

**TEACHING ENGLISH LANGUAGE DURING COVID-19 : A CASE STUDY  
OF BELAURI MUNICIPALITY**

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**(N.655)**

**Kanti Ojha**

**2023**

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

**Submitted by  
Kanti Ojha**

**Faculty of Education  
Tribhuvan University  
Kritipur, Kathmandu**

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Nepal  
2023**

**T. U.Reg.No.:9-2-331-60-2013  
M.ED Fourth Semester  
Examination Roll No.: 7328079/073**

**Date of Approval of the Thesis  
Proposal: 2078/6/9  
Thesis Submission: 29/12/2022**

**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: 31/1/2023

.....

**Kanti Ojha**

**RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Kanti Ojha** has prepared this thesis entitled on "Teaching English Language During Covid-19 : A Case Study of Belauri Municipality" under guidance and supervision.

I recommended the thesis for acceptance.

Date: 29/03/2023

.....  
**Mr. Bhim Prasad Wasti**  
Reader and Supervisor  
Department of English Education,  
Faculty of Education, T. U. Kritipur,  
Kathmandu, Nepal.

**RECOMMENDATION FOR EVALUATION**

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

**Signature****Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

University Campus

T.U., Kritipur

.....

Chairperson

**Dr. Bal Mukunda Bhandari**

Professor

Department of English Education

University Campus

T.U., Kritipur

.....

Member

**Mr. Bhim Prasad Wasti (Supervisor)**

Reader

Department of English Education

University Campus

T.U., Kritipur

.....

Member

**EVALUATION AND APPROVAL**

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

**Signature****Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

University Campus

T.U., Kritipur

.....

Chairperson

**Dr. Binod Luitel**

Professor (English Education)

Research Centre for Educational Innovation and Development

Tribhuvan University

.....

Expert

**Mr. Bhim Prasad Wasti (Supervisor)**

Reader

Department of English Education

University Campus

T.U., Kritipur

.....

Member

Date : 15/2/2023

## **DEDICATION**

**Dedication**

**To**

**My Parents**

Who devoted their life to make me what I am today.

## ACKNOWLEDGMENT

My first gratitude goes to my respected supervisor, **Mr. Bhim Prasad Wasti**, Reader, Central Department of Education, Department of English Education, Kritipur, Kathmandu for his professional guidance, constant assistance and constructive suggestion and feedback. I feel grateful, proud and fortunate to have worked under his supervision.

Similarly, I would like to extend my sincere gratitude to **Dr. Gopal Prasad Pandey**, reader and head, Central Department of Education, Department of English Education, T.U., Kritipur, Kathmandu for his genuine and continuous academic suggestion, encouragement, and instruction to accomplish this thesis. I am thankful towards **Prof. Dr. Balmukunda Bhandari**, **Mr. Ashok Sapkota**, **Resham Acharya** for their valuable suggestion.

I would like express my sincere gratitude to the external supervisor **Dr. Binod Luitel** for his valuable recommendations with constructive feedback during the viva of this thesis. Likewise I am equally indebted to the gurus, who taught at different level, and other supporting hands are equally thanked for their encouragement, direct and indirect scaffold to make me able to conducted this research for my graduation.

In the same way I am equally thankful to **Mr. Kishor Oli** and my dear friends for giving valuable suggestions on time. The staff members of the university campus, Department of English Education, Curriculum Resource Center and Central Library. Finally, my special thanks go to all who encouraged and supported me directly and indirectly in course of conducting my research work successfully.

Kanti Ojha



## ABSTRACT

The study entitled, "Teaching English Language During Covid-19 : A Case Study of Belauri Municipality". The present study aims to analyze to discuss the method of teaching English during COVID-19 period by using online tools in the context of Ugrtara Bal Vidhayala Belauri municipality of Kanchanpur. To carry out this research, I used phenomenology research design following a qualitative research approach. Four English teachers were selected using a purposive non-random sampling strategy in order to obtain the data. Similarly, I used in-depth interview for data collection as research tools. The systematically collected data were analyzed descriptively and thematically. Finally, after analyzing the data, findings were drawn. From the analysis and interpretation of data it was found that Zoom and teams were highly used to run online class during covid-19 pandemic period. In my study area online classes were not found effective. It was only used as an alternative to regular classes. Due to lack of effective facilities of electricity and internet online class could not run effectively in the school. Teachers and students are not habituated in online classes so they felt problem on it. Students from low economic background had no access of smart phones and computer to participate in online classes. Like that school has not access on separate computer lab and technician so that technical problem has frequently occurred in school. Students had misused the class online classes. Most of the English teachers had no sound knowledge on technology so that they faced difficulties on conducting online class. Except that some of the advantages also can be seen in schools after conducting online classes. Half of the respondents most like the 'zoom' and some of the respondents mostly like the 'team'. Similarly some of them like Skype and messenger as the most like tool for online class. Most of the teachers of the study area used zoom or teams to teach English during COVID -19. Majority of the respondents noted that zoom/ teams was sufficient for online class. Most of the respondents have mixed perception about using zoom and team for English teaching.

This thesis consists of altogether five chapters. The first chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter deals with the review of conceptual literature, the review of the empirical literature, the implications of the review for the

study, and the conceptual framework. Likewise, chapter three consists of the research design, population and sample, sampling procedure, data collection tools and techniques, data analysis procedures, and ethical considerations. Similarly, chapter four comprises results and discussions of the data. Finally, chapter five includes the findings, conclusions, and recommendations of the study. References and appendixes are at the end of this thesis.

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## **Chapter I**

### **Introduction**

This study entitled "Teaching English Language During Covid-19 : A Case Study of Belauri Municipality" makes an attempt to find out Teachers' Perceptions toward teaching English language during COVID-19 . This section consists of general background, objectives of the study, statement of the problem, research questions, and signification of the study, delimitation of the study and operational definition of the key terms.

### **Background of the Study**

Digital technology like Smart phone, laptop are used in the time of COVID-19 pandemic to run classes. Before COVID -19 pandemic period, these digital technology was used to facilitate the classes in special occasion , however, during the time of pandemic it is used as necessary to run online classes. Various applications like face-book, messenger, YouTube, Skype and learning apps are highly used in Nepal to run online class in secondary level. Government also formulates policy to run online classes during pandemic time and provides internet facilitates to all the schools in low cost.

In this challenging modern era of technology, learners are delighted to learn using the basic concept of technology. According to Song, (2016) notes, "Technology plays an important role in bringing innovation and motivation for the learners. Online learning devices are like computers and smart phones played important role to conduct online class" (p.4). Through the well-known online communication media like Zoom application, online language learning is among the learner. Zoom application is used for communication using video and can be used a variety of mobile devices, desktops, telephone, and space systems. In general, users use this application to conduct meetings to video and audio conferences. At the first time the application was introduced in San Jose California, United States in 2011 and it was used by various organizations and companies to accommodate employees in remote area. Web 2.0 tools and motivation has been studied extensively. In this regards,

Terrell (2011) says "that access to online tools increases English language learners' motivation to practice English outside the classroom"(p, 17).

During the time in COVID-19 pandemic, information technology is highly used to run life. It is used in all aspects of life including teaching learning process. It has also helped to improve the simplest of practices, such as the development of traditional learning techniques.

The COVID-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking toward e-learning platforms to continue with the process of educating students. It is a transformed concept of education with online learning at the core of this transformation. Today, digital learning has emerged as a necessary resource for students and schools all over the world. For many educational institutes, this is an entirely new way of education that they have had to adopt online learning is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well. In recent time, the demand for e-learning has risen significantly, in future.

Computer technology is one highly used in language learning during COVID pandemic time. At that time is used in teaching and learning activities through information and communication technologies. The technology is currently being used in education to assist students learning. ICT supports the modern principles of learning and language acquisition. Individualization, interaction and student motivation, often considered paramount in modern education theories, are necessarily a part of the process in ICT. It more effectively than the past through enhancing access in wide range of new pedagogy. ICT not only support on teaching leaning but also enables to run administrative tasks more efficiently. Information and communication technology (ICT) can complement, enrich and transform education for the better. In this regards, UNESCO (2014) notes:

ICT in education has multiplier effect throughout education system, by enhancing learning and provides new set of skills; by reaching students with poor or no access (especially those in rural and remote regions); by facilitating and improving the training of teachers; and by minimizing costs associated with traditional instruction. (p. 35)

ICT education enhances the learning skills of students through using communication technology. Communication technology is only run through electronic devices like computers, laptop mobile phone tablet etc. Yusuf (2007) describes, "ICT as an electronic technology used for accessing, processing, gathering, manipulating, presenting and communicating information"(p. 56). He emphasized that when ICTs are employed in education, they can accelerate, enrich and deepen basic skills in reading, writing, arithmetic and the sciences beside motivating and encouraging students to learn as they become more independent and responsible for their learning. Nwakundo, (2006) describes:

Information communication technology is a tool that comprises electronic devices which are utilized for the information and communication needs of institutions, organizations, students and individuals. Such electronic devices include computers (software and hardware), networking, telephone, video, multimedia and internet. Application and utilization of these devices convert information, text messages, sounds and motion to common digital forms. (p. 78)

Nwakundo focuses on various types of devices that help to run various types of programs related to ICT. Microsoft team and zoom is highly used to run online class during COVID time in the context of Nepal schools and colleges prepare certain apps and run the class through apps. Before COVID pandemic digital technology only used to play music in class room. In some well furnished schools only run digital lab in school but after COVID-19 there made compulsion of establishing digital library; however teachers have no sufficient knowledge to handle digital device. Even in running online class there teachers hardly take interest. Mahboob (2020) notes:

In order to understand the impacts of school closures and resultant technolised education, it is important to understand the fundamental differences in what may be termed as the ‘normal’ education and the new socially/physically distanced education. While the former is community divorced (i.e. taking children away from home and community), the latter is community embedded, i.e., it takes places within the homes and residences of the students. (p. 67)

Nepal has big gaps among its citizenry in terms of their socio-economic and education/literacy background. The existing system of education and the uneven distribution of its resources have often been blamed for the widening gaps between

the haves and have-nots; in the advent of COVID-19, the digital divide and the uneven access to e-learning and e-resources increased the gaps even further by widening the inequalities between the advantaged and disadvantaged children.

During the period of COVID-19 schools and colleges are closed and schools and universities have begun distance learning. At that time digital technology is highly used in teaching learning activities. In the context of Kanchnapur district also all the schools including government and private had used digital device to teach students. The study proposed to analyze the leaning management during and after COVID-19 pandemic.

