DIFFICULTIES AND PROSPECTS OF ENGLISH LANGUAGE TEACHING AT THE GRADUATE LEVEL USING ONLINE METHODS IN THE COVID-19 COURSE AT COMSATS VEHARI

Fozia Abbas[1], Muhammad Nasir[2], Ayesha Khaliq[3], Umrish Mazhar[4]

Original Article

1. Visiting Lecturer, Department of English University of Education Lahore, Vehari Campus
Email: foziaabbas063@gmail.com

2. Lecturer, Department of English, Institute of Southern Punjab Multan
Email: legendguy143@yahoo.com

3. Visiting Lecturer, Department of English University of Education Lahore, Vehari Campus
Email ayeshakhaliqvhr@gmail.com

4. Content Writer Avenza Group of Companies. Email: umrishmazhar123@gmail.com

ABSTRACT

This study is crucial because Pakistani universities have implemented online teaching and learning during the COVID-19 pandemic. The English language is also gaining prominence in all facets of life, not just in our educational system, which is incredibly beneficial for learning. The purpose of this study is to determine the restrictions and limitations of online teaching strategies during the COVID-19 outbreak. This study also investigates how students perceive online learning and how they understand the constraints and limitations of learning the English language. The study examined the restrictions and limits of online teaching strategies during COVID-19. A five-point Likert scale questionnaire was used to collect data from 100 BS English students (male and female). The results were then statistically analyzed using SPSS software. A questionnaire is the most popular and effective way to collect quantitative approach data, and it was employed in this study to obtain accurate data. Questionnaire adapted from H.D.C. Priyadrashani's research (2021). The information was gathered using structured, closed-ended question formats. The results demonstrate how students behave when studying and teaching online, as well as the techniques employed. It shows the instructional strategies applied to online learning, how students make use of them, and how they respond accordingly. The outcome reveals the respondent's potential as a learner in online instruction. The student's comprehension of online learning is assessed during online instruction.

Keywords: Coronavirus (COVID-19), Online Learning, Constraints and Limitations

1. INTRODUCTION

According to Allen and Seaman (2008), the pedagogy of online learning is distinct and calls for the use of methods uncommon in traditional classroom settings. To build a community of learners through participation, debate, and review, updated educational resources are necessary. These components are utilized in effective face-to-face instruction, albeit in a different way. "Electronic teaching" is the term used to describe the delivery of online courses (Natriello, 2005). The phrase, which comes from emotional maturity, "don't presuppose anything," is the finest guideline to follow while sending something online. Teachers cannot immediately see the student's perplexed expression, as they do in a course on facial expressions; thus, instructions and expectations must be very plain. On the bulletin board are the job list and deadline dates. Any online materials should be updated through instruction and promotion, and email reminders to students should urge them to

check the course website frequently for updates. Due to the fact that some students confuse technological prowess for intelligence, it is essential that the presenter be knowledgeable about both the program's subject and technology. Experts advise allowing students to watch both and granting them access to the help site. The guiding principles and crucial specifics were covered during the first week of instruction (Sudzina, 2003).

The findings of Fu and Zhou's (2020) examination of the advantages and disadvantages of online learning are summarized in the first publication. The authors claim that there are variations in the technology and Wi-Fi conditions by college and region, teachers' ability to persevere and their familiarity with information systems are insufficient to meet the demands of teaching methods, digital learning platforms and systems are insufficient, students, parents, and school systems have various perspectives on online teaching, and online teaching is unable to deliver the necessary high-quality, individualized education. In light of these issues, the authors propose that Wi-Fi and hardware capabilities be enhanced, as well as the availability of top-notch online sources and platforms. In their second paper, Jiang et al. (2020) studied the ideas and teaching techniques used in the COVID-19 online training. Quick reaction times, communication channels, and precise management, according to the COVID-19 authors, are some attributes of online learning. To increase the effectiveness of online learning, Wang et al. made the same detection techniques and suggestions (2020). According to Hashemi and Aminuddin (2021), the foundation of online courses is the use of technology to offer online options for studying content with the aim of boosting learning. Regmi and Jones (2020) describe online learning as a teaching strategy that promotes learning while giving students the resources they need to complete all necessary academic work. According to reports, the words "online learning," "web-based training," "browser-assisted training," "personal computers teaching," "web teaching," "audio-visual study," and "e-learning" are all synonyms for "online learning." Online instruction, which was utilized in the current study, is the utilization of computer applications over the Internet in a classroom setting (Mathew & Iloanya, 2016). Effective online learning only occurs when the required tools, programs, and resources are made available, claim Adedoyin and Soykan (2020). The online teaching and learning process is fully dependent on technology gadgets and the internet, even though the COVID-19 epidemic may make it challenging for students and instructors to receive some instructions.

