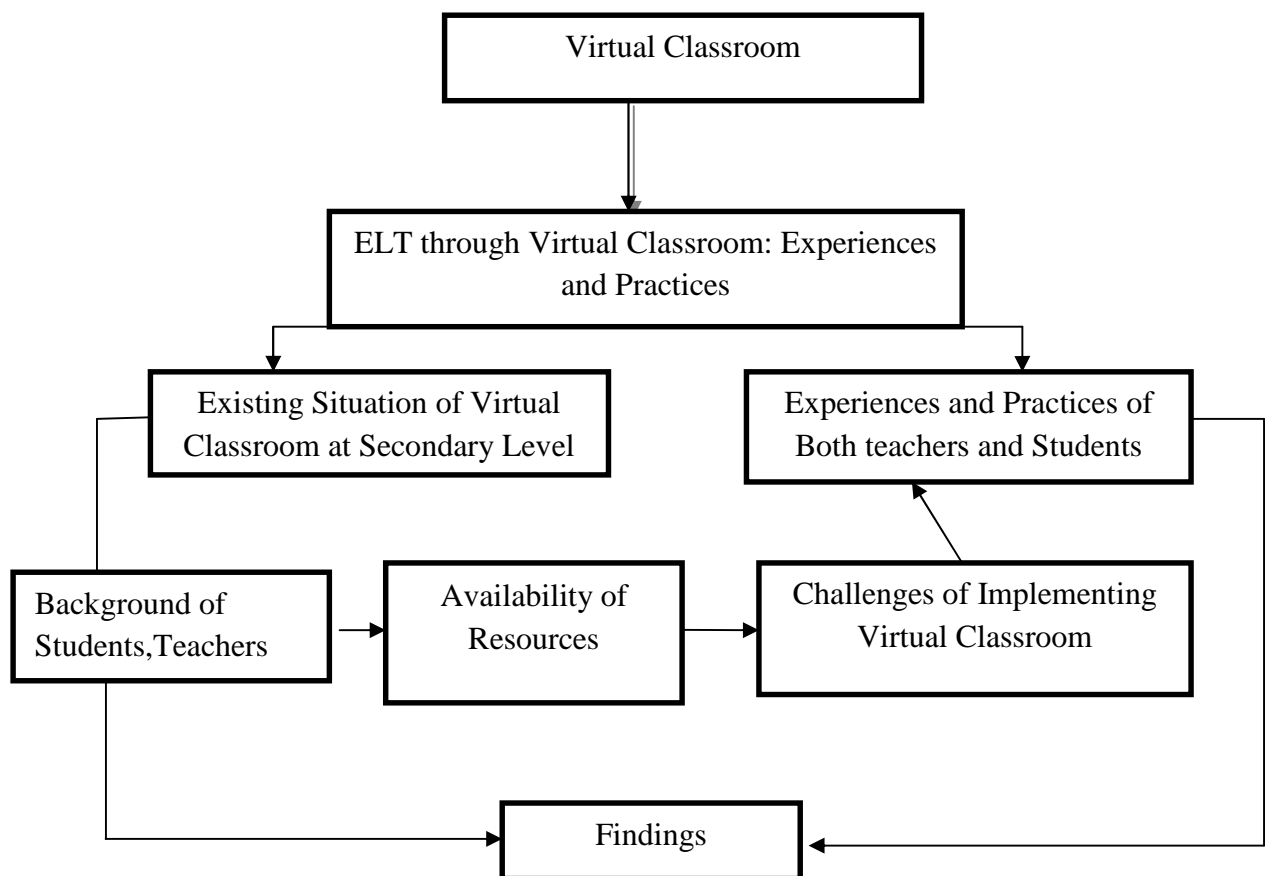
Chapter III

Methods and Procedures of the Study

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

Research Design

The research design of my study was based on quantitative mode and it had great deal with pure description of the data and finding. The presented study adopted survey research design. Survey is one of the most prevalent designs in the academic research. It is one of the most commonly used methods of investigation in educational researches which may range from small scale to large scale investigation. Survey research design is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). It is used to collect data from a predetermined group of respondents to collect data and information into various topics of interest. Nunan (1992) states, the main purpose of a "Survey is to obtain a snapshot of conditions, attitudes and events at the single point of time". Survey design includes those people as the respondents of the research who are thought to have desired information about the problem. The data is usually obtained through the use of standardized procedures to ensure that each respondent can answer the questions at a level playing field to avoid biased opinions that could influence the outcome of the research or study.

Population, Sample and Sampling Strategy

The population of the study consisted the secondary level English teachers and students of Kaski district. Total respondents were 40 in number. Among them, 20 were English language teachers and 20 were students. All the respondents were selected from the population of Pokhara valley.The sample of the population was selected with a special purpose to find out the existing situation and experiences and practices of English language teaching through virtual class. So, this study adopted purposive simple non-random sampling.

Research Tools

I used a set of questionnaire as the major tool for data collection from the informants. Questions were close-ended to collect the required information.

Sources of Data

Both primary and secondary sources of data were used for the collection of required data. The primary sources were used to get the information of virtual classroom in the context of Nepal and its practice and experience from the perspective of both students and teachers of English language classroom. Likewise, secondary sources were used in forming the theoretical part of the research.

Primary Sources of Data

Primary sources of data were total 40 in number. Among them, twenty were the students and 20 were the teachers of English language classroom.

Secondary Sources of Data

The secondary data were books, E-books, articles, and other additional internet resources.

Data Collection Procedures

The primary data of this study were collected through a set of questionnaire. At first, I prepared the questionnaires for the data collection. Then, I went to the field to establish the rapport with the administration and the teachers. Respondents were selected on the basis of the objectives of my study, afterwards I informed them about my research work and objectives. After that, I distributed questionnaire to the participants. Finally, I collected the questionnaire with their response.

Data Analysis and Interpretation

This section deals with the interpretation and analysis of the data, which was mainly concerned with the systematic procedures of analysis, descriptively and thematic interpretation. To fulfill the objectives of the study, the collected data were analyzed descriptively and thematically. The theme was developed on the basis of objectives and research questions.

Ethical Considerations

Ethical considerations are so significant in the field of research. Safeguarding the participants' interests and ensuring the authenticity of research are two major concerns of a qualitative researcher. Accordingly, provisions had been made so that this study could maintain its authenticity, while my participants' anonymity will be secured and promised. Thus, when the participants will be contacted and arrangements will be made for an interview to take place on a day and at a time of their convenience, I employed the following safeguards:

This study was conducted according to the academic rules and ethical conduct. While collecting data participants were informed the purpose of writing and duration of the research and the benefits and discomfort of participation. They were assured of the confidentiality and anonymity of their responses and their right to withdraw from the research at any point. There was no coercion or deception as well as negative consequences for them if they don't assist me in my research. Similarly, my research did not include any intentional falsification, fabrication, suppression and misrepresentation of the data.

Chapter IV

Analysis and Interpretation of Results

This chapter includes the analysis and interpretation of the data, collected from the questionnaire(data collection tool). Similarly, it contains detailed presentation and discussion of analyzed data and interpretation the results of the study.