### **Statement of the Problems**

After COVID-19, teaching learning situation has been changed. At that time digital technology used in teaching learning in Nepal. Devices like smart phone, laptop and computers are highly used in online class; however, all the teachers have no enough idea and skill to use online class. There was not option of present physically in class room and government requests all the educational institutions to use online application and run the class. Some of the schools run online class during COVID-19 period without sufficient skill and infrastructure. In this context it is urgent need to study on the perceptions of teachers about using online class during COVID-19 pandemic as an alternative way of teaching learning. In Kanchanpur district also computers and mobile phone are used to conduct online class by using during various applications like zoom, messenger, you tube Video. The study concentrated on the perceptions of the teachers using tools like zoom and teams for class room teaching learning activities. The study focused on how teachers perceive the application like Face book, You tube video, zoom for online class, does these applications are effective for online torching , Did you see challenges to run online class ?or did teachers like online class or not at that time.

### **Objectives of the Study**

Objective of this study were as follow;

- To identify use of zoom and team zoom, in English language teaching during COVID-19 period
- To analyze challenges of teaching English language through online during COVID-19 pandemic time



- To suggest some pedagogical implications based on findings.

### **Research Questions**

The study was based on the following research questions

- How do teachers perceive teaching English during COVID-19 (using tools like Zoom, team?)
- What are the challenges that teachers have been facing to use online class?
- How online class can be run effectively in community school of study area?

### **Significance of the Study**

The research carry out to find out the students and teachers' attitude toward digital class for teaching and learning, that research also used to carry out the use level of students and teachers for learning or other transaction, when the research become complete then we can get the new information about the students and teachers' perception toward the use of digital class. The research can be exhibited the students and teachers' interest about the social media for teaching and learning process. Every research has own types of significance therefore in this research also brings some significance such that research to identify the actual perception and attitudes of teachers and students toward the use of digital technology in teaching and learning. The study will help to understand the teacher attitudes and perception about the change that bring due to digital technology.

### **Delimitation of the Study**

The study was delimited in the following limitations

- The study is limited on Ugrtara Bal Vidhayala of Belauri municipality/ of Kanchanpur district
- Only 4 teachers currently teaching lower secondary and secondary level in Ugrtara Bal Vidhayala were selected
- The study only analyzed the teacher perceptions of teachers in teaching during COVID –pandemic period.

### **Definition of the Key Terms**

**ICT:** Technologies such as Computer, TV, Radio, Internet, Mobile extra or combination of Information, Communication and Technology.

**Attitude**

An Attitude is a complex affair, which cannot be wholly described by any single numerical index. It refers to people feeling, ideas, fear and conviction about social media.

**Attitude scale**

It is a scale used to obtain the measure of an attitude or belief of an individual towards some phenomenon for e. g. positive and negative attitudes

**Community school**

Schools which are established and sponsored by government of Nepal

**Virtual-classroom**

Online class is structured much like a classroom course. May or may not include synchronous online meetings.

## **Chapter II**

### **Review of Related Literature and Theoretical Framework**

Literature review is one of the most significant parts of research procedure, which has provided the valuable contribution to every step of the research. This chapter illustrates the existing literature; the literature review gives one perception to improve the research.

#### **Use of English Language**

English education began in Nepal during the period of Junga Bahadur but it was not flourished till the time of dev smasher. With Batukrishna Maitreya, Dev Shamsher had the discussion with regard the medium of the education and the former suggested that English should be the medium of the Education.(Sharma, 2003 ). This evidence shows that people had a great respect to the English Education in that period.

The Ranas were over thrown and the king came in the power in 1951 when there was a great public revolt under the leadership of King Tribhuwan Bir Bikram Shah Deva against the Rana Regime. The Ministry of Education was set up in 1951. Numerous primary, secondary schools and college were established after the establishment of the democratic regime. In 1956, the first five year education plan was scheduled for the overall development of the country. English Education in Nepal, prior to the New Education System Plan (NESP) 1971, was in shadow. According to the NESP plan, English was taught from grade four. In accordance with the present education system in Nepal, English is taught and learnt as a compulsory as well as an optional subject which shows the significance and popularity of it.

English is popular all over the world. It is not only spoken in Britain and America but also in every corner of the world. Thus, it is an international language. It is widely accepted as the language of international communication as it is used by the UNO and SAARC countries. It is used to get worldwide knowledge in various fields like literature, academics, science and technology.

The purpose of teaching a language is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is to be directed to equip students with the language skills they really need. The four

main skills are listening, speaking, reading, and writing. Haycraft (1978) stated that, "To be able to use the language, to convey thoughts, intentions, wishes, information etc. a person needs a mastery of various elements" (78). The four skills mentioned above can be classified as receptive and productive skills. Generally, listening and reading fall under the category of receptive skills while speaking and writing are productive skills. That is, while listening we understand the spoken language and we understand the written language while reading. Similarly, while learning productive skills what is aimed at is the selection of the relevant language for the situation concerned. However, we cannot draw a watertight distinction between the receptive and productive lines because, at times, receptive skills tend to be productive and vice versa. Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Bereiter, 1994). When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

The teacher makes sure he/she understands the students' preexisting conceptions, and guides the activity to address them and then build on them (Oliver, 2000, p. 3). Constructivism has roots in philosophy, psychology, sociology, and education. But while it is important for educators to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development (Tam, 2000). Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key. Two important notions orbit around the simple idea of constructed knowledge. The first is that learners construct new understandings using what they already known.

There is no tabula rasa on which new knowledge is etched. Rather, learners come to learning situations with knowledge gained from previous experience, and that prior knowledge influences what new or modified knowledge they will construct from new learning experiences (Phillips, 1995). The second notion is that learning is active rather than passive. Learners confront their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experience. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge (Phillips, 1995). According to Driscoll (2000), and constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences-or connections with the adjoining atmosphere-play in student education. The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences.

This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes. Constructivism is often compared to objectivism, which is usually quoted as being the counter point or direct opposite of constructivism. Much of objectivist theory is based on the work of behaviorists such as Skinner (1953). Objectivists believe that information itself is knowable outside the bounds of any human mind, and that any individual interpretation of knowledge can be said to be either correct or incorrect. Objectivists view individual pieces of information as symbols or currency that can be acquired by humans, and can be transferred from human to human should the correct learning conditions exist. (Jonassen, 1991) While much of the early work in formal instructional design derived from objectivist theory, modern academic minds have

come to accept that learning environments which more closely match the needs of constructivist learning may be more effective.

In this theoretical aspect provides the own perception such as according to the attitude of teachers. The digital technology can be applied, if that used for the interactive learning at that situation that provides the positive role within the learning process else that can be played the negative role therefore there are many more causes to be used in social media. Digital technology can be applied according to the trained based approach thus theoretical approach become concern with this topic. Also within each main skill, there are a number of sub-skills, which often overlap and reinforce one another. If the teacher decides the particular kind of practice, his students need, he can then blend them with his teaching of structure, vocabulary, and pronunciation. Azmi, (2017) conducted:

Information technology (IT) refers to the hardware and software used in computerized information systems and has been a major force in shaping the current society. Information and communication technology has a great impact on the education industry and has to lead to changes in the delivery mode of education and learning or teaching. (p.34)

ICT (Information and Communications Technology) is an umbrella term that includes any communication or application which encompassing radio, television, cellular phones, satellite systems, computer and network hardware or software and so on. From the computing dictionary, ICT is the study of technology used to handle information and aid communication. Cakici, (2016) states:

Nowadays, ICT is rapidly developing in many of countries which due to the globalization and technological change. Recently, ICT is widely used in many areas or sectors such as education, economy, politics and social. Especially for education, many countries now regard understanding ICT as part of the core of education, alongside writing, reading and numeracy. The emergence of ICT has made an improvement on the education for every student as it brings a lot of advantages for every student. For many teachers, ICT also has improved their effectiveness on the teaching process which in turn could help the student to enhance their educational performance. (p.46)

That goes without saying ICT has gradually become a part of the life for every students and teacher. The computers and internet has shown their effectiveness and efficiency in education. Besides, ICT has also improved the learning environment of student. For ICT, if we used appropriately, it could help to expand the access of education for students and raise the quality of educational by reinforce the relevance of education.

### **Use of Zoom in Teaching**

Zoom is a video conferencing tool that provides instructors and students a way to meet online synchronously via a personal PC/laptop or cell phone with or without using video. Instructors can set up Zoom meetings to conduct classes online, as well as record them for later access by students.

The electronic educational resource Zoom has helped to introduce a number of innovations into foreign language instruction. The widespread use of methods, activities and tools of Computer Assisted Language Learning enabled many teachers all over the world, including Nepal, to enhance their teaching and maximize learning opportunities for their students. Fortunately, more and more high schools on the one hand and households on the other have computers and Internet access to make technology-assisted learning possible. Typically, there are two sets of English teachers interested in experimenting with online teaching: Those who are considering using distance learning courses for students who can't attend classes.

In a situation where more and more of us need to stay home, we need to find other ways to meet. Here are some tips and advice for university teachers on what can be good to think about and do in online teaching with the e-meeting service Zoom. The online distance learning tools are changing the world we live in and the way we learn to live. One of the new original software-based conference room solutions is Zoom technology. Zoom is a cloud based service which offers Meetings and Webinars and provides content sharing and video conferencing capability. It helps, for example English teachers bring their students together in a frictionless environment to get more done. Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones and room systems. Zoom's features allow English teachers to explore and assess the four skills through rich

interactions with medical students. In addition to screen sharing, Zoom motivates English teachers to annotate their shared screen, making lessons more interactive. English teachers can record their lessons to the Cloud or locally – medical students can also record and turn recording on and off as many times as they like during a lesson, if the teacher enables this feature. Teachers can record lessons and watch them again to assess medical students' strengths and weaknesses and learners can self-assess their skills by watching recorded lessons. Students can watch the recorded lessons in a sequence to see their improvement over time. In addition, English teachers can assess medical students' development by showing the recorded lesson to another English teacher, whom they trust, and asking for constructive feedback

### **Use of Teams**

The online learning should achieve four major elements: interaction; social presence; structure; and satisfaction. According to his study, the increased percentage of students' satisfaction will reduce the rate of students drop out of online classes. The same goes to social presence rating, in which when it increases, students will feel that they are a part of the learning environment and it makes the class more interactive and less structured. Learning style has no relationship with students' performance. Based on the experiment, students who are expecting high difficulty in online study at the first time for their module grades and also the difficulty level of texting and test items show poor ability of students through online assessments. On the other hand, online students might easily feel isolated and lose their confidence and patience since they have limited opportunity to communicate and receive direct encouragement from lecturer and classmates.

Microsoft Teams refers to a digital cloud app hub that puts together discussions, meetings, files, and applications in a single LMS (Learning Management System) (Microsoft, 2018). Tsai (2018) expects Microsoft Teams to experience the fastest growth in the next two years. 41 percent of organisations plan to use Microsoft Teams globally by the end of 2020, while Microsoft Team has 75 million users by April 2020. Microsoft Teams has been adopted by various schools to streamline the remote learning process. The use of Microsoft Teams has been said to greatly enhance teaching and learning, teachers' ability to grade and monitor students' assignment, classroom organization, and teacher-student interaction (Alameri, Masadeh,



Hamadallah, Ismail & Fakhouri, 2020). Effective learning with the use of Microsoft Teams requires that teachers and students be trained in it. Lu (2010) also noted that teachers and student's behavior using Microsoft Teams platforms could be influenced by self-efficiency, age, training, and internet availability. Also, physical and psychological factors in the Microsoft Teams environment could either encourage or inhibit the students' attitude to and performance in learning (Zandvliet, 2003 as cited in Adewole-Odeshi, 2014). These factors and other social factors in remote learning impact on the values which students and teachers share in education, and they should therefore also be considered alongside the technological tools.