Even during the COVID-19 pandemic, higher education institutions (college, high school, and primary school) were unable to hold classes. When no one is available to go outside, learning can still be done online. Because of this, most universities use online education to help students keep up their grades. According to the students' ages, instructors in universities, high schools, and primary schools will also use a variety of teaching methods (Kennan et al., 2018). In these difficult times, understanding the theoretical foundations of online instruction can improve future e-learning. Students' academic advancement is likely to suffer in courses that include both internal and external exams because of the limited contact time with people and the insufficient connection with instructors when overcoming study obstacles (Sintema, 2020).

1.1 RESEARCH QUESTIONS

1. What constraints and limitations apply to the use of online teaching methods for English language instruction according to COVID-19?

2. What disadvantages of using online teaching methods in CAVID-19 do educators and ESL students see?

2. LITERATURE REVIEW

According to a new study, being kind to students is beneficial. It facilitates the taking of notes by students during lectures (Bao, 2020). Organizations might consider training their academic staff members. A range of strategies were used to keep the learning environment comfortable throughout the outbreak. This study report looks at the practical effects of the challenges that students and staff are dealing with as a result of this epidemic, as well as the constraints of adopting instructional practices for teaching English.

Lee, Jaewon (2021), Regardless of generation, the COVID-19 epidemic has had a significant impact on people's lives in many different ways, particularly in the areas of equality, the economy, and education. Significant changes have been made to the classroom setting, particularly for the children. Their opinions on learning may have an impact on the success of a blended formal curriculum as well as student academic achievement. Additionally, how students perceive COVID-19 risk during the coronavirus pandemic may have an impact on their academic performance. Despite the fact that middle school is an important developmental transitional period between elementary and high school, little is known about how middle school students' attitudes towards learning affect academic achievement. The focus of this research is on middle school pupils who earned As or Bs during the 2019–2020 school year before the COVID-19 outbreak and how their academic performance worsened once it began. This study's goals are to (1) investigate the connection between middle school students' learning perspectives and their poor academic performance since the COVID-19 global epidemic began, and (2) investigate the connection between middle school students' perceptions of COVID-19 risk and their poor academic performance since the COVID-19 global epidemic.

As a result of the emerging coronavirus epidemic, numerous institutions and universities all over the world have switched to online instruction, claims Mohammad A.A. Mahdy (2020). The purpose of this study was to investigate whether the COVID-19 outage affected the academic performance of medical education researchers. In the context of the medical business, the main difficulty with online education is how to deliver practical training when self-study is possible with educational technology. Additionally, because most of the programmes are practical, it can be difficult to find them online. Students feel it is difficult to gain veterinary knowledge solely online. Numerous organizations across the globe have cancelled or rescheduled all campus events to avoid overcrowding and, as a result, the virus spread. However, these rules have more detrimental economic, clinical, and societal effects on both groups of bachelor's degree holders (Ullah, Saeed, Ahmad, Khan, & Naz, 2021).

Gulnaz Zahid and Abid Tayyaba (2020) claim that during the COVID-19 pandemic, there was a change in how employees were engaged globally, with a growing reliance on online innovations and special requirements. Regional inequities decreased as a result of the shift to online employment, which also increased prospects for global connectivity and education. In industrialized countries like Australia, France, and the United States, project-based learning has been practiced for 10 years. Due to their lack of experience with interactive learning technology, several higher education teachers see this rapid transformation as a challenge or a source of concern (Daumiller, 2021). Examining instructors' perspectives is more important in developing countries than it is in these countries, where online education is a more recent phenomenon, especially during a crisis. This research approach could be used as a guide for web teaching practice in other countries with similar circumstances.

Pakistan has not yet created a comprehensive national framework for online education, including virtual classrooms. A single sizable public university that has not fully embraced online learning provides the majority of distance learning. There was less planning done to run online programmes during a crisis because in-person learning is now more common. Pakistani colleges were compelled to adopt online learning after the COVID-19 outbreak, and existing courses were adjusted for online distribution. This study did a descriptive analysis of data collected from higher education faculty members in Pakistan in order to produce meaningful results. This study's importance rests in its ability to clarify first-time online education planning, especially in developing nations.

