

**Teachers' Perceptions on Online English Language Teaching
During the Global COVID-19**

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

**Submitted by
Apsara Dani**

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

2023

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Declaration

I, hereby, declare to the best of my knowledge that present research work has not yet been carried out by anyone anywhere, this is absolutely original.

Date: 19/09/2022

.....
Apsara Dani

Recommendations for Acceptance

This is to certify that Ms. **Apsara Dani** has prepared this research work of her M.Ed. thesis entitled **Teachers' Perceptions on Online English Language Teaching during the Global COVID-19** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 20/09/2022

.....
Dr. Gopal Prasad Pandey (Supervisor)
Reader and Head
Department of English Education
T.U., Kirtipur, Kathmandu

Recommendation for Evaluation

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

Signature**Dr. Gopal Prasad Pandey (Supervisor)**

Reader and Head

Department of English Education

T.U., Kritipur, Kathmandu

.....

Chairperson

Prof. Dr. Tara Datta Bhatta

Department of English Education

T.U., Kritipur, Kathmandu

.....

Member

Mr. Resham Acharya

Teaching Assistant

Department of English Education

T.U., Kritipur, Kathmandu

.....

Member

Date: 25/4/2021

Evaluation and Approval

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

Signature

Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr. Chandreshwar Mishra

Professor

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Expert

Dr. Renu Singh

Lecturer

Department of English education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 11/12/2022

Dedication

Affectionately dedicated

to

My father Mr. **Amrit Bahadur Dani** and mother Mrs. **Purna Kumari Dani** whose unconditional love, support and encouragement have enriched my soul and inspire me to purpose and complete this research.

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Apsara Dani

Abstract

This study entitled **Teachers' Perceptions on Online English Language Teaching during the Global COVID-19** was conducted to explore the perceptions of the English language teachers towards online teaching during the COVID-19 period and examine the challenges faced by them in adopting ICT based online teaching English in the crisis. I adopted qualitative survey as research design to carry out the study. Five English language teachers were selected as the sample for the study by using convenience sampling. Questionnaires were used as main tools of data collection. The participants were selected from two campuses of Gorkha District, Nepal. The data were collected via email. The data were analyzed by using thematic approach. The findings of the study showed that the teachers have positive perceptions towards ICT-based online teaching but they are yet not sufficiently trained to conduct online classes. They admitted that ICT had created new and powerful teaching and learning platforms for teachers and learners during the COVID-19 crisis. The teachers used smartphone, computer, laptop, along with online applications like Zoom, Google Meet, Microsoft Teams. The teachers said that they faced some challenges in online teaching. Weak knowledge and skills in using technologies in education field, poor internet connection, uneven electricity power supply, poor technical support were the major challenges to the unforeseen transition from face-to-face mode of teaching to the online teaching-learning during the COVID-19 pandemic.

This thesis consists of five chapters. The first chapter include background of the study, statement of the problem objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter deals with the review of conceptual literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, chapter three consists of research design, population and sample sampling procedure data collection tools and techniques, data analysis procedures and ethical considerations. Similarly, chapter four comprises results and discussions of the data. Finally, chapter five includes findings, conclusion and recommendations of the study. References and appendixes are included at the end of this thesis.

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List of Abbreviations

BBC	:	British Broadcasting Corporation
CALL	:	Computer Assisted Language Learning
COVID	:	Coronavirus Disease of 2019
DEO	:	District Education Office
ELT	:	English Language Teaching
ICT	:	Information and Communication Technology
M.Ed.	:	Master of Education
MALL	:	Mobile Assisted Language Learning
NPC	:	National Planning Commission
OLPC	:	One Laptop Per Child
PC	:	Personal Computer
SMS	:	Short Message Service
SSDP	:	School Sector Development Plan
SSRP	:	School Sector Reform Plan
T.V	:	Television
TELL	:	Teaching Enhanced Language Learning

Chapter One

Introduction

This study is entitled **Teachers' Perceptions on Online English Language Teaching During the Global COVID-19**. This chapter contains background of the study, statements of problems, objectives of this study, research questions, and significance of the study and operational definitions of the key terms.

Background of the Study

This is the era of science and technology. ICT has been playing a crucial role to exchange knowledge and information in between teachers and students in the field of teaching and learning activities. Language teaching has been extensively influenced by the technological innovation's mode in the field of science and technology (Gide, 2014). With the rapid expansion of science and technology, language teachers can use varieties of technologies in teaching English in formal and non-formal settings. Information and communication technology is considered to be one of the basic building blocks of modern society (Daniel, 2002). "Information and communication technology (ICT) can be defined as a family of technologies used to process, store and disseminate information, facilitating the performance of information related human activities, provided by and serving both public at-large as well as the institutional and business sectors" (Wang, Yang & Hung, 2017). The most utilization of ICT tools is computer and the internet. The internet is expected and can give a support for communicative interactive process between teachers and students which is related to the teaching strategy that will be developed. Thus, the teaching-learning process can be more interesting for students and can build up their motivation in learning activity.

Technology has brought incredible in the field of education. With the e-learning web apps, teachers can provide an effective virtual learning experiences to their students; can improve students' academic progress. It has surpassed the barriers of space and time, and made the students, teachers, and parents stay connected from anywhere in and around the world. ICT has immense role for online teaching and learning during any kind of global crisis. It helps to connect people who are

geographically and physically away from each other. In traditional classroom, teachers stand in front of the learners and give lecture, explanation and instruction through using blackboard, whiteboard and hand textbook. But now, ICT provides many alternatives as making teaching interesting and more productive (Patel, 2013). ICT helps to share professional ideas and views among English language teachers through internet. English language teachers can read and publish articles, can take participate in online professional development training to develop and refresh their professional knowledge through the use of technologies. According to Akhtar (2016), use of modern technological tools has led the rise of ICT. The use of ICT for teaching and learning is not without problems getting the opportunities to socialize, develop the relationship with peers and works as team on a class project during online teaching and learning.

COVID-19 referred as a pandemic due to its severity and fierceness also the greatest global health crisis after centuries in human civilization (Mishra, Gupta & Shree, 2020). The novel corona-virus (COVID-19) pandemic has adversely affected the economy, social life and educational services all around the globe. An overwhelming majority of the world's enrolled students have experienced the temporary closing of academic schools during the COVID-19 pandemic in an attempt to encourage social distancing and therefor decelerate the transmission of the virus. "Universities are facing the challenges to provide quality education to their students during this prolonged period of lockdown (Farooq, Rathore & Mansoor, 2020)". Schools, colleges and universities across the globe closed their doors and many schools and colleges and other educational institutions have embraced online education platforms to decrease the spread of the viral outbreak during the COVID-19 pandemic. In the context of Nepal, around 3 lakhs people have been suffering from the corona-virus and more than 3500 people have died due to the corona-virus. In such a fearful condition, there is no possibility to continue teaching-learning activities by sitting in the classroom. In such critical situations, ICT has made it possible to provide education for the students as their formal classroom. ICT has become an alternative mode of teaching-learning activities during the period of global health crisis.

Online language teaching is a teaching experience that is enhanced through utilization of computers and the internet both outside and inside the facilities of the educational institute and organization, where the teacher and learners are physically separated in terms of place and time. “Online teaching and learning mean as set of learning in a subject delivered through network giving access and exchange of knowledge” (Atmojo & Nugroho, 2020). In this modern age, the value and use of technological instruments has been increasing rapidly. Academic field cannot stay detached from these technological instruments. The emergence of technology has changed teaching methods. Due to the global pandemic, the value of online teaching has increased immensely. “Online learning is also perceived as the utilization of the internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in the learning process to gain knowledge, make meaning and progress through learning experience” (Ally, 2008). Online language learning in English language teaching context in college settings during the COVID-19 pandemic takes place in fully online language learning because students and teachers are not possible to gather face-to-face learning context. “The wide spread use of online learning inevitably brings students in to alternative places for online language learning” (Plaisance, 2018). “Online learning plays a crucial role in the educational growth of many nations and it offers the needed opportunities to developed nations to enhance their educational development” (Gyampoh, 2020).

From the above-mentioned description, I can conclude that ICT is not optional means but it is an indispensable part of the modern and contemporary teaching and learning environment. ICT provides a huge platform to search, exchange and gain knowledge and information from any parts of the world from their homes. In this regard (Ammanni & Aparanjani, 2016) has presented some of the benefits of ICT use in English language teaching. For example- students and teachers can work with current and authentic sources and increase interaction, verbalization and involvement in group collaborative learning. Additionally, learners become more innovative with the help of e-learning. “Online teaching and learning mean as a set of learning in a subject delivered through network giving access and exchange of knowledge” (Atmojo & Nugroho, 2020). The twenty-first century, the age of globalization and information technologies, has created a favorable context for reforming and exploring English language models in the new age. During the COVID-19 pandemic period,

many academic institutions were closed to be safe from the virus in Nepal. Teachers and students were not able to engage in the teaching and learning activities in face-to-face mode. However, the growth of the internet has facilitated English language teaching. The use of technologies has made the possibility of continuity of teaching-learning activities at formal and non-formal settings.

Statement of the Problem

English language has been accepted as a global language today. Day by day, the value of English language has been growing all over the world. English language is taught and learnt an international language in our country, Nepal. English language has become a supportive language to be familiar with global society and environment. In the context of global exchange, the role of ICT has become inevitable in every day teaching-learning activities inside and outside the classroom to receive global knowledge and information. Due to the rapid expansion and growth of ICT, the world is becoming smaller. The novel corona-virus has created problems to continue teaching-learning activities in face-to-face mode classrooms. All teachers and students were compelled to embrace online teaching to be safe from the virus. However, in recent days' language teaching is fascinated by modern technological tools like laptops, computers, the internet, mobile etc. and technological apps like Zoom meetings, Google Classroom, Webinar, Microsoft Teams etc. The use of ICT is one of the 21st century skills. Due to these reasons, the use of ICT makes teaching and learning effective and interesting. During the pandemic, ICT has made it possible to continue academic activities. ICT provides ample opportunities to exchange knowledge and information with each other by using ICT.

Although, it was not easy for all teachers to use ICT tools for online teaching because most of the teachers did not have good access to the internet as well as they did not have required skills and knowledge to use ICT tools and applications properly. So, most teachers were not able to use ICT tools and apps for online teaching. Many teachers were not familiar with the ICT tools and apps before the outbreak of COVID-19. This recent global pandemic has compelled all teachers to apply ICT tools and apps for online teaching from their home. In the context of Nepal, various policies and strategies have been made to giving emphasis on the use of ICT in education as an effective source of teaching and learning. Most of the

provisions have mentioned that different level governments have to be more responsible for developing instructional materials, textbooks, and capable human resources in the sector of using ICT. Similarly, many policies and provisions have been made to provide ICT-based education however some of the policies have not been properly implemented yet due to the lack of ICT-related human resources, infrastructure, and willingness, finance, and social awareness. Therefore, teachers have problems to use ICT tools in teaching and learning.

Therefore, this study tries to investigate the teachers' perception in using ICT based tools and apps for giving continuity of formal teaching learning activities through online. Although many research works have been carried out on online teaching and teaching through ICT, only a few studies have been done on teacher perceptions of using ICT for teaching-learning activities. The literature does not account the perceptions of teachers towards ICT as well as the challenges faced by English language teachers in adopting ICT as a regular teaching method during COVID-19. I did not find any research articles alike to my research topic "Teachers' perceptions on online English language teaching during the global COVID-19". Therefore, I assumed it is new and contextual as a research problem and selected it for my research study. Moreover, I was extremely curious to explore the perceptions of teachers on using online teaching as a regular basis. Thus, I discussed with the teachers, explored their perceptions on the use of ICT and examined the challenges that they faced in teaching English language during the global COVID-19.

Objectives of the Study

The study had the following objectives:

1. To find out the English language teachers' perceptions towards online English language teaching during COVID-19 pandemic.
2. To examine the challenges faced by the English language teachers in adopting ICTs for ELT while teaching English during the global COVID-19 pandemic.
3. To suggest some pedagogical implications.

Research Questions

This study addressed the following questions:

1. What are the perceptions of teachers towards the use of ICT in teaching English language? How do they perceive online teaching?
2. What are the challenges faced by English teachers while using ICT on online teaching?

Significance of the Study

In the present context, teaching and learning methods or ways has been radically changed. Similarly, the use ICT in teaching and learning has allowed to receive and deliver content knowledge without attending a formal classroom. In the absence of the teacher, learners can learn by using ICT. The corona-virus globally impacted health. It was not possible to go out of home because of the health risks. The irrelevance of traditional teaching-learning during COVID-19, shifted the attention of educators towards online teaching because of anticipated uncertainties in pursuing the traditional mode. As of today's scene, it is quite impossible to take classes in regular mode amid the COVID-19 outbreak in which maintaining social distancing is of paramount importance; hence undoubtedly online teaching mode became a necessity. An aftereffect of the COVID-19 crisis online education became a pedagogical shift from the traditional method to the modern approach of teaching-learning from classroom to zoom, from personal to virtual, and from seminars to webinars. So, it is very suitable in present day world. The use of ICT in language teaching makes the act of teaching comfortable, easier, and faster. The ability to use ICT tools effectively to teach English language and handle various ICT tools purposefully has become an essential need for English language teachers. In the era of modern technology, the use of ICT helps the teacher directly and indirectly in teaching and learning. In addition, students learn at their own pace and revisit the class multiple times before proceeding to the next level. Using ICT and integrating it into learning process can ensure effective learning. For effective integration of ICT in teaching and learning teachers are required to know how learning occurs.