### **Concept of E-learning**

E-learning is a flexible term used to describing a means of teaching through technology. The concept of e-learning was initiated during the 1980s, within the identical term of other delivery mode of online learning, while some author explicitly defines e-learning ,others imply a specific definition or view of e-learning in their article. E-learning is the term for all kind of (ICT) technology -enhanced learning, where technology is used to support learning that is different from our traditional way of printed material form. It includes computing and communication facilities and features that variously support teaching, learning and a range of activities in education which constitutes hardware (CPU, monitor, projectors) and software (text editor, database and browsers). ICT is presenting a new model of education with a view of preparing students for “long life learning”. There are different ways of categorizing of e-learning. As per Algahtani, there have been some classifications based on the extent of their involvement in education (Algahtani, 2011).

In the recent decades we have been witnesses of a rapid growth in the field of information and communication technologies (ICT) development. New technologies have been infiltrating all parts of everyday life, changing and modifying the ways people communicate, work, spend their leisure time and also study. The generation of young people who have been surrounded by digital devices since their early childhood is generally considered to differ from the preceding generations in terms of their learning styles preferences, attitudes and approaches to learning requiring from teachers and responsible decision-makers in education to adapt the current educational system to suit their needs and preferences (Slechtova, 2015). Developments in the

field of science and technology influenced the education as many other scientific areas. For this, it becomes very important to expand the technological infrastructure for educational institutions, particularly as the methods and technologies of education changing quickly.

Information and Communication Technology (ICT) in education is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. The use of ICT creates a powerful learning environment and it transforms the learning and teaching process in which students deal with knowledge in an active, self-directed and constructive way (Ndirangu, Sossion, & Wambugu, 2015).

E-learning has play an essential role for every students in their education, the purposes of e-learning for students are to enable them to acquire the skills that needed for the future higher studies or the digital world, which then help them to easily get a job in future. Besides, the critical thinking and analytic skill are needed for students in their future. E-learning is used with the purpose to promote those thinking and skills of students by self-developing. Thus, student was no longer depends on the teacher anymore as it would transform the classroom environment from teacher- centric to student-centric learning. In addition, the purpose of ICT is to offer an effective learning environment for students which then increase their performance in academic. Lastly, ICT is to enhance the existing curriculum and pedagogy for teaching and learning.

E-learning can be defined as the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance. E-Learning encompasses systems to enable information gathering, access, distribution, and communication in various forms especially the use of ICT in teaching and learning. Over the past few years, e-learning has emerged as a new tool to enable educators to make use of the internet facilities to deliver their teaching online in higher learning institution. With e-learning, traditional learning environments are transformed into more efficient and attractive learning experiences. In addition, it has overcome restrictions of space, location and time constraints by leveraging equal

learning opportunities for anyone, anywhere, anytime, in any desirable mode (Haw, 2015).

The use of e-learning can change teaching techniques in several ways. With e-learning, teachers are able to create their own materials and thus have more control over the materials used in the classroom than they have had in the past. Students associated with e-learning would raise interest and increased motivation on their part. Interactive courseware was popular amongst students particularly games and simulations seen as combining practical challenges with learning opportunities. Students also saw e-learning tools as helpful to overcome the difficulties they experienced in producing work to a good standard notably where this involved scribing by hand so also reducing scope for criticism by teachers. Equally however, without the capacities required, ineffective use of e-learning tools could be highly demotivating to the students. For some students, use of e-learning tools could diminish the sense of capability and accomplishment they gained from carrying out tasks without assistance (Slechtova, 2015).

According to G.C, (2018) Student's attitudes towards use of e-learning materials in higher secondary school/ campus level in Kathmandu valley are significantly positive. Students are in favor of using e-learning. Student's responses show that e-learning is needed for better learning to take place. Only a negligible number of students have negative perceptions, misconceptions, misunderstanding and illusions towards e-learning. Students were enthusiastic in learning with the help of e-learning. The various aspects of e-learning tools visually, dynamic in nature help students to provide more depth understanding of quantitative techniques. Students were very much impressed and excited to know about the quantitative techniques based on software (G.C., 2018).

The attitude toward e-learning can be viewed as a an umbrella for the methods of education supported by ICT, and specified with the consent or lack of consent of the students or lack of consent on the importance of technology and their special skills. Besides that, students' attitude towards e- learning affected through what they see as the advantages and disadvantages for this type of education. Students' attitude towards e-learning is influenced by its perceived advantages and disadvantages. The schedule flexibility is, without no doubt, an important advantage, the student having

the opportunity to learn no matter his location, no matter the time as long as he has an Internet connection. Reducing costs is another benefit together with time saving, in case of students who are commuting. Still, there are disadvantages which are connected to technical aspects of the e-learning system, meaning the availability of certain technologies not only for learning institutions, but also for students. Moreover, an important disadvantage concerns students' abilities to use it efficiently the technology. The basic abilities needed by a student entering an e-learning program refer to use of writing software, internet browsing, and email communication. If these are missing, learning efficiency through e-learning diminishes, the student having to face a stressful feeling, which can turn into frustration and insecurity. These emotions influencing the student's attitude toward e-learning usually appear due to the lack of human interaction with colleagues and especially with teachers who can induce a certain discipline of working for students establishing rules, dead-lines, evaluation systems throughout the whole period of learning. That is why students with low motivation, not being constraint by the presence of a teacher, by a strict program as in the traditional system, cannot adapt to e-learning (Berteau, 2009).

### **Types of E-learning**

There are various types of e-learning in this study I discuss major types which are as follows

#### **World Wide Web**

The World Wide Web has offered opportunities to promote e-learning with considerable impact on the distribution of content, learning tasks, and assignments in training and distance education. E-learning is one of the latest and far-reaching forms of distance education that has brought a dynamic revolution in every aspect of our lives. There are diverse ways of classifying the types of e-learning. There have been some classifications based on the extent of their engagement in education. Some classifications are also based on the timing of interaction. Algahtani divided e-learning into two basic types, consisting of computer-based and the internet based e-learning. (Algahtani, 2011, p.6). The internet-based learning is a further improvement of the computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the

availability or absence of teachers or instructors. Zeitoun classified this by the extent of such features use in education, mixed or blended more, assistant mode, and completely online mode. The assistant mode supplements the traditional method as needed. Mixed or blended mode offers a short-term degree for a partly traditional method. The completely online mode, which is the most complete improvement, involves the exclusive use of the network for learning (Zeitoun, 2008,p.55).

### **Interactive e-Learning**

The e-learning has two modes such as synchronous and asynchronous. The synchronous type allows learners to discuss with the instructors and also among themselves via the internet at the same time with the use of tools such as the videoconference and chat rooms. This type offers the advantage of instantaneous feedback. The asynchronous mode also allows learners to discuss with the instructors or teachers as well as among themselves over the internet at different times. It is therefore not interaction at the same moment but later, with the use of tools such as thread discussion and emails, with an advantage that learners are able to learn at a time that suits to him. (Almubarak & Almosa, 2005). The learning process achieved by using digitally delivered content or interaction is e-learning. Mainly, e-learning focuses on the use of computers whether in distance or in a classroom to deliver content to students.

### **Individual types of e-Learning**

In this types of e learning learners can learn individually by using internet. With the advancement in technology and the use of the World Wide Web the learning process is not only limited between a teacher and student. Learning can be achieved through reading blogs, participating in online forums, threaded email discussions, social media or through online training platforms such as the code academy. It is very common for people to use a search engine such as Google to look for information ranging from what to eat to what to wear in a particular day. People consult different blogs or online tutorials to learn about products or particular ways of doing tasks. These all are e-learning processes. Depending on the use of the source or the delivery medium, e-learning can be of different kinds: Purely online: no face-to-face meetings, Blended learning: distance learning or a combination of online and face-to-face, Synchronous: instructor led online courses, Asynchronous: self-placed learning methods placed on the internet, network or storage devices, Instructor-led group:

distance learning where students may be from different geographical locations and learn from a single teacher, Self-study: learning by visiting blogs, tutorials or informative websites, Self-study with subject matter expert: learning by regularly visiting some experts blogs or up-to-date sites, Web based: learning purely by looking up on the Internet with the use of search engines or social media groups such as Facebook, Computer based: learning by accessing study materials from different storage devices like CD ROM or USB in the computer, video/audio tape: learning by accessing multimedia files through YouTube or any other video/audio sharing websites (Guragain, 2016, p. 4).

**Advantage of E-learning:** E-learning is beneficial to education that use in all types of learners. It is affordable, saves time, and produces measurable results. E-learning is more cost effective than traditional learning because less time and money is spent traveling. Since e-learning can be done in any geographic location and there are no travel expenses, this type of learning is much less costly than doing learning at a traditional institute. E-learning helps students develop knowledge of the Internet. Bloomsburg University, (2006) Stated:

This knowledge was help learners throughout their careers. E-learning encourages students to take personal responsibility for their own learning. When learners succeed, it builds self-knowledge and self-confidence in them. Educators and corporations really benefit from e-learning. Learners enjoy having the opportunity to learn at their own pace, on their own time, and have it less costly. (p.6)

The adoption of e-learning in education, especially for higher educational institutions has several benefits, and given its several advantages and benefits, e-learning is considered among the best methods of education. Bloomsburg University, (2006) indicates, "Several studies and authors have provided benefits and advantages derived from the adoption of e-learning technologies into schools (p. 4). Some studies give advantage of e-learning as its ability to focus on the needs of individual learners. Some of the advantages that the adoption of e-learning in education, obtained from review of literature includes the following. E-learning provides the various resources in several varying formats. E-learning promotes active and independent learning, Through discussion boards and chats, e-learning possible to interact with everyone

online and also clear doubts if any, The video instructions that are provided for audio and video learning can be rewound and seen and heard again and again if you do not happen to understand the topic first time around.

The above-mentioned advantages of e-learning have been summed up by Isabelle Clover as the ability of e-learning to assess the students as they learn. As well as it is increased their experiences in community based education and eliminating boundaries of place and time. Clover, (2017) highlights, "To them the most vital characteristics along with advantage of e-learning in education are that it centers on the students or learners"(p.5 ). The major advantage of e-learning is that due to its convenience and flexibility, the resources are available from anywhere and at any time. It extends its reach with the reach of technology and can encompass both part-time students and regular ones. Singh (2020) highlights, "It presents a convenient and flexible option and promotes active and independent learning without restrictions of time, be it weekdays or weekends. Through discussion boards and chats, instructor can also interact with participants in online class "(p.89).