Analysis of Data and Interpretation of Results

This section mainly concerns with the presentation, analysis and interpretation of the data. The present study was conducted to find out the practice of virtual classroom in ELT classroom and learning experiences of both teachers and students in virtual environment. To achieve the targeted goals, the researcher has used questionnaire as the data collection tool. Hence,twenty secondary English teachers' and twenty secondary level students' responses were analyzed and interpreted in order to find out the results. Respondents were selected using purposive non-random sampling procedure and questionnaires were used as a research tool.

Analysis of Data Collected through Questionnaire

A set of questionnaire was distributed to the secondary level English teachers as well as students from the same level, who had used virtual classroom in the past. Hence, this section includes the analysis of collected data on the point of view of teachers and students differently.

Analysis of Data from the Point of View of Teachers

Use of Virtual Classroom. In order to know about the teachers' use of virtual classroom, they were asked a question. They were asked how often they used to run the virtual classroom. Their responses are presented in table one.

Table 1: Use of Virtual Classroom

Responses	No. of Teachers	Percentage
Usually	15	75%
Sometimes	5	25%
Rarely	-	-
Never	-	-

The above table shows that, out of 20 teachers, 75% teachers mostly used virtual classroom to teach English. However, 25% of teachers used virtual classroom occasionally. So, it indicates that they used the virtual classroom to great extend.

Used Application/Method to Run Virtual Classroom. In order to know the application or method the teachers' had used, they were asked a question. They were asked which app or method they used to run online classes. Their responses are presented in the following table.

Table 2: Used Application/Method to Run Virtual Classroom

Responses	No. of Teachers	Percentage
Zoom	15	75%
Microsoft	-	-
Google Classroom	5	25%
Others	-	-

The above table shows that, out of 20 teachers, 75% teachers used zoom and 25% teachers used Google classroom to run the online classes. Moreover, according to the table, no one used Microsoft and other methods to run the virtual classes.

Effectiveness of Virtual Classroom. In order to know about the teachers' effectiveness of virtual classroom, they were asked a question. They were asked that virtual classes had been as effective as physical classes. Their responses are presented in the following table:

Table 3: Effectiveness of Virtual Classroom

Responses	No. of Teachers	Percentage
Strongly Agree	5	25%
Agree	5	25%
Disagree	8	40%
Strongly Disagree	2	10%

The above table shows that out of 20 respondent teachers, 25% teachers agreed to the statement that virtual classrooms were effective like face to face classes. Similarly, 40% teachers disagreed and 10% teachers strongly disagreed. Moreover,

15% teachers strongly agreed to the statement. The above data indicates that half of the teachers found virtual classroom as effective as physical class.

Virtual classrooms' Conveniences. In order to know about the virtual classrooms' conveniences, they were asked a question. They were asked that students had been comfortable while taking virtual classes. Their responses are presented in the following table:

Table 4: Virtual Classrooms' Conveniences

Responses	No. of Teachers	Percentage
Strongly Agree	-	-
Agree	8	40%
Disagree	12	60%
Strongly Disagree	-	-

The above table shows that, 40% teachers agreed and 60% teachers disagreed to the statement that teachers were comfortable in online classrooms. Moreover, none of the teachers' strongly agreed and strongly disagreed to the statement. So, it indicates that students were not feeling comfortable taking class in virtual environment.

Technological Skills of Teachers. In order to know about the teachers' technological skills, they were asked a question. They were asked that teachers had been prerequisite technological skills to run online classes. Their responses are presented in the following table:

Table 5: Technological Skills

Responses	No. of Teachers	Percentage
Strongly Agree	4	20%
Agree	7	35%
Disagree	9	45%
Strongly Disagree	-	

The above table shows that, 20% teachers strongly agreed t and 35% of teachers agreed to the statement. However, 45% of teachers were disagreed and none

of the teachers were strongly disagree to the given statement. The above data indicates that majority of teachers had prerequisite technological skills to run online classes.

Experiences of Modern Information, Communication and Learning Tools. In order to know about the teachers' experiences of modern information, communication and learning tools, they were asked a question. They were asked that teachers had been well prepared to use modern information, communication and learning tools to teach online. Their responses are presented in the following table:

Table 6: Experiences of Modern Information, Communication and Learning Tools

Responses	No. of Teachers	Percentage
Strongly Agree	5	25%
Agree	13	65%
Disagree	2	10%
Strongly Disagree	-	-

The above table shows that, 65% of teachers were agreed to the statement. Likewise, 25% teachers strongly agreed to the statement. However, 10% of the teachers disagreed and none of the teachers were strongly disagreed to the statement. So, it indicates that majority of teachers were well prepared to use modern information, communication and learning tools to teach online.

Experiences of Computer Technologies. In order to know about the teachers' experiences of computer technologies, they were asked a question. They were asked thatteachers had been able to operate computer technologies and design self-made presentations to encourage classroom interaction in online environment. Their responses are presented in the following table:

Table 7: Experiences of Computer Technologies

Responses	No. of Teachers	Percentage
Strongly Agree	-	-
Agree	13	65%
Disagree	7	35%
Strongly Disagree	-	-

The above table shows that, 65% of teachers were agreed to the statement that teachers were able to operate computer technologies. However, 35% teachers were disagreed to the statement. The given data indicates that the majority of teachers were well experienced regarding computer technology.

Use of Teaching Learning Materials during Online Classes. In order to know about the teachers' use of teaching learning materials in virtual classroom, they were asked a question. They were asked that teachers could use teaching learning material more frequently rather than in conventional classes. Their responses are presented in the following table:

Table 8: Use of Teaching Learning Materials during Online Classes

Responses	No. of Teachers	Percentage
Strongly Agree	10	50%
Agree	7	35%
Disagree	3	15%
Strongly Disagree	-	-

The above table shows that, 35% teachers agreed to the statement. Likewise, 50% of teachers were strongly agreed. However, 15% teachers disagreed and none of the teachers were strongly disagreed to the statement. Therefore, it indicates that teachers used teaching materials in a great extent.

Used Instructional Tool in learning sessions. In order to know about the teachers' used instructional tool in learning sessions through virtual classroom, they were asked a question. They were asked which of the following instructional material they had preferred the most for language teaching in virtual environment. Their responses are presented in the following table:

Table 9: Used Instructional Tool in learning sessions

Responses	No. of Teachers	Percentage
Videos	3	15%
Content Presentation	11	55%
Online Articles	1	5%
Pictures	5	25%

The above table shows that, among 20 respondent teachers, 15% teachers had preferred video as instructional material. Likewise, 55% of teachers had recommended content presentation and 5% had preferred 5%. Finally, 25% of teachers preferred to use pictures as instructional material in online classes. The above data illustrates that content presentation was highly used compared to others.

