Teaching English through Online: Challenges or Opportunities?

Ramesh Saund

Abstract
This study attempts to explore the demand of online education growing aftermath of COVID-19 all over the world from school level to university level. With this scenario, this study explored the possibilities and effectiveness of teaching English through online and its impact on students' learning achievement and to explore students and teachers' perception about online education whether it is a challengeable or an opportunity. By applying phenomenological research design under the qualitative method, purposive sampling technique was used for collecting required data. Three participants were selected to collect data for this study. Semi-structured online interview was conducted to collect the data. I used recorded interview after that recorded data were coded and analyzed into different themes. The major findings of this study indicated that lack of accessibility, accountability, adaptability and availability of the online education, insufficient infrastructure, electricity and trained teacher, technical problems and knowledge as well as personal training and monitoring about ICT are prominent to conduct online education in Nepal.
Keywords: Online learning, globalization, digital literacy, ICT, constructivism

Introduction

English Language Teaching (ELT) has become the online based teaching at present. The demand of online class is increasing aftermath of COVID-19 crisis. Online education is associated with the various terminologies like "e-learning, Internet learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, Web-based learning, and distance learning" (Ally, 2004, p. 4). Online education may facilitate the students' learning achievement in this critical situation of pandemic. Learning does not take place within the four wall of the classroom. It connects different people all over the world in a single finger print. Johnson and Altowairiki (2017, as cited in Acharya, 2014) state "Online teaching is defined as the "transactions of presenting ideas and knowledge content to students through the Internet" (p. 177). Online education facilitates teaching-learning activities during any type of crisis. Online education helps to present the different ideas and contents for the students to foster students' horizon. White and Rey (2015) opine that online

education can be referred as "online learning", and "virtual learning" (p.13).Online education provides the ideas and contents knowledge to the students through the use of the Internet. It connects the gap between face to face and online based learning. E-learning is related to online and virtual learning. It is possible through online and digital literacy skills to find out the accurate data and spreading the online documentations. Online education falls under the umbrella term of the distance education. It facilitates the students' learning and planning through the Internet.

Online education is the formal and informal process of imparting education when instructors and students are not in a same place. It can be two-way or one-way process of providing education through radio, television, video conferencing and cassette player as well. Online education can be defined as having few or no face-to-face meetings, with 80% or more of the course content being delivered online (Allen & Seaman, 2016). Online education means having no face-to-face meetings and interaction among the participants. It is delivered by using information and communication technology (ICT). Students and teachers must have a sufficient access in digital technologies and the Internet in their classrooms, schools, and educational institutions.

Learning English language depends on the high quality, meaningful, and culturally responsive digital contents. It must be available for teachers and learners. In the past, there was only one literary skill but nowadays it has become multi-literacy skill like digital literary, computer literary, electro-literary and information literacy. Teachers must have the knowledge and skills for using new digital tools and resources to scaffold for the students high academic standards. Without using ICT, students and teachers might not be enhanced and accomplished teaching-learning achievement through online education. Developing different technologies,every culture, language, and heterogeneous society has become a global village. Due to the advancement of ICT, the world has been shifted towards digital era. Larsen-Freeman and Anderson (2011) supported the view that technology provides teaching resources and brings learning experience to the learners' world. Using various technological tools and authentic materials in the classroom can provide learners' motivation towards learning language.

To analyze the present scenario of Nepal, education system is badly affected due to COVID-19. Therefore, students are interested in taking online classes and the trends of online education are going to be flourished in Nepalese education system. There may be face-to-face online interaction between students and teachers through online learning. Some teachers have been taking online classes to teach their students. Some universities are also providing online classes through the zoom, Microsoft teams, and Google meet and other sources but the question is whether their students are benefited or they are facing any problems during teaching English.

Online education has been increasingly appeared as a new formal way in the aftermath of COVID-19 in Nepal. Online classes have been becoming dominant trends in Nepal. Taking online education somehow seems to be a classroom environment for the students. The teacher guides to run virtual classroom discussion among the students. It is difficult to assign homework and follow-up with individual students. Online education is a mandatory for all in this competitive world. Due to the development of ICT, teaching and learning process is promoting by sitting in a single room using the

Internet, computer and other ICT devices. Carter (2014) states "Educational institutions are offering online courses, such as "improved students' access, increase rate of degree completion, and appeal of online education to non-traditional students" (p.1). With this quotation, online courses have been providing the technological knowledge, participation of students, getting ideas from different online resources and managing the time.