The learner determined the time of learning materials can be accessed anytime, anywhere via internet connectivity, speed, time, and the amount of courses can decide by e-learners themselves. Abdelrahim, & Zabadi, (2016) Stated, " Materials and information is already able to be obtained and can be regenerated; efficiency of the education can be assessed immediately; courses criteria can be dependently obtained by students; teachers are obtainable permanently through e-mail; forums, web, etc.; costs instructional costs were reduced" (p.3).

**Disadvantage of E-learning** : E-learning, in spite of the advantages that it has when adopted in education, also has some disadvantages. E learning has some drawback, no self-discipline, no face-to-face interaction, slow evolution, and good e-learning is difficult to do, lack of transformational power and no peripheral benefits. Most of the online assessments are limited to questions that are only objective in nature. There is also the problem of the extent of security of online learning programs. The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself. Clover, (2017) highlights "If, e-learning is to be considered as effective and authentic as traditional learning, it must be ensured that all online schools are qualified and accredited. Unfortunately, at the current point in time, there are still a vast number of online learning platforms"

(p.8). Which are unaccredited and where all the materials are quality checked by no one besides the instructors themselves. As such, poor quality assurance and a lack of accredited online learning providers continue to weaken the legitimacy of online education. Mandela, (2019) stated, "Disadvantage of e-learning is that learners need to have access to a computer as well as the Internet. They also need to have computer skills with programs such as word processing, Internet browsers, and e-mail. Without these skills and software, it is not possible for the student to succeed in e-learning" (p.6).

E-learners need to be very comfortable using a computer. Slow Internet connections or older computers may make accessing course materials difficult. This may cause the learners to get frustrated and give up. Another disadvantage of e-learning is managing computer files and online learning software. For learners with beginner-level computer skills it can sometimes seem complex to keep their computer files organized. Without good computer organizational skills, learners may lose or misplace reports causing them to be late in submitting assignments. Some of the students also may have trouble installing software that is required for the class. Another disadvantage of e-learning is that students may feel isolated from the instructor. Instructions are not always available to help the learner so learners need to have discipline to work independently without the instructor's assistance. E-learners also need to have good writing and communication skills (Bloomsburg University, 2006). In the same way, Thanji, (2018) highlighted:

E-learning has some disadvantage like as lack of instant feedback from instructors, increased preparation time for the instructor, not convenient to subset of stakeholders, causes more of frustration, anxiety, and confusion. Sense of remote feeling, isolation when learners are not active, lack of direct interaction with instructors. Lack of required skills has an impact on learning, May lead to piracy and plagiarism. (p.9)

Regardless of all the disadvantages of e-learning, there are a lot of benefits which inspire its use and also encourage the search for ways to reduce disadvantages.



*Challenges of E-learning:* The main challenges of e-learning. E-learning requires an appropriate computer infrastructure. Olaniran, (2007) conducted, "One of the challenges that ICT tools and e-learning program are faced with is internet use and accessing the technology stated that the cost of access to the Internet and the World Wide Web prevents students to access the e-learning curriculum"(p.33). Digital divide is defined as the gap between those who have access to technology and those who do not. Accessing the technology is still considered as a challenge particularly in relation to e-learning.

The most significant aspects of computer are software and hardware. Availability of high quality software is the one of the main challenges in applying the new technologies in using e- learning.

Many parts of the country are still not connected to the transmission grid and rely on solar power and other alternative sources of energy to power their homes. In an e-learning method, online assessments are limited to questions that are the only objective. There is also the problem of the extent of the security of online learning programs. Singh, (2020) Stated:

Online student feedback tends to be limited. It demands strong self-motivation and time management skills from students and in cases, also causes social isolation. With the future uncertain, many schools, Campus, and universities have taken to using online tools to run virtual classes and move ahead with their courses. (p.33)

This is a welcome move to get around this crisis and needs to be encouraged. On a positive note, the government has also geared up and taken initiatives in this direction, which should be applied and supported by all. Despite the challenges with e-learning methods, the hour of the need is to move forward and adopt e-learning by embracing its challenges and tackle the challenges gradually over time.

Von Glaser (1995), talks about conceptual structures through self-regulation. He has stated that "real learning happened when one takes ownership of the problem while a social constructivist theorist, activity theory and situated learning, however, were the main tenets of his research"(p. 3). He further highlights, "zone of proximal development," which is basically the difference between what a child knows and what that child is taught by others. He believed that children learn through social

interaction and by learning to solve problem with others (p. 5). His process is called scaffolding that is related with the constructivism theory.

Jing (2017) describes the importance of looking into the theory of constructivism in the process of teaching and learning for higher learning institution in Malaysia. 56 participants from 3 different groups of Art and Design final year students in University Teknologi mara (uitm) Melaka campus have been chosen as the subjects for this study. It investigates how these groups of students are able to construct knowledge based on their prior knowledge, past experiences and the cultural factors that govern the environment they are in to produce good and interesting final year project. Problems arisen in the process of teaching and learning where by

According to Driscoll (2000) constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences-or connections with the adjoining atmosphere-play in student education. The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new-experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

Digital technology, and particularly information and communications technology is frequently, but rather obliquely, referred to in contemporary academic comparative education. Most commonly the capacity to enable rapid international communication and networking is invoked as a facilitating factor in the process of globalization, or more generally as a key component in the formation of contemporary societies, be they identified as postmodern, late-modern, post-industrial, knowledge-centered or some variant of these. Very rarely, however, is sustained attention given to the characteristics and uses of these technologies themselves. This is a pity, since lack of critical scrutiny can lead us to accept some questionable assumptions about what digital technologies do and can do in relation to education and society.

## Policy Review

Policies on ICT in Education have been considered as a fundamental right of the people by the Interim Constitution of Nepal 2007. Nepal has developed and implemented numbers of policies and programs provision that heavily emphasis on ICT on education, like National IT policy (2010, 2015), 10<sup>th</sup> plan (2002-2007), Three Years Interim Plan (TYIP, 2007-2010, 2010-2013), School Sector Reform Plan (SSRP, 2009-2015). The Government of Nepal (GON), Ministry of Education (MOE) has introduced various interventions in order to achieve the goal of education in Nepal. Use of Information and Communication Technologies (ICT) in education has been considered as one of the strategies to achieve the broader goals of education. The Government of Nepal, Ministry of Education, through National Curriculum Framework (NCF), has introduced ICT as a subject as well as ICT as a tool for instruction in school education. The implementation of the Information and Communication Technology in Education Master Plan (2013-2017) has increased access to computers and the internet in schools, which allows for the scaling-up of the use of ICT in school education. The recent national educational plan is School Sector Development Plan, SSDP (2016–2023). The ICT objectives of School Sector Development Plan (2016–2023) are as follows:

- The appropriate use of ICT to improve classroom delivery by establishing an ICT enabling learning environment (including institutional and professional capacity of managers and implementers) and based on need and context.
- Appropriate development access to learning materials and supporting professional development packages and guidelines to ensure adequate capacity for incorporating these in the curriculum.
- The use of ICT for the improvement and increased effectiveness and efficiency of overall educational governance and management. SSDP's strategies for improving knowledge of and the use of ICT are as follows:
  - a) Establish an ICT enabling learning environment by including ICT prerequisites as enabling conditions in government schools and the provision of ICT infrastructure and teaching-learning materials for pedagogy.
  - b) Establish ICT learning centers in schools with enhanced teaching-learning processes.

- c) Incorporate ICT in the government curriculum through the development of professional development packages and guidelines.
- d) Develop need based educational materials for children with visual and hearing impairment and support computer education in government deaf schools.
- e) Develop portals and websites including e-libraries.

The development of information and communication technology in government education is faced with many challenges. So far, ICTs have not been used as a way of acquiring new knowledge and skills in schools of Nepal due to inadequacy of curriculum content and limited access to ICTs. Other challenges include inadequate funding, lack of basic infrastructure, lack of qualified personnel and lack of policy formulation and implementation. The major challenge in our context is the required physical infrastructure for implementing ICT. Nepal still experiences a lag in its implementation. This continues to widen the digital divide and the access to ICT facilities as a major challenge facing in Nepal. The following are challenges facing in implementation of ICT in government schools of Nepal:

**Lack of Qualified Teachers to Teach ICT in Schools** the demand for ICT learning has been stupendous and the number of teachers who are trained to teach ICT cannot meet the demand. There are more students willing to be taught computing skills than there are teachers to transfer the skills.

**Lack of Electricity** Many schools is still not yet connected to electricity; Nepal being a developing country, the government has not been able to connect all parts of the country to the national electricity grid. Inevitably, those schools that fall under such areas are left handicapped and may not be able to offer computer studies.

**Policy related** Still the MOE has not come up clear policies the implementation of ICT in classrooms. The macro policy is there but it is equally important to transform them into micro policies so that each school will get an opportunity to have ICT facilities for their children.

**Lack of Computers (Hardware and Software Resources)** Computers is still very expensive. Most of the schools don't have basic ICT resources such as computers, computer software and additional hardware resources. Lots of efforts are made by the government agencies, individuals, corporate organizations, NGOs to donate computers to as many schools as possible.

**Financial** Despite of the government commitments at various national and international forums to allocate 20% of the national budget and 4-6% of the GDP

amount in education sector, the percentage of education budget is in decreasing trend from past several years. In the current fiscal year of 2017/18, out of the total national budget only 9.91 percent (NRs 126 billion) is allocated for the education sector. This declination in education budget shows that the state does not hold education as a matter of priority. At a time when minimum enabling conditions do not exist in schools, it will be very difficult to introduce ICT on government expenses.

Curricula related Although Nepal has a system of continuous improvement in curriculum it cannot do so frequently because of the distribution of free textbooks in schools. So it should wait for at least 5 years in changing the curricula. The ICT will be coming in new shape every year but our curricula will be out of date by the time we install them based on existing efforts.

Sustainability Twenty-two percent of the total education budget comes from multi-donor agencies. This is the only money the government has for development purposes. The danger is that the development projects will not continue after the projects are over. Thus, the initiation of the government for ICT integration in education will follow the same suit.

In Nepal, the initiation for ICT in school education is progressing. The implementation of the Information and Communication Technology in Education Master Plan (2013-2017) has increased access to computers and the internet in schools, which allows for the scaling-up of the use of ICT in school education. The recent national educational plan School Sector Development Plan (2016–2023) integrates and focuses on use of ICT in government schools. This demonstrates the commitment on the part of the government. Until now, the program is not in a stable position. The roadmap has been clear but the travel still takes a long time. ICT policy (2015) mentioned the use of ICT in education in section as:

Appropriate measures will be taken to facilitate and promote the integration of ICTs within the entire Nepali educational system to support administration, pedagogy, learning and research, with a view to improving the quality of education and training at all levels and enhancing access to education.