This study was carried out to find out the teachers' perceptions on online teaching during the COVID-19 pandemic and investigate the challenges faced by the teachers to conduct online teaching during unforeseen circumstances. So, this study will be significant for the researchers, teachers, students, experts, policy makers, curriculum designers, ELT trainers, as well as those who want to conduct research in the same field of ICT. Similarly, all the persons who are involved in the teaching profession will be benefited from this study. It will be also beneficial to those people who are planning to come in the same fields. Moreover, it will be advantageous for language teachers and students to overcome or cope with the challenges that may occur unexpectedly. It will be fruitful for other concerned people who are directly or indirectly involved in the educational field.

Delimitations of the Study

This study had the following limitations:

1. This study was based on a qualitative survey design.
2. The data were collected through open-ended questions.
3. This study was limited to five English language teachers from two different colleges of Gorkha District.
4. This study focused on teachers' perceptions and challenges in online teaching English language during the global COVID-19 pandemic.
5. A convenience sampling procedure was used to select the samples for the study.

Definition of the Key Terms

In this study, the following terms were used as the key terms with the given specific meanings.

Information and Communication Technology: In this study, ICT refers to ICT tools and apps used by English language teachers to facilitate English language teaching and learning activities during the pandemic.

Perception: In this study, the word perception indicates teachers' attitudes or views on the use of ICT tools and apps for online teaching English language during the global health crisis.

Teacher: In this study, a teacher refers to a person who helps students to deliver and acquire knowledge, skills, competence and virtue in a formal and informal settings at the college level.

Online teaching: In this study, online teaching refers to teaching or delivering subject knowledge and information by using the internet with the help of various tools and apps for college-level students.

Global health crisis: In this study, the corona-virus (COVID-19) is defined as a global health crisis. A global health crisis is a health crisis that affects many countries at the same time.

COVID-19: COVID-19 is a heavily infectious disease caused by severe acute respiratory syndrome coronavirus, which originated in Wuhan city of China in December 2019. Educational institutions are also badly affected by the presence of this virus in a nation.

Chapter Two

Review of the Related Literature and Conceptual Framework

This chapter of the study consists of a review of the theoretical literature and empirical research, the implications of the review for the study, and the conceptual framework. The aim of reviewing the previous research works and literature is to explore what has been done before and what is left to be done in this area. The literature related to the present study has been reviewed under two broad headings i.e.: theoretical and empirical

Review of Related Theoretical Literature

To conduct any research work, literature review is indispensable academic work for the researchers to gain theoretical knowledge about related topics, which helps the researcher to internalize sufficient knowledge, information, ideas, and clear concepts of the topic.

In the absence of reviewing others' literature research cannot be completed properly. Reviewing the various literature, helps to provide knowledge about previous knowledge information ideas and facts established on a topic. This sub-section includes the introduction of ICT, the history of ICT in Nepal, online English language teaching and learning, ICT tools and apps in language teaching and learning English, and the global health crisis respectively.

Information and Communication Technology (ICT). Miraculous improvement of science and technology has compelled us to flow ourselves with the tide of time. Kaware and Sain, (2015) defined ICT as “a combination of technological tools (tools are electronic and digital devices like computers, internet and broadcasting technologies) and resources that are used to manipulate and communication information”. ICT has brought an immense revolution in each and every sector of human activities, and the field of education cannot be an exception of it. ICT has played a crucial role in the classroom and outside of the classroom. ICT refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. ICT includes such technologies as the internet, wireless networks, cell phones, broadcasting technologies (radio and

television) telephony, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video conferencing, email, and blogs and other media applications. “ICT provides many alternatives as making teaching interesting and more productive (Patel, 2013)”. To look in the recent scenario, the use of ICT has become the backbone of everyday life for human beings to conduct their daily activities smoothly. In this sense, Herselman and Britton, (2002) as cited in Kinaanath, 2002 state that information and communication technologies are a networked system comprising data processing, storage and retrieval of information. With a single click of a mouse, we can view the world and can get information about the world by using of ICT. By receiving the real-life experiences of the global pandemic of the corona virus; we cannot conceive our education without the use of information and communication technology. It has made it possible for us to exchange thoughts, ideas, experiences, and feeling easier with-in a very short period all over the world.

Information and communication technology is now playing an important role for the dissemination of sustainable quality education worldwide (Pal & Pnigrahi, 2013). It is true that the use of ICT has now become an integral part of the everyday life of human beings to spread the light of education. (Kozma, 2002), states that ICT is becoming the heart of preparing students and teachers for participation in the teaching and learning society. It means that nowadays ICT is taken as an effective tool in ELT to give continuity of formal education. It is because with the help of ICT teaching and learning process becomes more lively, interactive, and student-centered. ICT has provided lots of facilities to English language teachers and students to keep in touch with each other during global health crises like the corona-virus. Students and teachers also got the opportunity to save their academic year by conducting their formal classes regularly with the help of ICT tools like mobile, computer, and apps like Googol Classroom, Zoom meetings, Microsoft Teams, Webinars etc. In this sense, Kinaanath, (2013 as cited in Punie, Zinnbauer & Cabrera, 2006) argued that it is difficult and may be impossible to imagine future learning environments that are not supported, in one way or another by ICT. It means when information and communication technology is effectively used in teaching and learning the interaction between teacher and students becomes more in classroom activities during unforeseen circumstances. Due to the outbreak of the corona-virus pandemic, the value and use

of ICT has increased immensely. Teachers and students got a good opportunity to be much more familiar with ICT tools and apps. They became able to use and apply ICT advancement meaningfully to full-fill their academic purpose. “Literacy in ICT is fundamental to life in our modern technological society. To equip students to be literate life- long learners and global citizens of the 21st century we must successfully integrate ICT in to both the English curriculum and English pedagogical practice. ICT is a valuable tool to enhance teaching and learning” (Stockwell, 2012). ICT has been an integral part of the education field to gain academic purpose as well as to be more familiar with the world. Meenakshi (2003), claimed that we use ICT for life-long learning, promote equal opportunities to obtain education and information, develop a system of collecting and disseminating educational information, technology literacy of all citizens, and develop distance education and culture of learning. Information and communication technology has given wings to scholars and educators in a multitude of ways.

Information and Communication Technology in Nepal. In the recent scenario, ICT has been widely used in different fields of our lives. But Nepal has been starting the use of ICT to process census data since 1992. The Nepal government purchased the machine for further data processing in the Bureau of statistics and established a separate organization called Electronic Data Processing Centre (EDPC) in 1995. After six years, the EDPC converted into National Computer Centre (NCC). Email and internet services were introduced in 1994 and 1995 respectively. Nepal has undertaken several policies and planning in the information and communication sector over the past several years. Nepal’s first information technology (IT) policy was announced in 2000 (NPC, 2000). Recently the government of Nepal has formed a new body, High Level Commission for Information Technology (HLCLT), which is playing the role of facilitator between the private and public sector in the development of ICT in Nepal.

National Curriculum Framework (2007) has accepted that ICT has been proven as one of the important tools for promoting education throughout the world. If this new area of learning is not included in the curriculum, the youth will be deprived of today’s global educational reality. So, it needs to develop ICT as a subject matter and medium both in the curriculum to educational change. This policy also used ICT

as a tool for communication and transforming information related to school administration.

The MOE has implemented programs related to ICT in education such as one laptop per child (OLPC) pilot project in selected 26 schools of six districts (MOE, 2013). Similarly, Central Level Agencies under the MOE, five Regional Directors (REDS), and 75 District. Education Offices (DEO) have launched websites. The DEO, with the involvement of some NGOs, has developed interactive digital learning materials for the students of Grades 2-6 in Nepali, Mathematics, English, and Science subject.

Similarly, IT Policy (2010) states that the expansion of access to the internet to all schools is also helpful for promoting coordination, and collaboration with national and international institutions to develop skilled human resources for continuous, relevant and quality education formulation and implementation of IT programs focusing on teachers, students, and schools to develop competent human resources. However, many policies have been brought to make learning activities effective due to the lack of skilled manpower so it is difficult to apply them in the real field properly.

ICT Master Plan (2013-17) states that, the Ministry of Education has endorsed the guidelines for the implementation of ICT in school education in Nepal. The institutional arrangement and other provisions included in this guideline are also taken into consideration while finalizing this master plan. The main objectives of this ICT master plan were to create ICT enabled learning environment in educational institutions and expand internet access to schools and other educational institutions and to enhance education system through the use of ICT. Its use in schools can help students in learning effectively. So that the entire stake holder should be responsible. ICT enabling learning environment is established with the institutional and professional capacity to maintain, update and use, applications and features. The Government of Nepal, Ministry of Education, through National Curriculum Framework (NCF), has introduced ICT as a subject as well as a tool for instruction in school education.

ICT National Plan Policy-2015 has talked about e-learning, e-education and e-library in the tertiary level educational institute to improve outcomes. Also mentioned, it promotes and facilitates computer skills for teaching and learning at university and all level. Encourages and facilitates partnership between Nepalese universities and research institutions with international counterpart institutions in research and development program and knowledge transfer.

School Sector Development Plan (2016-2023) has set the goals to improve teaching and learning, and increase access to teaching materials through the development of skills of ICT with students. The Ministry of Education has started establishing computer labs in some of the schools, websites in all district education offices, and regional and central bodies of education in the country. It gives proper attention to the construction of ICT friendly environment to improve teaching and learning. It has also the objective to develop the teaching materials and to increase the skills in using ICT in educational administration and management.

The SSRP has envisioned implementing and expanding the ICT-assisted teaching and learning process in all schools. The SSRP further argues that ICT in education is an innovative and effective teaching and learning tool. It means that the policy and provision related to ICT seem to focus on the use of ICT tools and apps in the educational process to the greater extent. Most of the educational institution of Nepal has started to use ICT tools and apps to facilitate in teaching and learning process very effectively. ICTs not only help urban area students. It also helps remote area students through digital devices, students and teachers both are getting the facility and opportunity to exchange their knowledge and information during the period of any difficult circumstances.

ICT Based English language Teaching and Learning/ Online Teaching.

Scientific and technical progress has arguably dominated all aspects of life, including teaching methodology. English language teaching methodology is influenced as much by linguistic theories as advanced in science and technology. English language teaching and learning methodologies have been changed over the last few decades, moving from a traditional grammar-translation method to more student-centered methods such as Total Physical Response, Communicative Language Teaching (CAL) and Task –Based Learning (TBL) which are more popular among language teacher. Instruction has begun to shift from traditional or face-to-face classroom settings to online teaching-learning environments. Online teaching has become an important component of education. Sophisticated computers, multimedia computers word processors have virtually contributed a lot to the actual practice of language teaching. As recent innovations, Mobile Assisted Language Learning (MALL), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL), and E-learning have been increasingly used in English language classrooms (Holmes & Gardner, 2016).

Teaching and learning have been extremely influenced by the soaring development of technology. Technology has created opportunities and challenges to teachers and learners to a great extent. In the context of developing countries, ICT is often seen as an empowering tool that provides people with access to opportunities and choices that were not available; however, e-devices for English language teaching and learning are still an emerging field in developing countries (Duff, 2015). Teachers in the 21st century must have to integrate technologies to teach languages effectively in the classroom. So, ICT can be seen as empowering tools that provide people with access to opportunities and choices for grammar exercises and activities. Learners who do not have smart-phones, cannot take part or involve in online classes which created barriers to learning. However, James (2015), states that technology is a way in which people use ideas of science to make the task easier, faster, and more available. Nowadays, some modern electronic devices such as computers, television, overhead projector, mobile phone, multimedia, and web-based applications have vital roles in language teaching because they help to teach language more effectively and appropriately. Use of effective and appropriate online teaching and learning ICT tools

and applications will lead to successful academic achievements (Kuama & Intharaksa, 2016). Different types of technologies and electronic devices are applied in the field of ELT that help language teachers to make their professional life easy. Karries (2008), states that the major impact of the recent development in the teaching of a foreign language can be seen in terms of a learner-centered, motivation-based and activity-oriented approach to language teaching supported by television, radio, and audio-visual. At the same time, many modern electronic devices and software are introduced into the classroom and outside the classroom to learn language more effectively. In this regard, (Dash & Dash, 2007) view, that “electronic media can now bring real English to all our schools, however remote, if we provide them with the channels of distribution, students will learn real English in school with much greater ease and eagerness through radio, television and other electronic devices (p 32-33)”. So, the use of ICT in the teaching and learning process is necessary and teacher is expected to be innovative and enthusiastic in his/her teaching learning process by integrating ICT.

Information and communication technologies are altering almost every aspect of our lives, our societies, and our educational sphere. The onset of technology and the rapid advancement of the same has been a boon to us in myriad ways. “ICT is the valuable tools to enhance teaching and learning” (Stockwell, 2012). Take the education sector, for instance, the countless mobile applications for teachers are redefining teaching and learning altogether. Online teaching is progressively truing into a choice for many people. It is no longer not an optional luxury but an obligatory tool. The education industry has undergone a paradigm shift. Teaching and learning have been redefined. Any program, apps, or technology that can be accessed via an internet connection enhances the teacher’s ability to present information and a students’ ability to access that information.

ICT Tools and Applications in Teaching and Learning of English. The term “information and communication technology (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic media” (Alkamal & Chouthaiwale, 2008). In this regard, ICT includes various technologies such as radio, television, video, DVD, telephone, satellite systems, computer and network hardware, and software, as well as the equipment and services associated with these technologies, such as video conferencing, email, and blogs. “ICT as a tool to support and develop the process of teaching and learning in education is therefore interesting to further explore” (Lindberg, Olofsson & Fransson, 2016).

According to Alkamal and Chouthaiwale, (2008), the ICT tools in English language teaching and learning are broadly classified as non-web based and web-based technology:

Non-web-based learning tools

Radio and television. They are the most useful tools of language learning. Both of the instruments offer cheap access to rich progress. The immediacy of current affairs programs ensures that learners’ exposure to the language is up-to date and embedded in the real world of native speakers. TV is an important technological medium used by the language learners as it appears through eyes and ears. TV provides a full audio-visual simulation, dynamic and attains a higher degree of realism.