Online learning, virtual learning, e-learning and different web-based learning come under the web of ICT like face book, YouTube, videos and CALL. In ELT classrooms, ICT is used as a pedagogical tool. It can be used for making powerpoint presentation, assignments, collecting data and documentation, communicating and conducting research and so on. The government has made different policies and programmes for application of ICTs in language teaching classroom. In this study, I have analyzed different ICT policies like ICT policy 2015, ICT master plan 2013-17, National Curriculum Framework 2076 B.S. (Nepali date) and school sector development plan 2016-2023 (B.S.).

The ELTcan be flourished through the use of ICTs tools. It depends on the policy and programme of government. ICT national policy 2015 has talked about the e-learning education, e-library, and web-based education in tertiary level educational institutions to improve outcomes. It also claims that ICTs integration in school level curriculum promote and facilitate the learning and teaching pedagogy, professional development of teachers, providing quality education, and research based skills. It also integrates the development and deployment relationship of international knowledge into Nepalese education system.

ICT master plan 2013-17 talked about digital literacy skills for promoting personal and pedagogical expertise. It is focused on ICTs based pedagogical practices in classroom, and mini-scale ICTs based project. It has talked about the professional development of the teachers. Through the ICTs, educational goals, strategies and policies can easily be promoted. The programme developed under Ministry of Education (MOE), school sector development programme 2016-23 has presented the goals of promoting teaching and learning increase the access of teaching learning materials through the development of skills of online or ICTs with students. To achieve this goal, the government of Nepal is working to ensure access to quality education for all and develop the ICTs in all arena oflife. The main aims of ICTs can improve classroom delivering skill, increase access to learning materials and improve the effectiveness and efficiency of educational governance and management system. Integrating ICTs in the classroom can provide the appropriate use of ICTs for improving classroom delivery strategies by establishing ICTs.

National Curriculum Framework 2076 includes the ICTs education which is a prominent tool for providing quality education throughout the world. In twenty-onecenturies, ICT has played a vital role to give quality education for all. If online education is not included in our school level curriculum, our youth will be deprived of today's global competitive education.

In the context of Nepal, it seems to be challengeable and problematic because of untrained teachers, authentic sources, trainings and lack of the Internet connectivity. Teachers use traditional methods in the classroom. They don't want to change their teaching methodologies. In this pandemic situation, online education makes them

mutate to the obsolesce methods. In the words of Dhawan (2020), "Online learning can be termed as a tool that can make the teaching-learning process more student-centered, more innovative and more flexible." Online learning is a tool to enhance learning so that learning and teaching process should become student centered. It becomes a mandatory to all teachers and students. But they don't know the concept of online class. Some teachers are not familiar with such technical skills. Due to lack of digital literacy skills, they are not able to run online classes. Sometimes, they have an economic problem, and sometimes, they are unable to connect the zoom and Microsoft teams. Teachers and students are unknown about online education in the remote areas of government schools. Students are from different geographical regions and lack the Internet facilities.

Literature Review

Constructivism as a philosophical base for the study, I made ICT as the main theoretical base for this study. I reviewed the theoretical literature on the basis of ICT and online based on different theories and previous documents. In the twenty-one century developing the area of ICTs in Nepal, English language has been becoming prominent in human life. Due to globalization and enhancement of ICT, the field of ELT is also growing to fulfill every need of human beings. Graddol (2000, as cited in Shyamle, 2012, p. 151) suggested that in the year 2000 there were about a billion English learners but a decade later the numbers doubled. Before 2000, there were only billions of English teachers but a decade later on the numbers were doubled. It happened due to the demand of human beings and rapid development of ICT. At that time, there were a few English speakers in Nepal but nowadays, people are going to be educated day by day and becoming conscious about the development of personality and nationality development. English has been being taught from gradeone to Bachelor's level as compulsory subjects and at post-graduate level, it has been taught as specialization subjects. Some teachers are still teaching as traditional ways because they don't have the literacy of modern technologies. Many methods are used and follow-up these methods. No method becomes superior and alive. All methods are not complete by themselves. Nowadays, at secondary level, English curriculum has mostly prescribed communicative methodbut it is not applied properly in the classroom due to the lack of untrained and may be incapable teachers. At higher level, different methods can be used. Specially, at present, the concept of Kumaravadivelu's post-method pedagogy is mostly used in the teaching and learning field. Learning and teaching depends on the particularity, practicality, and possibility. To some extent, we need to use eclecticism for teaching. That is why, online education is a necessity for all in the present situation. Different universities are conducting online education to provide the quality education for students. Students who do not havean access of formal education are getting education through online at this time.