Nationwide E-Schools and other related initiatives will be formulated and launched to promote E-learning and E-Education as well as life-long learning. ICT capacities of tertiary level educational institutions will also be enhanced in a way that helps improve broad learning outcomes. (p. 4)

ICT policy (2015) mentioned ICT education system in detail as:

ICT is in education, research & development. Steps will be taken to ensure that integration and deployment of ICTs in the education system will be adequately funded through government resources. Partnerships will be developed with private sector and other stakeholders in the quest for increased ICT literacy. E-Learning systems will be promoted to extend the reach of educational services including teachers training programs. The integration of computer skills into the teaching and learning process at primary, high school and tertiary levels will be promoted and facilitated; A comprehensive National ICT curriculum and qualification system will be developed covering a set of market driven competencies.

Teacher training institutions will be capacitated to introduce programs on teacher education in ICTs. The development and the adoption of IT enabled Educational Management Information Systems within the public and private educational institutions will be promoted and facilitated to improve the quality of managing educational delivery activities, operations and monitoring;

The development, deployment and utilization of electronic-based distance education, training and learning systems will be promoted in the Nepali educational system to complement and supplement regular, class-room based education and training; Special measures will be taken to promote the participation of the private sector and other establishments including industries and businesses in industrial research as well as cutting-edge R&D activities; Special schemes aimed at promoting affordable acquisition of computers and other ICT products by students, trainers and educational institutions; based upon appropriate policy measures will be formulated and implemented

Specific measures will be taken to encourage and facilitate collaborative research; R&D projects and knowledge transfer partnerships between Nepalese universities/ research institutions with international counterpart institutions. Special programs will be formulated and implemented to promote and facilitate the adoption of educational technologies and Internet access within the public and private educational institutions targeting all levels of the educational system.

### **Empirical Literature**

Empirical Literature review refers to an act of reviewing of studying related literature to the topic carried out by different person or organization. It is a mean foundation of research works which provides theoretical as well practical knowledge

on particular topic a research. Here I have reviewed some of the related researcher which is helpful for my research work.

Thomas (2006) this studied determine the attitudes towards English and achievements by combing co-operative learning strategies within the instruction delivered using an integrated learning system (ILS). Which has emphasis to the technology based learning within the mathematics. In this research divided in two groups, co-operative and individual. Finally this research finding the more positive attitudes towards the mathematic and they worked in.

Olaniran,( 2007) highlights the physical viability of Elearning and talk about the cost and access of internet devices and mentions, "One of the challenges that ICT tools and e-learning program are faced with is internet use and accessing the technology stated that the cost of access to the Internet and the World Wide Web prevents students to access the e-learning curriculum"(p. 78). Digital divide is defined as the gap between those who have access to technology and those who do not. Accessing the technology is still considered as a challenge particularly in relation to e-learning.

Alharbi (2013) examined teachers' attitudes towards integrating technology in Saudi Arabia and the United States. Findings revealed that teachers from both countries note positive education benefit using technology. This journal focused on the attitudes of teachers towards the integrating technology for the teaching and learning. Which journals find the conclusive? While integrating the technology the teaching learning procedure become enhanced. Many teachers are favor towards the technology.

Amandeepkaur (2015) studied attitude of Social Networking Sites among students and teachers. The sample of 270 students of B.Ed. was selected from different colleges of Faridkot and Bathinda District affiliated to Punjabi university Patiala. The result revealed that Student-teachers had favorable attitude towards Social Networking Sites. Further male and female students, students and teachers residing in rural and urban areas student-teachers studying in rural and urban college Student teachers from joint and single families, students and teachers with arts and science stream possessed favorable attitude towards Social Networking Sites. Students studying in urban college possessed that more favorable than studying in

rural college attitude towards Social Networking Sites. There was no other significant influence was found in this study.

Aldowah, Ghazal, & Muniandy, (2015) talks about quality E learning. They suspects on learning material and motivation factors, instruction methods etc which is different from physical class which has been running since long ago. In this regards , they highlight, " Quality of e-content, lack of awareness, lack of foreign language skill, incompatibility of contents, high rate of illiteracy in computer and skill unavailability, attitudinal hampering, infrastructural obstacles, cultural barriers are the main challenges of e-learning"(p.4). E-learning requires an appropriate computer infrastructure. The most significant aspects of computer are software and hardware. Availability of high quality software is the one of the main challenges in applying the new technologies in using e-learning which is in parallel to the findings of previous studies of the e-learning challenges for development of electronic environment in the universities which revealed that lack of appropriate and necessary software and hardware possibilities, the costs to access to internet and the low speed of the internet, limitation in bandwidth are among the main issues and problems that agreed upon unanimously by experts and the researchers. In the same way, Aldowah, Ghazal, & Muniandy, (2015) notes :

E-learning comes with its fair share of challenges. It would not prove feasible for adoption without some components of external subsidies and aid. If implemented without consideration of people's needs and income levels, the benefits of e-learning risk just getting pooled in the small group that can afford it, furthering the prevalent social inequalities. Therefore, cost and wealth can prove to be a challenge to e-learning. Furthermore, e-learning is not an individual technology but rather a system. Thus, as a system, it requires certain pre-requisites before it can be implemented; electricity and the internet being two of the main ones. However, both of them are what many areas around the country lack. (p.45)

Even in the city areas, electricity is irregular and its supply is unreliable. Many parts of the country are still not connected to the transmission grid and rely on solar power and other alternative sources of energy to power their homes. In an e-learning method, online assessments are limited to questions that are the only objective. There



is also the problem of the extent of the security of online learning programs. Singh, (2020) indicates some aspects of online class and notes, "Online student feedback tends to be limited. It demands strong self-motivation and time management skills from students and in cases, also causes social isolation. Preventing cheating during online assessments is also complicated. It is obvious that, even after the lockdown is eased, it is going to be difficult to resume full-fledged classes "(p.5).

With the future uncertain, many schools, Campus, and universities have taken to using online tools to run virtual classes and move ahead with their courses. This is a welcome move to get around this crisis and needs to be encouraged. On a positive note, the government has also geared up and taken initiatives in this direction, which should be applauded and supported by all. Despite the challenges with e-learning methods, the hour of the need is to move forward and adopt e-learning by embracing its challenges and tackle the challenges gradually over time.

Acharya (2016) this research focused on the attitudes of teachers and students towards the letter grading system. In this research consist 30 mathematic teachers and 180 students selected the randomly form 6 public school of Kathmandu district. The questioner consist of 20 statements for teachers and 30 for students .The collected data were organized ,tabulated ,analyzed and interpreted by using the statistical tools such as percentage, mean, standard deviation, chi square test and t- test . The chi square test was employed to find out the attitudes of students and t- test was used to compare the attitudes of teachers and students at the 0.05 level of significance. This research indicated the secondary level teachers and students had positive attitudes towards the letter grading system. But there were significant difference mathematics teachers and students attitudes toward the letter grading system. The attitudes of mathematics teachers are better than attitudes of the students towards the letter grading system.

Gomathi & Ramya, (2016) Information and communication technology in ELT can cover all the four skills of English language (Grammar – Writing – Reading –speaking). ICT plays a lion role in teaching anf learning of English. The modern way of teaching-learning process depends on information and communication technology (ICT). So, it becomes the need of the hour to improve the quality of education. Raval (2017) ICT provides positive vibrations on students' attitude towards learning a language. Students can have an excellent chance to pick out the elements through

which they can meet their learning strategies, which were failed to satisfy by the conventional methods. The availability of sources like images, animations, audio and video clips is very simulating because they support the learners in presenting and practicing a language in a different way. Not only for the students but also the teachers depend more on these tools to produce, prepare, store and retrieve the materials of learning at ease. ICT provides authenticity by which the learner could interact with others all over the world.

Above empirical reviews shows that ICT and digital technology play vital role in language learning. During the time of COVID-19 pandemic physical class has been stopped and schools' administration follow online class through using various internet based technology.

### **Implications**

Theoretical concept of Azmi, (2017, Cakici, (2016), (Ndirangu, Sossion, & Wambugu,( 2015), Haw, (2015) , Slechtova, (2015), Almubarak & Almosa, (2005), used in this study. Likewise in review Thomas(2006),Olaniran,( 2007), Alharbi (2013) Amandeepkaur (2015)Aldowah, Ghazal, & Muniandy, (2015) Aldowah, Ghazal, & Muniandy, (2015) , Gomathi & Ramya. (2016) Subedi (2016) studies attempt to assess the views of student. On the basis of above reviews it is cleared that there has not been studied systemically about the perception of the teachers on using internet based tools on such as face book, zoom, in language learning during COVID-19 pandemic.

This literature review explored the use of ICT tools in teaching and learning of English. Since conventional approaches and the methodologies are interlinked with the novel technologies to teach English language, it seems impractical to keep them part. With the help of these ICT tools which are available freely on the internet, can make the second language teaching a fruitful one. It becomes beneficial for teaching a foreign language in the hands of creative and knowledgeable language teachers

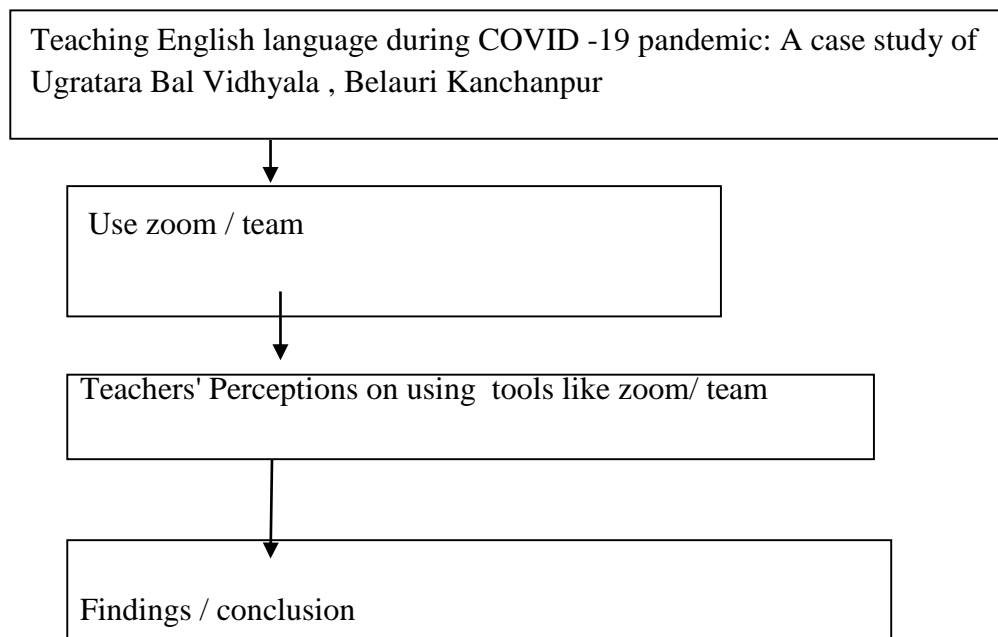
From Above reviews and discussion of the idea it is clarified that ICT and online tools bring drastic in teaching learning. During COVID-19 period various challenges had been faced by various sectors, teaching learning sectors is one of them. Above reviews noted that before the time of COVID-19 pandemic online tools have been using in some sort of teaching learning as additional tools but in COVID

-19 time it appeared only the way to continued class so that the implication of using online stools is high . The study has been proved the implication through analyzing the previous studied as well as these review provided me background to analyzed the using situation of online tools in teaching English in secondary level.

