

Master's English Education Students' Perception towards Online Classes

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

**Submitted by
Puspa Dahal**

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

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T.U. Regd. No.: 9-2-382-100-2011

Fourth Semester Examination

Symbol No.: 7428096/074

Date of Approval of the

Thesis Proposal: 06/15/2021

Date of Submission: 03/09/2022

Declaration

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

Date: 03/09/2022

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Recommendation for Acceptance

Ms. Puspa Dahal has completed her M. Ed. thesis entitled **Master's English Education Students' Perception Towards Online Classes** under my guidance and supervision.

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Dedication

Dedicated to

My late grandfather, parents and teachers whose blessings are with me forever.

Acknowledgements

As a result of tireless and regular efforts, I have completed this study on Master's English Education Students' perception towards online classes. This thesis would not have been possible to bring in this form without the help of many distinguished personalities, whom I would like to acknowledge through the inner heart.

First and foremost, I would like to extend my genuine respect and thankfulness to my respected and honourable thesis supervisor **Dr. Bal Mukunda Bhandari, Professor at Department of English Education, Tribhuvan University, Kirtipur**, for his insightful suggestions, regular inspiration, encouragement, gratitude and strong co-operation in completing this study. Without his constructive feedback and guidance, I could not have created such a piece of this work.

Secondly, it is my fortune to thank my respected teacher **Dr. Gopal Prasad Pandey, Reader and Head, Department of English Education** for his inspiration and providing me with an opportunity to carry this research work.

Similarly, I would like my sincere gratitude to **Dr. Ram Ekwel Singh, Reader of Department of English Education, Tribhuvan University, Kirtipur, Kathmandu**, external supervisor of thesis proposal for providing me well feedback and suggestions being as an external supervisor during my thesis proposal presentation.

Likewise, I feel glad to express my profound gratitude to the external supervisor of thesis viva **Dr. Ram Ekwel Sing** And I am also grateful to **Ms. Madhavi Khanal, administrative staff at the Department of English Education** for her kind support and help for the very beginning.

Eventually, my deepest gratitude goes to my late Grandfather whose motivation to make me a good person I still smell vividly even today.

Puspa Dahal

Abstract

This research study entitled **Master's English Education Students' Perception Towards Online Classes** aimed to explore the the perception of students towards online classes at Tribhuvan University. Keeping the objectives into considerations, fifty Master's fourth semester students were selected as the sample by using purposive non-random sampling strategy. Data for this study were collected by using (close ended and open-ended) questionnaires with the selected participants/ students. I visited and revisited the study area to collect and validate the data. After the collection of the data, they were analysed and interpreted descriptively. From the study it was found that online classes have positive role for developing language learning of master level students. It was also found that online classes was beneficial for the students to develop four language skills, social skills and personal skills. It was also found that online classes engaged the students in meaningful interaction for sustaining their speaking skill from regular feedback of their group members to their performance and also found that student had a positive attitude towards online classes to learn English language.

The thesis consists of five main chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms are included. The second chapter includes the review of both theoretical and empirical literature, along with the implications of the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes design and method of the study, research population, sample and sampling procedure, data collection tools and techniques, procedures for data collection, data analysis and interpretation procedure and ethical considerations. The fourth chapter includes results and discussion of the study. Then fifth chapter summarizes the study and concludes results and findings. Moreover, the final chapter suggests some pedagogical implications based on policy related, practice related, and further research study. This chapter is followed by references and appendices used for the study.

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Chapter-One

Introduction

The present research study entitled **Master's English Education Students' Perception Towards Online Classes** attempts to explore the perception of students towards online classes at Tribhuvan University. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and finally operational definitions of the key terms.

Background of the Study

In the context of Nepal, the pandemic spread of Novel Coronavirus, also known as COVID-19, has significantly disrupted every faculty of Education. As the consequence of the lockdowns, schools and Universities in Nepal have been temporarily closed for nearly two months. As of the second week of May 2020, UNESCO (2020) estimates that nearly nine million students in Nepal are affected due to school/university closures in response to the pandemic. Because of the compulsory closure of schools and universities for a considerable period of time, the education system has changed dramatically, with the distinctive rise of online classes where by teaching and learning is undertaken remotely and on digital platforms.

In other words, education during COVID-19 and beyond must be reimagined as a community-embedded practice. "While teachers in community embedded education provide resources and help set goals and pathways that students can take," it must be noted that the actual realisation of the educational practice (and hence, its outcomes) will eventually depend on the facilities, resources, skills and expertise of those involved in the process (Mahboob, 2020). The present scenarios indicate that students in Nepal are affected differently by the pandemic. For instance, a few schools and colleges in urban areas have started to run online classes to mitigate the impact of learning. However, running online classes does not seem to be feasible for most rural schools in Nepal. It is estimated that only 56% people in Nepal have access to internet. Gyamerah (2020) rightly points out that although technology-based education offers many benefits, it can widen the existing inequalities if all the measures are not taken into consideration. Very recently, the government has planned

for virtual classes through radios, television and encouraged teachers to introduce online classes as well (Pandit, 2020). Sharma (2020) argues that only 8% families and 12% schools have access both to internet and digital devices. For instance, there was a plan to bring the country into a single, free Wi-Fi system (Purdie, 2014; The Economic Times, 2014), and the National Information and Communication Technology Policy 2015 aimed "to achieve the entire population of Nepal to have access to the internet by 2020" (cited in Shrestha, 2017, p. 21). However, just around 72% people have access to internet till the date (Sharma, 2020)- most of them are from urban areas.

Learners have frequently been overwhelmed with changes in the use of specific technology for language learning. This has led to the constant adaptation of learning styles and preferences to utilize new forms of technology for instant and continuous interaction in the pandemic situation. Van Zanten, Somogyi and Curro (2012) have confirmed that what determines the use of educational programs is its fulfilment of their learners' perceptions and educational needs. Barr (2016) opines that factor such as relevance, perceptions, and accessibility play a crucial role students' engagement with technology. Similarly, Venkatesh, Croteau and Rabah (2014) also have conclude that self-regulated strategies, interactive online learning environment and activities are critical in shaping learners' perceptions of educational technologies. Online education, according to Harasim (1989), is a new domain of learning that combines' distance education with the practice of face-to-face instruction utilizing computer-mediated communication.

New technologies, the Internet, streaming video, net-meeting etc., now makes higher education more accessible and affordable for many students, and for those who would have been unable to pursue higher education in a traditional in -class setting (Bianco & Carr-Chellman, 2002). The term online education is often associated with Internet education, virtual education, cyber-learning, and asynchronous learning (Office of Sustainable Development, 2000). Kearsley (2000) reports the following themes that shape online education: collaboration, connectivity, student-centeredness, unboundedness, community, exploration, shared knowledge, multisensory experience, and authenticity (pp,10). Volery (2000) also concludes that online delivery is a form of distributed learning enabled by the Internet.

From the previous studies, I understand that students can learn language and complete the regular classes through the use of internet whether the present circumstances are created. Virtual class also can fulfil the purpose of language learning. Clarke and Hermens (2001) posit that online learning is student-centered because students can control their own learning pace, and activities can be flexible so as to better suit a students' preferred learning style. Online learning also creates opportunities for active learning (Dolence & Norris, 1995).

Furthermore, online classes make students easy to learn the language better in lockdown period at TU for completing the physical classes as an alternative class. In this time students and teacher have achieved more problem of internet access and economic problem although teachers have developed good rapport with students more supports to take the online classes.

Statement of the Problem

Generally, all universities in Nepal used online classes in lockdown period to complete the incomplete face-to-face classes, like as Tribhuvan University also facilitated the online classes for Masters' English Education.

In this period online classes have been increasingly applied and became as an issue. Due to the reason of COVID-19 all over the people are getting anxiety of death and health problem. In the same way master English education students get fear of COVID-19 that's the reason they all back their home and stay in safe room. But after a month department of English Education took them language class form internet service. That time large numbers of students stayed in rural area, and they did not have Wi-Fi. That time they took the online class from mobile data. It is so problematic and high cost of services because network connection was weak, that time students got more problem from online classes for example; weak network connection, economic problem, and they felt shy to show their face in online classes, get stressed and anxiety of the diseases and they got pressurize how to take clear classes within poor network connection. Most of the students could not get recharge card of balance.

Observing the online classes of this period it is so complicated for students and teacher both because if all students try to communicate to their teacher that time class

is disturbance if they muted, they won't ask the question to the teacher. it is difficult to interact the classes then physical classes.

I have chosen this area for my study because recently Central Department of Tribhuvan University have been using online classes as a regular class for getting education in the pandemic situation. It is huge opportunities the students to learn the new things but it's also complicated because they didn't practice before for taking the online classes because they all the regular physical class students. Therefore, from the studies I came to know the necessity of carrying out research on online classes for developing language skills. This study aims at exploring the perceptions on online classes from students. What kind of support they got in the panic situation for developing language skills? How they mentally prepared for taking online classes. Furthermore, I select this topic for my study for exploring the beliefs on online classes in the pandemic period.

Objectives of the Study

The objectives of the study were as follows:

1. To explore the perceptions of students toward online classes.
2. To suggest some pedagogical implications.

Research Questions

The following were the research questions:

1. What is the importance of online classes for developing language skills?
2. What is the existing situation of online classes at department of English Education?
3. How do online classes help to solve the problem of English language learning?

Rationale of the Study

During the lockdown period all people fulfilled their purpose through internet services. Students also get education through online class. This study will be significant to policy makers, language planners, administrators, teachers, researchers as well as students. As this study highlights the existing situation of online classes of

lockdown period. Similarly, it will help the teachers and administrators to fulfill the work and solve the problems of the pandemic situation. It will also be significant for textbook writers and researchers. Moreover, this study will be significant for textbook writers and researchers. Furthermore, the entire people who are directly and indirectly involved in teaching profession will also be benefited from this research study to get insight on how online classes can be supported to develop language skills why is it significance in the teaching field.

Delimitations of the Study

Here, delimitation refers to the special features that confine the scope and define the area of research. It limits the researcher not go beyond the area of the existing research. None of research can cover the entire study population. No research can use all tools and the aspects of research related to the area of the study due to time, economic and resource consent. The researcher has to limit his/her study to a certain boundary. In the same way, this research has some points of limitation. The study only conducted to the Master's English fourth semester students of Tribhuvan University. The study limited to among English Students at Tribhuvan University regarding their online language classes during lockdown. More importantly it was explored the perceptions of online classes by Students experiences. The data was collected from students who had been joined on online classes during panic situation. Moreover, the design was survey in this research. I was confined purposive non-random sampling strategy for selecting sample from representative population. Likewise, the sample included Fifty students from master's English education fourth semester students of Tribhuvan University, Kirtipur. To collect the required data, I used questionnaire (close ended and open -ended) as my research tool. Moreover, I analysed the collected data descriptively and statistically.

Operational Definitions of the Key Terms

The key terms used in the study are listed and defined as follows:

Online class: online class refers to teach the class through over the internet access. Students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor but in this research only will be focused during lockdown online classes facilities.

Perception: Generally, perception can understand the way in which something is regarded understood, or interpreted but in this study, it is the way how language learners think about online classes during the pandemic situation.

Language skills: Language skills refers to four English language skills namely listening, speaking, reading and writing. In this study how online classes supports ELT learners for developing language skills.

Chapter-Two

Review of the Related Literature and Conceptual Framework

This chapter consists of detailed review study and its implications in study. In regard to this study, several researches have been carried out. This chapter provides information of previous research works and other related literature including theoretical and empirical literature on Master's English education students' perception towards online classes. Moreover, we have numbers of books, articles on online classes which are theoretical part of this study. It also supports to find research gap of certain research studies. In this section of study, related review of theoretical literature, review of related empirical literature, implications of the review for study and conceptual framework will be included.

Review of Related Theoretical Literature

This chapter deals with the different theoretical practices related to the title 'Master's English education students' perception towards online classes. The review of related literature provides theoretical insights for the study. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More especially, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way. In this section, I have discussed on online learning strategies, importance of online classes, learning theory, concept of online learning, learner perception, Impact of online class

Online learning strategies. Online learning strategies is defined as students' ability to understand and control their learning by employing a range of cognitive, metacognitive, resources management strategies and affective strategies in order to achieve online learning goals. Traditionally, in a teacher-centered classroom, instructors control the environment to control how information is dispersed and shared. In an online learning class, with the instant access to vast resources of data and information, students are not no longer dependent on the faculty for knowledge. In these strategies, learning is becoming more collaborative, contextual and active. Learners must identify their objectives, design their curriculum, and then consider how the online environment serves the instructional objectives/activities for that curriculum. This requires change in pedagogy. The initial hype of Open Online

Courses has passed and the web is populated with more than 4000 of these free or low-cost educational resources these opportunities to evaluate and assess the state-of-the-art in pedagogy at scale while identifying the best practices that have been found to significantly increase learner achievement. Online learning environments also require a range of interaction methodologies. Instructional strategies are tools available to educators for designing and facilitating learning in online learning strategies, another factor that contributes to online learning achievement is affection in online learning (Hu & Grambling, 2009; Tsai; Zarisky & Styles, 2000).

Another way to define, it supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the internet research nearly any topic imaginable. Students can visit libraries, museums and various institutes world-wide, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals online. Students can write collaboratively with peers and even publish written and multimedia products on pages. It helps to develop their academic skill and language skills too. Online learning environments offer several distinct benefits for small group work. First, they allow small groups to work independently while still having access to the instructor. In some cases where it is difficult for all members of an online class to meet synchronously, small group can be organized according to their time zones, making it possible to find a convenient time to meet synchronously.

Cognitive strategies. Cognitive learning strategies are, strategies that improve a learner's ability to process information more deeply, transfer and apply information to new situation, and result in enhanced and better-retained learning. According to Cook and Mayer (1983), Payne, Pint rich, Smith, Garcia and Mc Keachie (1993), and Puzziferro (2008), are defined as the behaviours needed in order to successfully acquire knowledge while engaging in the learning process. These behaviours include selection, acquisition, construction, and integration of information. Cognitive strategies are sub-divided into six strategies namely rehearsal strategies, elaboration strategies, organization strategies, comprehension/critical thinking strategies and internet skills. These strategies encourage language learners to reflect on the material and how to apply it to current and future situations. Cognitive learning is a style of learning that focuses on more effective use of the brain. Cognition is the mental

process of gaining knowledge and understanding through the senses, thought. It can be defined English language learner go to the process of gaining knowledge and understanding of online classes uses and utilization in their life.

The cognitive learning process aims to chart the learning process for optimal thinking, understanding and retention of what student learn. When student master the fundamentals of cognitive learning, it becomes easy to maintain a lifelong habit of continuous learning. Not only can these strategies make student a better learner of language, but it can make students more likely to excel in their profession. With cognitive learning strategies, students can become a powerful public speaker of English language, a visionary leader or a motivated team player of their field. It supports to engages students' senses in a constructive and long-lasting way. It trains students to reflect on the material and connect it with past knowledge for more robust learning. It also makes language learners a better learner for the long-term.