Used Teaching Methods and Approaches during Online Classes. In order to know about the use of teaching methods and approaches, they were asked a question. They were asked that in virtual classroom, teachers could use different teaching approaches, methods and strategies to support and engage students in learning environment. Their responses are presented in the following table:

Table 10: Used Teaching Methods and Approaches during Online Classes

Responses	No. of Teachers	Percentage
Strongly Agree	5	25%
Agree	12	60%
Disagree	3	15%
Strongly Disagree	-	-

The above table shows the analysis of responses given by the teachers to the statement about teaching approaches, methods and strategies. Among 20 teachers, 25% of teachers were strongly agreed. Likewise, 60% of teachers agreed to the statement. However, 15% teachers disagreed and none of the teachers were strongly disagreed to the given statement. Therefore, it indicates that different teaching methods, approaches as well as strategies were highly used to support students in classroom.

Used Method during the class. In order to know about the method used by the teachers during virtual classroom, they were asked a question. They were asked that which of the following method had you used to run online classes for language teaching. Their responses are presented in the following table:

Table 11: Used Method during the class

Responses	No. of Teachers	Percentage
Presentation	6	30%
Online Whiteboard	5	25%
Live Online Classes	9	45%
Pre-recorded Video Lectures	-	-

The above table shows, to the given statement, 30 of teachers used presentation to run the virtual classes. Likewise, 25% teachers used online whiteboard and 45% of teachers used live online classes while teaching in virtual environment. The given data shows that majority of teachers had used presentation and online whiteboard to run online classes.

Evaluation. In order to know about the evaluation of virtual classroom, they were asked a question. They were asked that it had been easier to evaluate students in virtual classroom compared to face-to-face learning environment. Their responses are presented in the following table:

Table 12: Evaluation

Responses	No. of Teachers	Percentage
Strongly Agree	-	-
Agree	2	10%
Disagree	9	45%
Strongly Disagree	4	20%

The above table shows, among 20 respondent teachers 10% teachers agreed to the statement. However, 45% of teachers disagreed and 20% of teachers strongly disagreed to the statement. The given data presents that, teachers faced difficulties while evaluating students in online classes.

Evaluation Method Used by the Teachers. In order to know about the evaluation method which teachers had used in virtual classroom, they were asked a question. They were asked which of the following method/ approach they had used to assess students. Their responses are presented in the following table:

Table 13: Evaluation Method Used by the Teachers

Responses	No. of Teachers	Percentage
Online Quizzes	3	15%
Essay Questions	8	40%
Drag and Drop Activities	7	35%
Online Interviews or Viva	2	10%

The above table shows, 15% teachers used online quizzes to assess their students in online classes. Likewise, 40% teachers used essay questions and 35% teachers used online interview or viva to evaluate their students. The given data shows maximum teachers had used essay questions and drag and drop activities to evaluate students while only fewer teachers had used online quizzes and online viva.

Comparison of Virtual Classroom to Face to Face Classroom. In order to know about the effectiveness of virtual classroom compared to traditional classroom, they were asked a question. They were asked that virtual classrooms for learning English compared to physical classes had been better, good or worse. Their responses are presented in the following table:

Table 14: Comparison of Virtual Classroom to Face to Face Classroom

Responses	No. of Teachers	Percentage
Better	-	-
Good	13	65%
Worse	7	35%

The above table shows that, 65% teachers responded that the virtual classroom for learning English was good compare to physical classes. Whereas, 35% of teachers thought virtual classroom was worse than the physical class. So, it indicates that majority of teachers liked virtual classroom for teaching English.

Regularity of Students in Online Class. In order to know about the students' participation of virtual classroom, they were asked a question. They were asked that all the students had been able to attend online classes regularly. Their responses are presented in the following table:

Table 15: Regularity of Students in Online Class

Responses	No. of Teachers	Percentage
Strongly Agree	-	-
Agree	-	-
Disagree	10	50%
Strongly Disagree	10	50%

The above table shows, none of the teachers were agreed to the statement that all the students were able to attend online classes regularly. According to the table, 50% students disagreed to the statement and 50% of students were strongly disagreed to the statement. So, it indicates that almost all the students were not attending virtual learning sessions regularly.

Students' Practice of Technology. In order to know about the students' practice of technology, they were asked a question. They were asked that all the students had been aware of the basic knowledge as well as advanced knowledge of technology. Their responses are presented in the following table:

Table 16: Students' Practice of Technology

Responses	No. of Teachers	Percentage
Strongly Agree	1	5%
Agree	9	45%
Disagree	5	25%
Strongly Disagree	5	25%

The above table shows, 5% teachers strongly agreed and 45% teachers agreed to the statement. However, 25% teachers disagreed and 25% teachers strongly disagreed to the statement. It indicates that half of the students were aware of basic and advanced technological skills.

Students' Experience of Virtual Classroom. In order to know about the students' experience regarding virtual classroom, they were asked a question. They were asked that students had been experiencing better learning environment and more comfort in learning environment of the virtual classroom. Their responses are presented in the following table:

Table 17: Students' Experience of Virtual Classroom

Responses	No. of Teachers	Percentage
Strongly Agree	5	25%
Agree	5	25%
Disagree	10	50%
Strongly Disagree	-	-

The above table shows that, out of 20 respondent teachers 25% strongly disagreed to the statement that students were experiencing better learning environment and more comfort in the learning environment of the virtual classroom. Likewise, 25% of teachers also agreed to the statement. However, 50% teachers disagreed to the statement and none of the teachers were strongly disagreed. The given data shows that only half of the students were satisfied with the virtual learning environment.

Independency and Self-motivation. In order to know about independency and self motivation of teachers while running virtual classroom, they were asked a question. They were asked that virtual classroom had been provided more independency and self-motivation to the teachers compared to conventional classes. Their responses are presented in the following table:

Table 18: Independency and Self-motivation

Responses	No. of Teachers	Percentage
Strongly Agree	5	25%
Agree	15	75%
Disagree	-	-
Strongly Disagree	-	-

The above table shows, out of 20 respondents75% teachers agreed and 25% teachers strongly agreed to the statement. None of the teachers disagreed and strongly disagreed to the statement. It shows, all the teachers were self-motivated and independent to teach through virtual classroom.

Participation of the Students in Online Sessions. In order to know about the students' participation in virtual classroom, they were asked a question. They were asked that during online classes; students had actively listened to teachers and engaged in learning activities. Their responses are presented in the following table:

Table 19: Participation of the Students in Online Sessions

Responses	No. of Students	Percentage
Strongly Agree	-	-
Agree	8	40%
Disagree	12	60%
Strongly Disagree	-	-

The above table shows, out of 20 teachers 40% teachers agreed to the statement. However, 60% teachers disagreed to the statement. None of the teachers were strongly agreed and strongly disagreed to the statement. The given data indicates that majority of students were not listening and participating in online classes actively.

Preferences of Students. In order to know about the preferences of students among traditional and virtual class, they were asked a question. They were askedthat most students had preferred traditional face-to-face teaching methods over online teaching methods. Their responses are presented in the following table:

Table 20: Preferences of Students

Responses	No. of Students	Percentage
Strongly Agree	4	20%
Agree	14	70%
Disagree	2	10%
Strongly Disagree	-	-

The above table shows, out of 20 teachers, 70% teachers agreed and 20% of teachers were strongly agreed. However, 10% teachers disagreed to the statement. None of the teachers were strongly disagreed to the statement. It indicates that most of the students preferred traditional face to face class over virtual classroom.