Films. Films are the most powerful element in the hands of an intelligent and resourceful teacher. Films appeal to the learners to heighten their interest and held their retention of the learned materials. Films are profitably used to showcase facts, actions, skills, and background information.

Language web. Language lab is one of the modern technological teaching aids. Language lab has multi-facets, Students can listen to the audio and can understand the different accents used, and the students can speak and record their voices. It is exclusively result-oriented. So, it helps to enrich the English learning process. It creates an easy atmosphere than a traditional one.

Overhead projector. It is also an important tool of information and communication technology. It is an alternative to chalk and talk. It allows the teachers to use images, and diagrams and it reduces the work of the teacher by drawing it on the blackboard. By using OHP more complicated sources can be brought into any classroom and it is easy to use, and easy for the students to take notes from it.

Web based learning tools

Email: This is the most important ICT tool, so students can correspond with native speakers of the target language using email by creating a personal email account. This also provide revisions, feedback, suggestions for the betterment of every work and send them back to the students.

Blogs: A blog is a personal or professional journal frequently updated for public consumption. It is used for journal purpose writing, sharing photos, audio-visual materials. The blogs enable uploading and linking the files which is very much suited to serve as online personal journals for students.

Skype: This is also another important tool in the field of ELT. Every internet service has audio functions, and technological instruments like laptops with cameras. The students can communicate with their teachers and friends who are far away. Similarly, students can communicate with the speakers of native language and get their pronunciation checked. As a result, students can get the chances to improve their speaking skill as well.

Mobile phone: Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. Students may verify the spelling, pronunciation and usage of the specific word they searched for. Similarly, they can use short message service (SMS) to send queries to their teachers and get their doubts cleared.

IPODs: This is one of the multimedia devices, which enhance the learners to generate, deliver, and exchange texts, images, audio and video scripts as per the requirement. The teachers send text messages and the students can read and answer to them. Thus, IPOs give a chance to the learners of English to improve their listening, pronunciation, vocabulary, grammar, and writing.

Thing Link: It is a free web-based tool, which allows for the creation of interactive images. The tools allow both teachers and students to tag specific spots in an image and to embed links, sounds, and video, to create visual information and link collections. Thing Link has a huge educational potential and teachers and educators can use it in a variety of ways.

Applications for online teaching and learning. Previously, e-learning, distance education, and correspondence courses were popularly considered as the part of as part of non-formal education. Computers and other devices only have been used for online teaching but due to COVID-19 pandemic has made compelled teachers and students to be fully familiar with and use apps to conduct their classes on regular basis. ICT-based apps that facilitate teaching and learning, simplify the teaching and learning progress. If used correctly, apps can help to enrich the learning experience for English language teachers and students of all ages and levels in the classroom and at the home. Some apps that can help with the other aspects of teaching the language, such as the organization or creation of lesson plans, producing quizzes, and making flash cards. A growing number of apps connect students with native and non-native English speakers or teachers all over the world for one-on-one tutoring sessions. These apps, make it possible for online teaching from home. It helps to keep the desired progress continuously during any kind of pandemic. These days make use of technology more than ever before; everyday, thousands of new educational apps are available to download. These apps are designed to meet specific educational purposes.

According to Mishra, Gupta, and Shree (2020), some online communication platforms from which can change the destination and the direction of the whole education system across the world during the post COVID-19 circumstances. Some of the online teaching learning platforms are as follows:

Zoom: With the onset of the global pandemic, there has been a marked increase in the number of people using zoom for online teaching. Zoom enables teachers to reach a large number of students. It is primarily a video conferencing app. It has helped a lot of teachers and students. It helps to circulates assignments and share other content.

Google Classroom: This service for educators is a great way for online teachers to stay organized and track progress through their lesson plans. No matter how many students or courses are being taught; Google classroom is an incredible resource for staying on track.

Google Meet: Google Meet is also primarily a video conferencing app. huge number of teachers and schools have resorted to using Google Meet for conducting their classes. It is a good platform for interacting with students and taking classes.

Microsoft Teams: It is also online app. Microsoft teams is a persistent chat-based collaboration platform completed with document sharing, online meetings, and online teaching-learning activities. Teams provide a simple and easy to use app that allows us to chat with our team via text, have a voice conversation, or a video meeting.

Webinar: A webinar is a seminar conducted online. It allows us to host virtual teaching and learning activities without the need to find a suitable venue. With a webinar, share our presentation with our audience without physically being there.

Socrative: Socrative is an educational app that acts as a learning assessment tool. It helps to simplify grades and reports. With engaging assessments, surveys, polls, etc. This application for teachers helps to make classes interesting and measure the engagement of students.

Edmodo: It is a platform for providing feedback to students in a productive manner. It is an online app that helps with the digital organization of students work and lessons. Teachers can assign work, manage the progress and discuss feedback with students' one on one. Teachers can also communicate with parents via the app, and discuss direct student assessment in a manner easy for them to understand.

Evernote: This note-taking app lets users easily organize their notes, screenshots, and docs into folders. Notes can be updated at any time, and the app has many tools for customization or organization.

Edu creations: This is an interesting take on a whiteboard mobile application. Students and teachers can create videos as part of lesson plans and assignments, a

diagram or video can help students grasp and present materials virtually as well as audibly.

Nearpod: This is an online application that allows teachers to present multimedia lessons that students can upload to their mobile devices. The Nearpod app is completely free and offers different layouts, which make it suitable for various teaching activities.

Nepal in Global COVID-19. The world health organization has declared COVID-19 as a pandemic that has posed a contemporary threat to humanity. This pandemic has successfully forced the global shutdown of several activities, including educational activities and this has resulted in tremendous crisis- response migration of universities with online teaching serving as an educational platform (Adedoyin & Soykan, 2020). The global health crisis has forced teachers and students to stay at home. In order to prevent new infections and also minimize the rate of spread of the disease, academic institutions or organizations in Nepal were closed down on 9th Chaitra 2076. There is therefore the need to address the educational challenges in a situation where our school and college students are at home because schools and colleges have been closed down because of the ramping effect of the disease. In the territory of education, academic and research activities have basically come to halt. The threat of COVID-19 has obliged colleges and universities to make crucial decisions on how to keep offering education while keeping their community safe from a public health emergency that is impacting the whole world. To continue academic activities, the use of ICT tools for teaching-learning in online mode has become an alternative mode instead of traditional face-to-face mode to prevent the spread of the corona-virus. ICT has drawn the attention of teachers, students, parents, and educators. Although many students in Nepal were unable to get access to virtual classes due to the lack of ICT infrastructure; many teachers are trying to utilize the internet and other available resources to meet the current needs of students. It is the evidence that the use of ICT will continue to grow in the post-COVID-19 era in Nepal by opening several possibilities. ICT became as a boon in educational territory for unstoppable teaching and learning activities from anywhere during in difficult circumstances. ICT has made it possible to us to keep in touch between teachers and students for the academic purposes.

ICT in the service of English language teachers' education. Information and communication technologies in education refer to teaching and learning of subject matter that enables understanding the functions and effective use of information and communication technologies. Education has not been isolated from the developments of ICT. ICT in education refers both to an array of tools and also to principles for their effective application in learning. The use of technology in the service of education has been great interest mostly in the period of an unexpected global health crisis. Nowadays, “the use of ICT in the service of education in an educational institution is inescapable. This is because societies need people who can cope with changes, challenges and developments of the age, and not least of all, it highlights the growing need for a skilled workplace” Qaddumi, Bartram, and Qashmar (2020). Employing ICT in the service of education is one way of developing an individual's abilities. With the advent of the digital era, new technological implications and possibilities for teaching and learning are increasing throughout the world and at all levels of education. The desire and intention of using ICT, to enable teachers to interact effectively with the digital environment and to meet the challenges of the 21st century. The Ministry of Education and Higher Education recognizes the importance of employing ICT in the service of education as a positive force supporting the process of teaching and learning, at a time when many professionals in the field of educational technologies are expressing great hopes for the role they play in the educational process. (Qiao, 2009) found that the use of ICT in the service of education offers many wide-ranging benefits. These include the increased potential for taking into account individual differences; providing feedback to the learner; increasing achievement in language learning; supporting the acquisition of learning skills and computer literacy; acquiring positive digital habits; speeding up the learning process; developing problem-solving skills; diversifying learning experiences; consolidating concepts; reinforcing historical learning; and reducing the burden on the teacher. The rhythm of educational activities has been seriously altered because of the lockdown. Educational plans and programs were developed to serve the needs of the current and future. The role of ICT in education is recurring and unavoidable. This pandemic has successfully forced the global shutdown of several activities, including educational activities, and this resulted in

tremendous crisis response migration of universities with online learning serving as the educational platform (Adedoyin & Soykan, 2020).

Teaching English in difficult circumstances. English has occupied a significant position all over the world. Teaching English language in Nepal has been mandatory at every level. Language teaching is the process whereby someone gains communicative competency or fluency in a language. Language teaching and learning is considered to be a complex process. To make such complexity easier well advanced teaching aids should be available as it is the need for hours. English, we are studying here as a foreign language. Most of the learners feel very difficult to learn English inside the classroom by receiving proper guidance from the teachers. The pandemic has also added more difficulty to learn English by staying at their home to fulfill academic courses. Verawardina (2020), indicated that technological developments continue to transform and improve methods of teaching, which manipulate the learning process with several specific improvements, such as teachers posting assignments on social media online platforms, students using interactive tools or apps to complete their assignments online, and submit them to the electronic classroom database. ICT provides good platforms to search for and deliver the exchange of knowledge and information between teachers and learners. Due to the global pandemic, all people are suffering from the disease. Nepalese people cannot be detached from the global pandemic, this fearful condition of ICT works as a bridge between teacher and learner to keep in touch from anywhere for academic purpose. Kaware and Sain (2015), state that in the age of technology, the traditional ways of teaching and learning have lost their significance. Innovative teaching-learning methods are expected to execute the teaching more effectively and efficiently. It has become the need of time to avail the facility with the help of the ICTs which a learner may learn anytime and anywhere. It is the sector that is going through many changes in a minute. So, education and IT must go together. ICT has made quite comfortable and purposeful teaching-learning activities during the period of circumstances. To make more comfortable online teaching-learning activities, instructors or teachers have to learn how to use chat, email, threaded discussions, and forums tools; they must master the new culture. The use of technological tools in the teaching and learning process help to increase the teachers' digital skills to impart new knowledge

to the learner and to overcome the limitation of learning-based technology in the COVID-19 era in the world (Olusola-Fadumiye, Harun & Oke, 2020). The role of the teacher in this COVID-19 era, must always be able to encourage and monitor the students to learn independently through social media, it has made it much easier to reshape the education system and promotes learning activities by learning online. Therefore, students can continue their education at any-time from anywhere regardless of the outbreak of COVID-19. De-schooling society Illich (1971) seems relevant as the current scenario tries to keep our children away from the traditional formal education system and provide an opportunity to flourish their curiosity.

Benefits of Using ICT Tools and Apps in English Language Teaching

The last decade has witnessed increasing integration of various forms of technology in colleges because of the rapid development of technology. Online teaching is essential to explore alternative ways for students to develop skills to communicate and works together during online teaching and learning (Rahiem, 2021). The integration of ICT in education has been an increasing concern in both developed and developing countries. The integration of ICT impacts positively the performance of learners. So, ICT provides language learners with the opportunity to use the language that they are learning in meaningful ways in accurate contexts. Especially in a context like Nepal where teachers and students have limited physical resources, the use of the internet can guarantee access to authentic resources for learning. The use of ICT encourages learners to be independent and more active in online learning activities. It develops the habit of self-learning among the learners. The use of ICT in online teaching increases the habit of collaboration and cooperation between peers. Similarly, with the ICT-based tools and the constantly growing number of available educational resources language teachers can give individual and personalized guidance to learners. ICT presents a powerful learning platform for learners during any sort of circumstance. The use of ICT increases the scope of teaching. Online learning on its own has advantages such as flexibility (Smedly, 2010), and self-pacing (Amer, 2007). Opportunities the current increase in its adoption by universities is born of their desire to direct their actions toward alignment with both local and global practices and policies to overcome the spread of the COVID-19 pandemic and maintenance of the academic calendar. It provides quality

learning materials and creates autonomy in learning. Along with academic excellence, students must have English communicative skills for their prosperous future. The use of ICT for online teaching helps to bridge the gap between the classroom and outside the world and also makes learners more creative.

The use of information and communication technology in teaching and learning can have many advantages. In, this regard Ammanni and Aparanjani (2016), have presented some of the advantages of using ICT in English language teaching that are as follows:

- i. ICT can make students and teachers to work with current and authentic sources.
- ii. ICT increases the learners' interaction, verbalization and involvement in group collaborative learning.
- iii. Learners become more innovative with the help of e-learning.
- iv. ICT provides information to the students which will be useful for them to compete in this competitive world.
- v. ICT helps to get the required information within a fraction of a second.
- vi. English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
- vii. Students can learn independently.
- viii. With ICT pictorial description is available.

Challenges of Using ICT Tools and Apps in English Language Teaching

ICT use in teaching and learning can assist teachers in overcoming obstacles by using technological users. The global spread of the COVID-19 pandemic causes class suspensions resulting in the need for online learning (Moorhouse, 2020). As in many countries worldwide, as part of the consequences of the COVID-19 pandemic lockdown educational institutions in Nepal were closed in Chaitra 11. Although, gradually re-opened in Magh, teachers were confronted with the need to adapt to online teaching as a part of regular basis teaching. After the outbreak of COVID-19 pandemic, the value of ICT has increased rapidly and immensely all around the world

countries. Especially in academic spaces, ICT provides lots of advantages and benefits to teachers and students to deliver and receive knowledge and information as formal teaching-learning activities through online teaching-learning. Besides the many advantages of ICT in using teaching learning activities, there are some challenges like; lack of proper training skills, not good access and facilities to use computers and internet daily, not being habituated, lack of proper guidance and interest, lack of sufficient motivation as immediate feedback, interrupted electricity connection,

The COVID-19 situation requires not only knowledge and skills but also confidence regarding success in online teaching. In this regard Olusola-Fadumiye and Harun and Oke (2020), have highlighted some of the challenges of ICT in using English language teaching as follows:

- i. Teachers' digital skill
- ii. Inaccessibility to online learning
- iii. Non interactive with peer group
- iv. Unsupportive parents to child's education
- v. Inadequate use of internet connectivity
- vi. Unsecured protection

From the above-mentioned challenges of using ICT in teaching-learning activities in Nepal, a wide array of these challenges and strategies can broadly be categorized into four areas: administrative, pedagogical, technical, skillful manpower, and emotional.