### **The Conceptual Framework**

A conceptual framework is the representation of the main relation of the research.

This study is related to teaching English language during COVID -19 pandemic.



During the time of COVID -19 pandemic all the schools are closed and government brings policy of digital class. In digital class teacher uses internet ass tools of classroom management. Teacher needs basic skill handle digital devices. Due to digital device traditional pattern of class room changed into new form. COVID-19 pandemic compel teacher to adopt new tools like zoo/ team for teaching learning activities.

## **Chapter-III**

### **Methods and Procedures of the Study**

Research Methodology is a process of arriving to the solution of problem through planned and systematic dealing with the collection analysis and interpretation of data. It refers to the various sequential steps while conducting research work. It tries to make clear view of method and process adopted in the entire aspect of the study. To carry out the research study; I have adopted the following research methodology to achieve the objectives of the study.

### **Design and Method of the Study**

A research design is the clear format to each and every researcher in their research journey. The study is based on case study research design. A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the education.

As in the order of research design, this study also began with in depth multi-faceted understanding of the issue of using online tools in teaching English during Covid-19 pandemic. Thus, my research topic is based on case study research design. So, it is appropriate for the collection of views of teachers on using zoom/ team in teaching English during COVID-19 pandemic.

### **Population, Sample and Sampling Strategies**

Ugratara Bal Vidyalaya, has selected as sample for this study. The study was selected because the school only used ICT in English. Only four teachers who have involving in English teaching were selected and questions were asked them on the basis of objectives and research questions.

### **Research Tools**

Questionnaire was used as tools of data collection. The questions were close-ended related to perceptions and attitudes of teacher about the learning management tool during and after COVID -19 pandemic. Team/ zoom were used during pandemic time so that questions were related to these issues.

### **Sources of Data**

This study was based on both primary and secondary sources of data. Secondary data were collected through library research method. Books, journals, article were the source of secondary data. Primary data were collected from the field by using case study method

### **Data Collection Procedures**

It adopted step wise methods to collect require data from the field. For the completion of this study, it was applied the following steps to collect the data.

- A first, I visited the study area and establish relationship with selected schools and head teacher. Then I met the teachers and explain the purpose and process of my research study.
- Then, I fixed the time for data collection.
- After that, I asked questionnaire to them.
- Finally, I collected the information.

### **Ethical Considerations**

The ethical considerations have very crucial role in the field of research. So that, while collecting, analyzing and interpreting the primary and secondary data all the ethical issues were considered very well. In the process of this study, I assured the norms and values of research. I followed APA and omit plagiarism if possible.

### **Data Analysis**

Simple statistical and mathematical tools like table and percentage were used for data analysis. Quantitative information were presented by using table and qualitative information were projected through paragraph description

## Chapter IV

### Data Analysis and Presentation

In this section, it analyzes the data collected from the field. Data were collected from Ugratara Bal Vidhayala secondary level, Kanchanpur District, Belauri Municipality. Four English teachers who involved in teaching at class six to twelve were selected as participants and analyzed their opinions, views and perceptions of using one-liner tools like teams, Youtube, zoom for English teaching learning. This chapter has divided in three sub chapters. In the first section it analyzes the demographic situation and in the second section it analyzes teachers' perception and attitudes on online classes and Zoom/ Teams. The third section included challenges of using online class in school.

#### **Socio- Demographic Status**

Demographic features like sex, age, caste and ethnicity are important to reflect the perceptions and attitudes to use zoom in teaching English.

**T1:** is 30 years old lady teacher has been teaching in Ugratata school Belauri Municipality of Kanchanpur District since last seven years. She has passed Master degree in English. She works as coordinator of English subject in basic level. She has learnt ICT during the period of COVID-19 pandemic and used the online tools in English teaching learning.

**T2:** is 40 years old male teacher has been teaching in Ugratata School Belauri Municipality of Kanchanpur District since last twelve years. He has passed Master degree in English. He works as coordinator of English subject in secondary level. He has learnt ICT during the period of COVID-19 pandemic and used the online tools in English teaching learning

**T3:** is 45 years old male teacher has been teaching in Ugratata school Belauri Municipality of Kanchanpur District since last seventeen years. He has passed Master degree in English. He works as coordinator of English subject in class 11 and 12 level. He has learnt ICT and also worked on ICT program since last ten years.

**T4:** is 50 years old lady teacher has been teaching in Ugratata school Belauri Municipality of Kanchanpur District since last twenty years. She has passed IA level in English. She has been teaching in lower secondary level (basic level) as English

teacher. She has learnt ICT during the period of COVID-19 pandemic and used the online tools in English teaching learning

### **General Information Perceive by Teachers about Online Tools**

In this section it analyzes the general information of the respondents perceives by participants. Under this sub-title , in analyzes , the mostly like , used tool by respondent, source of learning about online, time of using online or zoom and team. In my study areas teacher either used teams or Zoom so that question are related to zoom / teams.

#### **Mostly used Tools**

In my study area, social media is popular during COVID-19 period and teachers used social media in teaching learning process zoom, team Skid, face book messenger are mostly using online programs in school. My school also used these online tools to conduct online class during COVID-19 pandemic. Among four English teachers most of the teachers enjoy on face book messengers because they used the program in English language learning. In sharing information face-book group or messenger group play vital to enhance the English language of the students. Face book use English language as main language of communication.

These social media can easy to use and that can be run in both mobile and laptop. Zoom, teams, face book, YouTube can be used in both cell phone and laptop so the popularity of these program is high than the other programs like tiktok, Emo, Viber etc.

Before covid-19 pandemic only few people had knowledge and access on social media because social media was used as means of entertainment but during COVID-19 pandemic school administration and education ministry also managed online classes. Zoom, team and other apps were used to run online class. Among four teachers two teachers have skill of using social media in English class room. Next two teachers learn to run online classes during covid-19 period.

Social media is popular among the all age people; however, it is popular among young aged people. In the context of English teaching learning social media also popular among young teachers, old age teachers do not prefer to use social media in English language learning.

In this study four participants have got training from four different sources. P1 has learned it from computer training centre, P4 learned from school and P2 learned from family members and friends, P three learn to run social media from self practice

Except P4 all the participants have sound knowledge to run any kinds of social media. They have also taught English language during covid-19 pandemic period. Generally, teachers love to run social media in teaching learning process. Team and zoom are highly used to run online class during COVID pandemic period. All the participants can easily run the program. During the first phase of covid-19 teachers have taken supports from technicians, friends and family members. In school zoom and Microsoft team is highly used in English language teaching.

### **Perception analysis**

Respondents have mixed perceptions on using zoom/ team in English class room. To analyze the perception of the teachers it uses interview schedule and asked the open questions to the respondents and analyzed the their view opinion and attitudes on the basis of objectives and research questions

Eight statement questions were asked to the participants teachers and analyzed the perception. Participants have mixed perception on the statement because they are not sure on the harm and benefit of using technology. In day to day life people noted that using computer and mobile is harmful for eye health, mental health and healthy growth of brain.

It noted the teachers' perceptions of using zoom for English. Data shows that half of the respondents are agreed with the statement "Zoom Apps is useful for teaching in Covid-19 Pandemic period" and some of the respondents are undecided with the statement and few of the respondents are disagreed with the statement. Majority of the respondents are agreed with the statement. Like that half of the respondents are agreed with the statement "Zoom is a very good platform for online teaching" and only one are disagreed with the statement and some of the respondents are undecided with the respondents. Majority of the respondents are agreed with the statement. In the same way, half of the respondents are agreed with the statement, "It is useful to control class" and half of the respondents are undecided and some of the respondents are disagreed with the statement.



Similarly half of the respondents are agreed with the statement, "It is useful to share screen" and one respondent is undecided and next one is disagreed with the statement. Majority of the respondents are agreed with the statement. Like that half of the respondents are agreed with the statement "It is easier to revise electronic lesson" and one respondents is undecided and next one is disagreed with the statement. Majority of the respondents are agreed with the statement. One respondents is agreed with the statement "It improves the quality of study" and half of the respondents are undecided and only one respondents disagreed with the statement. Majority of the respondents are undecided with the statement. Only one respondent agreed with the statement "It provides enough time for discussion" and half of the respondents are undecided and only one respondent disagreed with the statement. In the same way, only one respondent agreed and half of the respondents are undecided and only one respondent is disagreed with the statement

Data shows that only one respondent is agreed with the statement "I think the online (Live or recorded) class system is very simple to operate" and half of the respondents are undecided and only one respondent is disagreed with the respondents. In the same way, only one respondent is agreed with the statement "it makes easier to ask questions" and half of the respondents are undecided and only one respondent is disagreed with the statement. Majority of the respondents are undecided with eh statement.

While analyzing the statement "When I ask students to respond me, I always get a response from them" it is found that only one respondent is agreed and half of the respondents are undecided and only one respondent is disagreed with the statement. Majority of the respondents are undecided on the statement. In the same way, only one respondent is agreed with the statement "It is effective for discussion" and half of the respondents are undecided and only one respondent is disagreed with the statement. Majority of the respondents are undecided on the statement.

Like that only one respondent is agreed with eh statement "I felt comfortable to share materials from the zoom" and half of the respondents are undecided with the statement. Like that only one respondent is disagreed with the statement. In the same way, half of the respondents are agreed with the statement "It can improve the student's performance" and half of the respondents are undecided and only one respondent is disagreed with the statement. Like that only one respondent is agreed

with the statement " I believe on learning through zoom is better than physical learning environment" and ahlf respondents are undecided and only one respondent is disagreed with the statement. Like that only one respondent is agreed with the statement "Zoom brings positive impact for learner", half of the respondents are undecided and only one respondent is disagreed with the statement. Majority of the respondents are undecided with the statement. Half of the respondents are agreed with eh statement "I believe using online class is improve study performance" and half of the respondents are undecided with the statement. Like that only one respondent is disagreed with the statement. In the same way, only one respondent is agreed with the statement "I enjoy learning and sharing materials from online class" and half of the respondents are undecided and only one respondent is disagreed with the statement.