Analysis of Data from the Point of View of Students

Use of Virtual Classroom. In order to know about the students' use of virtual classroom, they were asked a question. They were asked how often they had attended virtual classes/online classes. Their responses are presented in the following table:

Table 21: Use of Virtual Classroom

Responses	No. of Students	Percentage
Usually	16	80%
Sometimes	2	10%
Rarely	2	10%
Never	-	-

The above table shows, out of 20 students 80% students usually attended virtual classroom. Likewise, 10% students' occasionally and 10% students rarely attended online classroom. Therefore, it indicates that majority of students had mostly used virtual classroom.

Used Apps or Methods during Online Classes. In order to know about the app or method used to attend virtual classroom by the students, they were asked a question. They were asked which app/method had you used to attend online classes. Their responses are presented in the following table:

Table 22: Used app or Method during Online Classes

Responses	No. of Students	Percentage
Zoom	19	95%
Microsoft	-	-
Google Classroom	1	5%
Others	-	-

The above table shows, out of 20 students 95% students used zoom app to attend virtual classroom. However, only 5% students used Google Classroom to attend online classes. So, it indicates that students used Zoom app to attend virtual classroom in a great extent.

Types of Classes. In order to know about types of classes that students used to attend virtual classroom, they were asked a question. They were asked what type of classes they had attended. Their responses are presented in the following table:

Table 23: Types of Classes

Responses	No. of Students	Percentage
Live Classes	18	80%
Recorded Classes	1	5%
Both	1	5%

The above table shows, out of 20 students 80% students attended live online classes. Similarly, 5% students attended recorded classes and 5% students used both live and recorded classes. The given data shows students used live online classes in a great extent.

Effectiveness of Virtual Classroom. In order to know about the effectiveness of virtual classroom, they were asked a question. They were asked that virtual classes had been as effective as physical classes. Their responses are presented in the following table:

Table 24: Effectiveness of Virtual Classroom

Responses	No. of Students	Percentage
Strongly Agree	1	5%
Agree	4	20%
Disagree	13	65%
Strongly Disagree	2	10%

The above table shows, out of 20 students 20% students agreed to the statement. Likewise, 5% teachers were strongly agreed. However, 65% students disagreed and 10% students were strongly disagreed to the statement. The given data indicates that most of the student didn't find virtual classroom effective compared to face to face classes.

Regularity of Students in Online Sessions. In order to know about the students' regular participation in virtual classes, they were asked a question. They were asked that all students had been able to attend online classes regularly at the same time. Their responses are presented in the following table:

Table 25: Regularity of Students in Online Sessions

Responses	No. of Students	Percentage
Strongly Agree	-	-
Agree	-	-
Disagree	13	65%
Strongly Disagree	7	35%

The above table shows, none of the students were strongly agreed and agreed to the statement. However, 65% students disagreed and 35% students were strongly to the statement. So, it indicates that almost all students didn't attend the learning sessions regularly.

Availability of Facilities. In order to know about the availability of facilities students had, they were asked a question. They were asked thatall students had been enough facilities which are required to take part in online classes. Their responses are presented in the following table:

Table 26: Availability of Facilities

Responses	No. of Students	Percentage
Strongly Agree	-	-
Agree	-	-
Disagree	13	65%
Strongly Disagree	7	35%

The above table shows, out of 20 students none of the students were strongly agreed and agreed to the statement. However, 65% students disagreed and 35% students were strongly to the statement. This indicates, almost all students didn't have enough facilities to attend the class.

Teachers' Classroom Performance. In order to know about the teachers' classroom performance in virtual classroom, they were asked a question. They were asked that teachers had been run the classes more actively than a physical classroom. Their responses are presented in the following table:

Table 27: Teachers' Classroom Performance

Responses	No. of Students	Percentage
Strongly Agree	-	-
Agree	6	30%
Disagree	11	55%
Strongly Disagree	3	15%

The above table shows, out of 20 students 30% students agreed to the statement. However, 55% students disagreed and 15% students strongly disagreed to the statement. Moreover, none of the teachers were strongly agreed to the statement. It indicates that majority of students found teachers' passiveness while they were running the class.

Evaluation. In order to know about the evaluation sessions in virtual classroom, they were asked a question. They were asked that teachers had been assessed students in online just as they do in a physical classroom. Their responses are presented in the following table:

Table 28: Evaluation

Responses	No. of Students	Percentage
Strongly Agree	1	5%
Agree	10	50%
Disagree	9	45%
Strongly Disagree	-	-

The above table shows, out 20 students 50% students agreed and 5% students were strongly agreed. However, 45% students disagreed to the statement and none of the teachers strongly disagreed. So, it indicates that teachers had assessed the students as they do in traditional classes.

Teaching and Learning Materials. In order to know about the teaching and learning material the teacher had used in virtual class, they were asked a question. They were asked thatthe teacher had been used teaching and learning materials more frequent they do in physical classes. Their responses are presented in the following table:

Table 29: Teaching and Learning Materials

Responses	No. of Students	Percentage
Strongly Agree	-	-
Agree	15	75%
Disagree	3	15%
Strongly Disagree	2	10%

The above table shows, out of 20 students 75% students agreed to the statement. However, 15% students disagreed and 10% students were strongly disagreed to the statement. None of the students were strongly agreed to the statement. So, it indicates that teachers used teaching material in a great extent.

Teaching and Learning Activity. In order to know about the students' and teachers' teaching and learning activity, they were asked a question. They were asked that all students and teachers had expressed good and excellent interaction with one another during the teaching and learning activity. Their responses are presented in the following table:

Table 30: Teaching and Learning Activity

Responses	No. of Students	Percentage
Strongly Agree	1	5%
Agree	11	55%
Disagree	7	35%
Strongly Disagree	1	5%

The above table shows, 55% students agreed to the statement. Similarly, 5% students strongly agreed to the statement. However, 35% students disagreed and 5% students strongly disagreed to the statement. The given data shows that teachers highly interacted with students during teaching and learning activity.

Teaching Approaches and Strategies. In order to know about the teaching approaches and strategies the teachers had used, they were asked a question. They were askedthat teachers had used different teaching approaches and strategies to support and engage students in learning environment in comparison to physical classes. Their responses are presented in the following table:

Table 31: Teaching Approaches and Strategies

Responses	No. of Students	Percentage
Strongly Agree	-	-
Agree	13	65%
Disagree	5	25%
Strongly Disagree	2	10%

The above table shows, 65% students agreed to the statement. However, 25% students disagreed and 10% students strongly disagreed to the statement. The data found, none of the students were strongly agreed to the statement. Therefore, it indicates that teachers used various strategies and approaches to make teaching and learning sessions fruitful.