Metacognitive strategies. Metacognitive strategies are those learning strategies that oversee, direct and regulate the learning process. These kinds of strategies involve thinking about learning processes: planning, monitoring, evaluating and regulating them. Oxford (2003) advocates for increased learning autonomy in language learning classrooms whereby students are knowledgeable of a variety of different learning strategies and know how to utilise them for maximal learning. Oxford believes that "language learning styles and strategies are among the main factors that help determine how-and how well-our students learn a second or foreign language" (p. 1). It refers to the ways that learners monitor their cognitive processes by preparing and planning to learn as well as regulating and evaluating their learning process (Pintrich,1993). Metacognitive strategies are sub-divided into seven strategies; self-regulation/volitional strategies, time management strategies, goal setting strategies, self-monitoring/self-management strategies, self-evaluation strategies, concentration/effort regulation strategies, and self- awareness strategies.

Fostering metacognition brings learners an awareness of the learning process an awareness of the learning processes and strategies that lead to success. When language learners are equipped with this knowledge, they will understand their own thinking and learning process and and accordingly, they are more likely to oversee the choice and application of learning strategies, plan how to proceed with a learning task

completion (Zhang & Goh, 2006). Explicit metacognitive knowledge about task characteristics (e.g., what the task requires) and applying appropriate strategies for task solution (e.g., what the best strategy for solving the task) is a major determiner of language learning effectiveness (Mahmoudi, 2010). Students can gain metacognitive knowledge with reference to specific tasks, learning processes or how they, as individual learners, learn best! Metacognitive knowledge can only really be realised as a result of the students' own metacognitive reflections and awareness: consider using a metacognitive debate generator or a metacognitive discussion generator in order to get your learners thinking, reflecting on, and discussing how they can learn effectively at online classes.

Resources management strategies. Resource management strategies are strategies that aim to manage and control learners' learning environment. It includes regulation of internal resources (effort, motivation) as well as external resources (study environment, time management, and help-seeking). Resources management strategies are defined as the learners' ability to manage learning resources such as their study environment and learning time, and their ability to learn from peers or more knowledgeable students, and seek help from peers and instructors (Pintrich & Degroot, 1990). It is further divided into three sub-strategies; environmental management strategies, help seeking strategies, and use of resources/ resourcing strategies.

The process of effective resource management of online classes begins when administrators assess their collage to identify what resources their students and teachers need, and ends when they make the necessary resources available. For example. Internet access, laptop, wi-fi, e-library, Couresea, edx, YouTube, Lynda, Udemy, Zoom, Ms Team etc. In these strategies must requires skills and qualities of effective administrators. Because administrators oversee student success, they need to cultivate a diverse range of skills. In these strategies, important requires things are: teacher students' skills of technologies, relationship building with the technology system, Interpersonal communication with guardians, decision making which prioritize online classes goals and budgeting that creates and oversee spending to ensure the long-term sustainability of the online classes program.

Affective strategies. Affective strategies deal with managing positive and negative emotions attitudes, motivations and values that have an impact on learners and language learning in an important way, including lowering anxiety, encouraging, taking emotional temperature. For example, lowering anxiety levels with relaxation techniques is one kind of affective strategy. Good language learners control their attitudes and emotions about learning. In online learning, according to Tsai, (2009) are students' perceptions towards the benefits they gain from online learning. It also includes the willingness to learn by having a positive attitude, motivation, and ways to reduce anxiety in a particular learning environment. It is sub-divided into three sub-strategies: attitude, motivation and anxiety control.

In Turkish context, Altunay and Antakya (2014) surveyed strategies used by 63 Turkish distance learning university students. The study found that students sometimes used all types of language learning strategies, but rarely used affective strategies because they felt relaxed and less tense than they did in a face-to-face classroom. In the online class, teacher can play an active role in developing and exploiting affective strategies by building a generally positive atmosphere in the class. This can happen by encouraging and counselling learners, by helping them identify achievable aims and work towards autonomous learning, through personalising activities of language and through pair and group work.

Importance of online classes. As we know that online classes play significant role on language learning and teaching. After lockdown it is being the necessary part for getting education. It becomes easy for students to learn the language through the use of internet. While students face an obstacle of COVID-19, then online helped them to complete their courses. Learning is an important starting point for exploring the use of technology and the design and success of online and blended learning. Various researchers have shown that learning in an online environment requires a significant amount of discipline and self-motivation (Golladay, 2000; Serwatka 2003). Online learning also improves the technical skills of students. The most of the online courses need the development of new computer skills because of this; language learner learn to handle different management systems and programs.

Technology and online instruction can facilitate learning by providing real-life contexts to engage learners in solving complex problems (Duffy & Cunningham,

1996; Honebin, 1996. To active involvement students better understand and apply material when problems and situations are set in the context of real-world issue and situations (Eble, 1988). Online instruction has the potential to provide opportunities to promote reflective thought and deep learning through realistically integrating and applying principles learned. online classes make flexible schedule students can learn each and everything about language skill even sitting at home. It permits students to study at their own convenience. In every field, it is essential to keep up with changing trends. In today's world, each and every person want digital life. The online classes can help students to learn things visually, which supports them to remember the things easily. It means through online classes; students learn in more effective ways. Online classes are more beneficial than traditional education in some manner. Online platforms provide unlimited paths, and online education has a wide range of choices. Online instruction, such as a simulation, thrusts learners into a learning experience, increasing engagement and providing activities that actively engage learners to analyse, synthesize, and evaluate information while constructing knowledge (Driscoll & Carline, 2005).

Learning theory. The basis of effective online learning is comparable to the foundation of effective learning in general. Learning theory suggests that learning is promoted or enhance (1) When students are actively involved in learning, (2) When assignments reflect real-life contexts and experiences, and (3) when critical thinking or deep learning is promoted through applied and reflective activities (Bransford, Brown & Cocking, 2000; Driscoll 2002).

Simply stated, active learning involves " instructional activities involving students in doing things and thinking about what they are doing' (Bonwell & Eisen, 1991, p. 5). Interactive instruction or " learning by doing" has been found to result in positive learning outcomes (Picciano, 2002; Watkins, 2005). Because many new technologies and web-based activities are interactive, online coursework has the potential to create environments where students actively engage with material and learn by doing, refining their understanding as they build new knowledge (Johnston, Killion & Omomen, 2005; Pallof & Pratt, 2003). Built upon a foundation of learning theory, e-learning can potentially provide many important payoffs. To learners, online instruction offers the flexibility and convenience to complete learning units when and where a learner desire. Additionally, online education has been used to reduce costs

and to provide an efficient, standardized way to deliver content (use of technology." 2003; " The Pay-offs." 2003).

Concept of online learning. Online learning has shown significant growth over the last decade, as the internet and education combine to provide people with the opportunity to gain new skills. The first -ever completely online course was offered in 1984 by the university of Toronto. Slide projectors and television-based classes have been in use since the 1950 s. However, one of the first instances of online learning in the world can be traced back to 1960, at the university of Illinois, USA. Through the internet wasn't invented back then, students began learning from computer terminals that were interlinked to form a network. Warner (1998) proposed the concept of readiness for online learning in the Australian vocational education and training sectors. They described readiness for online learning mainly in terms of three aspects; the preference of students for the way of delivery opposed to face-to-face classroom instruction, Student's confidence in the utilizing the electronic communication for learning which includes competence and trust in the use of the internet and computer-based communication and capability to engage in autonomous learning. The uses of Internet and computer technologies for teaching- learning purposes have increased vividly. Online courses allow a huge audience of learners to receive high quality education on a wide variety of subjects and modes. The online learning atmosphere allows individual and collaborative work supported by a variety of tools and learning methods. Dropping the student's dependence on the teacher as a source of knowledge highlights the central contribution of online tools to facilitating social interaction in a learning environment (Beldarian, 2006; Kumi-Yeboah, Dogbey, & Yuan, 2017; Simpson, 2006).

Now online learning is booming in current times. Since the COVID-19 outbreak, online learning has become more centric in people's lives. The pandemic has forced schools, universities, and companies to remote working and this booms the usage of online learning. The cost structure of online learning is another factor for the rapid growth of the market. Online courses prove a more affordable option than traditional ones and there are no commuting costs, and sometimes required course materials, such as textbooks, are available online at no cost. it's a fact that online learning is the future and will undoubtedly replace land- based learning in the future. Mobile platforms have given access to more people to benefit from online learning

and this has created a huge data, then machine learning has given personalized solutions to the course content with using the big data. Aided by the widespread availability of high- speed internet, making use of new technologies such as 4G and soon-to-be released 5G, online learning is expected to grow by leaps and bounds in the foreseeable future. Furthermore, online learning is expanding in presence beyond the traditional fields a well.

Learner perceptions. Learner perceptions is the process which gives the basis for understanding, learning and knowing or for motivating a particular action or reaction (Greenberg & Baron, 2008). Davis (1989) explains that learners' perceptions consist of two cognitive beliefs; learners' perception of the usefulness of an object (PU), which is the degree to which a technology improves one's skill or output on a job and perception of the ease of use (PEU), which is the ability to use a technology with little or no difficulty. Davis (1989) posits that learner make decisions based on their impression of how they perceive each mode of learning. Therefore, learners' perception of online learning would make learners' approach learning with an attitude would enhance or undermine their effort to use certain resources. Learner autonomy, on the other hand, requires that learners control their learning process by adapting, re-adapting and optimizing their learning behaviour in different learning situations. Autonomous learners are often motivated which results in effective learning outcomes through the provision of diverse opportunities for learning.

Gettinger and Seiber (2002), as cited in Spanjer (2008), posited that learners' perception and autonomy are related. They opined that during learning time, learners self-regulate the learning process and practices to show their investment, commitment and whether or not they are benefiting from the task. These self- regulatory practices are any action that involves rehearsing a behaviour or engaging in an activity repeatedly, for improvement or mastery purpose. According to Alotaibi (2015) these actions are influenced by learners' perceptions. Alotaibi (2015) further posited that the link between learners' perceptions and practice is direct in that learners' practices are reflections of their perceptions of how the technology fulfils their needs, interests, presences and performance.

Furthermore, Coklar (2012) posited that the convergence of learners' perceptions and practices is pivotal to our understanding of the effective utilization of

computer learning programs for successful learner outcomes. Hence, perception, practice and achievement share an attributive relation. This relationship refutes the notion that learning outcomes have a fixed cause such the difficulty of the task or learner ability. The similarities between the goals of learner practices and perception are also striking as each adopt a realistic goal setting, planning, persuading learners to be responsible and encouraging the feeling of personal cause and self-confidence (Knowles, 1975).

Impact of online classes. There is also impact or weaknesses of online learning. Delay communication is one weakness of online learning that is reported by many researchers (Howland & Moore, 2002; Petride, 2002; Hara and Kling 1999; (Vonderwell, 2003). According to the study by Howland and Moore (2002), the communication between students and instructor was a critical issue. The absence of face-to-face interaction between student and instructor contributed to negative perceptions of many students. Students felt unconfident in guidance when the feedback from instructor was delayed. one of the biggest challenges of online learning that many students face is the struggle to focus for long durations on screen. Not to mention, there is a plethora of distracting content available online which attracts and distracts the students more often than not. To avoid this and help the students stay focused on the class, the teachers have made strenuous efforts and designed their online classes to be crisp, engaging, and interactive. Online classes are not completely playing a vital role. While access to the internet has drastically improved over the past few years, in some parts of the country, people still lack access to decent internet speed and connectivity.

In addition, in Howland and Moore's study (2002), they found that many students reported that it was difficult to get clarification on assignments, etc. The students often reported that the message board posting was ineffective and they were disappointed in the level and quality of communication (Howland & Moore, 2002). Lack of sense of online community and the feeling of isolation were other weakness that learners have reported in their online learning experiences. Vonderwell (2003) reported that online learning participants indicated a lack of connection with the instructor, especially " one-on-one" relationship with the instructor. Petrides (2002) study on learners' perspectives on web-based learning also reported that some participants felt a lack of immediacy in responses in responses in the online context in

comparison to what could typically occur in a structured face-to-face class discussion. This appears to be especially obvious in asynchronous online discussions, when students have to wait for others to read and respond back to their posting or e-mail messages.

Review of the Empirical Literature

Each and every research is based on the previous studies in the same field to fulfil the target of objectives. Several researches have been carried in national and international level. They have some kind of connection with my research too. As a researcher, one has to accumulate plenty of insights from the previous studies which provide him/her basic framework to prepare further new research. This research will also be based on the previous research carried out in the field Hence. Thereafter I will make rigorous attempt to the different studies related to my topic.

Kuo (2008) carried out research on 'Learner to Teacher: ELT Student Teachers' Perceptions on Internet -Assisted Language Learning and Teaching.' The purpose of the study was to explore Taiwan EFL student teachers' perception about their learning experiences, beliefs, and self-efficacy on Internet-assisted language learning and teaching. Quantative research method was employed in this study for collecting data. One-hundred senior student teacher were taken as a sample of the population of the study from Wenzao Ursuline Collage of Language in Taiwan. A questionnaire was used as a tool for doing this study. The major finding of this study showed that most of EFL student teachers have positive experiences and attitudes towards the use of Internet-assisted language instruction and consider technology to be an important approach in their future teaching careers.

Florez (2012) carried out research entitled " EFL Students' Perceptions about a Web-Based English Reading Comprehension Course. They aimed to explore students' perceptions about an English reading comprehension course in a web-based modality. Case study methodology was used to collect the data. Research work was done at the school of languages, Universidad de Antioquia, Medellin, Colombia. They took thirty-eight students, thirteen men and twenty-five females as a sample of population. Data were collected using questionnaire and in-depth interview as a tool. The major finding of this study showed that identified the perception of the students in a web - based distance course. They found six main topic of student perceptions concerning

the course; its content and objective; its level of difficulty, the time invested, the role of the teacher and adult learning.

Similarly, Kuama and Intharaksa (2016) carried out research on "Is Online Learning Suitable for All English Language Students?". This study aimed to examine online language learning strategies (OLLS) used and affection in online learning of successful and unsuccessful online language students and investigate the relationship between OLLS use, affection in online learning and online English Learning outcomes. Correlational research design was used to get the result. The participants included 346 university students completing a compulsory online English course, the participants were divided into two groups. The main instruments were an OLLS questionnaire, and a stimulated recall with an in-depth interview. The results of the study were low English proficiency students lacked online learning skills and experiences in self-directed learning. They may not be ready for learning English online.

Likewise, Gyamfi and Sukseemuang (2017) conducted research entitled "EFL Learners' Perceptions, Practices and Achievement with the Online Learning Program Tell Me More." The aim of study was to examine FEL learners' perceptions, practices and achievement with the online language-learning program *Tell Me More* (TMM). Survey research design was used for conducting the research. A sample of 340 EFL learners were surveyed for their perception and practices; of them, 10 were further selected for an in-depth semi-structured focus group interview. A questionnaire and Semi-Structured focus group interview were used for data collection. The result of the study was to indicate that the learners perceived TMM moderately useful and easy to use for learning English.

Adnan and Anwar (2020) conducted research entitled "Online learning amid the COVID-19 pandemic: Students' perspectives". This study aimed to know the effectiveness of online learning in Pakistan from higher education students' perspectives and to highlight the challenges and obstacles of online learning faced by higher education students in Pakistan. Survey research design was used for conducting this study. The sample of the study included 126 higher education students: 84 female and 42 male participants. The data obtained through an online survey were analysed by frequency of common students' responses and were stated in

percentages. The findings of the study highlighted that online learning cannot produce desired results in underdeveloped countries like Pakistan, where a vast majority of students are unable to access the internet due to technical as well as monetary issues.