Online education has been considered as the basic fundamental infrastructure of human beings at present. Schmidt et al. (2013, as cited in Bergeron, 2018, p. 33) exoduses "Teaching online is vastly different from teaching in the face-to-face classroom and is not as simple as transferring contents to the Learning Management System (LMS)." It means that face to face teaching is far better than online teaching. Knowledge cannot be easily transformed through online to the students. It is difficult

for time management and all students are taught in the same pace. LMS refers to the web-based learning environment. Teaching and learning can take place through online interaction, communication, training and sharing among the students or participants. Though students are from the heterogeneous groups in the classroom, teachers are engaging with them, they are not well-engaged in virtual classes. This provides the best kind of practices of online learning and maximizes the potential learning strategies to the students. The effective practices of online teaching indicate the ways like facilitate learning, foster interaction and student engagement, provide prompt and constructive feedback, and perform administrative responsibilities in an online course (Baran et al., 2013, as cited in Bergeron, 2018, p. 33).

Online education facilitates the students learning and teachers' professional development. Online learning environment and teaching practices replace their face-to-face interaction. Through online students and teachers can generate the ideas of fostering learning and sharing the knowledge what they have already got. Dawson et al. (2008) and Pourhosein Gilakjani (2014) emphasize Online technology can create a learning atmosphere centered around the learner rather than the teacher that in turn creates positive changes. It asserted that using online-based technology or computer-based technology has become the active classroom milieu. It creates the meaningful environment to the students for making responsible in their learning.

Online education is emerging rapidly in all arena of education at present. Developing only ICTs tools in the classroom is not sufficient but also how the students are using and engaging with these technologies are important. Different research studies have been conducted related to ICTs and online education at national and international levels.

Yadav (2014) presented the main objectives of his study were to explore the students' perception on the use of online resources in term of: websites, Gmail, e-book blogs, facebook and to find out the usefulness of online resources or students' academic development. He has used questionnaire for data collection. He used purposive nonrandom sampling. His main finding claims that enough resources and teachers training are not accessible in colleges. Majority of the students agreed that online resources are the most important source of learning and teaching in the classroom but in the context of Nepal, it is not implemented in their learning and they found to be passive about online resources.

Dhital (2018) reviewed the concepts and roles of information and communication technology in government school education and the challenges facing in use of ICT in government school education in Nepal. His main finding was that using ICT enhanced the quality education in government school. The government has conducted different programmes and made different policies to promote the ICT education. Both government and non-government organizations should help to facilitate skilled manpower, stabilized electricity supply, hardware resources and software resources to enhance the use of ICT in government schools. He also stated that the programme is not in a stable position. The roadmap has been made but travelling on the road takes a long time for the first travellers.

Carter (2014) highlighted the correlation between instructor self-efficacy in teaching online and student satisfaction levels from end-of-semester evaluation. His study was limited to the duration of one semester. He found that online teaching self-

efficacy may not be a significant consideration while hiring online instructors. In fact, high self-efficacy, especially in terms of technology, may actually be a negative factor in facilitating online courses. Online learning programmes may benefit from looking more at other factors, such as personality, training, and mentoring as indicators of future instructors' success. He concluded that the students were less satisfied with their learning experience in courses taught by instructors with experience teaching online at other universities in comparison to instructors who only had experience teaching online for Idaho University.

Ahmadil (2018) attempted to explore existing situation of using ICT at university level and to analyze the ICT policies and programme document on the use of ICT teaching in English and learning. He used qualitative research through field study and his major findings were analyzed in thematic ways. He selected 4 university teachers using non- random purposive sampling. He used open-ended questionnaire and face-to face interview. His study showed that the government has made policies and programmes every year but it is not implemented at university level due to the lack of infrastructure, materials, human resource and the Internet connectivity.