Review of Related Empirical Literature

The literature review is an integral part of the research so it is taken as an important element in the field of research. A several pieces of research have been carried out in the areas of ICT. However, no researchers researched on teachers' perceptions on teaching the English language through ICT. So, this section is an attempt to review the related studies, articles, and some previous theses which are reviewed as below.

Khanal (2008) researched on "Attitudes of High Secondary Teachers Towards the Use of Computer and Internet". The main objectives of the study were to find out

the attitudes of high secondary English teachers of Kathmandu valley and their perceptions based on their perspectives. The teachers teaching in Kathmandu valley were the population of his research study. The main tool for the collection of data was a questionnaire followed by semi-structured interview. The findings of the study showed that the majority of the teachers have positive attitudes towards the use of computers and the internet in the case of English language teaching.

KC (2012) studied on “Use of Internet for Language Learning”. The main objectives of the study were to find out the use of the internet for language learning. The descriptive survey method was used for this research. The main tool for the collection of data was a questionnaire. The Sample was 40 students from M. ED first year of Sanothimi campus Bhaktapur. Finally, it was found that maximum teachers and learners were using the internet for language learning as well as teaching. Especially, students were updating more on the internet for their language as well as reading improvement and for entertainment too.

Acharya (2013) researched on “Use of ICT and WEB Tools in English Language Teaching”. He conducted his research on 40 English Teachers teaching in private schools of Kathmandu valley to identify the commonly used ICT/WEB Tools in ELT activities. The result revealed that the ICT tools such as mobile phones, laptops, multimedia projectors, and web tools like: YouTube, Facebook, Email and Blogs are used in ELT. Similarly, the majority of the teachers used ICT web tools to carry out general language skills, and specific classroom activities and the tools were found to be very effective.

Similarly, Dhamala (2014) researched on “Secondary Level English Teachers’ Practices and Perceptions on Using E-devices in Language Class”. The main objectives of this study were to find out secondary English teachers’ practices and perceptions on using e- devices in language classes. The sample size of the study included thirty secondary-level English teachers from fifteen different schools in Kathmandu valley. The sample was selected purposively. The main tool for data collection was a questionnaire. It was found that nearly an equal number of teachers used the devices like computer, mobile phone and software like email, internet,

YouTube and so on. They viewed that those devices were very significant to enhance students' access to learning and learning content.

Sharma (2017) researched on "Teachers' Perception on Using Computer Applications in Classrooms". The main objective of his study was to find out the teachers' perceptions on the use of multiple computer applications in the classroom based on language skills and aspects. He used a survey a research design. The population of the study was thirty English teachers of secondary schools from Kathmandu valley. He used a questionnaire as tool for the research. He used non-random sampling procedures. It was found that majorities (97%) of teachers were found involved in using computers in language teaching such as multimedia, blogs, internet, browser, and so on.

Similarly, Dahal (2018) researched on "Teachers' Use of ICT Tools in Teaching English". The main objectives of the study were to find out the teachers' use of ICT in English language teaching in terms of their access and applicability in the teaching of English and to analyze the use of ICT in teaching aspects and skills of English. She used ethnographic research as a research design. The population of the study includes all the secondary English teachers of Kathmandu valley, where five teachers were selected as a sample of the study by purposive non-random sampling procedures. She has used interviews as a tool to collect data from the teachers. The finding of the study showed that the teachers use an online dictionary, mobile phones, social networking sites, Computers, email, and the internet as the ICT tools in the classroom.

Pokharel (2019) researched on "Students' Perception on the Use of ICT in Developing English Language Writing Skills". The main objectives of the study were to find out students' perceptions towards the use of ICT in learning English language writing. To fulfill the objectives of the study she has used a survey as a research design. The population of the study was thirty students of the faculty of English education of Tribhuvan University, where she used purposive-non-random sampling procedures. A questionnaire was used as a research tool to collect the data from the students. The findings of the study showed that students of master's level expressed

their positive perception on the use of ICT in developing English writing skills for their professional development and improving learning activities.

Adhikari (2019) researched on “Teachers’ Use of Internet Based Resources for Their Professional Development”. The main objectives of the study were to find out the teachers’ use of internet-based resources and to explore the role of resources in teachers’ professional development. She used mixed-method research design. The population of this study included all English teachers of Chitwan district. A sample of forty college-level English teachers was selected using a cluster-random sampling procedure. Out of them, 4 teachers who were teaching English at the college level were interviewed to elicit data. The findings of the study showed English teachers made use a wide range of IBR including: E-journals, articles, Google, E-book, You Tube Videos Emails Blogs to enhance their professional skills.

Mishra, Gupta and Shree (2020) conducted research on “Online Teaching-Learning in Higher Education During Lockdown Period of the COVID-19 Pandemic”. The main objectives of this study were to reveal the various forms of online teaching learning modes adopted during the COVID-19 pandemic, to study the perception of teachers and students on online teaching and learning during the COVID-19 pandemic and to examine the challenges faced by teachers and students in adopting to the online teaching-learning process during the COVID-19 pandemic. All the teachers and students of Mizoram University were the populations of the study. The main tool for collection data was a questionnaire followed by semi-structured interview. Data showed that online devices or modes are very important for all us to do online teaching during the lockdown.

Quddumi, Bartram and Qushmar (2020) carried out a study entitled “Evaluating the Impact of ICT on Teaching and Learning: A Study of Palestinian Students’ and Teachers’ Perceptions”. The major objective of this study was to investigate the impact of ICT on teaching and learning from the point of view of Palestinian students and teachers. A total 207 school teachers and 276 students from 53 schools taking part in an ICT project in Palestinian responded to a questionnaire survey. The findings of this study showed that, students in Palestinian public schools perceived ICT to have a moderate influence on their learning, students face frequent

challenges such as: lesson duration, access to modern devices, and issues with information research skills. Teachers viewed a much stronger impression of the influence of ICT on teaching.

However, various studies have been carried out in the field of online teaching in ELT; few studies have been carried out on the benefits and challenges of using ICT in the classroom. Not a single research study has focused on the perception of teachers over online teaching during the global pandemic in the context of Nepal. Therefore, I realized the necessity of comprehensive research on exploring the teachers' perceptions and challenges faced by them while teaching online regularly. Thus, my study is completely different from previous studies. Now, it is necessary to explore emerging opportunities and challenges in the context of Nepal.

Implications of the review for the Study

Literature review is essential in the research process. The most important function of the literature review is to ensure the researcher reads widely about the subject/area in which s/he is interested to carry out research. The literature review helped me to examine and evaluate what has been done before and what should be done for further research. Review of literature is beneficial for the researcher to update the research process and methodological tools. To be specific, I have reviewed different articles, research work, and books that are related to my research study. After reviewing such kinds of things, I got information on selecting the appropriate research methodology, selection of appropriate research design, sampling procedures, and sample size of the study.

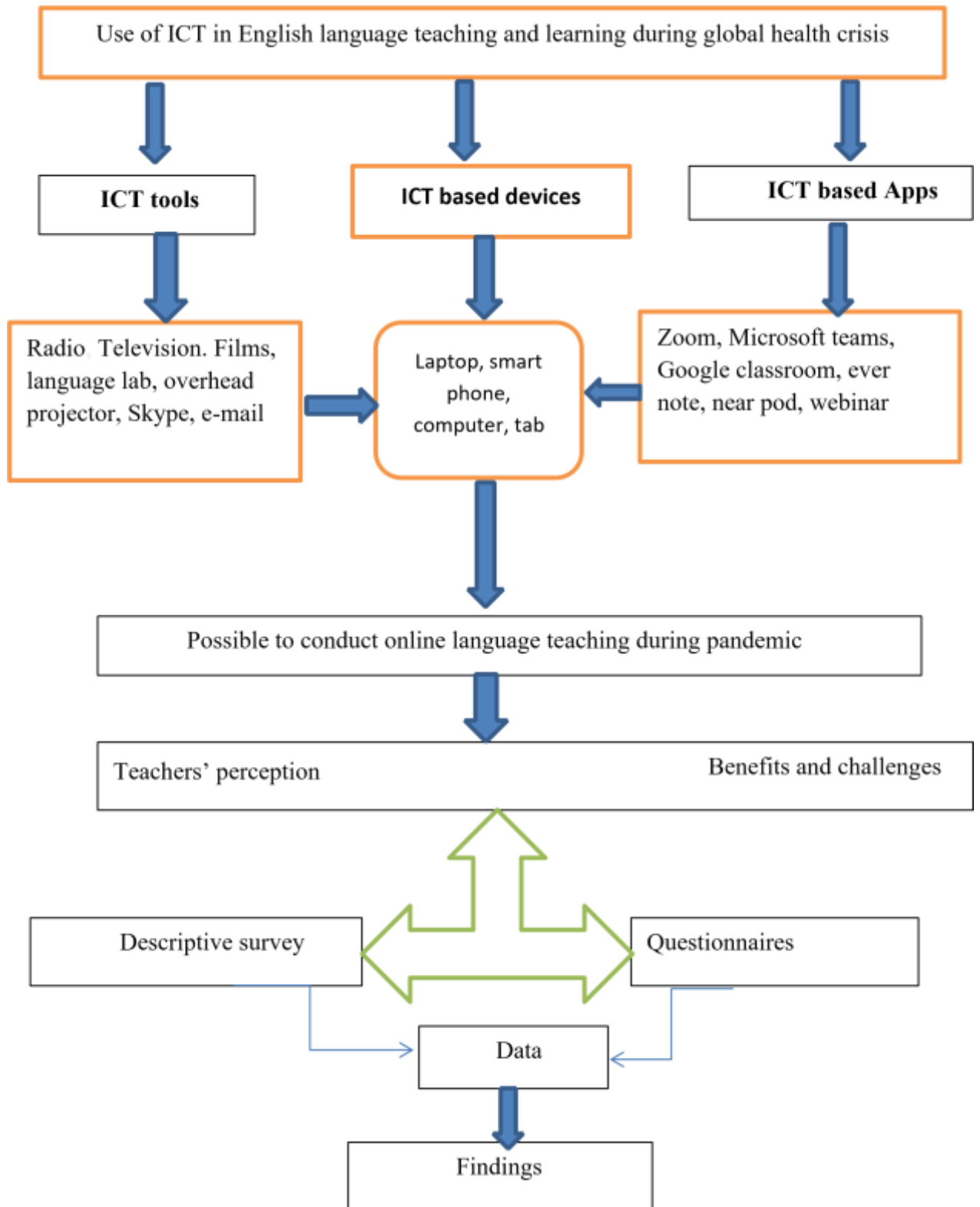
To be specific, from the review of Pokharel (2019) I got ideas on how to conduct survey research and prepare data collection tools. Similarly, from the study of Dahal (2018) I learned various sorts of ICT tools used in teaching English. Similarly, the study of Dhamala (2014) I got the information of e-devices in ELT and the methodology to be adopted while carrying out research. From the study of Sharma (2017), I got ideas on how to prepare research tools. Similarly, from the study of K.C (2012) I learned about the research process and methodological tools. Similarly, from the study of Mishra (2020) I got more information about online teaching during the lockdown period. Different researchers have different viewpoints

towards ICT-based teaching-learning activities which were included in the literature review section.

The above-mentioned empirical reviews helped me to determine the research topic, and objectives, to construct research questions, to select the research design, data collection procedures, and tools to collect data. I have reviewed many previous research studies but no researcher has carried out research on teachers' perception of online teaching during the global health crisis.

Conceptual Framework

A conceptual framework is a foundation upon which research is based. It is the plan or a specific frame on which the entire process of study is established. After the intensive study of various theories and empirical research, I have come up with the following conceptual framework for my study entitled "Teachers' perceptions on online teaching English language during the global COVID-19.



Chapter Three

Methods and Procedures of the Study

This chapter mainly consists of the design and methods of the study, population, sample and sampling strategy, data collection tools and technique, sources of data, data collection procedures, data analysis and interpretations procedures, and ethical considerations as methods and procedures which was adopted in the study.

Design and Methods of the Study

Research design is taken as an outline of a plan for collecting and analyzing data. It is also referred to as an outline of strategies for conducting research. To make a study more valid and concrete, there must be an appropriate selection of the design for the selected study. There are many research designs among them here in this study qualitative survey was used to meet the objectives of the research work.

This research adopted a qualitative research methodology and carried out under qualitative survey design. The word survey signifies the gathering of data or exact information through oral or written questioning regarding the present condition. Survey research is the collection of information from a sample of individuals through their responses to questions. A survey is a flexible approach to collecting data. A qualitative survey is used to gather opinions, beliefs, perceptions and feelings of the selected individuals. This approach gives respondents the freedom to say exactly how they feel and provides exploratory data that may reveal unforeseen issues. It is less a structured research methodology used to gain information about people's underlying reasoning and intention. It aims to develop understanding and reveal opinions or experiences of a topic, issue, or problem from an individual perspective. Data collection in survey research is attained by asking individuals questions. The questions can be asked individually or in the group via face-to-face or in written form or electronic mail.