Furthermore, Dhawan (2020) researched *Online Learning: A Panacea in the Time of COVID-19 Crisis.* The objective of the study was to explore the growth of EdTech Start-ups and online learning and to conduct a Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of online learning during the Corona Virus pandemic and natural disasters. This research was taken a qualitative design for collecting the data. Secondary sources of data were used as a tool of this research. Secondary sources of data used were; journals, reports, search engines, company websites and scholarly articles. The major findings of the study were Infrastructure needs to be so strong that it can provide unhindered services during and after the crisis.

Girikallo (2020) carried out research on *'Is online learning good in the midst of Covid-19 Pandemic? The case of EFL Learners.'* The purpose of the study was to investigate the learners' perception on online learning in the midst of a COVID-19 pandemic. The research applied qualitative method. The subject of this research were the learners of English Study program of UKI Toraja. The instrument used was semi-structured interview, the researchers interviewed the learners of University Kristen Indonesia Torja, Indonesia by using WhatsApp application. Major finding of the study was, online learning was very helpful in the middle of pandemic.

Dawadi (2021) carried out research entitled *"Preparations for and practices of online education during Covid-19 pandemic: A study of Nepal.* They aimed to explore teachers' and students' experiences of online education during the pandemic in the context of higher education in Nepal. Survey research was used to collect the data. The online survey with 147 students and 76 teachers and interview with a sub-sample of 17 participants. The major finding of the study indicated the challenges and constraints they experienced in transitioning to online education include poor network, lack of digital skills, lack of technological support from institutions.

Mahat (2021) researched on *'Students' Perception towards Online-Class during COVID-19 Pandemic.'* In this research study aim was to find out the perception of students towards online-class during COVID-19 pandemic. The study was based on

descriptive research design. The study was carried out by using the structured questionnaire survey, and self-administered online Google form was developed to collect the data. The data were collected from 109 students of two colleges; one public and one private. Finding of the study revealed that 81.7% students adopted online class first time in their learning career. Similarly, 58.1% respondent reported that they faced the technical problem during Online-class, more than 59% respondents believed that online class was one of the easiest platforms to share the knowledge and collect the required information.

At last, Saudi (2021) researched 'Students' Perceptions of the use of Zoom and WhatsApp in ELT Amidst Covid-19 Pandemic.' The purpose of the study was to describe the EFL university students' perceptions of the use of Zoom and WhatsApp in ELT. This study 53 students as respondents. The data were obtained through online-based questionnaire and were analysed based on a mixed method approach by combining quantitative and qualitative method. The result revealed that the virtual class of ELT for EFL University students in form of Zoom and WhatsApp was considered positive by the learners, moreover, learners agreed that those two online platforms can help them to improve language skills and to reduce shyness in virtual class interaction.

Implications of the Review for the Study

Literature of any field of study has great importance to lead the path towards any study. It provides guidelines to the researchers in several stages of study. These research studies that I have reviewed above have provided me insightful ideas on moving this study ahead.

Kumar (2005) says, Literature review is an internal part of research process. It serves as a supporting tool from the beginning of the study to its end. It has very significant place in any research". Literature review has remarkable implications from the selection of topic to deriving the findings. To select the researchable new topic in Master's English Education Students' Perception towards online classes, I have reviewed as many pertinent literatures as possible which were already carried out. These works have recommended some possible researchable topics that helped me find out the gap between what has already been found out and what is yet to be explored. This revealed that any researchable topic has background insights through

literature review because all the problems may not be research topics. Similarly, theoretical review is implied to extend the knowledge of online classes of ELT.

Literature review is a significant to examine and evaluate what has been done and what has not been done yet for finding new area for further research. Above reviewed theoretical and empirical literature have helped me a number of ways. Adnan and Anwar (2020) this study made me to know about the obstacles of online language teaching and learning.

Dawadi (2021) has presented on Preparation for and practices of online education during the COVID-19 pandemic: A study of Nepal, this research encouraged me how to take students opinion towards online class during pandemic. In the same way, Dhawan (2020) supported me to conduct a Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of online learning during the Corona Virus pandemic and natural disasters. The study carried out Florez, Pineda & Garcia (2012) helped me to develop English reading comprehension course through a web-based modality.

Girikallo (2020) presents investigate the learners' perception on online learning in the midst of a COVID-19 pandemic, this study made me know the condition of COVID-19 environment of online classes. Gyamfi & Sukseemuang (2017) this study has supported me to examine FEL learners' perceptions, practices and achievement with the online language-learning program.

Similarly, Kuama and Intharaksa (2016) their research works explored to use strategies for online learning. By studying their study and research work, I learnt about the strategies of online classes. Likewise, Kuo (2008) made me know to explore the perceptions about online learning from ELT learners. In the same way,

In the same way, Mahat (2021) carried out research on Students' Perception towards Online class during COVID-19 Pandemic, this research made me know the present pandemic situation on Nepal's collage education and impact of online classes. Saudi (2021) this study helped me to describe the EFL university students' perceptions of the use of Zoom in ELT.

To warm up, there are so many other literatures, all of which more or less support me to understand the concept of online classes, impact of online classes,

importance of online classes, strategies of online classes, strategies of online classes, concept of online classes, theory of online classes. From above reviewed research works, I came up with research process and methodological tools which are very significant to any research work. Those related study helped me to make my research systematic and scientific.

Conceptual Framework

The conceptual framework of the research study as follows;

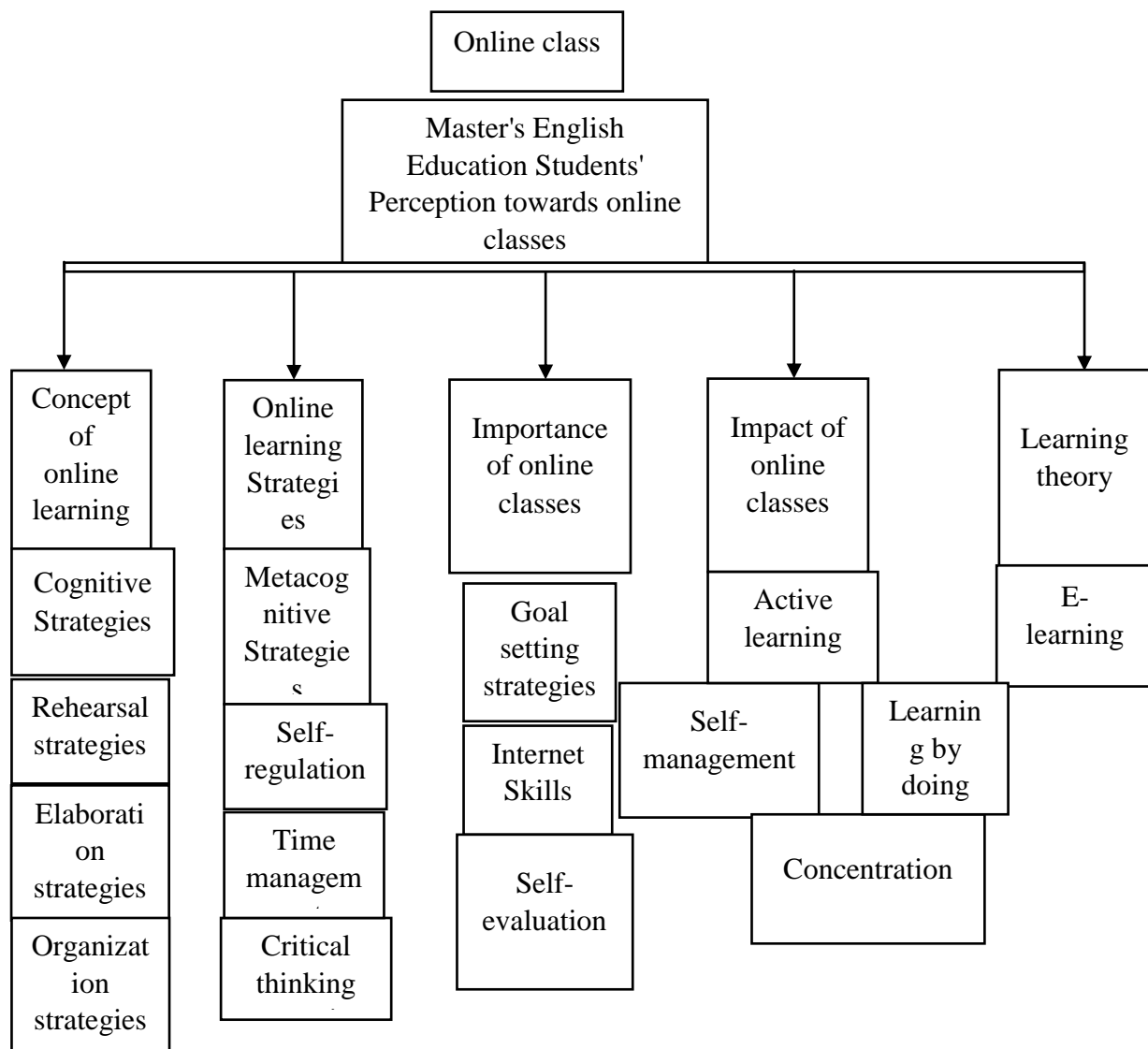


Figure. 1

Chapter-Three

Method and Procedures of The Study

This chapter includes design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations.

Design and Method of the Study

The research design explores the perception of online classes by English Education learners during lockdown period. Kumar (2005) states that a research design is a procedural plan that is adopted by the researcher to answer questions validity, objectively, accurately, and economically. In order to achieve the objectives of this research study, I followed survey research design. Survey research is a design that is widely used in social and educational research studies. Specially, it is used to carry out research in a large number of populations to explore an attitude, belief or behaviour on particular issues. According to Cohen and Manion (1985, as cited in Nunan, 2011) “surveys are the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher”. Furthermore, Nunan (2011) states that the purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and events at a single point in time. It has developed into a rigorous approach to research with scientifically tested strategies. Similarly, Cohen, Manion & Morrison (2011, p. 256) state “Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.”

Survey research is the collection of information from a sample of individuals through their responses to questions (Check & Schutt, 2012, p. 160; as cited in Ponto, 2015, pp 168-171). In survey design, a researcher will seek to gather large-scale data from representatives as sample population. Similarly, in this research, I was followed survey research design since it was effective to collect required data from representative sample population. The researcher only asks participants to provide data and observes them. Hence, I was also asked participants to fulfil a set of

questionnaires. It is more realistic in nature. In carrying out a survey, a researcher follows a series of steps since research is a systematic investigation. It processes through well-defined stages which lead to successful completion of a research.

The research problem of my study is suitable to conduct survey design that is “Master's English Education Students' perception towards online classes”. I was followed systematic processes for conducting survey research. This was provided me clear path to achieve the objectives of this research. Similarly, it was helped me to complete the study successfully and to find out perception of students.

Population, Sample and Sampling Strategy

The population of my study included all Master's English Education fourth semester students' at Tribhuvan University. Among them 50 students were selected as sample population using purposive non-random sampling procedure because it was easy to cooperate with the participants.

Research Tools

To meet the objectives of this research study, I used questionnaire as a main research tool. It supposed to be effective, appropriate and feasible for the respondents of this study and useful for the researcher to achieve the objectives of this study. The questionnaire included (close ended and open-ended) questions.

Sources of Data

Data are the raw materials for research through which existing situation of online classes and perceptions participants are collected, interpreted and generalized. Both Primary and Secondary sources of data was used to get the information of strategies and importance of online classes by the students whereas Secondary sources was used in forming the theoretical part of the research.

Primary Sources of Data

Fifty Master's level English Education students were the primary sources of data.

Secondary Sources of Data

In order to complete the study were selected various books, journals, articles, thesis and visit some related websites used as a secondary source of data to collect more information.

Data Collection Procedures

In order to collect data, I followed the following stepwise procedures in carrying out the research study;

- a) At first, I selected the participants according to the objectives of my study.
- b) Then, I visited the selected participants from Tribhuvan University and established the rapport with them.
- c) Next, I informed them about the processes and objectives of my study.
- d) And I requested them to take part in it. I assured them the confidentiality in terms of ethics regarding the information which they were going to share through questionnaire.
- e) After that, I asked them to fulfil all the questions related to the text in detail.
- f) Likewise, I conducted the closed-ended and open-ended questionnaire to the participants.
- g) After that, I collected the entire questionnaire from the participants and keep them secretly.
- h) At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation of the Procedures

In this section, the data collected from participants were analysed and interpreted descriptively and statistically. The participants' responses based on questionnaire were tabulated using statistical tools. Then, the results were interpreted descriptively in qualitative manner in order to derive findings of the study.

Ethical Considerations

Ethical consideration is an ethical principles or standards which is taken into consideration while conducting a research work. In my research study, I considered an honesty for valid and reliable work. This study was conducted according to the academic rules and ethical conduct. While collecting data participants were informed the objectives of writing and duration of the research and the benefits and discomfort of participation. I distributed questionnaire with the permission of participants and

avoided deceiving the participants. I disclosed objectives of my study honestly and clearly. I have taken the data to fulfil the purposes of my study with permission of the respondents. They were be assured of the confidentiality and anonymity of their response and their right to withdraw from the research at any point. There were no concern or deception as well as negative consequences for them if they do not assist me in my research. Similarly, my research was not including any intentional falsification, fabrication, suppression and misrepresentation of the data.

Chapter- Four

Analysis and Interpretation of Results

Results

This study was limited to the 50 Master's level English Education students. Those students were selected from Tribhuvan University, Kirtipur, Kathmandu; in order to find out their perceptions and practice towards online classes focusing COVID-19 Pandemic. Hence, in order to collect the data of this study (close ended & open-ended) questionnaires used as the research tools on the direct observation of the classroom.

The results of the study showed that the Master's level English Education students did not use online classes properly due to the reason of poor network connection. Around half of the students responded that the use of online classes for developing language skill in the classroom is highly demanding. They opined that online classes helped them to develop speaking skill. Majority of the students stated that they prefer more frequent used face to face classes then online classes. About using online classes few of the students said that they feel extremely comfortable while using online classes at lockdown period.

Similarly, All the students posited that the use of online classes have positive impacts to develop speaking skill in the panic period. Their attitudes towards online classes were positive. Online classes provided them to communicate & discuss about language problem with their teacher and friends. They felt easy to take online classes than face-to-face class at the time. The students responded that the teachers behaved friendly and guided them how to join class, how to mute, unmute zoom classes, how to use the technical system of the application.

Moreover, the participants responded that online classes enhance to co-operate and provided an opportunity to share ideas and knowledge among one to another in this COVID-19 pandemic period. Online classes helped them to solve problem of their English courses and got the opportunity to discuss about language in the group through this class. It played the role of helping hand which made easy to find out the solution of their problems. The students responded that the teachers also encouraged to take online classes during lockdown period to fulfill the English language courses.

The students predicted that online classes helped to speak fluently in the future. The students suggested to use online classes for developing four language skills.