My present study explored possibilities of online education and its impact on students learning achievement and the perceptions' of students and English teacher on online education whether it is a challenge or an opportunity. Conducting online class is going to be challenging or opportunities in ELT of Nepal. I am, as a researcher, consulting and reading various research studies, I could not find any research studies regarding the perceptions of the students and English teachers on online education in the context of Nepal. Therefore, I perceived this gap in the existing body of knowledge and conducted this research.

Methods and Procedures

This study is basedon phenomenological research design under qualitative research method. This is qualitative in nature in the sense that it has collected data on the basis of contemporary phenomenon addressing different information in the field. I selected three participants, two were from countryside and one was from an urban area. The data were collected by using semi-structured online recorded interview and the participants were selected through purposive sampling. To fulfill the objectives of this study, I followed three steps. Firstly, I collected required data by asking different unstructured questions to the participants which I had selected from different places for completing my objectives. Secondly, I coded their responses into different sub-themes and lastly, I had mingled six major themes for the completion of my study.

Findings and Discussion

I analyzed and transcribedthe data into different themes. I made six major themes for interpreting the required data to complete my study.

Emerging Concept of Online Education

Online refers to the connection with each other through the Internet. Online sources are useful for teaching and learning. Online education plays the vital role at present pandemic situation. People demand online education to foster the cognitive, affective and psychomotor level of understanding. They don't have physical contact like face-to face interaction in the classroom. They are getting different information, ideas and knowledge from the nation and abroad by sitting in a single room. Online education fosters the technological knowledge and content knowledge as well. Answering of this question, the participant A said:

Online refers to the connection of heterogeneous people within a single monitor, mobile, and laptop; these may be audio recorder, video recorder, overhead projector, and language laboratory. These resources promote the students and teachers learning and teaching knowledge at present. Due to corona virus, online class is going to be developed in school education.

Participant A's view is similar to Dhawan (2020) argument that the coronavirus has made institutions to go from offline mode to online mode of pedagogy. He claimed that students learning and teaching process enhance through the online classes. They are playing with computer, laptop and other devices at present. Students are playing with different devices of digital technology like YouTube, facebook, Google and numerous other sources of multimedia.Similarly, in response of the same question, participant B opines "I am English language teacher at lower secondary level. Due to development of technology, my cognitive power is not used anymore. . ... The electronic dictionaries and computer based technology helps to my teaching."Responding to the same question, the participant C shares his experience about online learning as:

I think I have not new idea about it but, online learning is related with similar to virtual learning. Where teachers and learners are physically separated in terms of place, time . . . it provides the knowledge to the learners who are in remote areas. It is a safe learning environment . . . it has become the third eye of human beings.

Participant C replied that the use of ICT technology reflects the new learning environment of the classroom. The cognitive power is not used. They used the mind of computer. In virtual classroom they are not close; they are physically separated from each other. The development of online technology and other e-learning devices boost the area of knowledge.

Learning Achievement and Networking

ICTs provide powerful new tools to support communication between learning groups and beyond classrooms. The teacher's role expands to that of facilitation for collaborating and networking with local and global communities. The expansion for learning community beyond the classroom also requires respect for diversity, including inter-cultural education, and equitable access to electronic learning resources. The concepts of online classes are growing day by day at present. Students and teachers have not gone school for long. They have not seen the faces of teachers and students yet. But they are in contact through online. Some high schools and universities have been conducting online teaching and learning. It enhances the students' involvement and teachers' maxim towards the teaching and learning. In this regards, participant C states:

I don't think so; online class is good for all. It is good for those persons who have good facilities of internet connection so that they could transform their knowledge in new way and updated day by day for their learning . . ..

From the view of participant C, good learning achievement depends on the good facilities of different devices and using such facilities or achievement of the students reflect the support, guidance, relation between teachers and students in the classroom. In comparison to remote areas, the city areas are always developed and there are different facilities of e-learning and web of networking. Similarly, participant B opined that "Of course, why not but I claim that if students have innovative thinking,

critical thinking, curiosity about learning, problem solving. . . it makes their learning and teaching interesting, effective, successful and purposeful". From participant C's views, internet makes the human beings homogeneous in the competitive world. If students use internet technology properly in the necessary area, they absolutely flourish their knowledge, high thinking power and critical thinking as well. It connects the people through the web of networking system all over the world.