A qualitative survey is applied to find out the perceptions, attitudes opinions, thoughts and practices. A qualitative survey design enables us to develop an in-depth understanding of the topics or subjects. Therefore, the researcher conducted a survey

that is qualitative in nature to achieve the objective of the study. The qualitative survey design involves questions relevant to the subject of the research. The survey questions are distributed or provided to the participants in the hopes of receiving their honest responses through face-to-face or online mode. This design can easily gather perceptions and opinions via open-ended questions. It helped the researcher to get thematic data from primary sources. Qualitative research classifies, describes, organizes, and depicts the data by making themes. This method helped the researcher to meet the objectives of this study. So, the researcher selected this research design to collect exact information about the perceptions of teachers on online teaching during the COVID-19 crisis.

Basic steps followed while collecting data under qualitative survey research

Although survey research is not easy to conduct effectively, it must be carefully planned and implemented. For implementing a qualitative survey research design at first, I prepared the research questions related to my topic and objectives. Based on my research topic, selected five teachers who are teaching at the campus level. They were suitable to collect data on my research topic. I have selected research areas that were related to my research problems. In the qualitative survey, five teachers were selected as a sample on a non-random purposive basis to fulfill the objectives of the research study. I used a questionnaire as a data collection method and I sent my prepared questionnaire through email to my selected participants, at the same time I informed them over the phone. They replied to me within a few days. I collected the required data from them. Finally, after reading, analyzing, and interpreting the received data, I made a note for collected data transcribed and categorized into various themes and these themes were analyzed descriptively in a qualitative manner.

Population, Sample and Sampling Strategy

The population of this study included the campus-level English language teachers of Gorkha District who had been teaching at the time of data collection at Drabya Shah Multiple Campus and Gorkha Campus, Gorkha. Five English language teachers were selected as the sample size of this study. Similarly, a convenience sampling procedure has been followed in this study.

Data Collection Tools and Techniques

Tools refer to the devices or instruments used to collect data. Research tools enable researchers to collect, organize, analyze, visualize, and publicized research outputs to fulfill the objectives of this study. To carry out this research, I used an open-ended questionnaire as a research tool to achieve the objectives of this research and require primary data. A set of questionnaires, also known as an open-ended questionnaire was employed here to take responses from the respondents to collect their real-life experiences and valid opinions maintaining consent between the researcher and respondents to ensure reliable and expected data. In this way, the researcher gathered first-hand data.

Sources of Data

To carry out this research, I used both primary and secondary sources of data for gathering the necessary information regarding my research topic.

Primary Sources

When the researcher collects data from real sources for the research needs then it is known as primary sources. As a primary source of data, I used an open-ended questionnaire via email with the English language teachers who were teaching at the time of data collection.

Secondary Sources

The secondary sources of data collected by various books, articles, thesis, journals and related previous studies available in printed form or online and websites like Illich (1971), Patel (2014), Kumar (2009), and Kothari (2004), Erabhim (2016),

Creswell (2012), Mishra, Gupta and Shree (2020), etc. as the secondary sources for this study.

Data Collection Procedures

To collect the authentic required data for this study, I followed the step-wise methodological procedures. Data collection methods can generate different types of data. The most obvious example is a survey where the researcher can design a variety of questions that are more or less "open" or "closed" to obtain different types of data. Answers to open-ended questions are likely reflecting the individual's view that they are more valid. The respondents are free to answer in their style in the given content. This freedom leads to a lack of bias but the answers are more open to researcher interpretation. It is a good idea to analyze the data later, even if it takes time. Here, I used a set of questionnaires with semi-structured questions to collect the primary data. Five participants from two campuses were selected. At the beginning phase of data collection, I prepared a set of questionnaires that asked to the teachers. I have taken permission from the campus chief and I built rapport with the respondents and explain to them the purpose of my study via phone and email. I assured them of the confidentiality in terms of the ethics of research regarding the information obtained through email. Respondents were sent the questions file via email and I received a response later. For this reason, respondents were contacted via email and phone. At last, I thanked the respondents for their valuable time and cooperation through phone and email.

Data Analysis and Interpretation Procedures

Data analysis is the process, which involves editing, coding, classification and tabulation of the collected data (Kothari, 2004). After the collection of data, through a semi structured, written open-ended questionnaire, the researcher analyzed the data as her purpose, nature of the study, and convenience and interpret the data descriptively which is the main procedure in qualitative research. Similarly, I made a note and categorized collected data into various themes and these themes were analyzed descriptively in a qualitative manner.

Ethical Considerations

Ethical consideration is a serious matter in the research. Ethics is the moral or normative part of any study. So, ethical consideration refers to the moral values that the researcher has followed during the research process. To carry out any research the researcher needs to follow different sorts of codes of conduct which is an essential aspect of research. Therefore, for maintaining ethics, the researcher always respects the self-esteem and dignity of the research participants. To maintain the ethical consideration, at first, I elaborated on the whole process related to the study with the campus chief. After that, I made the respondent clear about the purposes of my study. Then, I built trust with them that the collected data/opinions were solely used for research purposes and not any information and their opinions were disclosed at any time, at any cost, or at any time. To avoid the risk of plagiarism, I have given the proper credits to the authors of books, journals, articles, and research works.

Chapter Four

Results and Discussions

This section deals with the analysis and interpretation of the collected data. The study has incorporated qualitative data so the data has been analyzed and interpreted thematically in terms of teachers' perceptions of online English language teaching during the global health crisis. Data were collected by administering a semi-structured questionnaire where responses were gathered via email. In this section, I have analyzed and interpreted the collected data under the following's themes:

Background of the Participants

To undertake the study, the researcher collected data from five different English language teachers from two different campuses of the Gorkha district. These teachers are belonging to Drabya Shah Multiple Campus and Gorkha Campus, Gorkha. The background information of my five respondents is given below one by one:

Teacher A

Teacher A is the first respondent to my research questions. A is the pseudo-name of my real respondent. He is an English teacher who has been teaching on this campus since 2064 till now as a compulsory and major English subject teacher at the bachelor's level. He has completed his MPhil. He has a keen interest to learn innovative knowledge and skill for self-development and is equally active to apply this learned knowledge and skill in the teaching-learning process. He has good experience of online teaching. He is active in the publication of various articles related to English language-related topics. He is an active member of NELTA.

Teacher B

Teacher B is another respondent to my research questions. B is also the pseudo-name of my real respondent. He did his masters in English. of arts. He is an honorable principal of this campus. He is an English teacher who has been teaching on this campus since 2067 till now in the bachelor level, especially in humanities faculty. He had conducted online teaching during the pandemic. Nowadays, he teaches online as needed.

Teacher C

Another respondent's name is C. C is the pseudo name of my real respondent. He is a very hard-working teacher who has been handling both faculties of English subjects including both humanities and education. He is active in improving the quality of education on campus. He has been using information communication technologies as a source of knowledge and a way of delivering knowledge to their students. He has been teaching on this campus since 2065, Bhadra.

Teacher D

D is the fourth respondent to my research questions. D is the pseudo name of my real respondent. He has taught at Tribhuvan University for 9 years, now he has been teaching at Gorkha Campus, Gorkha since 2077. He is very active in using ICT as a teaching-learning process. He had conducted his regular classes on online during the pandemic. He has been using innovative technologies for the teaching process.

Teacher E

The fifth respondent of my research questions. E is the pseudo name of my real respondent. He is a very active teacher in teaching especially in literature. He has completed his MA. Now he is a student of MPhil. He has been teaching in Drabya Shah Multiple Campus since 2067 till now.

The primary data were collected by applying a qualitative approach among five different English language teachers on two different campuses to find out the teachers' perceptions on online English language teaching during the global health crisis. The researcher also used secondary sources that included research materials published in research reports, articles and websites, and newspapers to gain a broader understanding of this research topic.

The researcher also recognized and appreciated the richness of qualitative input from the participants. The teachers seemed to be genuinely appreciative to being given a forum to talk about the current issues in education system as teaching and learning challenges caused due to the corona virus pandemic they are experiencing. The researcher revealed the teaching difficulties experienced by the teachers and students as teaching-learning challenges of educational institutions in conducting

online classes due to unplanned, unsystematic, and sudden demand of digital classes to meet the goals of a particular course package. As many campuses have taken up technology as their solution to tackle this unprecedented crisis should remember to create an equitable and accessible process for all. The corona virus pandemic has just given us an understanding of how lifestyles change in the blink of eyes, and similarly, how the education system is derived. Educational institutions may never be the same again. Only time will tell us what the next digital education system will look like. There is still confusion about the benefits, challenges, and hindrances of online teaching and learning in the future. Based on the evidence responded by the teachers, the motivation for virtual teaching-learning has come up with a new form of teaching activities that rely on technology basically ICT based. Here, I have analyzed the collected data based on the following themes:

Teachers' Perceptions on Online Teaching During COVID-19 Pandemic

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

Teachers' perceptions are the most important theme which I developed throughout the discussion with them and the deep study of their written responses. When I read and reread their views all the participants showed positive attitudes toward online teaching. The pandemic provides good opportunities to be familiar with innovative technologies to the teachers for conducting their formal classroom by staying at their home during a crisis. In online teaching, although to some extent the students' activism is irregularity. The especially teachers have got opportunities to

develop competence in using ICT as a teaching method. All respondents expressed a positive opinion that online teaching cannot replace face-to-face teaching but it should be used as a supplement rather than an alternative mode in the teaching-learning process.

To justify the above-mentioned points, the responses of the respondents are given below. In the response to the question, *“Could you please relate your reflection or experiences over using ICT tools and apps for delivering knowledge and information to your learners by staying at your home?”* Respondent **A** replied that: *To teach the online courses from home is challenging because the internet technology is not reliable. Communication frequently breaks and students feel that they are in the middle of nowhere. However, the recording capability of the ICT tools provides opportunities to keep up date with the classes when they were busy with other affairs in their house. I felt the flexibility of the schedules and the possibility of offering rich learning resources.* Respondent **B** replied that: *Using ICT tools and apps for delivering knowledge and information to my learners by staying at my home was a really wonderful moment. It saved my time. I fully utilized my time by preparing for online classes and taking the classes at the time of my ease. I develop IT competence for teaching to some extent and become an IT-friendly teacher.* Respondent **C** replied that: *It was a mixed feeling. Mostly, I had a good experience but as there was a digital divide between students, they were out of online classes.* Respondent **D** replied: *For few years I have been using ICT and it has given me a lot of benefits, it has been a fantastic way of teaching students, making learners self-motivated and autonomous. It can be the best way to learn ourselves and make learners learn virtually.* Respondent **E** replied: *ICT is fruitful in showing knowledge. It is not only a medium; it is a source of knowledge. So, ICT is to be used inside and outside the classroom.*

Similarly, in the response to another question, *“In your opinion, would online education remain a part of the teaching and learning process of the colleges/schools after the corona virus cure?”* Respondent **A** replied: *I think online learning needs to be part of the regular teaching-learning process because it provides flexibility of teaching learning and empowers the learners to use ICT tools for learning and other sectors. Online learning helps to develop digital literacy among the students needed for twenty-first century skills.* Respondent **C** replied: *Yes, but it cannot replace face-*

to-face mode until it is guided by ICT policy by the government. Respondent E replied: Definitely, it exists. It is an alternative education system. It also can be taken as the modern education system.

From the views or experiences of my respondents, I found that all teachers are excited to use ICT on online teaching. They have a positive reaction towards online teaching during the corona-virus. I found that ICT has brought flexibility in teaching modes. They also shared that online teaching not only an option for physical classes but it is also inevitable in 21st century technological advancement era in the education field. Online teaching help to develop digital literacy among the students needed for 21st century skills. It provides the flexibility of teaching learning and empowers the learners to use ICT tools for learning. Teachers felt wonderful experiences with online teaching to adopt on a regular basis. Corona-virus has provided to use ICT related tools and applications in their learning activities. Anyway, besides many challenges they were happy and positive with online teaching during the corona-virus period. Teachers suggested that online teaching and learning needs to be part of the regular teaching-learning process to address all students' learning needs and interests.

Use of ICT Tools and Applications

The use of ICT is one of the 21st century skills. The twenty-first century, the age of globalization and information technologies, has created a favorable context for reforming and exploring teaching English language modes in a new age. In the context of global exchange, the importance of ICT has become inevitable in every day teaching and learning activities inside and outside the classroom to receive global knowledge and information. During this prolonged period of lockdown schools, colleges, and universities across the globe closed their doors and they were compelled to embrace online education platforms to decrease the spread of the viral outbreak during the COVID-19 pandemic. In the context of Nepal, many of the Nepali academic institutions were closed during the pandemic period. Nepali teachers and students were connected through online mediums.

Use of ICT for online teaching-learning is the most important theme which I developed throughout the discussion with them. ICT presents a powerful teaching and learning platform for teachers and students during any sort of circumstance. The use

of ICT increases the scope of learning. It helps to get the required information within a fraction of a second. The use of ICT for online teaching helps to bridge the gap between the classroom and the outside world and makes learning more creative. When I inquired about their views, all the participants provided positive attitudes towards online teaching-learning. The pandemic has created a new platform for teaching and learning activities in the absence of physical presence. During this pandemic period, these all my respondents used laptops, mobile phones, and computer as online devices and zoom, Microsoft Teams, Gmail, and Google Classroom, as an application for online teaching to run their teaching process on a regular basis. ICT plays a crucial role in teaching and learning English. Supporting this, Alkamel and Chouthaiwale (2008) mentioned that ICT has become beneficial for teaching a foreign language (English) in the hands of creative and knowledgeable language teachers and students.