Like that only one respondent is agreed with the statement "I prefer using online class for lessons" and half of the respondents are undecided and only one respondent is disagreed with the statement. Like that Half of the respondents are agreed with the statement "I believe using online class to improve the quality of study " half of the respondents are undecided and only one respondent is disagreed with the statement. Data shows that only one respondent is agreed with eh statement "I prefer learning from self-organized learning environment in e-learning" and half of the respondents are undecided with the statement. Like that one respondent is disagreed with the statement. In the same way, one respondent is agreed with the statement "I like reading magazines, news on website" half of the respondents are undecided and one respondent is disagreed. While analyzing the attitudes of respondents on using Zoom/ team in teaching English. Data shows that 2 only one respondent is agreed with the statement, "Using computer systems requires a lot of mental effort and challenges" half of the respondents are undecided and only one respondent is disagreed with the statement. Majority of the respondent are undecided with the statement. Like that one respondent is agreed with the statement "I zoom bring positive impact students learning" half of the respondents are undecided and only one respondent is disagreed with the respondents. In the same way, only one respondent is agreed with the statement, "I like discussing about new things in zoom", 50% are undecided and only one respondent is disagreed. Majority of the respondents are undecided. Like that only one respondent

is agreed with the statement "I believe learning through zoom is better than traditional learning approach" 50% are undecided and one respondent is disagreed.

In modern time blackboard and book is not enough for learning so that half of the respondents are agreed with statement "Only using text book and blackboard is not enough" half of the respondents are undecided and only one respondent is disagreed. Like that only one respondent is agreed with the statement "zoom bring social change in English learning" half of the respondents are undecided and only one respondent is disagreed. Like that only one respondent is agreed with the statement "I prefer zoom for group study in the e-learning environment" half of the respondents are undecided and only one respondent is disagreed with the statement.

### **Challenges of using Zoom/ Teams**

In the context of Nepal, running online class is difficult task but government order schools to run class through online medium. There are various challenges to run class through zoom / teams. To find out the challenges on the perception of teacher statement questions are used and collect the opinion and presented in the table.

The negative perception and attitudes of using zoom/ team for English teaching process. Data indicates that half of the respondents are agreed with the statement "Only used to run short time", one respondent is undecided on the matter and only one respondent is disagreed with the statement. "Students cheat teachers" is one of the main challenges of using zoom in online class. While asking question on that half of the respondents are strongly agreed with the statement only one respondent is undecided and only one respondent is disagreed with the statement. Majority of the respondents are undecided with the statement. Like those only one respondent is agreed with the statement "Technically it is not suitable for the entire student" half of the respondents are undecided and only one respondent is disagreed with the statement. In the same way only one respondent is agreed with the statement "There is no secrecy", half of the respondents are undecided and only one respondent is disagreed. While analyzing the statement "It makes students dull" it is found that majority of the respondents are agreed and some of the respondents are undecided. Like that majority of the respondents are agreed with the "it affects on students eye",

only one respondent is undecided with the statement. In the same way, half of the respondents are agreed "Online class (zoom class) make students rude", only one respondent is undecided and only one respondent is disagreed. Majority of the respondents are agreed with the statement. Half of the respondents are agreed with the statement "Online class (zoom class) make students rude", only one respondent is undecided and only one respondent is disagreed with the statement. Majority of the respondents are agreed with the statement. Two third of the respondents are agreed with the statement "Students forget physical activities like dancing, running, playing game in online class", majority are undecided. Majority of the respondents are agreed with the statement.

Some time online class is being boredom so that half of the respondents are agreed with the statement "Online class creates boredom among students", only one respondent is undecided and only one respondent is disagreed with the statement. Majority of the respondents are agreed with the statement. Only one respondent is agreed with the statement "Students feel psychological problem in online class (online class)" half of the respondents are undecided and only one respondent is disagreed with the statement. Majority of the respondents are undecided with the respondents.

While analyzing the respondents' view in the statement " It slowly develops laziness among teachers and students" it is found that half of the respondents are agreed, only one respondent is undecided and only one respondent is disagreed with the statement, half of the respondents are agreed with the statement " Poor and marginalized people do not have access of internet and smart phone/computer", only one respondent is undecided and only one respondent is disagreed with the statement. Majority of the respondents are agreed with the statement. Some time online class is disturbed by network and difficult to handle so that one third respondents are agreed with the statement "Sometime poor network connection disturbs on teaching" only one respondent is undecided with the statement. Majority of the respondents are agreed with the statement.

### **Achievement of Online Class**

During COVID-19 pandemic, school administration provide training to the teachers to run online class which is one of the great achievements on digital

education. Before COVID-19 pandemic teachers did not like to learn computer device so that it is difficult to provide information to the students through online or video but now all the English teachers.

Nepal government, ministry of education also prepared Manual to run online class in school level and provide certain material for online class. Ministry of information and Nepal telecom also provide internet facilities through NTC SIM. Private sector also expend inter cable line in village area, satellite and other device also established in Nepal for improving online system. All these are the prospective of online class in Nepal. More than that all the teachers and students take interest on online class which one of the great achievement of online class.

### **Individual perception toward Language Learning during COVID Pandemic**

Perception of T1 thinks that covid-19 pandemic is one of the horrible periods of human history all the schools and other offices had totally closed. People were in fear to talk between each other. Whole world was closed and human being are in the path of dissolved. At that time global society bring social media as means of alternate to communicate between each other. Due to fulfill the long gap of absent social media was used to in teaching learning related activities. In Nepal also education ministry brought the policy of online learning and new policies and working procedure also launched to handle the online class in educational institutions. In my school, school management community and guardian allowed us to run classes through online system.

Covid19 teach us many things which is really necessary and great lesson in everybody's life that always prepare for the worst situation and handle the circumstances perfectly. If I have to talk about my experience during COVID 19 teaching learning it was like that since the COVID-19 pandemic began in Nepal, we have witnessed a flood of webinars and online training events organized by different groups for teachers. Participants reported that they were overwhelmed by the events and it was sometimes very difficult to choose the right kind of event from the multiple happenings. There was so much going on around them and they wanted to participate in as many of them as possible. At the same time, they also had to take their classes and meet social and family obligations. English language teaching related events to use online resources in English language classes, and professional

development events to enhance their professional understanding in the ELT and educational research areas. The entire country has been suffering from the COVID-19 pandemic but professionals working in different fields including education have been trying their best to contribute to the national emergency through their good work. The shifting image of pedagogy during the COVID-19 pandemic increased the appetite for exploring the alternative modes of teaching and learning. Teachers invested their time and resources to learn new ways of teaching and they participated in various online learning opportunities to grow as a professional teacher. The study has indicated that teachers were very active during the pandemic to find ways of helping their students to the best possible way they could. Many of them had heard about the technology integration in education but the pandemic context gave them the real opportunity to experience ICT integration in the teaching and learning of English. The professional development journey during the pandemic served dual purpose for them. It was mandatory for them to be digitally literate and competent in using the online education tools. At the same time, they also had to learn how English language contents could be delivered online so that they can support their students to develop linguistic and communicative skills in the English language. The study shows that if there are opportunities around, teachers are self-motivated to learn and they can learn.

### **Perception of T2**

Schools were closed due to the COVID – 19. Social distance should be maintained to avoid corona virus. It was restricted to make crowd. Then how to teach? Now we have only one option that was online classes. But someone said online classes are not possible in Nepal. The first Phase of Corona is over only thinking that the well equipped schools and rich and city – dwelling parents may have access to online classes, but how the poor and rural students can get access to the online classes. Online classes were a compulsion at that time. There were many challenges in conducting classes. Although it was not easy, take this as an opportunity I opened the door of online class and moved forward without questioning is it possible or not.

There is a lot of difference between physical classroom and online classes. Due to technical and many other reasons, I found it very difficult to get used to online

classes. I felt something is missing in my classes. It was not so much effective due to many technical and other problems. I found Learners' lack of confidence and communication through virtual lessons has made it much more difficult for them to speak or utter the words appropriately. Learners have difficulty expressing themselves because they are tentative, hesitant and fearful of making mistakes. They often lack adequate vocabulary and practice, making it difficult for them to converse fluently in English. Deprivation of language content causes the learners to be anxious as they are unable to speak. Even if they have anything to say, they are unable to do so because they are afraid of making grammatical mistakes and being laughed at by their peers. Unlike traditional classrooms, online classes limit peer interaction. Mention that peer interaction in speaking lessons is insufficient for learners to practice their skills. Even though teachers capture the attention of ESL (English as a Second language) learners by engaging them in interesting and enjoyable activities that encourage them to speak in class, it is hard during online mode because not all learners get used to online and it is even tougher for teachers to get feedback from passive learners

In English Language Learning, learners' engagement is affected by psychological factors. A significant problem associated with online classes is the lack of effective contact with educators. Learners need two-way communication which can be difficult to achieve. Learners feel de motivated to learn in such circumstances because they are constantly confronted with a computer or mobile screen. Besides, physical issues, such as eye pressure, are common challenges among learners and can make them feel uneasy throughout the learning process. As long as I teach during the COVID-19 pandemic, very little of the material taught is absorbed by students. Because learning online, it is difficult to control students in understanding the knowledge being taught, plus not all students are diligent in following the lessons given. Many students complain because they do not understand the task. Many lazy students to open classes are even more busy opening games (online) and social media. Students are not interested in learning, let alone learning only online from home; this causes learning to be less memorable for students"

### **Positive Feeling**

Technological developments have rapidly advanced, especially in the education sector. This is very beneficial for both teachers and students. Both must learn and adapt to the latest learning technology, especially during the current COVID-19 pandemic. During online, teachers gain a lot of experience and new strategies in delivering materials to achieve learning objectives. During COVID -19 pandemic I learnt to deal with new technology of 21st century. It helps m to get familiar with new tools and software and troubleshoot common issues.

### **Using Pattern**

Our school has made its own school app which was very convenient and easy to use for both students and teachers. With the help of this app, it was very easy to give homework to the students, send a message, information and others.

I used school app developed by the school, which used zoom app for conducting online classes.

Many Students from rural areas were out of reach of mobile phone and internet. The online class forced them to buy mobile and connect the internet many guardians had taken loan for it. Still about 60 percents of students were out of reach of online classes due to the unavailability of devices.

My Experience with online teaching is very stressful and hard. It doesn't make me confident because I want to make sure that my students were doing their assignment correctly or not. Last but not least, it was the lack of motivation that makes online learning hard. Not being able to be face to face with students and friends make me unhappy and de motivated. I was unable to provide new ideas to the learners.

### **Perception of T3**

While social media's start was for personal use, it has evolved to be used in virtually all domains. From a preliminary check, it appears that almost every college and university in the world has adopted some form of social media, using it for general outreach, to attract potential students, maintain alumni relations, and increase institutional reputation and pride.



A primary reason to adopt social media in the classroom is because it is familiar to almost everybody and also because it doesn't cost and requires minimal training. One of the largest surveys of social media in higher education to date shows that universities can lever social media into the classroom and ensure its' used more than it is now.