On the basis of participants responded in open ended questionnaires, it was found that they wanted to take face-to-face class due to the reason of poor network connection. It was more problematic situation of the students to take class in this panic period which makes students frustrated. They depended on the mobile data. It took recharge balance more and created the irritation of low network bandwidth. Secondly, the study showed that the majority of the students prefer to learn in liberal and friendly environment on the online classes because they got the opportunity to take their incomplete classes change into complete. It depicted those online classes was the best option for them and it was largely student-centered and problem solving tool in the lockdown period. They have enough time to discuss in the online class rooms. Thirdly, dealing with question three, it was found that the students' responded that a huge number of students strongly agreed on the use of online classes and its facilitated to develop language skills. Only a few numbers of participants responded that negative impact of online classes for them to better learning.

Likewise, dealing with question four, students viewed that the use of online classes played essential role to get its effectiveness for the students in this pandemic period. It has supported them to increase their language speaking as well listening skills. Most of the students opined that it made students with different backgrounds, race or upbringing, to work together as well as single. Through online classes, collaboration to each other was the excellent moment and becomes more fun, and students were eager to learn more. Students worked in team, they got assistance and confidence. In this way, dealing with the question five, students' opinioned towards the use of online classes, the result showed that teachers encouraged them to take online classes. Teacher helped them to transfer mobile balance card as well as teacher provided them Powerpoint slide and course related document through group chat box or Gmail eventhough students got negative experience of online classes in the time the reason of poor network connection and fear of COVID-19 . The teachers sometimes involved them on group discussion, typing in the chat box and encouraged them to increage individual ideas also they could write their thoughts in the chat box. they could easily type individual perceptions, problems and ideas in the chat box.

In addition, dealing with the question six, students' responded on future impact of online classes for developing language skills. Little number of the students predicted the positive impact on the use of online learning classes. Contrastingly, half number of students' negative impact, and also some students remained silent on it. They predicted that it promotes student-faculty interaction and familiarity, increases higher level of critical thinking, and leadership. At last, dealing with question seven, students suggested to use online classes for developing speaking in this time and wanted to improve low network bandwidth at panic period.

Finally, most of the students positive responded towards the use of online classes for English language learning in lockdown period. Majority of the participants responded that online teaching learning process created active friendly relationship which leads to solution of students study problems. Online classes helped them to divert their mind from fear of deases and death. Therefore, only a few numbers of students showed the negative impact of online classes for developing language skills in Master level English Education.

Discussion

I presented the questions meaningfully; specific and general items in the 50 students in order to achieve my objectives. The collected data was presented, analyzed and interpreted into two main headings:

1. Discussion of Data Collected Through Closed Ended Questions.
2. Discussion of Data Collected through Open Ended Questions

Discussion of Data Collected Through Closed Ended Questions.

I tried my best to address students' perception towards online classes. On the experiences of students to learn language skills with the help of 20 closed ended questions have mentioned. It was easier to find out the attitudes, knowledge and thoughts of students towards the use of online classes how to help to develop four language skills through online classes in the lockdown period, and other related online classes with these questions. The discussion is presented in following table and its discussions.

Table No. 1

Students' perception towards the use of online classes

S. N	Questions	Responses									
		SA		SD		A		D		NO	
		No	%	No	%	No	%	No	%	No	%s
1.	Do you have an access to the Internet?	27	54	15	30	4	8	2	4	2	4
2.	Is it appropriate to use online classes for developing speaking skill in ELT classroom?	20	40	5	10	10	20	10	20	5	10
3.	Do you prefer online classes than face-to-face classes?	2	4	20	40	8	16	15	30	5	10
4.	From the view of yourself, do you think online classes is helpful?	14	28	5	10	17	34	10	20	4	8
5.	Do you feel comfortable while using online classes?	15	30	7	14	20	40	4	8	4	8
6.	Does the use of online classes have negative impacts in developing writing skill?	6	12	16	32	8	16	14	28	6	12
7.	Do online classes solve the occurring language problem of students?	14	28	10	20	18	32	5	10	3	6
8.	Do online classes of language learning have positive influence on Masters' level students?	13	26	9	18	14	28	8	16	6	12
9.	Students' perception towards online classes is positive.	15	30	5	10	18	36	8	16	4	8

10.	Do you enjoy study through online class?	15	30	5	10	18	36	8	16	4	8
11.	Do online classes have positive influence on students?	12	24	8	16	13	26	8	16	9	18
12.	Online classes are an essential of this pandemic situation.	26	52	2	6	20	40	1	2	1	2
13.	Online classes support to meet the goal of language learning?	10	20	10	20	18	36	9	18	3	6
14.	Developing listening skill through online classes is highly beneficial.	25	50	3	6	12	24	6	12	4	8
15.	Online classes help to increase your confidence level.	25	50	3	6	12	24	6	12	4	8
16.	Do online classes support to learn four language skills?	10	20	13	26	12	24	6	12	4	8
17.	Students feel easy to learn language through online classes at home.	6	12	3	6	11	22	25	50	5	10
18.	Students feel to hesitate to take online classes.	22	44	3	6	15	30	5	10	5	10
19.	Do you get anxiety while taking online classes?	20	40	5	25	15	30	6	12	4	8
20.	Language learning through online is extremely important at the present time.	14	28	14	28	10	20	8	16	4	8

SA=Strongly Agree

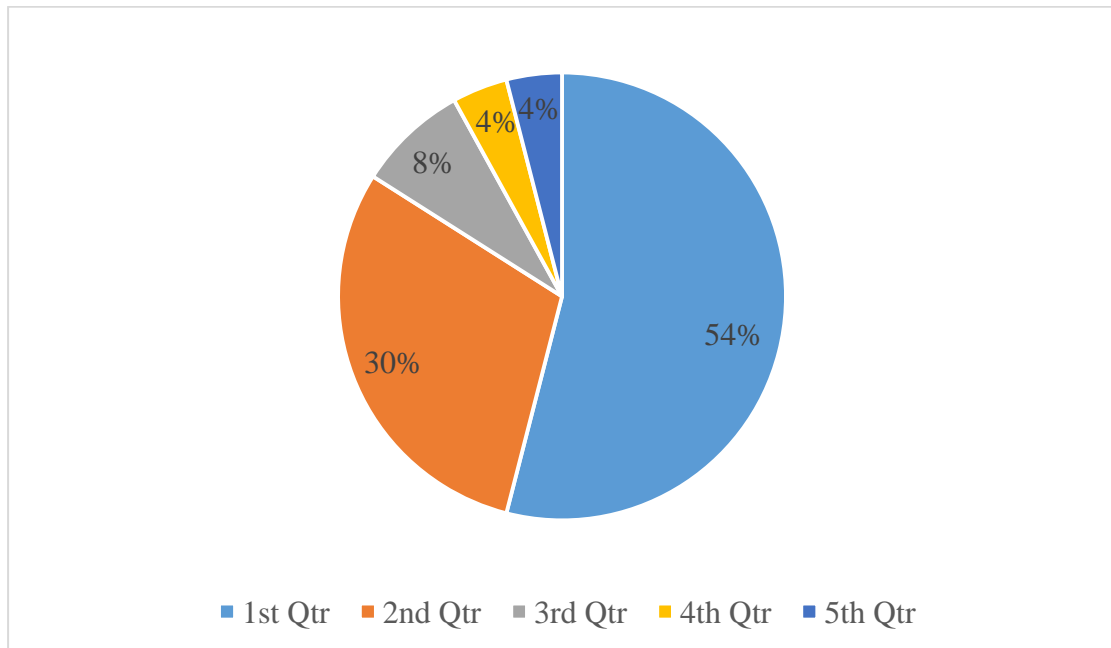
D=Disagree

SD=Strongly Disagree

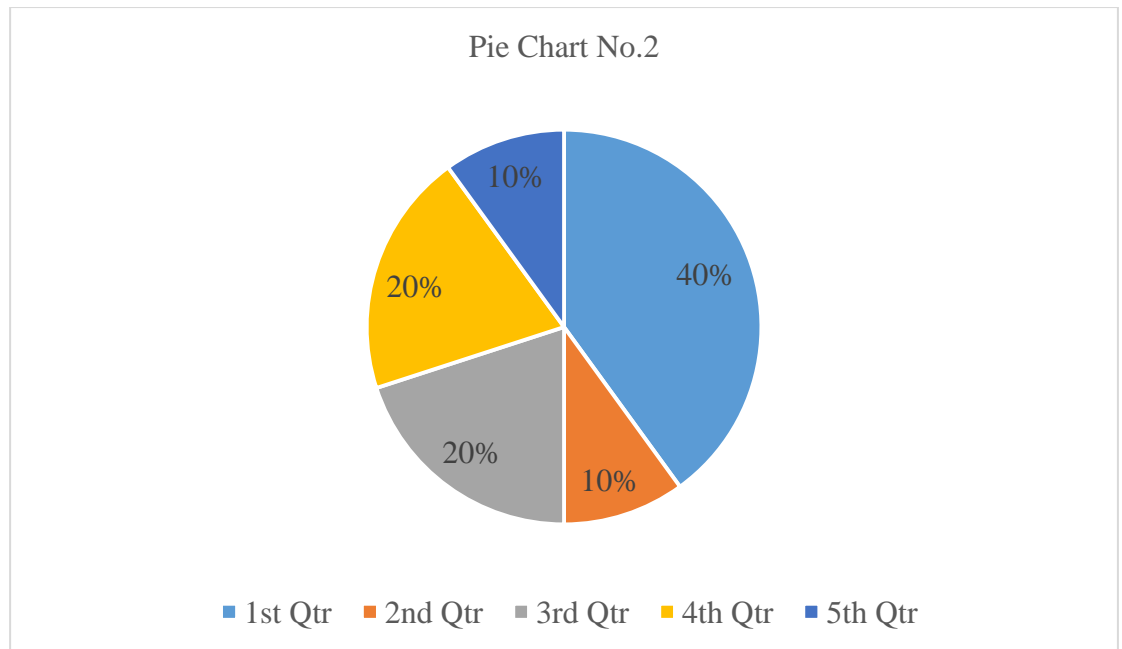
A= Agree

NO=No Opinion

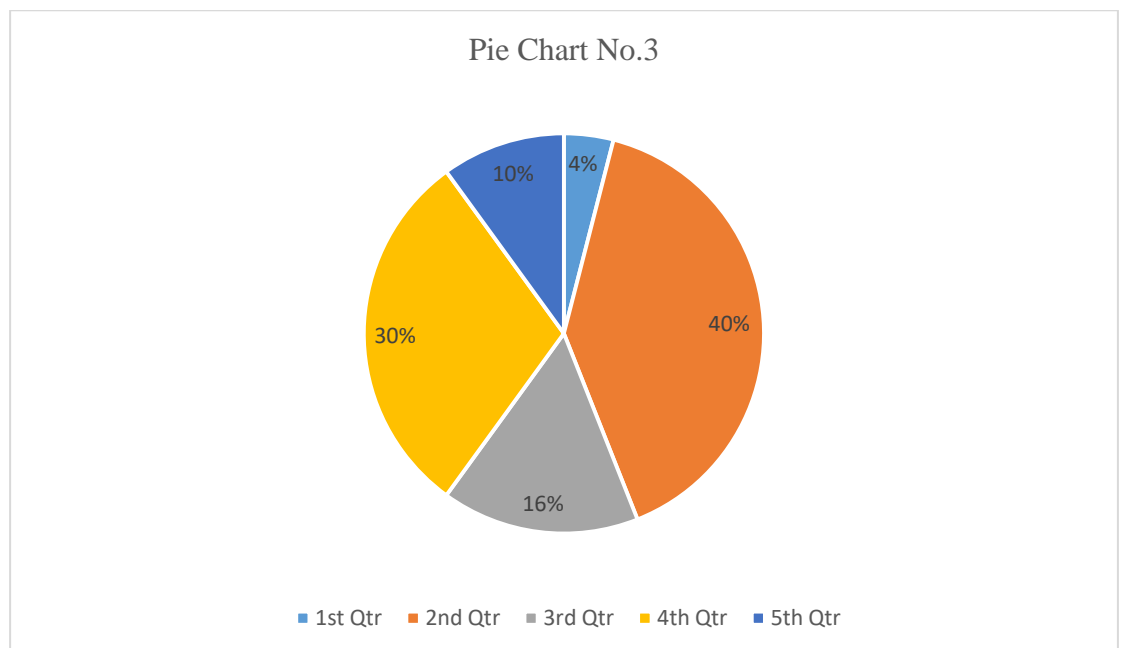
On the basis of participants' response, the table shows that a few students that is 54% strongly agreed that they have an access of the internet. Likewise, 30% strongly disagreed 8% agreed, 4 percent disagreed and 4% had no opinion. It means that they did not apply internet access for taking online classes. They feel happy to take online class in the lock down periodroom. It can be shown in the following pie chart.



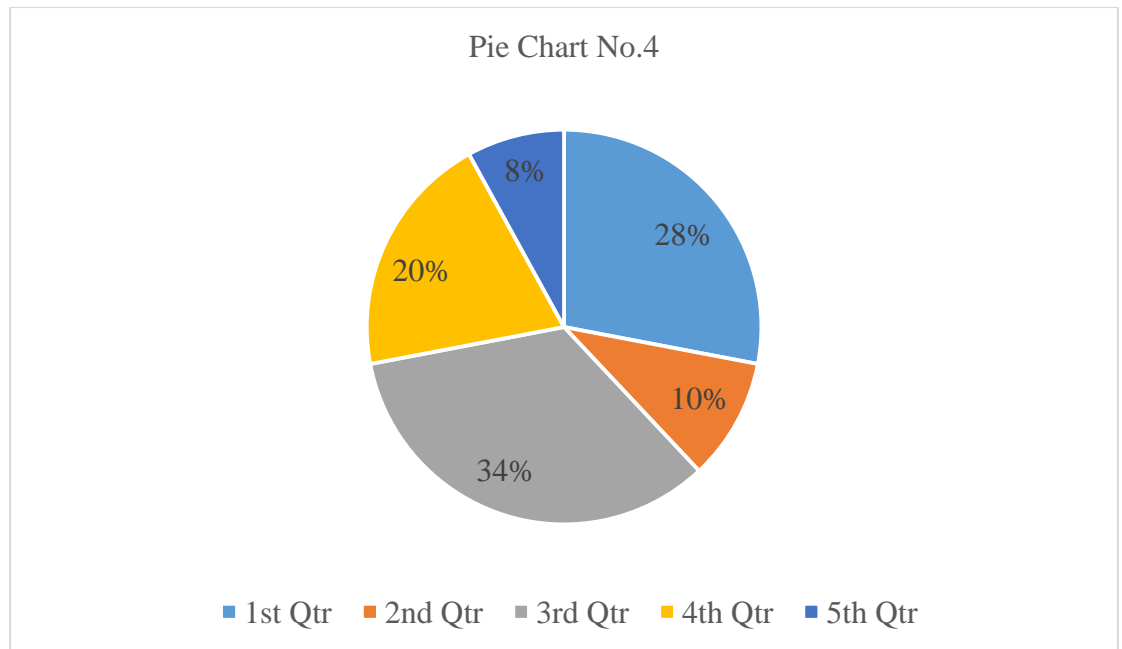
In this way, secondly; 40% of the students strongly agreed that online classes are appropriate for developing speaking skill in ELT classroom. While, 10% strongly disagreed, 20% agreed, 20% disagreed, and 10% had no opinion. It can be shown in the following pie chart.