Interest of Students. In order to know about the students' interest in virtual classroom, they were asked a question. They were asked that online classes had been aroused students' interest in new topic. Their responses are presented in the following table:

Table 32: Interest of Students

Responses	No. of Students	Percentage
Strongly Agree	2	10%
Agree	9	45%
Disagree	9	45%
Strongly Disagree	-	-

The above table shows, 45% students agreed to the statement that online classes had aroused students' interest in new topic. Likewise, 10% students strongly agreed to the statement. Nevertheless, 45% students disagreed and none of the

students were found strongly disagreed to the statement. The given data indicates that students were excited and interested in new topic.

Engagement of Students in Teaching and Learning Activities. In order to know about the students' participation of students in teaching and learning activities, they were asked a question. They were asked that teachers had engaged students in teaching and learning activities as they do in physical classes. Their responses are presented in the following table:

Table 33: Engagement of Students in Teaching and Learning Activities

Responses	No. of Students	Percentage
Strongly Agree	1	5%
Agree	11	55%
Disagree	7	35%
Strongly Disagree	1	5%

The above table shows, 55% students agreed to the statement. Similarly, 5% students strongly agreed to the statement. However, 35% students disagreed and 5% students strongly disagreed to the statement. It indicates that students actively participated and engaged in teaching and learning activities.

Evaluation. In order to know about the evaluation done by the teachers during virtual classroom, they were asked a question. They were asked that students had been more comfortable while attending evaluation sessions of virtual classes. Their responses are presented in the following table:

Table 34: Evaluation

Responses	No. of Students	Percentage
Strongly Agree	1	5%
Agree	10	50%
Disagree	9	45%
Strongly Disagree	-	-

The above table shows, 50% students agreed to the statement that students were more comfortable while attending evaluation sessions of virtual classes.

Likewise, 5% students strongly agreed to the statement. Nevertheless, 45% students disagreed and none of the students were found strongly disagreed to the statement. So, it indicates that students were confident while attending evaluation sessions of virtual classes.

Learning Opportunity. In order to know about the students' learning opportunity in virtual classroom, they were asked a question. They were asked that virtual classroom offered a unique learning opportunity for students in home environment. Their responses are presented in the following table:

Table 35: Learning Opportunity

Responses	No. of Students	Percentage
Strongly Agree	2	10%
Agree	16	80%
Disagree	2	10%
Strongly Disagree	-	-

The above table shows, 80% students agreed to the statement that virtual classroom offers a unique learning opportunity for students in home environment. Likewise, 10% students strongly agreed to the statement. Nevertheless, 10% students disagreed and none of the students were found strongly disagreed to the statement. The given data shows that students got better and unique learning opportunity in home environment.

Learning Activities. In order to know about the students' learning activities, they were asked a question. They were asked that students had felt free to interact with their teacher in learning sessions of virtual classes. Their responses are presented in the following table:

Table 36: Learning Activities

Responses	No. of Students	Percentage
Strongly Agree	-	-
Agree	13	65%
Disagree	7	35%
Strongly Disagree	-	-

The above table shows, 65% students agreed to the statement that students felt free to interact with their teacher in learning sessions of virtual classes. Nevertheless, 10% students disagreed. Moreover, none of the students were found strongly agreed and strongly disagreed to the statement. Therefore, it shows that students felt free while interacting with teachers learning through virtual classroom.

Interaction of Teachers and Students. In order to know about the interaction between teachers and students, they were asked a question. They were asked that during the online classes, you had been more comfortable to interact with teachers. Their responses are presented in the following table:

Table 37: Interaction of Teachers and Students

Responses	No. of Students	Percentage
Strongly Agree	1	5%
Agree	9	45%
Disagree	9	45%
Strongly Disagree	1	5%

The above table shows, out of 20 students 45% students agreed to the statement that during the online classes, you were more comfortable to interact with teachers. Likewise, 5% teachers were strongly agreed. However, 45% students disagreed and 5% students were strongly disagreed to the statement. The given data presents that students were not much comfortable while interacting during virtual classroom.

Learning Activities. In order to know about the students' learning activities, they were asked a question. They were asked that it had been easier to get involved in learning activities in comparison to face-to-face classes. Their responses are presented in the following table:

Table 38: Learning Activities

Responses	No. of Students	Percentage
Strongly Agree	1	5%
Agree	5	25%
Disagree	12	60%
Strongly Disagree	2	10%

The above table shows, out of 20 students, 25% students agreed to the statement that it was easier to get involved in learning activities in comparison to face-to-face classes. Likewise, 5% teachers were strongly agreed. However, 60% students disagreed and 10% students were strongly disagreed to the statement. So, it indicates that majority of students did not feel easier to get involved in learning activities compared to traditional face to face class.

Students' Opinion regarding Virtual Classroom. In order to know about the students' opinion regarding virtual classroom, they were asked a question. They were asked that virtual class could be the best tool for better understanding of subject matter as face-to-face classes. Their responses are presented in the following table:

Table 39: Students' Opinion regarding Virtual Classroom

Responses	No. of Students	Percentage
Strongly Agree	-	-
Agree	2	10%
Disagree	18	90%
Strongly Disagree	-	-

The above table shows, 10% students agreed to the statement that virtual class could be the best tool for better understanding of subject matter as face-to-face classes. Nevertheless, 90% students disagreed. Moreover, none of the students were found strongly agreed and strongly disagreed to the statement. The given data indicates that most of the students preferred traditional face to face class for better understanding of subject matter.

Students' Opinion Regarding Virtual Classroom. In order to know about the students' opinion regarding virtual classroom, they were asked a question. They were asked that it would be better if all the educational institution create virtual learning environment to run the formal classes. Their responses are presented in the following table:

Table 40: Students' Opinion Regarding Virtual Classroom

Responses	No. of Students	Percentage
Strongly Agree	1	5%
Agree	3	15%
Disagree	13	65%
Strongly Disagree	3	15%

The above table shows, out of 20 students, 15% students agreed to the statement that it would be better if all the educational institution create virtual learning environment to run the formal classes. Likewise, 5% teachers were strongly agreed. However, 65% students disagreed and 15% students were strongly disagreed to the statement. So, it indicates that majority of students' preferred face to face learning style over virtual classes.

Chapter V

Conclusion and Recommendation

This chapter includes findings, conclusion and recommendations of the study. On the basis of the discussion and findings the conclusion has been drawn and some recommendations have been presented below.

Findings

From the research work on 'English Language Teaching through Virtual Classroom: Experiences and Practices in Secondary Level', I have derived some notable findings based on the results and discussions. The findings have been presented as follows:

- It was found that most of the teachers and students actively participated on virtual classroom.
- Respondents mostly used zoom app to take part in virtual classes.
- Both the teachers and students mostly used live online classes rather than recorded classes.
- Most teachers, i.e. 60% of them did not use to feel comfortable while taking virtual classes.
- Most of the teachers had prerequisite technological skills as well as knowledge to use modern information, communication and learning tools to teach online.
- Most of the teachers, i.e. 60% of them were able to operate computer technologies and design self-made presentations to encourage classroom interaction in online environment.
- Teachers could use teaching learning material more frequently in comparison to conventional classes.
- Most of the teachers, i.e. 55% of them preferred content presentation as instructional material rather than videos, online articles and pictures for language teaching in virtual environment.
- Teachers could use different teaching approaches, methods and strategies to support and engage students in learning environment.
- Teachers mostly used essay questions to assess students and they faced difficulties while evaluating students in online classes compared to online classes.