To analyze the above given responses, online technology enhances the students' teaching and learning in the 21st century. It doesn't consider the only four walls of the classroom and teachers in the classroom. It can be justified from different angles. It supports the students self-learning, creativity in language use, and helps to the knowledge update time and again. It develops the computer literacy and grammatical accuracy as well. It saves the time of library reading and searching the books from different places. It enlarges the comprehensible level of students and teachers. Online resources provide the different speaking, reading, writing and listening skills. It also provides the different resources of dictionaries, library items, and new storages of knowledge. It also helps to assist the planning, teaching and evaluation of the students in the classroom.

Lack of Accessibility, Accountability, Availability and Adaptability

The study shows varied responses regarding the online class which is not possible in all areas of Nepal. It depends on the accessibility. In the context of Nepal there is not equal distribution of geographical areas. In the remote areas of Nepal there are not well facilities of light and internet connection. This shows that using internet and conducting online classes are so difficult. In this regard, participant A says:

> I am from the remote areas. I heard the concept of online class . . . but in village area most of the students from the poor family, they don't have the internet connection . . . I don't have internet access . . . knowledge about computer. I think it is possible in city areas.

To analyze the above response of participant A, in the village area, there are not good facilities of internet and they don't have availability and accessibility. Having the internet is not the development of digital literacy skills. Likewise, the participant C forwards similar views with participant A and replied(being energetic*):*

> I think online refers to the connection of the different groups in a single screen. It is possible in that area where the good facilities of internet connection, time management, good learning environment and the sufficient facilities of infrastructure… otherwise, it is a challenge of the government schools.

From the A's point of view in the countryside, the government schools are facing internet connection problems and good facilities of physical infrastructure and time management. Networking system connects to the heterogeneous people from different places within a second in a single attempt. It can play the roles of clustering or snowballing if there is access of good connections. In the same way, the participant B stated:

> Online class is good for everyone, the government is gradually applying per child one laptop policy in all government schools but it depends on the devices, access and knowledge of digital skill. If these three things are not available

and missed in a system, the concept of online does not work properly. It is the connection of tri-polar systems . . .

Using online classes are only possible in those areas where the connectivity of internet is available, accessible, adaptable and accountable. They have a device, access, knowledge of technology for good learning environment, sufficient facilities and policies are made properly to make the students learning fruitful in critical situations.

Technical Problems and Knowledge

Technical issues regarding integration of ICTs into the curriculum include the technical competencies and provision of both technical infrastructures and technical support for using technology throughout the curriculum. The participant B says that ". . . the technology for learners and teachers is not enough. The type and level of access is also important. ICTs can be improved learning very little if teachers and students have only rare and occasional access to the tools for learning".Supporting this view, some teachers and learners are gapping with technical difficulties which are inevitable and cause stress. If there are any technical mistakes in the middle of live class session with their students, they become powerless.In the same way, the participant C opined:

> . . . I am a student of master level. I am studying M.Ed. fourth semester. My campus is conducting online class but I don't know the concept about online class. I haven't used yet . . . I missed all my classes because of lacking computer and internet unavailability. So I don't say it is an opportunity to me. This is beneficial for those persons who have well facilities and knowledge about it.

Indeed, participant's C opinion is similar to Rana's (2020) view about the utilization of the Internet facilities and development of the mechanism of e-learning to get the complement social learning strategies. Teachers and students are not well-experienced for integrating ICT competence in the first stage. Using ICTs in the classroom is just becoming the modern-trends and its slogans. If users or students don't have access and connectivity of ICT, students cannot keep interest towards online based learning. They are novice in the initial stage. Emphasizing the researcher's question, participant A replied:

> . . . in my opinion, those who are fluent with technology and PowerPoint presentation may not appreciate how difficult it is for technology novices to appropriate ICTs into their practice. A novice learner is not well familiar to the technology, but in the case of fluent teacher . . . he is not thought so in the beginning as I was in same condition like you.

Participant A replied that using powerpoint presentation and making slides are not skills of digital technology. Fluent and veteran teachers do not appreciate the difficulty of novice learners. He thinks that he may be like him. It followsthe theory of Thorndike 'Trial and Error' claiming that no one can become veteran within a single attempt. He should have practiced more and more. If someone attempts first time, he/she does not get succeed and he/she may use next methodology, then he/she may get success. The more we practice, the more we learn. Learning achievement depends on the practice, regularity, punctuality and dwindling the hesitation.