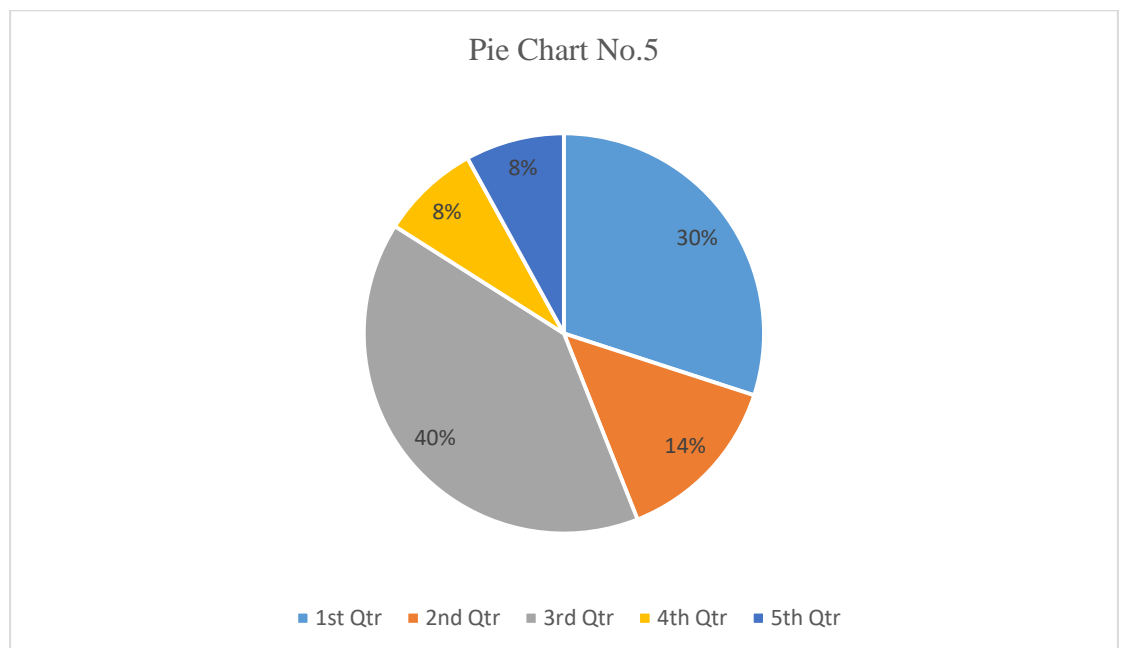
Thirdly, in question three, out of 50 participants, 4% strongly agreed that online classes are perfect than face to face classes in the lockdown period, whereas; 40% strongly disagreed, 16% agreed, 30% disagreed, and 10% had no opinion. It has been presented in the following pie chart.



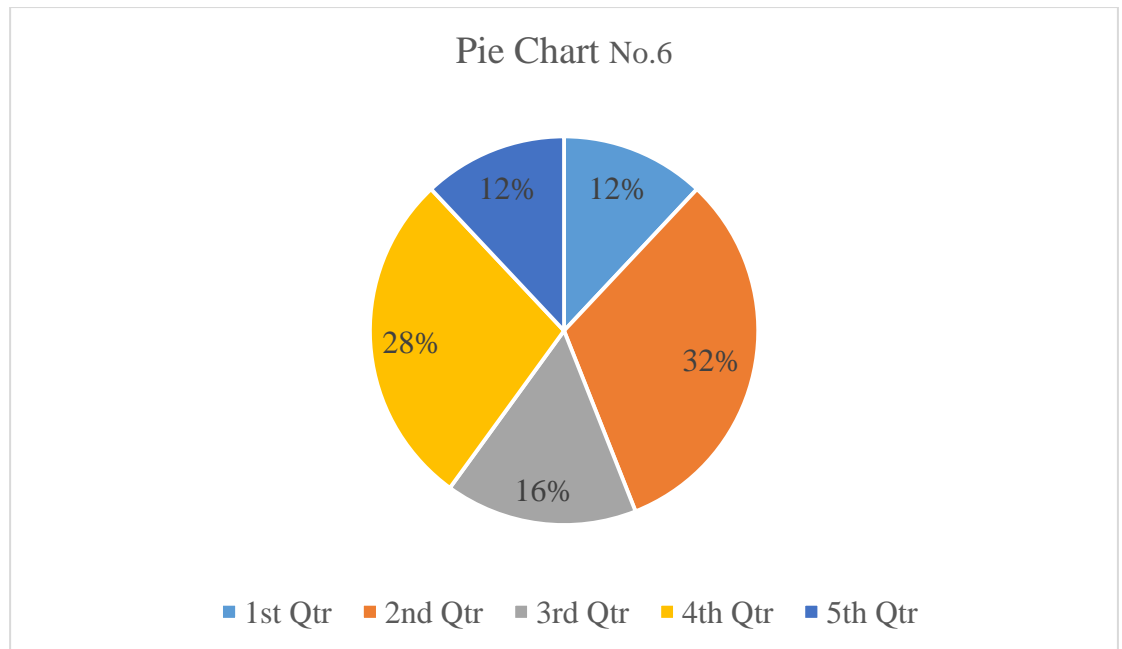
In question four, from the view of accuracy, online classes are highly helpful for 28%, however; for 10% it is hugely detrimental, for 34%, helpful, for 20% detrimental, and for 8%, it is neutral. It has been depicted in the following pie chart.



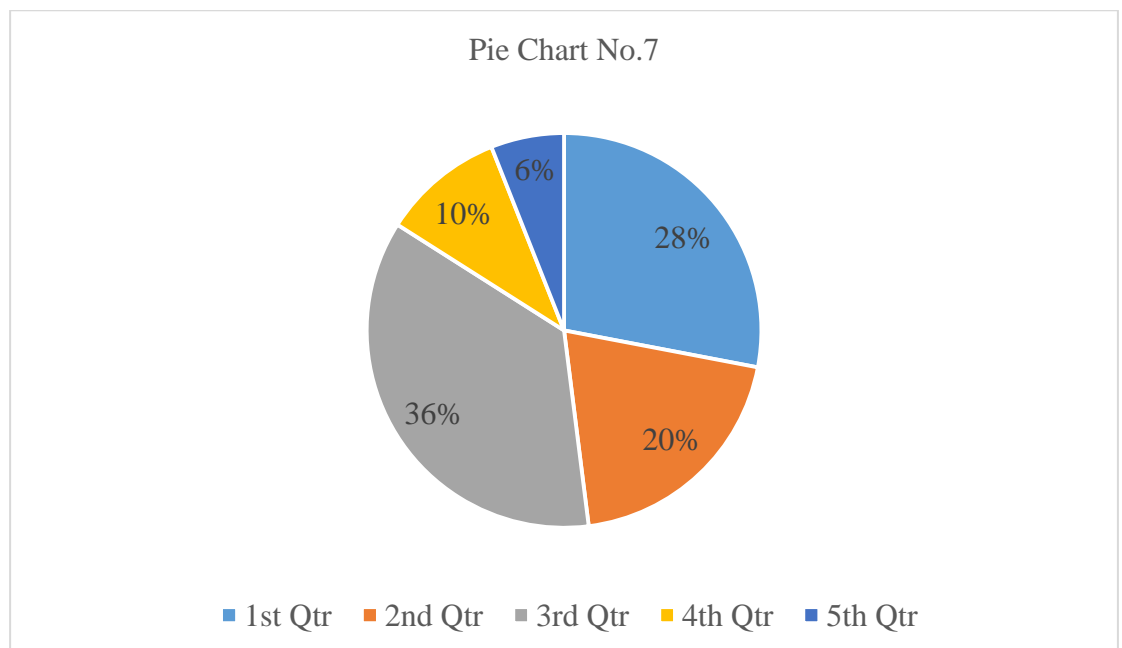
Based on question five, 30% students strongly agreed that they feel comfortable while taking online classes for ELT, nonetheless; 14% strongly disagreed, 40% agreed, 8% disagreed, and finally 8% did not give any respond. The following pie chart makes more clear on it.



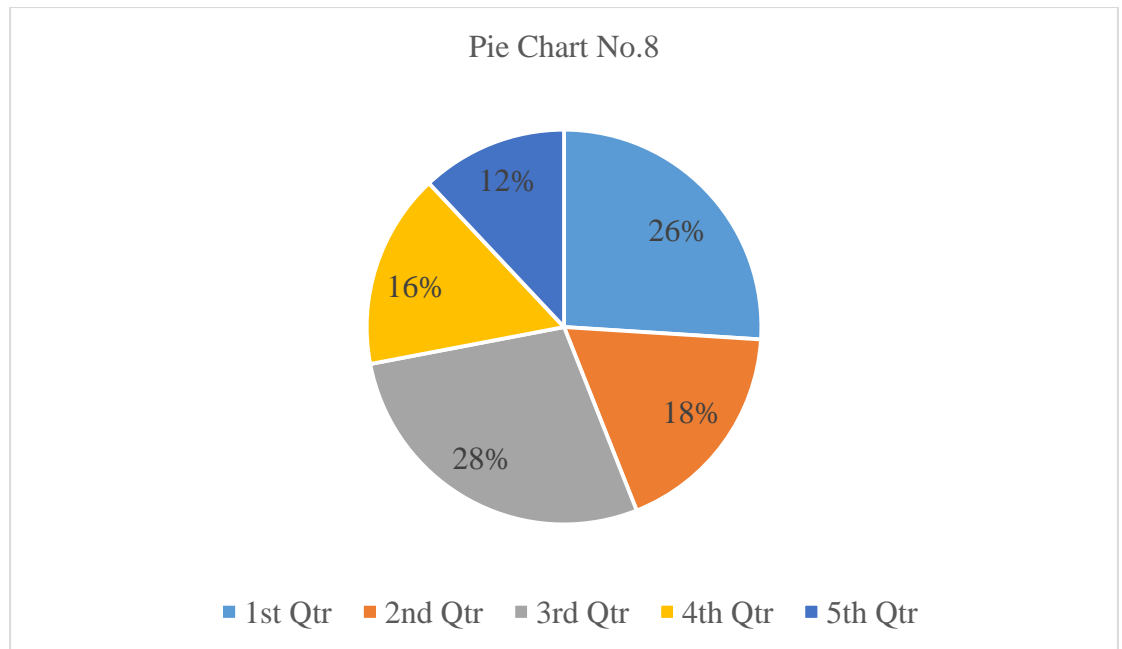
Similarly, among 50 students, 12% strongly agreed that online classes have negative impacts in developing writing skill, while 32% strongly disagreed, 16% agreed, 28% disagreed, and 12% did not have any answer. It is presented in the following pie chart.



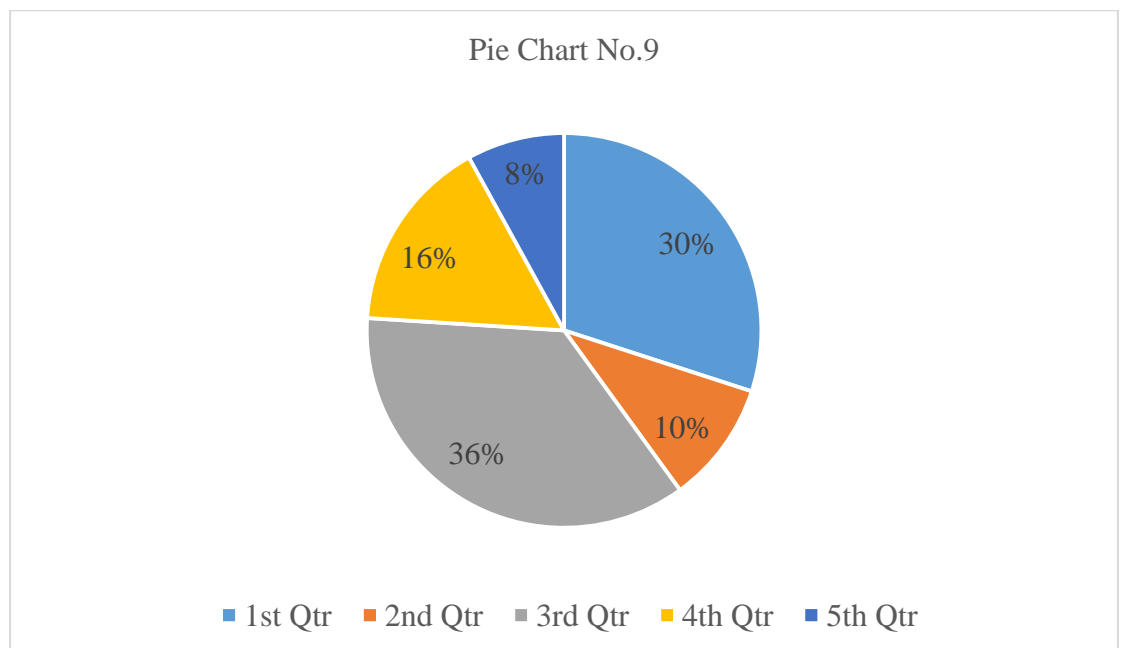
In 7th statement, 28 % strongly agreed that they feel online classes solve the occurring problems of students at the panic period, whereas; 20% strongly disagreed, 36% agreed, 10% disagreed, and 6% had no opinion. It can be shown in the following pie chart.



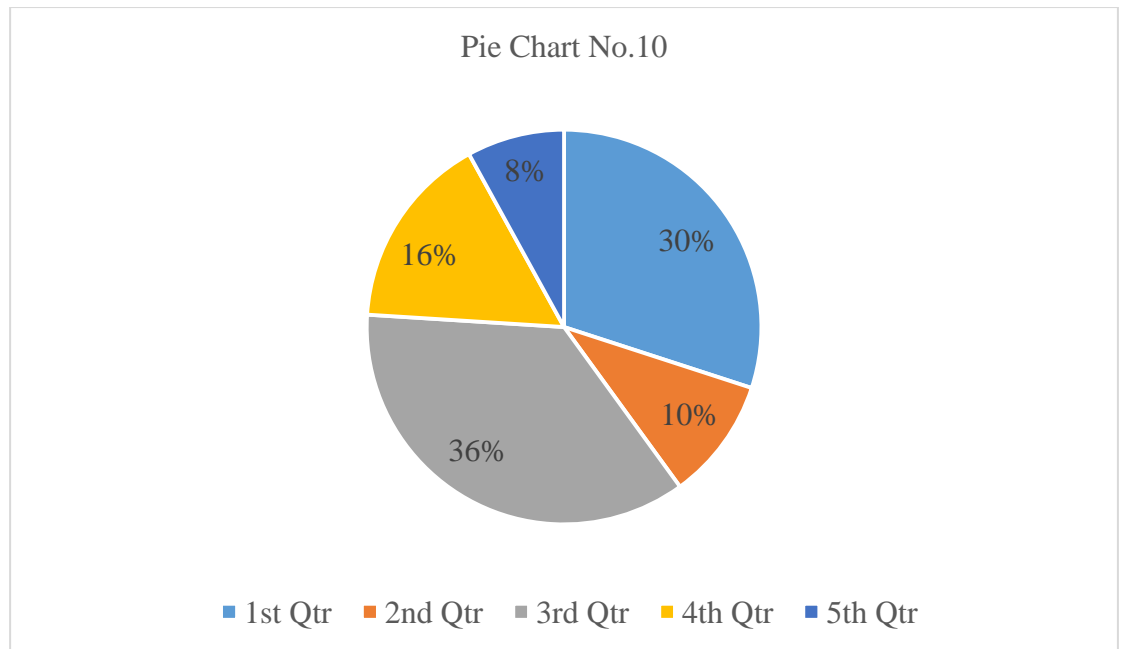
Out of 50 participants, 26% percent strongly agreed that online classes have spread positive influence for Masters' level students at lock down period, 18 strongly disagreed, 8% disagreed, 28% agreed, 16% disagreed and 12% had no opinion. It can be shown in the following pie chart.