In the response to the question, *“How do you define ICT tools and apps in teaching-learning activities? What sorts of tools and apps did you use for online teaching?”* Respondent **A** replied: *ICT tools extend the human capability to communicate beyond immediate physical and temporal distance. They support humans to cross geographical barriers. The message can be easily sent, stored, and retrieved by using these tools.* Respondent **B** replied: *They are simply tools, not methods for teaching learning activities. We can use ICT tools and apps as instruments to create ease in learning. In my case, I used a computer, a mobile phone, PP-texts, websites and blogs, Zoom, Teams and Google Meets, online dictionary and You-tube videos as tools and apps.*

From their responses, it is found that all the teachers were used digital devices namely smart phones, computers, and laptops, along with they were used online applications like zoom, google meet, Microsoft teams, dictionary, and YouTube as per suggested by their particular campus or department to run their class in regular basis. To make their teaching activities comfortable they also visited various websites to receive and update with required and new information and delivery this information through making pp-texts. As my respondents said mostly, they all used laptops, mobile phones, computers, zoom, Microsoft Teams, Google Meet while

teaching online during the pandemic applying these innovative technological devices and academic applications made their teaching convenience during the pandemic.

By using above mentioned ICT-related tools applications and devices, they exchanged knowledge and information with their students during the global health crisis. Online teaching becomes very effective during this period. ICT has brought an immense revolution in the field of education. ICT has provided lots of facilities to English language teachers and students to keep in touch with each other during global health crises like the corona-virus. They also got opportunity to save their academic year for conducting their formal classes regularly taking the help of ICT tools, devices, and applications.

Benefits of Using ICT on Online Teaching English

The last decade has witnessed increasing integration of various forms of technology in colleges because of the rapid development of technology. Online teaching is essential to explore alternative ways for students to develop skills to communicate and works together during online teaching and learning (Rahiem, 2021). In the COVID-19 period, teachers and students could not meet together physically. All academic institutions were shut down to be safe from corona-virus. ICT made possible to provide continue teaching-learning activities during COVID-19. The integration of ICT impacts positively the performance of learners. So, ICT provides language learners with the opportunity to use the language that they are learning in meaningful ways in accurate contexts. Especially in a context like Nepal where teachers and students have limited physical resources, the use of the internet can guarantee access to authentic resources for learning. ICT is beneficial for teaching -learning activities during COVID-19 crisis.

In the response the question, *what are the benefits of using ICT tools for online teaching -learning activities?* Respondent **B** replied: *There are several benefits like- access to the resources, motivation for learning, exposure to spoken and written English, multiple ways of learning, sharing ideas and so on.* ICT presents a powerful learning platform for learners during any sort of circumstance. Similarly, with the ICT-based tools and the constantly growing number of available educational resources language teachers can give individual and personalized guidance to

learners. During the time of lockdown, online teaching became only option for teaching-learning activities. It provides huge numbers of quality learning materials so ICT is really beneficial for teaching learning during COVID-19 crisis.

Respondent **D** replied: *Benefits like time saving, learning from every corner of the world, the learner will be self-motivated, autonomous, etc.* The use of ICT encourages learners to be independent and more active in online learning activities. It develops the habit of self-learning among the learners. The use of ICT in online teaching increases the habit of collaboration and cooperation between peers. The use of ICT increases the scope of teaching. The use of ICT for online teaching helps to bridge the gap between the classroom and outside the world and also makes learners more creative. with the help of ICT teaching and learning process becomes more lively, interactive, and student-centered. ICT has provided lots of facilities to English language teachers and students to keep in touch with each other during global health crises like the corona-virus.

Gaining Maximum Convenience

In this 21st century, the advancement of science and technology has made it possible for the human being to complete their work faster and easier at every step. Education field cannot escape from the impact of ICT facilities. During the period of COVID-19, the value of technology has increased immensely in the field of education all over the globe. With the help of ICT teachers and students become able to run their academic activities purposefully. ICT facilitates better language teaching and learning during any sort of circumstance or adversities. It increases the number of conveniences and impacts in the field of education during the pandemic. Similarly, it develops learning opportunities by facilitating teaching and learning from everywhere at a desirable time. With the help of ICT, people can exchange their knowledge and information around the globe.

A significant theme that emerges from the data is that their stories reflected a strong sense of the effectiveness of ICT usage in online teaching English language. In the response to the question, *“Is online teaching possible and effective for language teaching and learning?”* Respondent **A** replied that: *Yes, online teaching is possible for language teaching and learning because online teaching can engage language*

learners in reading, writing, listening, and speaking activities easily. Students have a greater opportunity to interact and be exposed to the authentic learning and learning situations. Respondent **B** replied that: *Yes, it is possible and could be effective but it needs specific attention for developing access to IT tools and the strategies to effectively integrate.* Respondent **C** replied that: *It is possible yet it depends on the teachers' ICT skills.* Respondent **D** replied that: *Yes, it can be effective if it is used with clearly determined purposes.* Respondent **E** replied that: *it is possible if the teachers got trained enough.*

In the response to the question, *“Do you think that ICT can help teachers and learners to teach and learn effectively during any adversities or pandemic?”*

Respondent **A** replied: *I believe that technology helped teachers and students to learn to some extent. It was the only option available at that time. But online classes were not as effective as face-to-face school because neither the teachers nor students were not trained to adopt online learning.* Respondent **B** replied: *Yeah, of course. ICT helps to pool the resources and deliver them effectively to support on students learning.* Respondent **C** replied: *In contemporary situations, ICT is one of the easiest ways to overcome adversities.* Respondent **D** replied: *definitely it can help and still I'm using it for different purposes in teaching*

From their responses, it was found that all teachers were positive about using ICT for their academic purposes. ICT has brought immense change in the education delivery system during the period of the pandemic. Based on their views, the teachers were not well-trained to use ICT for academic purposes. Due to the unpredicted pandemics teacher compelled to embrace ICT for online teaching in the pandemics time which become an alternative mode of teaching and the only option of that period. As the responses of the respondent, online teaching can be effective if the teachers have perfect skills and knowledge of using ICT. I also found that ICT is a good connivance for online teaching during any difficulties, and also helps to continue formal education or teaching from anywhere desired time during pandemics. If teachers are well-trained in using ICT for online teaching it increases learning opportunities for learners.

Challenges for Teachers in Converting Online Mode of Language Teaching from Physical Classroom Teaching

The teaching profession is challenging in terms of its management, preparation, delivering process. It does not have an absolute strategy, or methodologies techniques. They can be regarded as the best in a certain time and period, but later on, they do not fit when they try to address the needs of students and innovative teaching technologies. According to the changing time and situation, a teacher has to apply teaching materials and teaching methods to address students' learning in such situation.

With sudden change, teachers were compelled to embrace online teaching during COVID time. At the beginning, teacher and student both were unfamiliar with ICT-related tools and applications for academic purposes. They faced various problems and challenges i.e., proper skill and knowledge in using ICT tools devices applications, lack of ICT tools and device, no strong campus administration support, students' irregularity, financial problems, irregularity of electricity power supply, poor internet connection while conducting an online class. These challenges and problems have made them ineffective teaching-learning activities at the beginning phase but gradually they were becoming familiar with online teaching-learning activities. Regarding this, I found ICT affordability and accessibility challenging in that scenario.

To justify the above-mentioned points, the responses of the respondents to my questions, *“What are the main challenges for teachers in converting online mode of teaching from classroom teaching?”* Respondent **A** replied: *Both the students and teachers faced the problems in online learning because it was unplanned/ emergency measures to continue teaching learning during the pandemic. As a teacher I found it difficulty in converting the syllable appropriate for online mode. I was not sure about the appropriate methodology of online teaching. I mostly depend on my experience of my online learning as an M. Phil student. The students found difficulty to adjust with online teaching learning because they did not have the experiences in online learning earlier.* Respondent **B** replied: *I think, the challenges are: lack of digital mindset, lack of good technological skills, poor bandwidth, lack of sophisticated digital tools, students' irregularity and passivity in interaction, no online friendly courses and*

classes, etc. Respondent C replied: The main challenges are the availability of ICT tools, ICT skills, and the teacher's enthusiasm for using ICT tools in the classroom.

Similarly, In the response to another question, “*What kinds of challenges did you face while conducting teaching online? What barriers did your students face in online learning?*” Respondent A replied that: *I faced several challenges while teaching through online mode. Some of them are of my skills to adopt the course designed for face-to-face mode into online mode, lack of clarity in communication, resources preparation, technological glitches, unstable network, and electricity supply. The students faced challenges in getting the teaching resources because of the slow internet connection. They also faced difficulty to communicate with me and their classmates. Respondent B replied: I faced the challenges to make students more interactive and active in online classes, faced the challenge of internet access, more tactful IT skills, challenges in developing PP-texts and other materials, etc. My students are mostly affected by poor connection, costly management, time constraint, and the limit of IT tools as the barriers.*

By analyzing their experience, it is clear that ICT uses is not always supportive rather sometimes it is problematic one in uses also. When analyzing their stories, I found that most of the teachers faced challenges in using ICT in teaching due to their weak skills and knowledge of technologies. I also found that they also faced weak internet connections while conducting online classes which made the challenge in online teaching. Likewise, the lack of ICT tools and devices made challenges to conducting online teaching to the teachers. Most of them realized that lack of accessibility and affordability to ICT, and because of its costly nature, it has created obstructions for teachers in teaching and students in learning. They also realized that irregularity of electricity power supply made obstructions in devices' battery backup in the period of an online class. Similarly, according to their responses, I found that students' irregularity in online classes and insufficient skills in using ICT as a teaching mode made major challenges for teachers to complete their courses on time.

Access of Internet to the Teachers and Learners

In present scenario, the value of the internet has been growing significantly. It has made a meaningful impact in every field in this era. In developing countries like ours, here is not good facilities of the internet in this era due to various problems and challenges like good management of necessary materials, insufficient infrastructure, skill full manpower, a landlocked country, economic problems, the weak interest of stakeholders. During the global health crisis, in the education field teacher and the student needed to join each other in online or virtual class but there were not equal facilities for internet and electricity all over the country, lack of ICT-related devices and tools so it made difficult to run an online class in regular basis.

In the response to the question, *“Did you have easy access to teach online? What about your students? Did they have easy access?”* Respondent **A** replied: *I had access to a smartphone and laptop for teaching learning. I had to face challenges to get a stable internet connection and electricity supply. Most of my students had smartphones, but they had the problem with internet service because most of the students were in their village away from the district headquarter.* Respondent **B** replied: *Though little bit of discomfort due to poor network and students' irregularity in online classes, I felt at ease teaching through online platforms. My students did not have apt access to the internet and digital tools, they shared with me that they felt extreme hardships.* Respondent **C** replied: *Yeah, I had access to teach online. About 60% of my student's participation in online classes.*

According to the responses from my respondents, I found that all the teachers had good access to the internet and ICT devices during the corona-virus pandemic time. My respondents also shared they had rich access to the internet and ICT tools which made it easy to conduct online teaching by staying at their home but the poor internet connection and uneven electricity power supply made challenges to run online classes smoothly. They also shared their experiences regarding students' real condition in attending regular online classes during pandemics. But not all students attended the online class because they were far from district headquarter or they lived in their village during the corona-virus period.

Creating Motivation for Students to Attend Online English Language Learning Classes

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

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

To justify the above-mentioned points about motivation, the responses of the respondents are to my questions: *Did your students get motivated to learn through ICT? If yes, how were they motivated?* Respondent **A** replied that: *The students' participation in online classes was irregular. Many students dropped their classes because sometimes the technology failed. Sometimes, they had to involve in household work in the middle of their classes. I felt that their motivation for the online classes was not as strong as for the face-to-face classes.* Respondent **B** replied: *Motivated a little. In the beginning, online classes left them new experiences and positive impressions so, were motivated. Later, they learn and taste the real nectar of ICT more in entertainment and communication and less in learning.* Respondent **C** replied: *It is a new experiment and due to the varieties of up-to-date materials they were motivated to learn through it.* Respondent **D** replied that: *Yes, they were motivated towards learning that they enjoyed learning through ICT, and they became active in searching for new things themselves by sitting in their own home.*

In the response to the question, *“How do ICT tools and apps engage students in the classroom? Were your students active to learn through online teaching?”*

Respondent **A** replied: *Some of the students were active in their online classes but other were the passive recipients of the teaching. They hesitated to participate in their classes. However, students use text messages, audio calls and video calls for interaction. Some of them engaged in reading and doing online quizzes.*

Respondent **B** replied: *Well, they engaged in finding the information, solving the problems, involving in doing learning activities, and searching for the desirable texts, and going through them in the classroom. No, they were quite passive and less interactive.*

Respondent **C** replied: *It depends on the ICT skills the teacher possesses whether the students will be active to learn through online teaching. If the teacher has the skill to collaborate, yes, the students got engaged to learn.*

Motivation is the center aspect of meaningful teaching and learning. My respondents shared that it is a new experiment and due to the variety of up-to-date materials they were motivated to learn through it. At the beginning, online classes left them with new experiences and positive impressions so, were motivated. Later, they learn and taste the real nectar of ICT more in entertainment and communication and less in learning. they enjoyed learning through ICT, they became active in searching for new things themselves by sitting in their own home.

Another respondent shared that the students' participation in online classes were irregular. Many students dropped their classes because sometimes the technology failed. From their views, I found that their motivation for the online classes was not as strong as the face-to-face classes. Some of the students were active in their online classes but others were the passive recipient of the teaching. They hesitated to participate in their classes. However, students use text messages, audio calls, and video calls for interaction. Some of them engaged in reading and doing online quizzes. As a whole, most of the students were engaged and motivated expect a few students. Teachers are positive about online teaching activities on the formal and non-formal settings.

Satisfaction of Learners Learning Outcome

Nowadays gradually teaching and learning modes have been changed due to technological advancement mostly after the corona-virus pandemic. ICT has been used in the field of teaching. However, teachers and learners are habituated to physical classes in this 21st century. In our country, there is not equal access to the internet and electricity all over our country so all students can not able to attend regularly in online teaching and learning so students' learning outcomes might not be satisfied like the expectation of teachers, parents, and stakeholders.