According to Sumitra Pokhrel (2021), the majority of countries have closed their schools, training centers, and higher education institutions as a result of the shutdown and interpersonal isolation measures that were put in place in reaction to the COVID-19 outbreak. The methods that instructors employ to deliver high-quality instruction across various digital media are evolving. Despite the challenges that teachers and students confront, online learning, remote learning, and education programmes have allegedly proven helpful in tackling this unprecedented global pandemic. Akram, et al. (2022) has said it is required to do the concerned authorities for clear and effective policies for information communication technology use in educational settings. It is also explained by Nawaz, S. et.al (2021) that we must focus on listening comprehension along-with information communication technology use for English Language Teaching.

The transition from in-home facial expression study to online seminars may be uncomfortable for both professors and students, but they must retrain because there are few other options. The "Learning in Crisis" movement has gained support from the educational community through a number of online platforms, and teachers are being forced to use an approach for which they are unprepared. Students have used the internet, which is time-consuming and frequently causes miscommunications between family members, professors, and students. The accessibility of the examiner, the expertise of the teacher, and the eligibility of the students all affect how an online test is given.

3. METHODOLOGY

3.1. Research Design

Currently, a quantitative investigation is being conducted. Cress (2019) asserts that physics and chemistry are where quantitative research first emerged. Data must be gathered, typically in the form of numbers, and then analyzed using mathematical models in order to do quantitative research. In contrast to the verbal descriptions used in the qualitative method, these facts are presented in numerical form. It allows for the organisation of data so that statistics may be produced afterwards. It is feasible to generalize the findings from a larger population sample using a quantitative method in order to look at opinions, attitudes, behaviors, and other particular characteristics.

3.2. Research Instrument

The approach used for the current investigation is described in the study's section. This section describes the methods used to choose samples, collect them, and collect data. This methodological approach is the typical one that researchers use when conducting research projects, according to Leedy (2001, p. 14). Structured surveys are frequently used because they are efficient in terms of administration, prompting responses, and saving time (Nunan, 1989). Since this study is a survey, I needed to acquire data quickly and accurately, so I picked this approach. This method is the most effective and efficient way to get important information.

To better understand the challenges and limitations of adopting online instruction for English language instruction during COVID-19, the study's questionnaire examines these topics. H.D.C. Priyadrashani's research served as the foundation for the survey. Closed-ended, structured questions were used for this investigation. The current questionnaire comprises 30 items for students and 30 items for teachers, with responses on a 5-point Likert scale ranging from strongly disagreeing to agreeing. 100 BS English students from District Vehari make up the study's population.

4. Findings of the Study

SPSS software was used to examine the data. It is studied with the use of a method, which is a descriptive statistical analysis of each question that includes frequency, percentage, mean, and standard deviation.

4.2. Descriptive Statistical Analysis of Questionnaire

Table 1 Cognitive comprehension ability of students

Statements	Agree %	SA%	Neutral %	Disagree %	SD%	Means %	S.D%
I am aware of the pedagogical difficulties.	1.0	7.0	17.0	62.0	13.0	3.7900	.79512
Online sessions, in my opinion, take longer than in-person sessions.	6.0	19.0	5.0	26.0	44.0	3.8300	1.33375
I think the demanding online course load is hindering my comprehension.	3.0	13.0	6.0	34.0	44.0	4.0300	1.14111
I have trouble following the lectures that are on tape.	5.0	11.0	8.0	31.0	45.0	4.0000	1.19764
I have trouble understanding the lecture's essential concepts.	4.0	20.0	7.0	32.0	37.0	3.7800	1.25191

A variety of replies can be found under the heading "I comprehend the pedagogical challenges" in the findings for the first question. These responses fall under the heading "I comprehend the pedagogical challenges." Sixty-two percent of the students who responded agreed with this remark, thirteen percent strongly agreed, seventeen percent remained neutral, and seven percent were against it. Overall optimistic This assertion has a mean value of 3.7900 and an evaluation value of 3.7900, while its standard deviation is 79512.

According to the results of the poll, a number of respondents' opinions contradicted the assertion, "I believe internet sessions take more time than face-to-face sessions." Regarding this assertion, one hundred students were polled, and the results showed that 6% of them agreed with it, 19% agreed with it very much, 5% remained neutral, 26% disagreed, and 44% agreed. This statement has a mean value of 3.8300, which is extremely positive, and its standard deviation is 1.33375. As can be seen from the following statement, which reads, "I feel the heavy workload of online courses creates problems to comprehend," various respondents reply in a variety of different ways in accordance with the appropriate results. Out of the 100 students that participated in the survey, 34% agreed with the statement, and 44% strongly agreed with it. Only 6% of the students stayed neutral, while 13%

disagreed and 3% strongly disagreed. This comment has a mean value of 4.0300, which is extremely positive, and its standard deviation is 1.14.