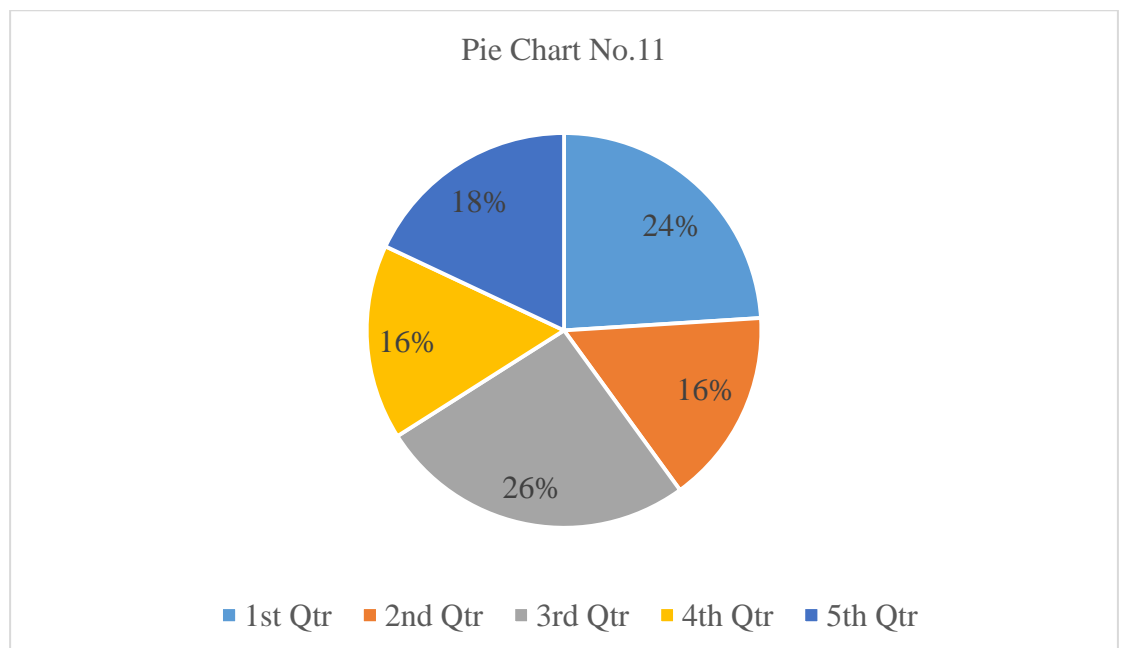
Moving to the question 9, 30% students strongly agreed that students' perception towards online classes is positive, nonetheless; 10% strongly disagreed, 36% agreed, 16 disagreed, and 8% did not give any opinion. The following pie chart makes clearer on it.



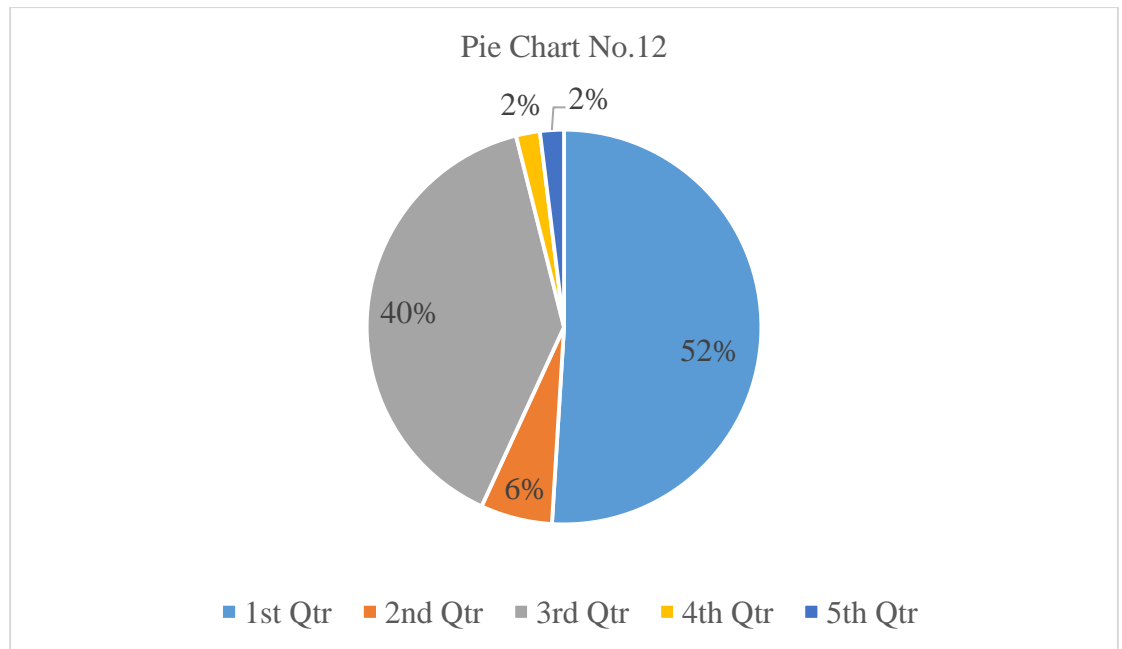
Out of total 50 participants, 30% strongly agreed that they enjoy do study through online class, 10% strongly disagreed did not enjoy at all, 36% agreed, 16% did not agreed, and 8% had no idea. The following table presents more information on it.



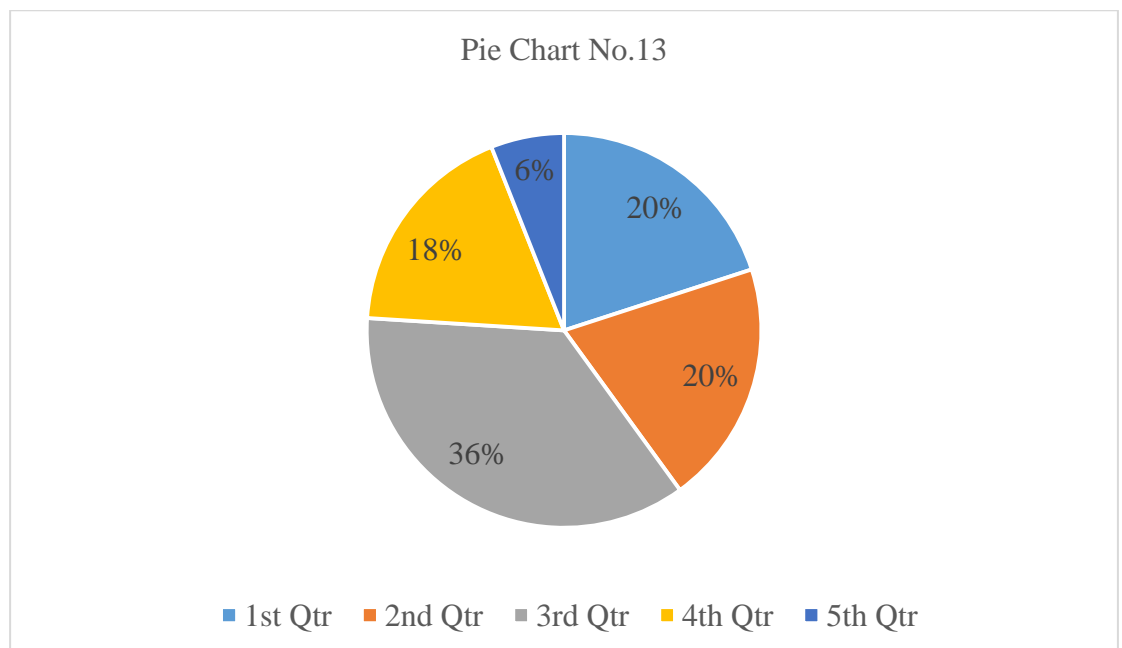
Moving further, 24% participants strongly agreed that online classes have positive influence on students during spreading Covid-19, while; 16% strongly disagreed, 26% agreed, 16% disagreed, and 18% had no opinion. It can be presented in the following pie chart.



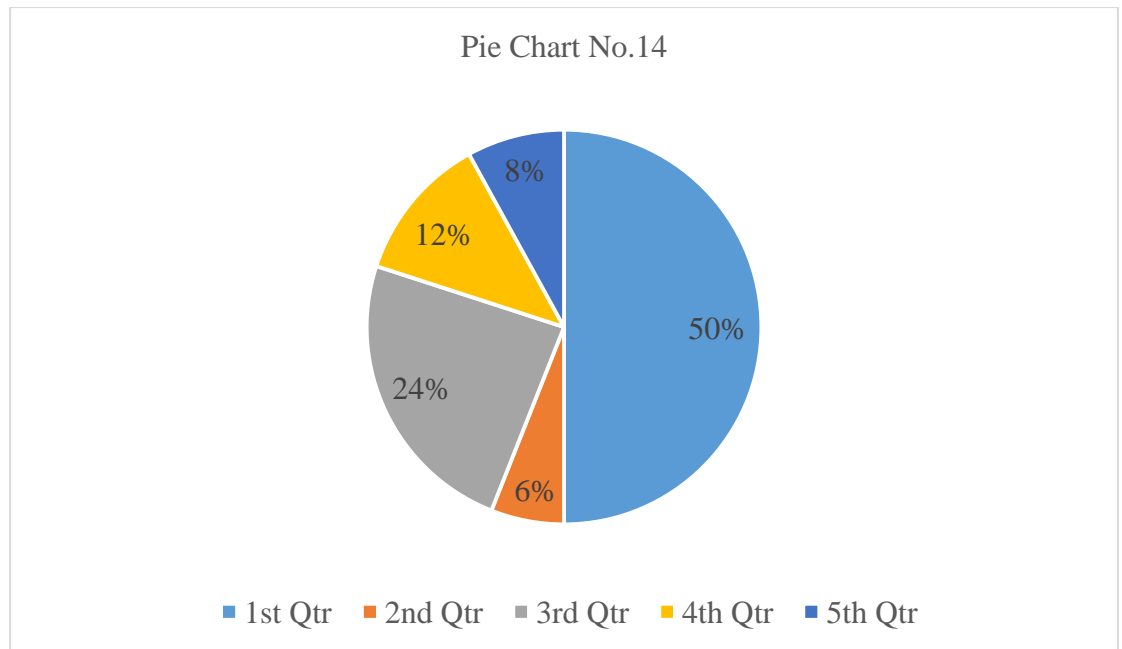
52% students strongly agreed that online classes are an essential of this pandemic situation, whereas; 6% strongly disagreed, 40% agreed, 2% disagreed, and 2% had no opinion. The given pie chart makes more clear on it.



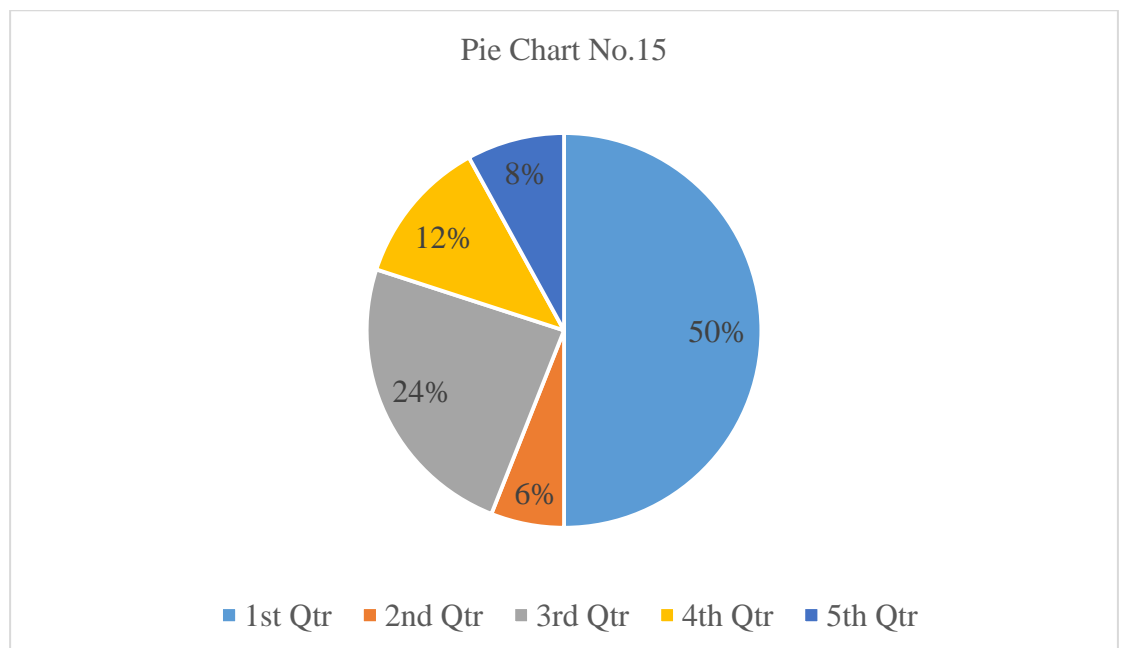
Only 20% students strongly agreed that online classes support to meet the goal of language learning, nevertheless; 20% strongly disagreed, 36% agreed, 18% disagreed, and 6% did not give any opinion. This information has been presented in the following pie chart as well.



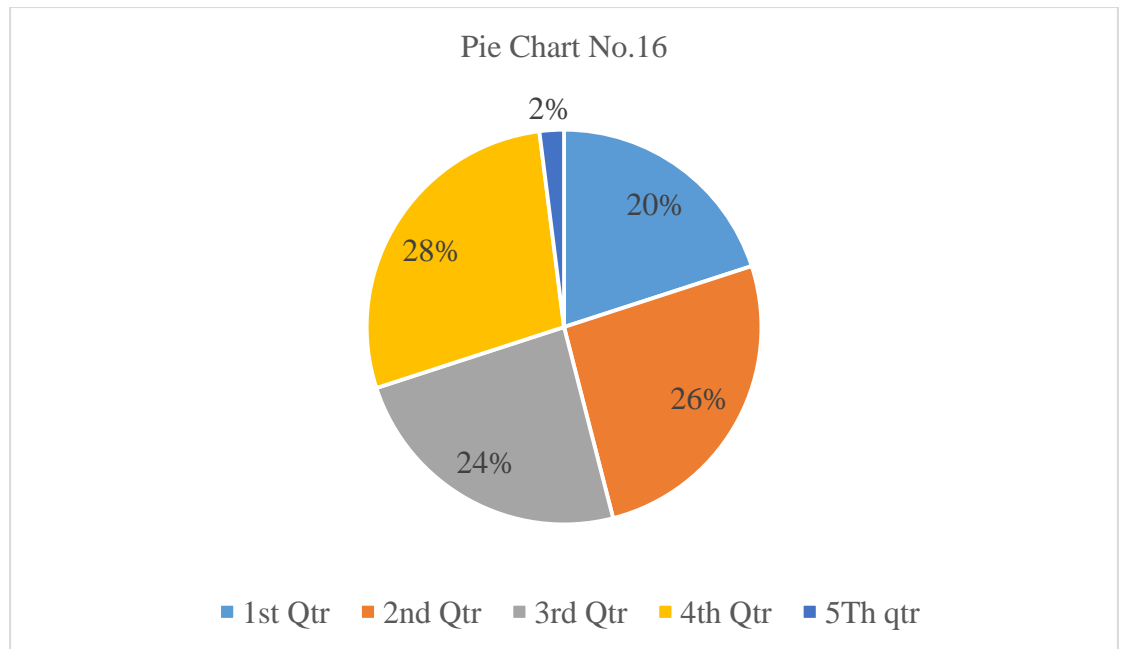
A large majority of students that is 50% strongly agreed that developing listening skill through online classes is highly beneficial, contrastingly, 6% strongly disagreed, 24% agreed, 12% disagreed, and 8% had no response on it. The following pie chart makes clearer on it.