In this sense, I asked questions to the respondents regarding the online teaching learning outcome of learners during pandemics. To justify the above-mentioned points about learners' outcomes, the responses of the respondents are given to the question, "*Are you satisfied with your students' learning outcome through online teaching?*" Respondent **A** replied: *No, I am not satisfied with my students' learning outcome through online teaching.* Respondent **C** replied: *No, all students were unable to participate.* Respondent **D** replied: *Not much but to some extent I'm satisfied with their outcomes! No, all students were unable to participate.* Respondent **E** replied: *I'm highly satisfied with the learning of my students.*

In the responses of my respondents regarding learning outcomes through online teaching, one respondent is only satisfied with students' learning others are not satisfied with the learning outcome like their physical classes. According to their responses, due to the irregularity of learners in an online class, the learners' outcome was not satisfied during the pandemic period.

The teachers need to understand students' perceptions for obtaining desired learning outcomes. The quality of online learning is a serious concern for educators. There is possibility of discarding online teaching when the corona-virus comes under control ends.

In the response to the question, "*What was the attitude and perception of your students toward online teaching?*" Respondent **A** replied: *Students mostly viewed it as less effective than face -to-face teaching-learning.* Respondent **B** replied: *Though they had a positive attitude and impressive perception towards online learning, their learning behavior was far behind the perception.* Respondent **C** replied that: *They*

had positive attitude towards online learning but some of them also take it redundant. Respondent D replied that: Most students were positive to learn from ICT and engage themselves with modern means but some were negative due to lack of skills in using ICT, less economy, unreachable. Respondent E replied that: My students were positive towards ICT. But they felt bored due to the poor internet.

From the responses of my respondents regarding my questions most of their students had positive attitudes toward online learning. Their students were happy to learn with modern technologies even though a few students were not active and had not attended in an online class. So online class was not effective as a physical class.

Development and Acceleration of Learner autonomy

Nowadays, due to the advancement of technologies, most campus-level students are using ICT as their learning way or tool. Students are becoming more talented to use ICT in their learning comparatively than their teachers. Nowadays students are becoming friendly with ICT-related tools apps websites which is facilitate online teaching and learning. Student loves to read through digital devices and search with various websites instead of printed learning materials. So thus, without any dilemma online teaching develops learners' autonomy in their learning activities.

In the response to the question, *“Do ICT tools help to accelerate the learners’ autonomy? Respondent A replied: Yes, ICT tools help to accelerate the learners’ autonomy by offering them rich teaching learning resources. Respondent C replied: ICT tools help to accelerate the learners’ autonomy. It overcomes the barrier of time and location for learning. Respondent E replied: Yes, it accelerates learners’ autonomy like motivate learners, make them familiar with technology, can be used for entertainment, and students get study trends.*

From the various responses of my respondents, I found that ICT provides numerous benefits to develop learners’ autonomy. They are positive towards the use of ICT in learning. Respondent A shared that ICT tools help to accelerate the learners’ autonomy by offering them rich teaching and learning resources. It overcomes the barrier of time and location for learning and accelerated learners’ autonomy and self-directed in learning.

Chapter Five

Findings, Conclusion, and Recommendations

This study was carried out to highlight the challenges of the education system during corona crisis due to the unsystematic and sudden shift towards online teaching. The data were collected by implementing a set of questionnaires among the participants from two different campuses of the Gorkha, District.

Findings

This chapter consists of the main findings of the study. This study was intended to find out teachers' perceptions towards online language teaching during the global health crisis and to examine the challenges faced by ELT teachers in adopting ICT-based tools and applications for English language teaching during the pandemic. Moreover, it also aimed to suggest some pedagogical implications.

After the meticulous analysis and interpretations of the data, the following findings about the use of ICT in English language teaching learning during the global health crisis have been outlined.

- i. From the study, it has been found that ELT teachers were shifting to the use of ICT tools and applications on online English language teaching from physical classroom.
- ii. From the study, it has been found that ELT teachers were motivated towards the use of a laptop, smart phones, and computers and they also used to Google meets, websites and blogs, PP-texts, zoom, Microsoft Teams, online dictionaries and you-tube videos as the tools and apps for conducting their teaching activities during pandemic through online.
- iii. The teachers were yet not trained and prepared to conduct online classes smoothly. It becomes a major learning challenge for the continuation of teaching on campus.
- iv. They were facing the challenges such as the availability of ICT tools, ICT skills, and the teachers' enthusiasm for using ICT tools in the classroom, poor bandwidth, lack of sophisticated digital tools, students' irregularity and passivity in interaction, no online friendly courses and classes, etc.

- v. Similarly, they were also facing the challenges like lack of power back up and the reliability of the internet, challenges in developing PP-texts and other materials, poor connection, costly management, time constraint, and the limit of IT tools as the barriers.
- vi. Teachers did not get sufficient technical training to operate digital platforms properly. There is also a high demand to rethink lesson plans before teaching from campus administration.
- vii. It has been found that teachers were not satisfied with the academic result of learners in their taught subject matters due to the passivity of the students, learners' leaping of turning off the video, eye-pinch for both teacher and students, lack of time for dialogic aspects, loads heeding, slow network and high rate of absent students, costly.
- viii. It has been found that online teaching and learning of English has numerous benefits such as self-dependent work, communicative competence, autonomous students, self-evaluation, interesting language class, and a convenient schedule.
- ix. It has been found that online teaching learning facilitates English language teaching as it demands both knowledge of the English language as well as a techno-friendly attitude.
- x. This study also found the challenges related to the technological competence of teachers and the performances of ICT devices in their its storage capacity, processing speed, application support, input, and output device support and battery life.
- xi. Finally, this study also found that ICTs helped to expand access to education during the pandemic.

Conclusion

The qualitative data revealed that ICT-related tools and applications provide learning opportunities when teachers and students cannot meet physically in the classrooms. Based on my study, I found both the teachers and most of the students were engaged in online teaching and learning for the better achievement of specified academic objectives during the COVID-19. I also found out that online classes had been alternative and mandatory ways of teaching and learning activities during the COVID-19 crisis. Although, due to the sudden change in teaching-learning activities, at the beginning phase online classes have not been systematic, effective, and regulative.

From this research study, I can conclude that Students and teachers both were actively encouraged and engaged in teaching and learning activities through the online medium by sitting at their comfortable places but in the initial phase, there were many problems and barriers like a weak knowledge and skills in operating ICT-related tools, less familiarity with online teaching applications, weak internet connection, weak mobile network which has become the major teaching-learning challenges to give effective continuation for teaching and learning activities in that scenario. The researcher found that the teachers and students faced teaching-learning problems such as lack of face-to-face interaction, incomplete task orientation, insufficient motivation, poor Internet connection, and other technical difficulties. Some students do not have access to the internet and digital devices.

During the pandemic, online teaching has been conducted through zoom, google meet, and Microsoft Teams on smart-phones, laptops, and a computer which made it convenient for teaching activities. Thus, teachers' and students' communications through ICT-related devices, tools, and applications can establish a profitable teaching-learning relationship with each other. Online teaching helps to make learning alive and continuous despite various obstacles. Online teaching provides learning opportunities to students who cannot go to regular academic institutions due to various constraints. Due to the numerous benefits of online teaching, it has been considered a valuable teaching method in the academic field with positive attitudes from teachers' side.

Recommendations

Based on the findings and conclusion, the recommendations are given to policy, practice, and further research related for the pedagogical implications,

Policy Level

Policy-related recommendations concern with the central level of education such as policy-makers, curriculum designers, academic program designers, the ministry of education, and the development of education in Nepal. The use of ICT-related tools and apps in English language teaching learning classrooms depends on national policy. Thus, if they purpose a specific policy for implementing the ICT tools and apps at the online and physical classroom campus level, stakeholders should execute the provisioned rule at a local level so that academic activities would not be stopped under any circumstances.

Some of the explicit suggestions are made below:

- i. There should be made the provision of using a laptop, smart phone, projector multimedia device and internet-based teaching and learning class in an online and physical classes.
- ii. The campuses need to have the provision of faculty training to develop the practical skill of teachers to use properly ICT related device tools apps in their regular teaching-learning activities.
- iii. The policy should focus on the use of digitized materials such as video clips, real pictures presentation slides, and simulative teaching and learning materials as mandatory in class.
- iv. Those digitized materials should be made at the national level and there should be clear guidelines for the teachers to prepare them.
- v. There should be a provision for access to quality ICT tools and apps in terms of their reliability and availability. The concerned authorities need to pay attention to formulating policy regarding the spaces of ICT uses in English language teaching and learning.
- vi. Education planners, syllabus designers, and material developers should take care of modern ICTs. So that the students have the opportunity to deal with and use such ICTs for educational purposes.

- vii. Department of English Language should make the EFL teachers aware of the importance of new technology and ways of its utilization. Thus, they can exploit the benefits of new technology.
- viii. Finally, the government as well as the school/college administration should launch a new policy to the maximum utilization of ICT uses in learning activities to meet the specified goals.

This study suggests that policy-makers need to develop the terms of application of online English language teaching and learning activities to provide sufficient ICT training to teachers for effective teaching-learning. Regular training related to the use of ICT tools and apps in digital teaching can develop skillful efficient teachers which leads to quality education and makes learning possible anytime and anywhere regardless of boundaries of time and place or extending educational opportunities in both formal and non-formal situations. So, this study also suggests the policy makers' online teaching and learning needs to be part of the regular teaching-learning process from the government level.

Practice Level

The use of ICT tools in a language class is a major concern of the teacher and school team. If a teacher is competent in the use of ICTs tools and apps then the students have a chance of enjoying ICT-based classes without any distractions. For that, they have to be trained and skillful enough to operate ICT-related tools and devices for academic purposes and well prepared for it.

Some of the practical points can be given to the practitioners as below:

- i. It is too urgent for teachers to become ICT friendly which is one of the valuable strategies to address educational activities during any sort of pandemics. This enhances teacher professional development and improves teaching and learning activities.
- ii. English language teachers need to use a laptop, multimedia, PowerPoint presentation, and internet-based tools such as google search engine, YouTube and BBC world service in teaching and learning classes every lesson.

- iii. Likewise, teachers also need to use internet-based apps like zoom, google meets, and Microsoft Teams for conducting online classes during the period of any pandemic or circumstances.
- iv. They need to use digital content instead of printed materials such as documentary videos, pictures, slides, and audio.
- v. They need to use real and simulative materials while delivering their lessons to the students.
- vi. They need to manage their time for each activity of class while integrating ICT tools into the lesson.
- vii. Many students are not much familiar with all search engines for ICT so they should be informed about them.
- viii. ICT tools are neither good nor bad but the way of using them makes things good or bad. It means ICTs can be a useful resource if students are guided to use them for specific purposes.
- ix. The habit of sharing ideas, information, and learning materials using ICTs among teachers and students should be developed.
- x. The use of ICT can solve the English language-related immediate problems. So, students should be encouraged to use ICTs inside and outside the classroom.
- xi. Only making the policy is not sufficient for the proper and successful implementation of any program, reliable and acceptable policy should be made which can be practiced.
- xii. Only telling or asking the students to use ICTs during learning activities is not sufficient. So, proper management regarding its use, way to use, seminars and workshops related to the students should be conducted according to the level, need and interest of the students.
- xiii. And the next thing is that the student should actively participate in different trainings provided to them according to their interest and curiosity

Further Research Related

The research is limited in terms of its methodology areas of knowledge related to the research population, research sample sampling procedures, data collection tools, and data analysis procedures and timeframe. For the extensive knowledge of such areas of study, further research can be undertaken in the same field encompassing varied methodologies, a larger population, and other procedures. Further research can be conducted at other levels like the school level and graduate level. It is recommended to all English teachers and students that further research must be done to understand the effectiveness of the digital education model for successful education continuation during the pandemic period.

Those recommendations provided to the policy, practice, and further research are fruitful to have the effective integration and practice of ICT tools and apps in teaching and learning English language in Nepal.

This study concludes the challenges of English language teaching are lack in-person interaction, no good access to the internet and laptop, a poor connection to the internet, irregularity of electric power supply, no clear/ exact guidance and direction from the government level, poor family background, poor motivation, incomplete guidance, lack of technical knowledge and skill, course expectations. time management, etc. To overcome this, there is a need to introduce ICT-related academic tools and apps through practical training, understand students' psychology, and well-planned lesson plans, make teachers properly skillful in operating digital devices to address academic goals and objectives in the determined academic year, and organized teaching. learner-friendly teaching, giving attention to the individual learner and technical support, organizing productive workshops, video conferencing programs, etc.

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Appendices

Appendix 'A'

Dear Respondents,

As a part of my research, I'm going to carried out a narrative research study entitled "**Teachers' Perceptions on Online English Language Teaching during the Global COVID-19**", under the supervision of Mr. Gopal Prasad Pandey, Reader and Head at the Department of English education, T.U., Kirtipur. I prepared some related questions. This questionnaire attempts to collect ideas, experiences, feeling and perception from teacher about online teaching during the period of prolonged lockdown.

Your kind co-operation in responding all the questions will be extremely valuable to ascertain usefulness of the perceptions on online teaching in ELT during the period of global health crisis. I will be grateful to you if you share openly your experiences regarding online teaching during period of lockdown. Please, feel free to put your response required by the questionnaire. I assure you that any information you provide will be treated with strict confidentiality in this study.