) Virtual class could be a good way of teaching in the place of face to face classes.

) Fifty percent of the teachers stated that students were not feeling comfort in the learning environment of virtual class.

) 50 percentages of students were aware of the basic knowledge as well as advanced knowledge of technology.

) All the students could not attend the class regularly.

) Virtual classroom had provided more independency and self-motivation to the teachers compared to conventional classes.

) Students could not actively listen to teachers and engaged in learning activities during the online class.

) Most of the students, i.e. 75% of them did not find online classes as effective as face to face classes.

) Students did not have enough facilities which were required to take part in online classes.

) Students felt that teachers were not teaching actively as they do in the physical class.

) Teachers had assessed students in online just as they do in a physical classroom.

) Teachers used teaching materials more frequently in the virtual classes.

) Both the students and teachers could interact in online classes than physical classes.

) It was found that virtual classroom offered a unique learning opportunity for students in home environment.

) Students faced difficulties to attend virtual classes.

) Students prefer physical classes for the better understanding of subject matter.

Conclusions

The present study aimed to find out the existing situation of virtual classroom in English language teaching as well as experiences and practices regarding virtual classroom of both teachers and students in secondary level. Quantitative design was used to carry out the research. To address the questions set for output of the research, survey research design was adopted and 20 closed ended questionnaires were

analyzed for students and 20 close ended questionnaires were analyzed for teachers separately.

Hence, after the analysis and interpretation of data, it was found that both the students and teachers actively participated on virtual classroom mostly via zoom app. Live online classes were mostly used to run the teaching sessions. Maximum number of teachers had proper technical skills and knowledge about modern technology, information as well as communication and learning tools to operate computer technologies and to design self-made presentations for online classes. Similarly, most of the students were also aware of basic as well as advanced knowledge of technology to be a part of virtual classes. Teachers used teaching materials, they run assessment sessions as they do in physical classroom and it was found that teaching through virtual class could be a good way of teaching in the place of face to face classroom.

To sum up, though students were provided with unique learning opportunity, new technology and techniques, because of the unavailability or poor connection of network students faced difficulties while learning through virtual classroom. Therefore, the government or concerned authorities should provide proper connection of internet or network. Teachers should be provided with proper training sessions regarding virtual classroom. Moreover, concerned authorities should make appropriate plan to implement virtual learning effectively for English formally.

Recommendation

Based on the findings and conclusion of the study following recommendations have been made at different levels.

Policy Related Recommendations

This research has some policy related recommendations. They are mentioned as follows:

- Government or concerned authorities should make a policy to provide better connection of network and internet in city as well as rural areas.
- Teachers, educational policy makers or concerned authorities should plan for e-learning environment.

- The curriculum experts and designers should be aware on the effective teaching learning strategies and should instruct teachers about such strategies to utilize in virtual teaching and learning environment.

Practice Related Recommendation

The following practice related recommendations are made on the basis if this study:

- Secondary level English teachers should be trained by the concerned authority or government to manage online teaching and learning activities effective.
- Since the same teaching learning strategy and activity are not appropriate for all the students and the same instruction and strategies becomes quite complex for some students, whereas it is redundant for others, the teachers need to apply different types of strategies for fulfilling the targeted objectives.
- To make students feel comfort while attending virtual classes different activities and teaching strategies should be used to make teaching and learning effective.

Further Research Related

This research can be applicable for the following purposes:
- The finding of the research work could provide as a valuable secondary resource materials for the other researchers who are interested to carry out research work on virtual classroom.
- The research can help to find out the perceptions of English language teachers at different level.
- This research can help to conduct a qualitative research in a large scale.
- The research study is based on the teachers of secondary level. So, other researchers can conduct research work on other levels like primary, lowers secondary, bachelor and masters level too.

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Appendixes

Appendix-I

Questionnaire Set for Teachers

1.   How often did you run virtual classes?

  ∝Usually   ∝Sometimes   ∝Rarely   ∝Never

2.   Which app or method did you use to run online classes?

  ∝Zoom   ∝Microsoft   ∝Google classroom   ∝Others

3.   Virtual classes were as effective as physical classes.

  ∝Strongly Agree   ∝Agree   ∝Disagree   ∝Strongly Disagree

4.   Students were comfortable while taking virtual classes.

  ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

5.   Teachers had prerequisite technological skills to run online classes.

  ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

6.   Teachers were well prepared to use modern information, communication and learning tools to teach online.

  ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

7.   Teachers were able to operate computer technologies and design self-made presentations to encourage classroom interaction in online environment.

  ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

8.   Teachers could use teaching learning material more frequently rather than in conventional classes.

  ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

9.   Which of the following instructional material did you prefer the most for language teaching in virtual environment?

  ∝Videos

  ∝Content Presentation

  ∝Online Articles

  ∝Pictures

10.   In virtual classroom, teachers could use different teaching approaches, methods and strategies to support and engage students in learning environment.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

11.   Which of the following method did you use to run online classes for language teaching?

∝Presentation

∝Online Whiteboard

∝Live Online Classes

∝Pre-recorded Video Lectures

12.   It was easier to evaluate students in virtual classroom compared to face-to-face learning environment.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

13.   Which of the following method/ approach did you use to assess students?

∝Online Quizzes

∝Essay Questions

∝Drag and drop Activities

∝Online Interviews or viva

14.   Virtual classrooms for learning English compared to physical classes were:

∝Better   ∝Good   ∝Worse

15.   All the students were able to attend online classes regularly.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

16.   All the students were aware of the basic knowledge as well as advanced knowledge of technology.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

17.   Students were experiencing better learning environment and more comfort in learning environment of the virtual classroom.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

18. Virtual classroom had provided more independency and self-motivation to the teachers compared to conventional classes.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

19. During online classes, students actively listened to teachers and engaged in learning activities.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

20. Most students preferred traditional face-to-face teaching methods over online teaching methods.

∝ Strongly Agree   ∝Agree∝ Disagree   ∝ Strongly Disagree

21. Please write any four points that represent your experiences and practices during online classes (if you feel these points are not touched in questionnaire)

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Appendix-II

Questionnaire Set for Students

1. How often did you attend virtual classes/online classes?

    ∝Usually   ∝Sometimes   ∝Rarely   ∝Never

2. Which app/method did you use to attend online classes?

    ∝Zoom   ∝Microsoft   ∝Google Classroom   ∝Others

3. What type of classes did you attend?

    ∝Live Classes   ∝Recorded Classes   ∝Both

4. Virtual classes were as effective as physical classes.

    ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

5. All students were able to attend online classes regularly at the same time.

    ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

6. All students had enough facilities which are required to take part in online classes.

    ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

7. Teachers had run the classes more actively than a physical classroom.

    ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

8. Teachers had assessed students in online just as they do in a physical classroom.

    ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

9. The teacher had used teaching and learning materials more frequent they do in physical classes.

    ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

10. All students and teachers expressed good and excellent interaction with one another during the teaching and learning activity.

    ∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

11. Teachers used different teaching approaches and strategies to support and engage students in learning environment in comparison to physical classes.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

12. Online classes had aroused students' interest in new topic.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

13. In virtual classes, teachers engaged students in teaching and learning activities as they do in physical classes.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

14. Students were more comfortable while attending evaluation sessions of virtual classes.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

15. Virtual classroom offers a unique learning opportunity for students in home environment.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

16. Students felt free to interact with their teacher in learning sessions of virtual classes.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

17. During the online classes, you were more comfortable to interact with teachers.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

18. It was easier to get involved in learning activities in comparison to face-to-face classes.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

Virtual class could be the best tool for better understanding of subject matter as face-to-face classes.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

19. It would be better if all the educational institution create virtual learning environment to run the formal classes.

∝ Strongly Agree   ∝ Agree   ∝ Disagree   ∝ Strongly Disagree

English Language Teaching through Virtual classroom: Experiences and Practices at Secondary Level

My name is Sandipa Paudel and I am currently studying for Masters in Education English at Tribhuvan University. I am conducting research on English language teaching through virtual classroom: experience and practices in secondary level. The questionnaire consists of 20 questions and will take no longer than 10 minutes to complete. All the respondents will be kept anonymous and no one will be identifiable in research.

Please tick the box provided to show your consent to be part of the research.

Questionnaire set for students.

1. How often did you attend virtual classes/online classes?

    ☑ Usually   ☐ Sometimes   ☐ Rarely   ☐ Never

2. Which app/method did you use to attend online classes?

    ☑ Zoom   ☐ Microsoft   ☐ Google Classroom   ☐ Others

3. What type of classes did you attend?

    ☑ Live Classes   ☐ Recorded Classes   ☐ Both

4. Virtual classes were as effective as physical classes.

    ☐ Strongly Agree   ☐ Agree   ☑ Disagree   ☐ Strongly Disagree

5. All students were able to attend online classes regularly at the same time.

    ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☑ Strongly Disagree

6. All students had enough facilities which are required to take part in online classes.

    ☐ Strongly Agree   ☐ Agree   ☑ Disagree   ☐ Strongly Disagree

7. Teachers had run the classes more actively than a physical classroom.

    ☐ Strongly Agree   ☑ Agree   ☐ Disagree   ☐ Strongly Disagree

8. Teachers had assessed students in online just as they do in a physical classroom.
   ☐ Strongly Agree   ☑ Agree   ☐ Disagree ☐ Strongly Disagree

9. The teacher had used teaching and learning materials more frequent they do in physical classes.

   ☐ Strongly Agree   ☑ Agree   ☐ Disagree ☐Strongly Disagree

10. All students and teachers expressed good and excellent interaction with one another during the teaching and learning activity.

    ☐Strongly Agree   ☐Agree   ☑Disagree   ☐ Strongly Disagree

11. Teachers used different teaching approaches and strategies to support and engage students in learning environment in comparison to physical classes.

    ☐ Strongly Agree   ☑Agree   ☐ Disagree ☐Strongly Disagree

12. Online classes had aroused students' interest in new topic.

    ☑Strongly Agree   ☐ Agree   ☐ Disagree ☐Strongly Disagree

13. In virtual classes, teachers engaged students in teaching and learning activities as they do in physical classes.

    ☑ Strongly Agree   ☐ Agree   ☐ Disagree ☐ Strongly Disagree

14. Students were more comfortable while attending evaluation sessions of virtual classes.

    ☐ Strongly Agree   ☑ Agree   ☐ Disagree ☐ Strongly Disagree

15. Virtual classroom offers a unique learning opportunity for students in home environment.

    ☑ Strongly Agree   ☐ Agree   ☐ Disagree ☐ Strongly Disagree

16. Students felt free to interact with their teacher in learning sessions of virtual classes.

    ☐ Strongly Agree   ☐ Agree   ☑Disagree   ☐ Strongly Disagree

17. During the online classes, you were more comfortable to interact with teachers.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☑ Strongly Disagree

18. It was easier to get involved in learning activities in comparison to face-to-face classe

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☑ Strongly Disagree

19. Virtual class could be the best tool for better understanding of subject matter as face-t classes.

☐ Strongly Agree   ☐ Agree   ☑ Disagree   ☐ Strongly Disagree

20. It would be better if all the educational institution create virtual learning environment the formal classes.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☑ Strongly Disagree

English Language Teaching through Virtual classroom: Experiences and Practices at Secondary Level

My name is Sandipa Paudel and I am currently studying for Masters in Education English at Tribhuvan University. I am conducting research on English language teaching through virtual classroom: experience and practices in secondary level. The questionnaire consists of 15 questions and will take no longer than 10 minutes to complete. All the respondents will be kept anonymous and no one will be identifiable in research.

Please tick the box provided to show your consent to be part of the research.

Questionnaire set for students.

1. How often did you attend virtual classes/online classes?

    ☑ Usually   ☐ Sometimes   ☐ Rarely   ☐ Never

2. Which app/method did you use to attend online classes?

    ☐ Zoom   ☐ Microsoft   ☑ Google Classroom   ☐ Others

3. What type of classes did you attend?

    ☑ Live Classes   ☐ Recorded Classes   ☐ Both

4. Virtual classes were as effective as physical classes.

    ☐ Strongly Agree   ☑ Agree   ☐ Disagree   ☐ Strongly Disagree

5. All students were able to attend online classes regularly at the same time.

    ☐ Strongly Agree   ☐ Agree   ☑ Disagree   ☐ Strongly Disagree

6. All students had enough facilities which are required to take part in online classes.

    ☐ Strongly Agree   ☐ Agree   ☑ Disagree   ☐ Strongly Disagree

7. Teachers had run the classes more actively than a physical classroom.

    ☐ Strongly Agree   ☐ Agree   ☑ Disagree   ☐ Strongly Disagree

8. Teachers had assessed students in online just as they do in a physical classroom.
   ☐ Strongly Agree   ☐ Agree   ☑ Disagree ☐ Strongly Disagree

9. The teacher had used teaching and learning materials more frequent they do in physical classes.

   ☐ Strongly Agree   ☐ Agree   ☐ Disagree ☑ Strongly Disagree

10. All students and teachers expressed good and excellent interaction with one another during the teaching and learning activity.

   ☐ Strongly Agree   ☑ Agree   ☐ Disagree ☐ Strongly Disagree

11. Teachers used different teaching approaches and strategies to support and engage students in learning environment in comparison to physical classes.