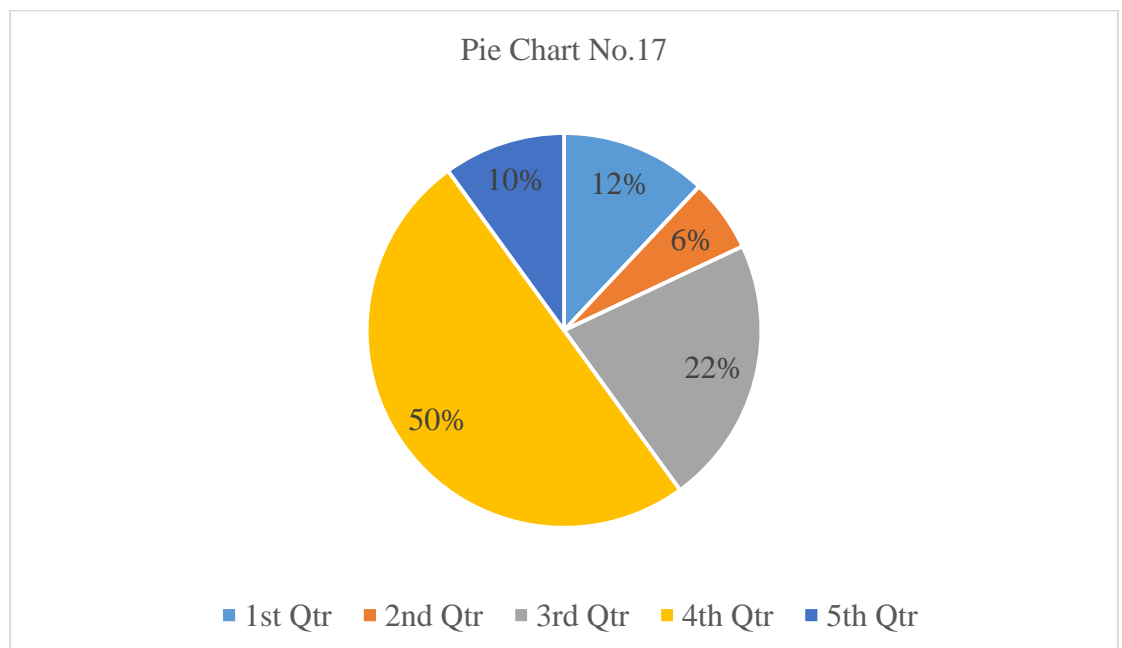
A huge number of students that is 50% strongly agreed that Online classes help to increase students' confidence level, on the contrary; 6% strongly disagreed, 24% agreed, 12% disagreed, and 8% had no opinion. It can be presented in the following pie chart.



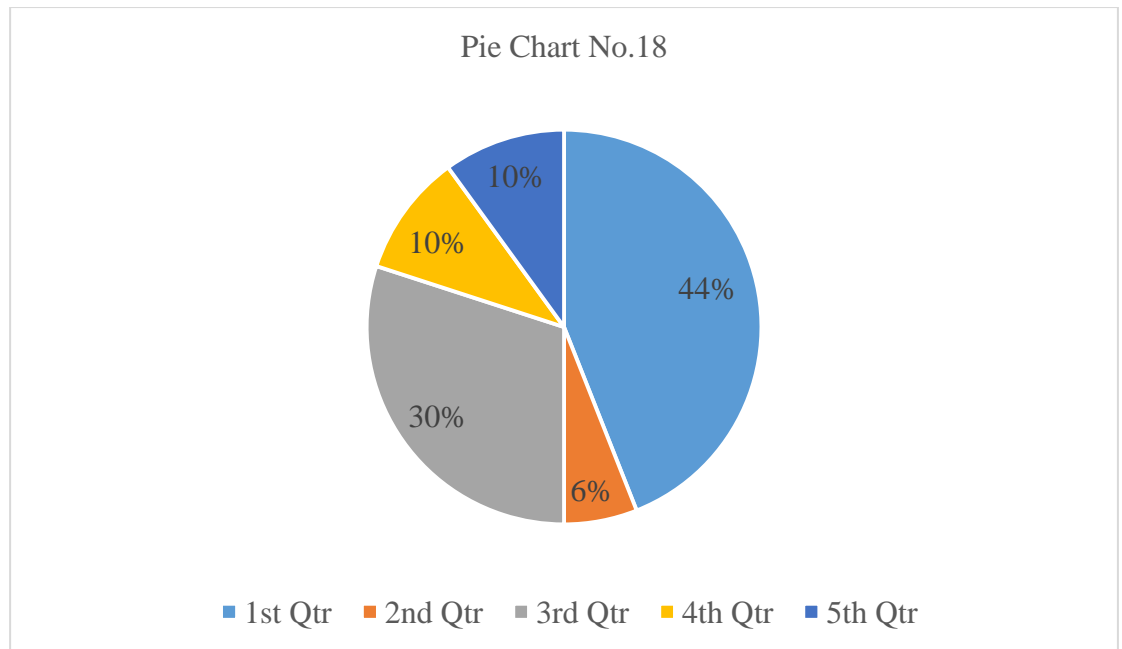
Next, 20% strongly agreed that online classes support to learn four language skills at panic circumstances, 26% strongly disagreed, 24% agreed, 28% disagreed, and 2% remained silent. The pie chart presents more clearly.



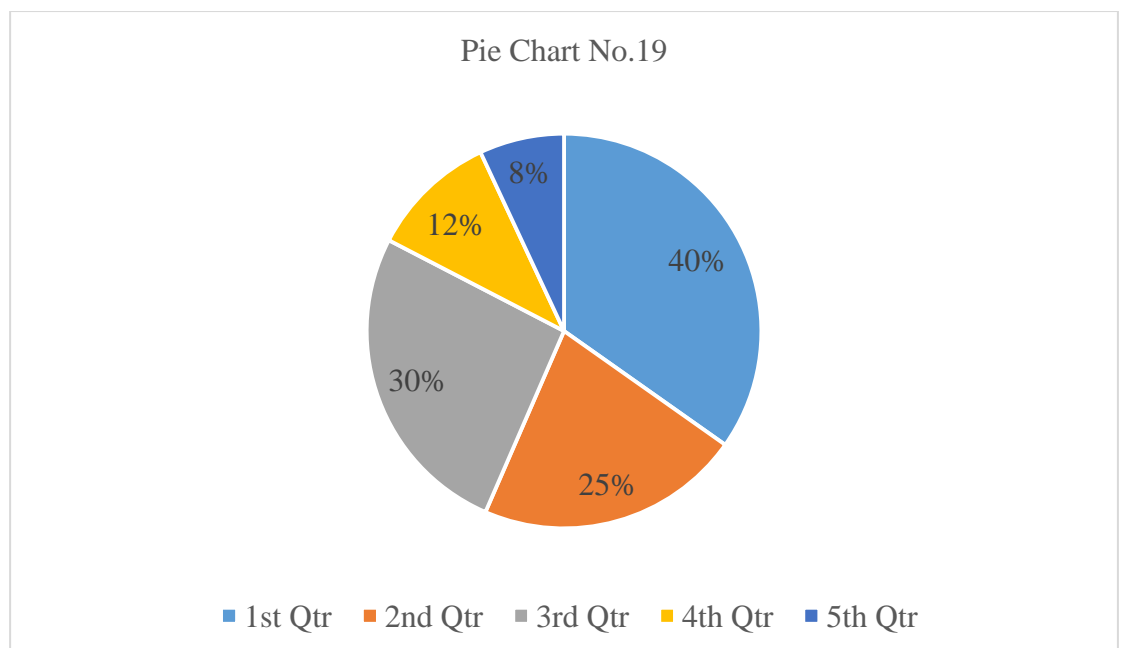
Out of total participants, 12% students strongly agreed that students feel easy to learn language through online classes from home at lockdown period. 6% strongly disagreed, 22% agreed, 50% disagreed, 10% was neutral. The following pie chart makes clearer on it.



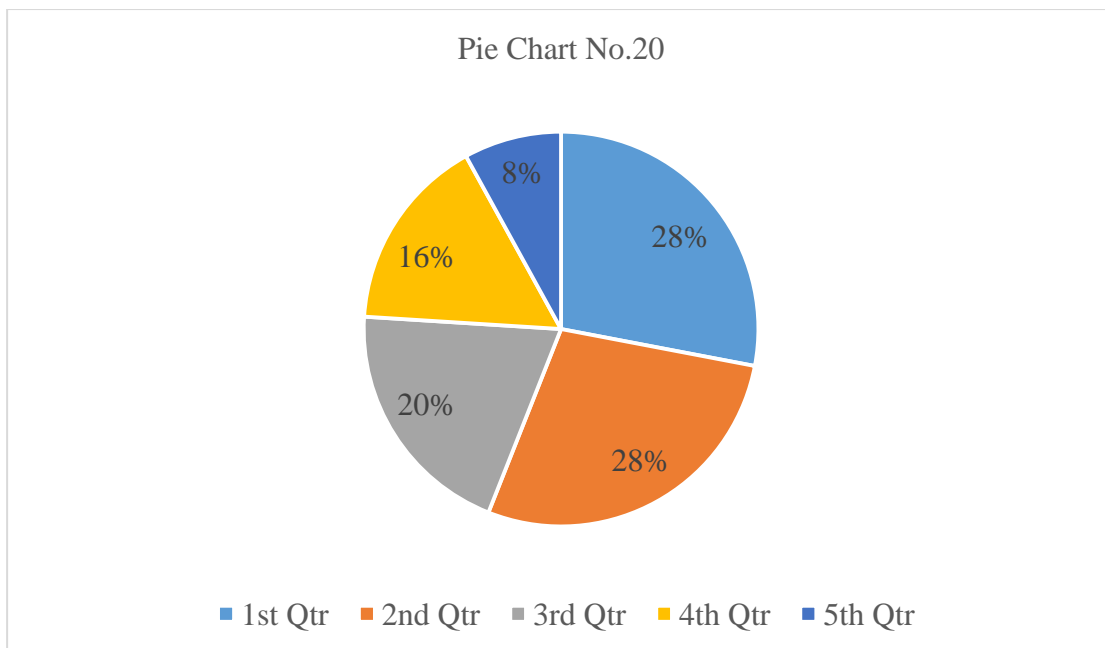
Out of total number of participants, 44% participants strongly agreed that Students feel to hesitate to take online classes, 6% strongly disagreed, 30% agreed, 10% disagreed, and 10% did not have opinion on it. Following pie chart also presents it.



Out of total participants, 50 out of total 40% students strongly agreed that students get anxiety while taking online classes, 25% strongly disagreed, 30% agreed, 12% disagreed, and only 8% was neutral. It is shown in the following pie chart.



28% Participants strongly agreed that online classes are extremely important at the present time. 28% strongly disagreed about it. 20% agreed, 16% disagreed and 8% had no opinion about it.



Finally, from the overall analysis of these close ended questions in table and pie charts, it was found that most of the students were on favor of online classes for developing language skills at the time of lockdown. Thus, majority of them prefer to take online classes in this pandemic situation.

Discussion of Data Collected Through Open Ended Questions

In order to find out the Master's English Education Students' Perception Towards Online Classes, some open-ended questions were constructed and administered to the selected sample. As the primary objective of the study was to identify the perception of students towards online classes for master English education in the pandemic time, with the help of seven specific questions, I tried to deal with Masters' English education students' perception towards online classes in ELT classroom.

Students' perception towards the use of online classes for developing language learning. The first question from the questionnaire is discussed under this theme. The first statement considers the students' responded towards the use of online classes for developing language learning, 34 % opined positive response to the online classes. It was helpful them to take their incomplete classes during the pandemic time. They could easily involve to their language classes from their home.

Language skills generally is known as listening, speaking, reading and writing skills. Without those skills language learner cannot do anything on their career. Online classes encouraged learners' participation on it. Through the participation of

online class, they continue their learning process without any hesitation from their home.

On the other hand, 33% students responded less active in this class. it was problematic for them to use technical term and most problem was they were under less strong network connection. 33 % answered their anxiety and low level of confidence decreased their language skills.

Online classes help in language learning. One question from the questionnaire is discussed under this theme. 20 % Participants responded that it helped them to speak English language without any hesitation between teachers and their friends. It was supported them to ask relevant question about language. 50% participants replied it helped them at this pandemic situation to take their irregular class at home with safely.

Present time is known as digital and smart time for any people. Whether the issue of online classes really, we find help to learn language without any big effort and physical obstacle. Learners easily find a significant material through e-library, video recorder, google scholar, and another website. They also use meaningful application using their smart mobile take the help of internet. So, that online classes help to learn better in the present era.

On the other side, 10 % participants responded they felt nervous to use online class for speaking the reason of low level of confidence. 20 % participants answered they were becoming crazy to listen of teacher audio and their friends too. Added more participants became happy to use web in this covid crises.

Teaching learning more interesting through online services. 30 % participants' answers found similar that was they responded teacher and students' interaction was more interesting through online classes. 10 % participants answered interactive class with student centered method used. 20% participants answered they encouraged from their teacher to speak more to share the problem of them and they motivated to do the requirement of the study.

Students get become happy through online classes in the present time they do not want to stay the close four wall room and just listen to their teacher, they prefer to be an advanced learner, they emphasize to use technology and their curious find in

high level. Students showed their eagerness in digital services and watch the different useful video through internet. Whether they confuse they search in google site and want to be an independent learner.

40 % of the participants answered they were got interesting more through while they get chanced to speak individually between the teachers and their friends. Those time they felt energetic and active to discuss the topic what they got to achieve of the discussion of own perception.

Online classes support to learn language skills better. More than 22 % of students opined that positive on this question. It helped students with different backgrounds, race, or upbringing, to study on it. They abled to hear different opinions and learn more about different and new things of web from home. online classes supported them for Collaboration, continuity of the language classes and actively took as the alternative classes of face-to-face classes in in the covid crises.

They come together in a setting that may be would not be possible if it were not the opportunity of online classes. Generally, Master level students have different skills, passions, and knowledge and personal interest, it supported them to develop four language skills of English language. From online class, when a question was raised, different students can have found different answers and they can learn new things from one to another, but also understand different perspectives. In order to achieved positive result of their study through this classes it was really supporting them.