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

Scholar

Apsara Dani

Department of English education

Tribhuvan university, Kirtipur

Appendix 'B'

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

Interview Questions for teachers:

1. How did you continue your teaching activities during the period of lockdown?
2. How do you define ICT tools and apps in teaching learning activities? What sorts of tools and apps did you use for online teaching?
3. Did you have easy access to teach through online? What about your students? Did they have easy access?
4. What are the main challenges for teachers in converting online mode of teaching from classroom teaching?
5. What kinds of challenges did you face while conducting teaching through online? What barriers did your students face in online teaching?
6. Do you think that ICT can help to teachers and learners to teach and learn effectively during any adversities or pandemic?
7. Did your students get motivated to learn through ICT? If yes, how were they motivated?
8. How ICT tools and apps engaged students in the classroom? Were your students active to learn through online teaching?
9. Are you satisfied with your students' learning outcome through online teaching?
10. What was the attitude and perception of your students towards online teaching?
11. Is online teaching possible and effective for language teaching and learning?
12. Do ICT tools help to accelerate the learners' autonomy? what are the benefits of using ICT tools for online teaching and learning activities?
13. Could you please relate your reflection or experiences over using ICT tools and apps for delivering knowledge and information to your learners by staying at your home?
14. In your opinion would online education remain as a part of teaching and learning process of the colleges after corona virus cured?

Appendix 'C'
Personal details of the Teacher

Name: KP Rana (A) Pseudo name

Campus: Drabya Shah Multiple Campus

Teachers' Perceptions on Online Language Teaching During Global Health Crisis

1. How did you continue your teaching activities during the period of lockdown?

During the lockdown period, I continued the teaching learning using virtual conferencing tool like ZOOM and Microsoft Team. I used Messenger to network and contact students.

2. How do you define ICT tools and apps in teaching learning activities?
What sorts of tools and apps did you use for online teaching?

ICT tools extend human capability to communicate beyond immediate physical and temporal distance. They support human to cross the geographical barriers. The message can be easily sent, stored and retrieved by using these tools.

3. Did you have easy access to teach through online? What about your students? Did they have easy access?

I had access to smartphone and laptop for teaching learning. I had to face challenges to get stable internet connection and electricity supply. Most of my students had smartphone, but they had problem of internet service because most of the students were in their village away from the district headquarter.

4. What are the main challenges for teachers in converting online mode of teaching from classroom teaching?

Both the students and teachers faced problem of online learning because it was unplanned/ emergency measures to continue teaching learning during the pandemic. As a teacher I found difficulty to convert the syllable appropriate for online mode. I was not sure about appropriate methodology of online

teaching. I mostly depend on my experience of my own online learning as a M. Phil student. The students found difficulty to adjust with online teaching learning because they did not have the experiences of online learning earlier.

5. What kinds of challenges did you face while conducting teaching through online?

What barriers did your students face in online learning?

I faced several challenges while teaching through online mode. Some of them are lack of my skills to adopt the course designed for face-to-face mode into online mode, lack of clarity in communication, resources preparation, technological glitches, unstable network and electricity supply. The students faced challenges in getting the teaching resources because of the slow internet connection. They also faced difficulty to communicate with me and their classmates.

6. Do you think that ICT can help teachers and learners to teach and learn effectively during any adversities or pandemic?

I believe that technology helped teachers and students to learn to some extent. It was the only option available at that time. But online classes were not as effective as face-to-face school because both the teachers and students were not trained to adopt online learning.

7. Did your students get motivated to learn through ICT? If yes, how were they motivated?

The students' participation in online classes were irregular. Many students dropped their classes because sometime the technology failed. Sometimes, they had to involve into household work in the middle their classes. I felt that their motivation for the online classes was not as strong as for the face-to-face classes.

8. How do ICT tools and apps engage students in the classroom? Were your students active to learn through online teaching?

Some of the students were active in their online classes but other were passive recipient of the teaching. They hesitated to participate in their classes.

|However, students use text message, audio call and video call for interaction. Some of them engaged in reading and doing online quiz.

9. Are you satisfied with your students' learning outcome through online teaching?

No, I am not satisfied with my students' learning outcome through online teaching.

10. What was the attitude and perception of your students towards online teaching?

Students mostly viewed it as a less effective than face to face teaching learning.

11. Is online teaching possible and effective for language teaching and learning?

Yes, online teaching is possible for language teaching and learning because online teaching can engage language learners for reading, writing, listening and speaking activities easily. Students have greater opportunity to interact and exposed with the authentic learning and learning situation.

12. Do ICT tools help to accelerate the learners' autonomy? What are the benefits of using ICT tools for online teaching learning activities?

Yes, ICT tools help to accelerate the learners' autonomy by offering them rich teaching learning resources.

13. Could you please disclose your reflection or experiences over using ICT tools and apps for delivering knowledge and information to your learners by staying at your home?

To teach online course from home is challenging because the internet technology is not reliable. The communication frequently breaks and students feel that they are in the middle of nowhere. However, recording capability of the ICT tools provide opportunities to keep up date with the classes when they were busy with other affairs in their house. I felt flexibility of the schedules and possibility of offering rich learning resources.

14. In your opinion, would online education remain as a part of teaching and learning process of the colleges after corona virus cure?

I think online learning needs to be part of regular teaching learning process because it provides flexibility of teaching learning and empower the learners to use ICT tools for learning and other sectors. Online learning helps to develop digital literacy among the students needed for twenty first century skills.

Appendix 'D'

Personal details of the Teacher

Name: Chandra Gurung (B) Pseudo name

Campus: Drabya Shah Multiple Campus

Teachers' Perceptions on Online Language Teaching During Global Health Crisis

1. How did you continue your teaching activities during the period of lockdown?
 - I fully utilized available and accessible digital tools and online resources to continue my teaching activities during the period of lockdown.
2. How do you define ICT tools and apps in teaching learning activities? What sorts of tools and apps did you use for online teaching?
 - They are simply tools, not the methods for teaching learning activities. We can use ICT tools and apps as the instruments to create ease in learning. In my case, I used computer, mobile phone, PP-texts, websites and blogs, ZOOM, Teams and Google Meets, online dictionary and you-tube videos as the tools and apps.
3. Did you have easy access to teach through online? What about your students? Did they have easy access?
 - Though little bit discomfort due to poor network and students' irregularity in online classes, I felt ease to teach through online platforms. My students did not have apt access to internet and digital tools, they shared me that they felt extreme hardships.
4. What are the main challenges for teachers in converting online mode of teaching from classroom teaching?
 - I think, the challenges are: lack of digital mindset, lack of good technological skill, poor bandwidth, lack of sophisticated digital tools,

students' irregularity and passivity in interaction, no online friendly courses and classes, etc.

5. What kinds of challenges did you face while conducting teaching through online?

What barriers did your students face in online learning?

- I faced the challenges to make students more interactive and active in online classes, faced the challenge of internet access, more tactful IT skills, challenges in developing PP-texts and other materials, etc. My students mostly affected by poor connection, costly management, time constraint, and the limit of IT tools as the barriers.

6. Do you think that ICT can help teachers and learners to teach and learn effectively during any adversities or pandemic?

- Yeah, of course. ICT helps to pool the resources and deliver them effectively to support on students learning.

7. Did your students get motivated to learn through ICT? If yes, how were they motivated?

- Motivated a little. At the beginning, online classes left them new experience and positive impression so, were motivated. Later, they learn and taste the real nectar of ICT more in entertainment and communication and less in learning.

8. How do ICT tools and apps engage students in the classroom? Were your students active to learn through online teaching?

- Well, they engaged in finding the information, solving the problems, involving in doing learning activities and searching for the desirable texts and go through them in the classroom. No, they were quite passive and less interactive.

9. Are you satisfied with your students' learning outcome through online teaching?

- Absolutely NOT.

10. What was the attitude and perception of your students towards online teaching?

- Though they had positive attitude and impressive perception towards online learning, their learning behavior was far behind the perception.

11. Is online teaching possible and effective for language teaching and learning?

- Yes, it is possible and could be effective but it needs specific attention for developing access to IT tools and the strategies to effectively integrate.

12. Do ICT tools help to accelerate the learners' autonomy? What are the benefits of using ICT tools for online teaching learning activities?

- I think so. There are a number of benefits like, access to resource, motivation for learning, exposure on spoken and written English, multiple ways of learning, sharing the ideas and so on.

13. Could you please disclose your reflection or experiences over using ICT tools and apps for delivering knowledge and information to your learners by staying at your home?

- Using ICT tools and apps for delivering knowledge and information to my learners by staying at my home was really wonderful moment. It saved my time. I fully utilized my time by preparing for online classes and taking the classes at the time of my ease. I develop IT competence for teaching to some extent and become an IT friendly teacher.

14. In your opinion, would online education remain as a part of teaching and learning process of the colleges/schools after corona virus cure?

- Definitely, it has become the part of instruction and learning even after the pandemic and I think will exist for a long.

Appendix 'E'

Personal details of the Teacher

Name: Ram Adhikari (C) Pseudo name

Campus: Drabya Shah Multiple Campus

Teachers' Perceptions on Online Language Teaching During Global Health Crisis

1. How did you continue your teaching activities during the period of lockdown?

The teaching and learning activities resumed online during lockdown.

2. How do you define ICT tools and apps in teaching learning activities? What sorts of tools and apps did you use for online teaching?

The technology that assists and economizes the educational process is ICT tools in teaching and learning. Particularly I used the educational soft wires like zoom at the beginning days and later on my campus asked me to use Microsoft teams to conduct teaching and learning activities.

3. Did you have easy access to teach through online? What about your students? Did they have easy access?

Yeah, I had access to teach through online. About 60% of my students had participation on online class.

4. What are the main challenges for teachers in converting online mode of teaching from classroom teaching?

The main challenges are the availability of ICT tools, ICT skills and the teacher's enthusiasm for using ICT tools in the classroom.

5. What kinds of challenges did you face while conducting teaching through online? What barriers did your students face in online learning?

The challenges were lack of power back up and the reliability of the internet.

6. Do you think that ICT can help teachers and learners to teach and learn effectively during any adversities or pandemic?

At contemporary situation ICT is the one of the easiest ways to overcome the adversities.

7. Did your students get motivated to learn through ICT? If yes, how were they motivated?

It is the new experiment and due to the varieties of up-to-date materials they were motivated to learn through it.

8. How do ICT tools and apps engage students in the classroom? Were your students active to learn through online teaching?

It depends on the ICT skills the teacher possesses whether the students will be active to learn through online teaching. If the teacher has the skill to collaborate, yes, the students got engaged to learn.

9. Are you satisfied with your students' learning outcome through online teaching?

No, as all students were unable to participate.

10. What was the attitude and perception of your students towards online teaching?

They had positive attitude towards online learning but some of them also take it redundant.

11. Is online teaching possible and effective for language teaching and learning?

It is possible yet it depends on the teacher's ICT skills.

12. Do ICT tools help to accelerate the learners' autonomy? What are the benefits of using ICT tools for online teaching learning activities?

ICT tools help to accelerate the learners' autonomy. It overcomes the barrier of time and location for learning.

13. Could you please disclose your reflection or experiences over using ICT tools and apps for delivering knowledge and information to your learners by staying at your home?

It was mixed feeling. Mostly, I had good experience but as there was digital divide between students, they were out of online classes.

14. In your opinion, would online education remain as a part of teaching and learning process of the colleges/schools after corona virus cure?

Yes, but it cannot replace face to face mode until it is guided by ICT policy by the government.

Appendix 'F'

Personal details of teacher

Name: Ishwor Paudel (D) Pseudo name

Campus: Gorkha Campus

Teachers' Perceptions on Online Language Teaching During Global Health Crisis

1. How did you continue your teaching activities during the period of lockdown?

I continued teaching through online mode.

2. How do you define ICT tools and apps in teaching learning activities? What sorts of tools and apps did you use for online teaching?

ICT tools and apps are means of exchanging ideas and information through online mode which can be used in teaching learning activities too. I used tools like laptop and mobile mostly and google meet, zoom apps while teaching.

3. Did you have easy access to teach through online? What about your students? Did they have easy access?

Yes, I had but only few students have good access others not.

4. What are the main challenges for teachers in converting online mode of teaching from classroom teaching?

greatest challenge is lack of knowledge in ICT, lack of ICT skills and lack of practice on ICT.

5. What kinds of challenges did you face while conducting teaching through online?

What barriers did your students face in online learning?

challenges like no strong internet connection, less skilled about using ICT apps,

connecting students, teaching them that I faced and students faced like they didn't know about using ICT at first and others challenges like internet connection, lack of ICT tools, etc.

6. Do you think that ICT can help teachers and learners to teach and learn effectively during any adversities or pandemic? definitely it can help and still I'm using it for different purposes in teaching

7. Did your students get motivated to learn through ICT? If yes, how were they motivated?

Yes, they were motivated towards learning that they enjoyed learning through ICT, they became active on searching new things themselves by sitting their own home.

8. How do ICT tools and apps engage students in the classroom? Were your students active to learn through online teaching?

ICT tool engaged them to learn with new technics and system. Yes, they were active enough to learn through ICT in class room.

9. Are you satisfied with your students' learning outcome through online teaching?

Not much but to some extent I'm satisfied with their outcomes!

10. What was the attitude and perception of your students towards online teaching?

almost were positive to learn from ICT and engage themselves with modern means but some few were negative due to lack of skills on using ICT, less economy, unreachable.

11. Is online teaching possible and effective for language teaching and learning?

Yes, it can be effective if it is used with clearly determined purposes

12. Do ICT tools help to accelerate the learners' autonomy? What are the benefits of using ICT tools for online teaching learning activities?

definitely it accelerates, benefits like time saving, learning from every corner of the world, learner will be self-motivated, autonomous, etc.

13. Could you please disclose your reflection or experiences over using ICT tools and apps for delivering knowledge and information to your learners by staying at your home?

Since few years I have been using ICT and it has given me a lot of benefits, it's been fantastic way of teaching students, making learner self-motivated and autonomous. It can be the best way to learn ourselves and make learners learn virtually.

14. In your opinion, would online education remain as a part of teaching and learning process of the colleges/schools after corona virus cure?

Definitely it remains and still I'm going through it. It's been a part of teaching at school and college. I suggest each and every one please teaching though ICT tools can be the best option in any situation regarding learning.