Insufficient Infrastructure, Electricity and Trained Teachers

Some of the schools are not in the access of electricity in the remote areas in Nepal. Nepal is a landlocked and developing country. The government has not been able to provide the sufficient physical infrastructures and trained teachers. Government has not minimized the problem of loadshedding yet in the country. Replying researcher's question, participant B says:

In my view, online class is good where accessibility is reached, it develops the students learning motivation and curiosity… the problem is the power cut off and untrained teacher. During the classroom presentation, the light has cut off and students de-motivated. Teachers are also become confused. .

Therefore, the main problem is that online class is good for all throughout the world. But before applying the online classes, the government should be concerned about the accessibility, possibility and the physical infrastructure or management of the trained teacher in the schools. The participant C opines:

Yes, yes, yes, online class is opportunities for all at this present pandemic situation but I am not sure of it because whether all the students are getting or not, do we have adequate equipments and skilled man power is available or not is the main problem of using ICTs. I think online classes are complimentary of physical class. .

Participant C's perception is similar to Poudel's (2020) arguement that the radical changes in educational system cannot be expected because physical contact is equally important, not only for education, but also for living human society. He stated that teaching English is good for student through online technology in critical situation but we have to consider about the adequate materials, access, and skilled manpower to provide the knowledge. Knowledge cannot be transferred easily through the online if we don't have comprehensible capacity.

Lack of Personal Training and Monitoring about ICT

Majority of the English teachers are not trained in ICT due to which ICT is not reaching in the ELT classes. Some schools and universities are not providing training programmes for teachers. Teachers are personally involved in training programmes and focused on individual practice. Teachers and students are not well-familiar in online technology. The participant A asserted:

In my life, when I had used first time computer, I didn't know how to open programmes and make power point slides and effective presentation. I asked my friend. Then, my friend supported me to make slides. After that I used regularly. . . . And nowadays I have feeling of cozy easiness to do work in computer.

Participant A replied, in the beginning I didn't have basic ideas about playing computer. When we see new things in our life, we feel strange and difficulty. We need to guide and support by other person who is more familiar about this idea. Everyone needs support in the first time. When he/she recognizes with technology, he/she can do in an interesting way. Therefore, learning by doing is associated with computer learning skills. Participant C restated:

In my opinion, personal training is an obligatory for all persons. Computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning.

In my life, I never used computer and laptop in my classroom; therefore, I don't have personal knowledge about computer technology.

The uses of computer technology lead to the improvement of teachers' teaching and learners' learning in the classes. The use of computer technology helps teachers meet their learners' educational needs. The positive effect of computer technology does not come automatically; it depends on how teachers use it in their language classrooms. Monitoring is compulsory for everyone. If we monitor someone about related ICT field, he/she automatically becomes trained and develops his/her knowledge. Therefore, the government should provide the personal training programmes.

Therefore, where there are numerous facilities of accessibility, availability and accountability, online education is possible. Conducting online classes in the present digital space also brings cybercrimes and problems. The 4G network doesn't work properly in all parts of Nepal. Some schools do not have trained teachers, sufficient infrastructures, and time-economy. Due to these problems, online classes can also be interrupted. Teachers are gradually going to be shifted towards online teaching but students are still going to be in dilemma.Students had become confused while they studied through online because of different books with different publications in the case of private schooling, likewise, in government schools;teachers are not well-experienced and lack of training for conducting online classes.

In the present situation, ICT is not bounded in one area, it has unlimited areas. Therefore, we need to be well-familiar about digital ICT tools. Due to ICT, learners should be connected within a single room. Students and teachers are developing their networking for connecting and expanding online-based learning. Through the internet connectivity, teachers and students come in contact each other. They develop their digital skills for their professional development. Parents are also mitigating the problems of their children regarding to ICT. It can be helped to manage the time for reading and writing to the students and teachers. It helps to develop the ability of grammatical competency, communicative skills and reducing the students speaking hesitation and shyness. In the twenty-one century, students should not go any institutions and training center for the study because they may be practicing, playing and developing computer skills if they have a proper access of computer and internet connection. All the stakeholders of education sector in Nepal can be benefited from this study.