   ☐ Strongly Agree   ☐ Agree   ☐ Disagree ☑ Strongly Disagree

12. Online classes had aroused students' interest in new topic.

   ☐ Strongly Agree   ☐ Agree   ☑ Disagree ☐ Strongly Disagree

13. In virtual classes, teachers engaged students in teaching and learning activities as they do in physical classes.

   ☐ Strongly Agree   ☐ Agree   ☑ Disagree ☐ Strongly Disagree

14. Students were more comfortable while attending evaluation sessions of virtual classes.

   ☐ Strongly Agree   ☐ Agree   ☑ Disagree ☐ Strongly Disagree

15. Virtual classroom offers a unique learning opportunity for students in home environment.

   ☐ Strongly Agree   ☑ Agree   ☐ Disagree ☐ Strongly Disagree

16. Students felt free to interact with their teacher in learning sessions of virtual classes.

   ☐ Strongly Agree   ☑ Agree   ☐ Disagree ☐ Strongly Disagree

17. During the online classes, you were more comfortable to interact with teachers.

    ☐ Strongly Agree   ☑ Agree   ☐ Disagree ☐ Strongly Disagree

18. It was easier to get involved in learning activities in comparison to face-to-face classes.

    ☐ Strongly Agree   ☐ Agree   ☐ Disagree ☑ Strongly Disagree

19. Virtual class could be the best tool for better understanding of subject matter as face-to-face classes.

    ☐ Strongly Agree   ☐ Agree   ☑ Disagree ☐ Strongly Disagree

20. It would be better if all the educational institution create virtual learning environment to run the formal classes.

    ☐ Strongly Agree   ☑ Agree   ☐ Disagree ☐ Strongly Disagree

English Language Teaching through Virtual classroom: Experiences and Practices at Secondary Level

My name is Sandipa Paudel and I am currently studying for Masters in Education English at Tribhuvan University. I am conducting a research on English language teaching through virtual classroom: experience and practices in secondary level. The questionnaire consists of 20 questions and will take no longer than 10 minutes to complete. All the respondents will be kept anonymous and no one will be identifiable in research.

Please tick the box provided to show your consent to be a part of the research.

Questionnaire set for teachers.

1. How often did you run virtual classes?

   ☑ Usually   ☐ Sometimes   ☐ Rarely   ☐ Never

2. Which app or method did you use to run online classes?

   ☑ Zoom   ☐ Microsoft   ☐ Google classroom   ☐ Others

3. Virtual classes were as effective as physical classes.

   ☐ Strongly Agree   ☐ Agree   ☑ Disagree   ☐ Strongly Disagree

4. Students were comfortable while taking virtual classes.

   ☐ Strongly Agree   ☐ Agree   ☑ Disagree   ☐ Strongly Disagree

5. Teachers had prerequisite technological skills to run online classes.

   ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☑ Strongly Disagree

6. Teachers were well prepared to use modern information, communication and learning tools to teach online.

   ☐ Strongly Agree   ☑ Agree   ☐ Disagree   ☐ Strongly Disagree

7. Teachers were able to operate computer technologies and design self-made presentations to encourage classroom interaction in online environment.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

8. Teachers could use teaching learning material more frequently rather than in conventional classes.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

9. Which of the following instructional material did you prefer the most for language teaching in virtual environment?
   ☐ Videos
   ☐ Content Presentation
   ☐ Online Articles
   ☐ Pictures

10. In virtual classroom, teachers could use different teaching approaches, methods and strategies to support and engage students in learning environment.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

11. Which of the following method did you use to run online classes for language teaching?
   ☐ Presentation
   ☐ Online Whiteboard
   ☐ Live Online Classes
   ☐ Pre-recorded Video Lectures

12. It was easier to evaluate students in virtual classroom compared to face-to-face learning environment.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

13. Which of the following method/ approach did you use to assess students?
   ☐ Online Quizzes
   ☐ Essay Questions
   ☐ Drag and drop Activities
   ☐ Online Interviews or viva

14. Virtual classrooms for learning English compared to physical classes were:

☐ Better ☐ Good ☐ Worse

15. All the students were able to attend online classes regularly.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

16. All the students were aware of the basic knowledge as well as advanced knowledge of technology.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

17. Students were experiencing better learning environment and more comfort in learning environment of the virtual classroom.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

18. Virtual classroom had provided more independency and self-motivation to the teachers compared to conventional classes.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

19. During online classes, students actively listened to teachers and engaged in learning activities.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

20. Most students preferred traditional face-to-face teaching methods over online teaching methods.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

21. Please write any four points that represent your experiences and practices during online classes (if you feel these points are not touched in questionnaire)

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English Language Teaching through Virtual classroom: Experiences and Practices at Secondary Level

My name is Sandipa Paudel and I am currently studying for Masters in Education English at Tribhuvan University. I am conducting a research on English language teaching through virtual classroom: experience and practices in secondary level. The questionnaire consists of 20 questions and will take no longer than 10 minutes to complete. All the respondents will be kept anonymous and no one will be identifiable in research.

Please tick the box provided to show your consent to be a part of the research.

Questionnaire set for teachers.

1. How often did you run virtual classes?

   ☐ Usually   ☐ Sometimes   ☐ Rarely   ☐ Never

2. Which app or method did you use to run online classes?

   ☐ Zoom   ☐ Microsoft   ☐ Google classroom   ☐ Others

3. Virtual classes were as effective as physical classes.

   ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

4. Students were comfortable while taking virtual classes.

   ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

5. Teachers had prerequisite technological skills to run online classes.

   ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

6. Teachers were well prepared to use modern information, communication and learning tools to teach online.

   ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

7. Teachers were able to operate computer technologies and design self-made presentations to encourage classroom interaction in online environment.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

8. Teachers could use teaching learning material more frequently rather than in conventional classes.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

9. Which of the following instructional material did you prefer the most for language teaching in virtual environment?
   ☐ Videos
   ☐ Content Presentation
   ☐ Online Articles
   ☐ Pictures

10. In virtual classroom, teachers could use different teaching approaches, methods and strategies to support and engage students in learning environment.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

11. Which of the following method did you use to run online classes for language teaching?
   ☐ Presentation
   ☐ Online Whiteboard
   ☐ Live Online Classes
   ☐ Pre-recorded Video Lectures

12. It was easier to evaluate students in virtual classroom compared to face-to-face learning environment.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

13. Which of the following method/ approach did you use to assess students?
   ☐ Online Quizzes
   ☐ Essay Questions
   ☐ Drag and drop Activities
   ☐ Online Interviews or viva

14. Virtual classrooms for learning English compared to physical classes were:

☐ Better   ☐ Good   ☐ Worse

15. All the students were able to attend online classes regularly.

☐ Strongly Agree ☐ Agree ☑ Disagree ☐ Strongly Disagree

16. All the students were aware of the basic knowledge as well as advanced knowledge of technology.

☐ Strongly Agree ☐ Agree ☑ Disagree ☐ Strongly Disagree

17. Students were experiencing better learning environment and more comfort in learning environment of the virtual classroom.

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18. Virtual classroom had provided more independency and self-motivation to the teachers compared to conventional classes.

☐ Strongly Agree ☑ Agree ☐ Disagree ☐ Strongly Disagree

19. During online classes, students actively listened to teachers and engaged in learning activities.

☐ Strongly Agree ☐ Agree ☑ Disagree ☐ Strongly Disagree

20. Most students preferred traditional face-to-face teaching methods over online teaching methods.

☐ Strongly Agree ☑ Agree ☐ Disagree ☐ Strongly Disagree

21. Please write any four points that represent your experiences and practices during online classes (if you feel these points are not touched in questionnaire)

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