Social media gives the possibility to the students to create digital content on their own and publish it online, increasing a vast resource of user-created content from which learners and teachers can jointly benefit, also encouraging more active and proactive approaches to learning.

Social media is a network that connects students with one another, and to their teachers, allowing them to share their knowledge and at the same time have access to specific and targeted knowledge in a given field of interest.

Social media makes possible collaboration between learners and teachers on a given task or project or a joint objective, pooling resources and gathering the expertise of a group of people working towards a common objective.

Based on the fact that social media is a more or less contemporary issue, the survey also investigates whether contemporariness influences in differences in social media awareness by teachers age or by years of experience in teaching. When examined by experience in teaching, teachers' responses indicated that there is no significant difference in the awareness of social media. Regardless their experience in teaching the awareness levels among teachers was nearly universal. But there was a major difference on the level of usage of the social media in teaching process based on the years of experience. Teachers are well aware of social media, and most are using them for personal purposes. But, in order to identify if they also think that social media can be a part of their course syllabuses, teachers were asked to identify their use of social media in their classes, posting for student use out of class, and use as part of student homework or in class assignments. It is obvious, based on the results, that teachers include considerably social media in their teaching classes. Online video from either YouTube or other online video sites are seen as having the greatest value for use in classes. This corresponds with the usage pattern of those sites, where online video is the most-used form of social media in courses.

Regardless the positive approach for social media inclusion in teaching and learning, the process itself is very time consuming and faces a lot of barriers. It indicated that number one concern of using social media in the classroom is the truthfulness of student submissions, followed closely by concerns about privacy. In my view social media are already affecting the ways in which teachers find, create, share and learn knowledge, through the media opportunities and in collaboration with each other. Teachers find social media as a very useful tool for enhancing teaching and learning. It is important to think about the characteristics of social media that were mentioned above and think about how this relates to classrooms.

In English language teaching learning social media like face book, messenger, teams, zoom play important role because all these social media generally handle in English language. Through sharing teaching learning material students and teachers both have access in the world of English. Students who had no idea about simple spelling also achieve spelling and words power through social media. If students use social media properly they certainly acquired certain knowledge on that.

If students misused social media they totally spoil their life not education. Risk of establishing love relationship is unnecessarily through social media so that students and guardian should conscious about over uses of social media in day to day life. In some cases students face eyes problems so that general people including guardians have negative attitudes toward using social media in cell phone and computer.

#### **Perception of T4**

T4 have not positive attitudes about using social media in teaching learning because she has knowledge about ICT and social media. She has not keen interest to run social media in home. She learned ICT in school during COVID- 19 pandemic periods. Her children have already used social media. In teaching learning she hardly used it because she does not like to involve into the debate of social media. She compares it as artificial intelligent. Artificial intelligent does not work properly work in day to day life.

In the context of Nepal, there are various problems to handle class through online. Electricity and internet are the main problems we are facing in day to life.

More than that poor students have no access in cell phone and laptop or computer. Online class is only for rich and educated family children. I do not agree with government policy, however, I also learnt online class teams and zoom during COVID -19 pandemic. Only few students regularly participated in online class during COVID-19 pandemic and most of the students dropped out the class after few minutes of starting class.

I have a bitter experience of online class. In my class one of the students who involved online classes through neighbor internet and mobile phone. One day his neighbor refused to give password for internet and he feels sad and weep whole day with parents and next day parents meet me and reported all the circumstance of the previous which is horrible and painful. I suggested him not be worry and provide my internet during day time. My home is a little bit far from his house. His family had no work due to COVID -19. They faced the problems of hand to mouth. School administration has no mercy toward poor. Government also did not think about problems of people.

ICT tools may be useful in higher education particularly in college level. They have also handle cell phone or laptop on their own. They can involve in earning related activities and pay bill of internet and purchase cell phone for online class but low age students have no such option and guardians also have no money to invest in cell phone / laptop/ computer so that the decision is not suitable and justifiable .

In my school only limited computers are available for online classes. There is not properly managed computer lab in for online classes. No technician facilities in school. In some cases technical problems also create to handle online classes. Online class is just like unskillful drama that could not run long time. It applied in Nepal with the madness of high class officers or political leaders. It is also related to the business of cell phone and computer.

### **Synopsis of the Chapter**

While analyzing the teachers' perception on using zoom/ team for teaching English during COVID-19 pandemic period, it is found mixed perception on that more majority of the respondents feel comfortable to use zoom/teams, however, so the teacher negatively perceived the situation that created by the online class.

Teachers' perceptions are analyzed through statement questions and analyzed the view in three points marking scales "agreed, undecided, disagreed.

While analyzing the perception of four participant' teachers in the school. It is found mixed perception because T1, T2 and T3 have positive experiences on using online classes in language teaching and learning. T4 have negative perception toward online teaching. She feels online class was just burden to the parents. Online class did not bring positive result among students. It only promotes the business of cell phone and computer.

## **Chapter V**

### **Findings, Conclusion and Recommendations**

The study entitled " Teachers Perception' Teaching English Language during COVID-19 pandemic : A case Study of Beluri municipality -6 of Kanchanpur District" analyzed the teaching English language during COVID period in the context of Ugrtara Bal Vidhayala Belauri municipality of Kanchanpur.

#### **Findings**

In total four individual teachers were participated in this study and data were presented on them, according to data half of the respondent most like the 'zoom' and some respondents mostly like the ' team'. Like that few of them used SKYID and messenger as the most like tool for online class. Most of the teachers of the study area use zoom or team to teach English during COVID -19. Most of the time respondents used zoom and team ' Like that some of them used messenger because messenger also popular among the students. Half of the respondents use it due to easiness and better than the other tool and half of the respondents noted that it is easy access for all the students. Majority of the respondents noted that it is better than the other tools.

Half of the respondents indicates that they learn before COVID-19 and three respondents learned during COVID-19 period. Like that some of them learned after COVID-19. Majority of the respondents learned it during COVID-19 period. They thinks that zoom and teams is sufficient for online class and few of them do not think it is sufficient. Like that some of them are undecided. Majority of the respondents noted that zoom/ team is sufficient for online class. Most of the respondents have mixed perception about using zoom and team for English teaching. Majority of the respondents' dislike of its nature, however, they used zoom and team for English teaching.

#### **Conclusion**

During COVID-19 pandemic, zoom and team were popular in my study. Some teacher used zoom and other used team to teach English, however, online class is not effective in my study area because students/ teachers both did not habituate on it. It was used as alternative regular class. Without proper access of internet and electricity online class could not be effective in my study area. Short time tripping of electricity

and internet create problems in online classes as well as teachers and students are not habituated in online classes. In some cases poor economic background children have no access of mobile / computer to participate in zoom class. They involved online by taking help of other relatives and friends. Internet cost also high which is difficult to afford poor people. School administration has not enough budgets to distribute digital device to the students so that only few students involved in online class. There is no separate computer lab and technician in schools so that some time technical problem occurred and online class became worthless to the students. There is no secrecy in online in zoom class that create problem on students. Security concerns if the host does not enable password. Since hosts can toggle on and off the password function for Zoom calls, participants of a non-password protected Zoom call are at risk of 'Zoom bombing. Experts had experienced the same side effect of quarantine: exhaustion borne from endless video meetings, known as Zoom fatigue. Students, attending hours of online class, five days a week, may experience the worst of it. One of the major disadvantages of using Zoom to teach primary grade pupils is that you can't really achieve that classroom feeling. Although the software has several features that almost replicate a face-to-face classroom interaction, it lacks essential tools that help you build the ideal classroom environment.

### **Recommendations/ suggestions for Teachers**

- Teachers have no sound knowledge on technology so that they cannot run class properly in zoom. They only tell the story about the text. Teachers should have sound on computer technology and online classes.
- Teachers cannot prepare lesson plan for online class so that teachers should be confident on that.
- Teachers should be conscious about privacy of students and should manage zoom properly while teaching.

### **Suggestions to the Schools**

- School managed computer lab for online class
- School should manage digital device for online class
- Schools should managed internet service in schools

### **Suggestions to the government (local, province and federal government)**

- Local government should manage infrastructure like electricity , internet to the school to handle online class
- Province government should organized training to the teachers
- Province government make law for compulsory internet based class or computer class from basic level
- Government should provide free internet and free computer service to the students

### **Suggestions for further Study**

Changing aspects of teaching learning after COVID-19 in high school

Or

Achievement of learning English after COVID through online tools: as study of high school level of Nepal

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## Questionnaire

### 1. Perception analysis through Scale

Please go through the statement in the table below tick 'A' if agree, tick 'U' if undecided and tick 'D' if disagree

#### Opportunities / Advantages of Using Zoom

SN	Statement	A	U	D
1	Zoom Apps is useful for teaching in Covid-19 Pandemic period.			
2	Zoom is a very good platform for online teaching.			
3	It is useful to control class.			
4	It is useful to share screen.			
5	It is easier to revise electronic lesson.			
6	It improves the quality of study.			
7	It provides enough time for discussion.			
8	Online class enhances the confidence of teachers /students			
9	I think the online (Live or recorded) class system is very simple to operate.			
10	It makes easier to ask questions			
11	When I ask students to respond me, I always get a response from them.			
12	It is effective for discussion.			
13	I felt comfortable to share materials from the zoom.			
14	It can improve the student's performance.			
15	I believe on learning through zoom is better than physical learning environment.			
17	Zoom brings positive impact for learner.			

### Challenges of Using Online Class

SN	Statement	A	U	D
1.	Only used to run short time.			
2.	Students cheat teachers			
3.	Technically it is not suitable for the entire student.			
4.	There is no secrecy			
5.	It makes students dull.			
6.	It affects on students eye.			
7.	Online class (zoom class ) make students rude.			
8.	Students forget physical activities like dancing, running, playing game in online class.			
9.	Online class lass create boredom among students.			
10.	Students feel psychological problem in online class ( online class )			
11.	It slowly develops laziness among teachers and students.			
12.	Poor and marginalized people do not have access of internet and smart phone/computer.			
13.	Sometime poor network connection disturbs on teaching.			

S.N.	Statement	A	U	D
1.	I believe using online class is improve study performance.			
2.	I enjoy learning and sharing materials from online class			
3.	zoom makes study more interesting.			
4.	I prefer using online class for lessons.			
5.	I believe using online class to improve the quality of study.			
6.	I prefer learning from self-organized learning environment in e-learning.			
7.	It is easier to revise electronic educational materials than printed material.			
8.	I study using social media and YouTube tutorials are very economical for study very easily.			
9.	I like reading magazines, news on websites.			
10.	Using computer systems requires a lot of mental effort and challenges.			
11.	I zoom bring positive impact students learning			
12.	I like discussing about new things in zoom			
13.	I believe learning throw zoom is batter then traditional learning approach.			
14.	Only using text book and blackboard is not enough.			
15.	Zoom bring social change in English learning.			
16.	I prefer zoom for group study in the e-learning environment.			