Challenges Students faced while Learning Language Through online classes. Though online classes they faced big problems in this period. 90 % participants replied they collected negative experience of the class. At first it was totally new technical term to take the class for them and secondly they were stay under the fear of COVID -19, among them 30 of participants were the victim of the Covid -19, Some of lost their relatives in this time they faced physically and mentally problem of the covid and they must participate the online class because they were noticed it was like an alternative class of regular classes and they must complete the class with the help of internet. It was really challenging for them, 10 % unable to take the regular online classes due to the reason of poor network connection, no mobile data and enough

balance of data and the main reason of they all stated at their rural area at the panic time .

At another site we know in the context of Nepal, learner and teacher both want to participate face-to-face class. But the condition of Pandemic, classes has taken through online classes it is the big problem of the learners and teachers to use it at the first time in fear environment.

Students' Suggestion of Using the effectiveness of online classes in ELT

Classrooms. Participants were asked to suggest on the use of effectiveness of online classes in ELT classroom. From majority of them, 20 % answered, it was beneficial. They suggested that it brings their learning to actual level from real level.

20 % Students suggested that effectiveness of online classes in ELT it should be focused inside and outside class for achieving shared goal. It increases the sheer amount of learner talk going on limited period of time and also lowers the inhibition of learners. It bases the activity on easy language. It makes a careful choice of topic. On the whole, clearer the purpose of the discussion, the more motivated participants, giving some instructions or training in discussion skills, and keeps students speaking in the target language.

Result showed that 60% students wanted to take online classes in the COVID-19 period. The majority of the students considered this technique as useful in ELT classes for developing four language skills. They focused their learning process at home in the panic situation.

AS a language learner, suggestion to improve the quality of online education. 80

% Participants responded as a language learner they wanted to improve internet bandwidth connection first. 10% participants answered as a language learner they wanted to improve speaking skills first through online classes. 10% answered they wanted to improve their language proficiency and increase the confidence level to speak fluently in the classroom without any stress.

English language is spreading all over the world day by day. It is an international language and it uses as second language. In the context of Nepal, we should emphasize free internet services, concern the orientation towards online classes and its benefits, spread the message about digital education services. Where

guardians and learner know about the knowledge about internet services and its facilities it becomes low cost and supports economical problem of them.

Added more, all participants wanted strength network and free wi-fi connection to take online classes. All participants answered free online education from campus because they stated at rural area due to the reason of lockdown and they did not have smart phone, even good connection of phone number and they faced economic problems in the crises.

Chapter-Five

Summary, Conclusions and Implications

This chapter deals with the overall summary of the study, conclusions of the study and implications of the study at policy related, practice related and further research study.

Summary

The present study is related to the issue on Master's level English Education students' perception towards online classes. This online class was newly for the regular face-to-face taking class of the students in the lockdown period. From this class did complete their incomplete classes from where they stay. They all study together to achieve a shared goal in safely environment. It changes of the students' existing situations. To be specific, it plays a pivotal role in order to develop four language skills of the students. The main objective of the study was to find out students' perception towards the use of online classes at the time of COVID-19, Survey research was the research design of the study. It was conducted in natural setting. Both primary and secondary sources of data were used to achieve these objectives. Primary sources of data were 50 students who were studying in M.Ed. fourth semester in Central department of TU, Kirtipur, Kathmandu. Non-random sampling procedure was adopted. As a researcher, only one research tool, questionnaire was applied for data collection. Then, collected data were analyzed and interpreted from qualitative view point. The simple statistical tools like percentage were utilized. The major finding of the study is that most of the students were found to have positive attitude towards the use of online classes for developing language skills in the pandemic time.

This study has been summarized in five chapters. **The first** chapter deals with the introduction of the topic in which background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms are included. **The second** chapter includes the review of both theoretical and empirical literature, along with the implication of the review for the study. It also includes conceptual framework. **The third** chapter deals with the methods and procedures of the study. It includes design and method of the study, research population, sample and sampling

procedure, data collection tools and techniques, procedures for data collection, data analysis and interpretation procedure and ethical considerations. **The fourth** chapter includes results and discussion of the study. **Then fifth** chapter summarizes the study and concludes results and findings. Moreover, **the final** chapter suggests some pedagogical implications based on policy level, practice level, and further study. This chapter is followed by references and appendices used for the study.

Conclusions

As a researcher, I realized that use of online classes in master level is not a general task; it is a challenging task the reason of lockdown period and it is specially concern to people's health and their safety. However, what is the difficult situation comes in our own environment, Education requires the solution. Due to the globalization of the world, the scope of English language has been rocketed. It has been titled as international lingua franca. It is spoken every neck and corner of the world. It is used everywhere; education, business, science, culture, agriculture & arts. In this arena of 21st century, it is highly demanding task for learning English language as language is used for communication among human beings. for language learner four language skills is more important for exchanging ideas, sharing feelings and encoding and decoding messages, listening others ideas, thoughts, study others view as a matter of fact, English language learning has been expanded and innovated throughout the world with the application of communication day by day.

From the results and discussions, it can be concluded that most of the students were found to have positive attitudes towards the use of online classes while continuity of lockdown. A huge number of students were found to have positive perceptions towards the use of online classes for developing and supporting English language classes. It encourages to speak students accurately, fluently and appropriately. Based on the collected data, students should be mostly conscious about using online class its technique, using software, cooperation, deals with the poor network internet connection. Students should be aware of the demand of the provision of using online classes in the pandemic era.

Finally, Students can discuss the texts freely from online classes they got the pdf and Powerpoint file as a learning material from the teachers. When they find any kind of difficulties from this classes and the materials, they asked the question while

online classes were started. Therefore, I came to the conclusion that use of online classes has big opportunity of the students who do not to join face-to-face class.

Implications

It will be indispensably useful for students to complete the classes of English Education. It is not only applicable and beneficial for students, but also teachers, policy makers and researchers for their further research. The implications of this study can be discussed in three different levels.

Policy Related

Here, implications at policy related concern with the Government of Nepal, Ministry of Education (MOE), authority of district level and school and other concerning authorities who should be responsible for formulating policy for meaningful and purposive developing speaking with the use of online learning classes. The concerned bodies should formulate with clear vision, planning, and policy of the relation with the use of online classes of ELT.

- This study plays crucial role to dig out the problems and issues of online classes and brings the relation between students and teachers.
- As it believes for the need of friendly environment in language learning with the application of online classes, the concerned bodies should create favorable policy for learning.
- The government, curriculum or syllabus designers, methodologists, language teachers, and text book writers are humbly requested to follow, focus and explore to use of online classes in ELT as a face-to-face class.
- It can be part and parcel to formulate policies for creating student's activeness.
- The ELT personalities and other concerned agencies should encourage use of online classes to increase the student's number in Master level of English Education.
- The concerned authorities should focus on co-operation, collaboration among teachers and learners; and learners and learners.
- Eventually, the results of this suggest that the Government of Nepal, Ministry of Education (MOE), Schools and other concerned bodies should step their

attempt on the use of online classes in master level for developing language skills.

Practice Related

Secondly, the implications of this research at practice related deals with day-to-day life or practical fields with the implementations of curriculum at classrooms, colleges, institutions. The ELT practitioners such as, curriculum developers, linguists, textbook writers, material producers, language teachers, supervisors and other concerned agencies can utilize this study. The major implications of this study in practice level are as follows:

- Based on the analysis and interpretation of all the data, it was proved that online classes seem to be highly fruitful and effective for the students in order to enhance speaking, listening, writing and listening proficiency. Thus, online classes should be applied in the ELT classroom by the teachers to develop students' language skills.
- The teacher should follow, focus and explore more the use of online classes and let the students practice freely in various small groups under their guidance in language classes in order to develop their language skills.
- Online classes are an effective technique for building rapport, developing confidence, co-operation, positive attitudes, decreasing unfair competition and shyness of the students. Hence, online classes should be implemented by all the English language teachers.
- Online classes make students aware, alert, mindful and conscious in this classroom, and builds up accuracy and fluency in speaking proficiency.
- It encourages students to be active participants in this classroom, encourages to find out the problems and helps to solve the problems.
- It encourages teachers to be sincere with the needs and interests of the learners.
- It motivates the learners to bridge the gaps between teachers and learners and creates good favorable environment and relationships among teachers and learners.
- It provides pedagogical considerations and implications to the teachers for the enhancement and betterment in developing speaking of the students.

- Lastly, online classes are part and parcel in developing speaking, reading, and listening. Therefore, it should be given as the highest priority in this century.

Further Research Study

The current study which was carried out in Tribhuvan University, Kirtipur, Kathmandu. The result of the single study is insufficient to decide the effectiveness and perception of online classes in ELT. Thus, more experimental research, action research, and ethnographic researches can be carried out.

Other researches which help to develop speaking skills, listening skills, reading skills and writing skills such as describing pictures, texts; and techniques an example; debate, dialogue, dramatization, individual presentation showing and reading the file should be carried out.

- The researchers can conduct other research designs such as experimental research design, ethnographic research design, action research designs visiting other campus from different parts and corners of the country for developing language skills.
- The researchers can conduct research on online classes of language teaching in other part of English language.
- The researchers can conduct research in developing students' language skills using other methods, approach and technique except online classes.
- As this study gives ideas on how online learning classes plays pivotal role for supporting in ELT, further researches can be carried out to dig out the ways of promoting speaking skills, listening skills, reading skills of learner
- The further research should address relevance and effectiveness of online class in ELT.
- At last, this research is only limited to perception of students towards online classes in English Education. The findings may not be effective in developing other aspects and use of language. Therefore, other researches are suggested to carry out.

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APPENDIX A

Participants Information Statement

Master's English Education Students' Perception Towards Online Classes

1. What is the study about?

You are requested to take part in research entitled “Master's English Education Students' Perception Towards Online Classes” which aims to explore the perception of students towards online classes at Tribhuvan University.

I would like to request you to participate in this study because I am interested to draw some pedagogical implications for online classes in ELT at the pandemic time which students has taken.

This participant information statement tells you about the research study.

Knowing what is involved will help you decide if you want to take part in the research. Please read the sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participants in this research are voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in the study you are telling me that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use your personal information as described.

You will be given a copy of this Participant Information Statement to keep.

2. Who is carrying out the study?

The study is being carried by **Mrs. Puspa Dahal** as the basis for the degree of Master of English Education at the University campus of Kirtipur, Kathmandu.

This study will take place under the supervision of **Dr. Bal Mukunda Bhandari**, professor of the Department of English Education, T. U., Kirtipur, Kathmandu.

3. What will the study involve for me?

This study involves completing a set of questionnaires. This set of questionnaire contains a set of close and open-ended items. These questions are based on my research study.

4. How much of my time will the study take?

It will take about 30 minutes to complete the questionnaire for this research study.

5. Who can take part in the study?

All the M.Ed. Fourth semester English Education Students who can read and write from T. U, Kirtipur, Kathmandu.

6. Do I have to be in the study? Can I withdraw from the study once I've started?

Participation in this study is completely voluntary. Your participation in the study will not harm in your career, future or in your personal life. It will help to find out the patterns of online classes of ELT. You are free to withdraw from the study.

Participating in questionnaire is an indication of your consent to participate in the study.

7. Are there any risks or costs associated with being in the study?

Besides from your time investing to response questionnaire, there will not be any risks or costs as about the associated with taking part in this study.

8. Are there any benefits associated with being in the study?

This study will help you to find out effectiveness of online classes in ELT.

Similarly, it will help you to make habit of online classes of any panic situation.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participant's information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law.

The findings of the study may be published, but you will not individually identifiable in these publications.

10. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like to have further information about the study?

If you would like to know more at any stage during the study, please feel free to contact Mrs. Puspa Dahal (puspadahal6595@gmail.com).

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T.U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education T.U., Kirtipur, Kathmandu. As part of this

process, I have agreed to carry out the study according to the Ethical consideration.

APPENDIX B

Consent Form

Dear informant,

My name is **Puspa Dahal**. I am a researcher from Tribhuvan University, Department of English Education, Kirtipur, Kathmandu.

I am doing my research entitled **Master's English Education Students' Perception Towards Online Classes** under the supervision of **Dr. Bal Mukunda Bhandari**, professor of the Department of English Education, T. U., Kirtipur, Kathmandu. I am interested to use questionnaire tool with M.Ed. fourth Semester students from Tribhuvan University, Kirtipur, Kathmandu. I will conduct the study with those who are willing to participate in questionnaire. The purpose of my research is to explore the perception of students towards online classes at Tribhuvan University. The questionnaire will take thirty minutes. The shared information during these sessions will be kept confidential. Every effort will be made to maintain the anonymity of the participants. The personal details that might make you easy to identify will be changed. In addition, I will use pseudonyms to refer to all the participants, and characteristics that could be used to identify you will be altered. Your participation in this project is completely voluntary, and you are free to discontinue or refuse participation at any time.

Name:

Signature.....

Mail Address/Contact no.:

Date:

APPENDIX C

Questionnaire for Master's English Education students'

Dear respondents,

This questionnaire has been prepared to complete a research work entitled “**Master's English Education Students' Perception Towards Online Classes**”. It consists of close-ended and open-ended items. Please read each instruction carefully and response. The results of this survey design will be used only for research purposes, so please give honest answers. I value your response and thank you in advance for your time and honesty.

Researcher

Puspa Dahal

Department of English Education

T.U., Kirtipur, Kathmandu

Email: puspadahal6595@gmail.com

QUESTIONNAIRES

1. Do you have an access to the Internet?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree

2. Is it appropriate to use online classes for developing speaking skill in ELT classroom?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree

3. Do you prefer online classes than face-to-face classes?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree

4. From the view of yourself, do you think online classes is helpful?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree

5. Do you feel comfortable while using online classes?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree

6. Does the use of online classes have negative impacts in developing writing skill?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree

7. Do online classes solve the occurring language problem of students?
 - a. Strongly Agree

- b. Strongly Disagree
 - c. Agree
 - d. Disagree
8. Do online classes of language learning have positive influence on Masters' level students?
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
9. Students' perception towards online classes is positive.
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
10. Do you enjoy study through online class?
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
11. Do online classes have positive influence on students?
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
12. Online classes are an essential of this pandemic situation.
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
13. Online classes support to meet the goal of language learning?
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree

14. Developing listening skill through online classes is highly beneficial.
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
15. Online classes help to increase your confidence level.
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
16. Do online classes support to learn four language skills?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
17. Students feel easy to learn language through online classes at home.
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
18. Students feel to hesitate to take online classes.
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
19. Do you get anxiety while taking online classes?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
20. Language learning through online is extremely important at the present time.
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree

d. Disagree

Subjective Questions

a. *What is your perception towards the use of online classes for developing language learning?*

I have positive perception towards the use of online classes for developing language learning. It helps me to learn new terms of technical ideas.

b. *How does it help you in language learning?.....*

c. *In which way did you find teaching learning more interesting through online services?.....*

d. *Do online classes support to learn language skills better?.....*

e. *What challenges did you face while learning language through online classes?.....*

f. *What suggestions do you want to provide for the effectiveness of using online classes in ELT? (To teacher, policy maker, stakeholder, administration)*

.....

g. *As a language learner, what could you do improve the quality of your online education?*

.....

Thank you very much for your valuable time and information.