Conclusion

ICTs play the significant role to promote the learner-based educational materials and their language skills. Online education enhances the student's critical knowledge, problem solving, global networking system, and innovative as well. Teaching and learning methodology transformed teacher- centered to students-centered in the competitive world. The findings of this study reveal the challenges of online class in Nepal due to lack of accessibility, availability, accountability, trained man power, and sufficient infrastructure in the contemporary situation. It also discloses the technical problems, personal training, monitoring and time management of the students and teachers. To minimize these problems, the government should make proper policies and programmes to empower educational learning materials, e-learning facilities for

the teacher's professional development. Government should allocate the adequate budget for the minimizing and mitigating problems related to ICTs infrastructures. To sum up, the findings of this study also evoked that the online class is going to be challenge for students and teachers at present time. Knowledge cannot be transformed equally to all students through online. Government and stakeholders should be aware for providing different e-learning resources, community of participation, online based curriculum and policy, access of electricity and availability of internet connection. The further area of investigation could be the traditional classroom paradigm shift towards online teaching and learning aftermath of post COVID- 19 in the Nepalese education system.

References

Acharya, C.P. (2014).use of ICT/Web tools in ELT in Nepal. *NELTA Journal,* 19 (1-2), p.4

Ahmadil, M. R. (2018). The use of technology in English language teaching: Literature review. *Iran: Guilan University International Journal of Research in English Education*, 3(2). Retrived from Website www.ijreeonline.com.

Allen, I. E., & Seaman, J. (2016). Online report card: Tracking online education in the United States. *Babson Survey Research Group*. http://onlinelearning survey.com/reports/onlinereportcard.pdf

Bergeron, J. M. (2018). *Exploring faculty members' concerns with online teaching and the support needed to address concerns*. Florida University.

Carter, H, A. (2014). *Self-efficacy in online teaching how instructor confidence affects student satisfaction*. A dissertation of doctorate graduates University of Idaho.

Dahital, H. (2018). Opportunities and challenges to use ICT in government school education of Nepal. *International Journal of Innovative Research in Computer and Communication Engineering*, 6(4). www.ijircce.com

Dhawan,S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of Education Technology Systems, 49(1), 5-22.http://10.1177/ 004723950934018.

Larsen- Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching.*

MOE (2013). *ICT master plan 2013-2017,* Kathmandu: MOE.

MOE (2016). *School sector development plan 2016-2023*. Kathmandu: MOE.

MOIC (2015). *National information and communication technology policy 2015*. Kathmandu MOIC.

Podel, P.R. (2020). *Transforming school education:Learning from COVID-19 and pathways ahead*. Http:// eltchoutari.com/2020/07/transferming-school-educationlearning-from-covid-19-and-pathways-ahead/

Rana,K. (2020 April 20).*E-learning isonly a means but a replacement of physical classroom.*[blog post] htt://eltchoutari.com/2020/04/learning-isonly-a-means-but-not-a-relpacement-of-a-university-professor-innepal/

Shearer, R. L. (2013). *Theory to practice in instructional design*. In M. G. Moore (Ed.), Handbook of distance education (3rd ed., pp. 251–267). New York.

Shyamlee1, D.S. (2012*). Use of technology in english language teaching and learning: An analysis. *International Conference on Language, Medias and Culture,* 33.

White, W. & Ray, B. (2015). What does research say about integrating e-learning and IHE/LEA collaborative program? *Journal of Issues in Teacher Education,* 10(2).http://www.champman,edu/ITE/wood.pdf.

Yadav, K.M. (2016). *Students' perception on use of online resources (*An unpublished M.Ed. thesis). Tribhuwan University, Nepal.

Appendix A

Interview guideline questions

1. What do you think about online education?
2. What are the facilities using online in your school?
3. Do you have a computer literacy?
4. How does online class help students' achievement and learning?
5. What is the perception of students and teachers towards online class whether it is challenges or opportunities?
6. Are students really benefitted from the online class?
7. What's the condition of access of internet to run online class in your school?
8. What is the present condition for conducting online class in your school?

Author

Mr. Ramesh Saund is an English teacher at Panchakanya Secondary School located in Phyakse, Dhading since 2021 AD. He has completed his master's degree in English specialization from Kailali Multiple Campus, Dhangadhi under Tribhuvan University of Nepal. He is interested in writing paper, English Language Teaching (ELT), teacher development and researching for connecting different classroom issues.