The respondents gave a variety of responses when asked about the statement "I have trouble listening to recorded lectures," which agrees with the results that were generated. There were 100 students that participated in the survey, and the results showed that 31% of them strongly agreed, 45% partly agreed, 8% were neutral, 11% disagreed, and 5% disagreed with this statement. This statement has a mean value of 4.0000, which is extremely positive, and its standard deviation is 1.197.

Listening to the recorded lectures in this statement is challenging for me because different respondents replied differently in line with the generated results. Only seven percent of the students who provided feedback were undecided, while 32 percent of the responding students agreed, 37 percent strongly agreed, and only seven percent were neutral. 4% of respondents strongly disagreed with this remark, while the remaining 20% did not agree with it. This assertion has a mean value that is higher than average, coming in at 3.7800, with a standard deviation of 1.125191.

Table 02 Constraints and Comprehend

Statements	Agree%	SA%	Neutral %	Disagree %	SD%	Mean %	S.D%
I get the impression that the text is not very clear or formative.	38	29	9	20	4	3.6800	1.20504
My impression is that there are not enough hands-on exercises related to the format of the course.	37	43	8	7	5	4.0600	1.11754
In my opinion, both learning and teaching can be improved by consistent practise.	30	43	12	11	4	3.9700	1.16436
I find it challenging to deal with network issues during the lecture because it distracts everyone's concentration.	28	53	5	10	4	4.1600	1.15225
When it comes to an online course, I have a hard time finding both clarity and direction.	31	38	10	18	3	3.8300	1.20156

Under the heading "I feel a lack of text clarity and formative," numerous respondents have provided a variety of replies in this table. These responses are organised in accordance with the conclusions that were developed. The survey was taken by a total of 100 people, and among those people, 38% of the students who responded agreed with the statement, 29% strongly agreed, 9% stayed neutral, 20% disagreed with the statement, and 4% severely disagreed with the statement. This statement has a positive overall mean value, which comes in at 3.6800, and the standard deviation is 1.120504.

In the table, under the heading "I feel there is a lack of practical activities regarding course structure," various respondents have offered varying responses in accordance with the developed results. These responses are presented in the table. There were a total of 100 people who participated in the survey, and out of those, 37% of the students who participated agreed, 43% strongly agreed, 8% of those who responded remained neutral, 7% disagreed, and 5% strongly disagreed with the statement that was being questioned. The overall mean value of this claim is positive, coming in at 4.0600, while the standard deviation is 1.11754. The responses of the various respondents are presented below in the table, which can be found underneath the phrase "I believe that online teaching as well as learning depends upon practise." This statement was met with agreement from 11 percent of the students, disagreement from 4 percent of the students, and strong disagreement from 4 percent of the students. There were a total of 100 students who participated in the survey, and thirty percent of them agreed with the statement, while forty-three percent strongly agreed. On the other hand, only twelve percent disagreed with the statement, eleven percent disagreed, and four percent strongly opposed it. This statement has a mean value that is extremely positive, which is 3.9700, and the standard deviation is 1.16436. There is a wide range of diversity in the responses provided by the various respondents.

In this table, different respondents reply in a range of different ways in accordance with the results that were obtained. Under the line "I feel difficulties while listening to the recorded lectures," the responses are presented in this table. There were a total of 100 people who participated in the survey, and out of those 100 people, 28% of the students who responded agreed, 53% strongly agreed, 5% of those who responded remained neutral, 10% disagreed, and 4% strongly disagreed with the aforementioned statement. The positive overall mean value of this statement is 4.1600, and its standard deviation is 1.15225. According to the findings that are displayed in this table under the title "I find it challenging to find clarity and direction for an online class," diverse respondents provided a variety of replies. Regarding this particular remark, 31% of the students who took part in the survey agreed with it, 38% of them strongly agreed, and just 10% of them were able to maintain a neutral stance. On the other hand, 18% of respondents did not agree with it, and 3% of those respondents strongly disagreed with it. This assertion has a mean value of 3.8300, which is significantly more positive than the industry standard, and a standard error of 1.20156.

Table 03 Constraints and Perceptions

Statements	Agree %	SA %	Neutral %	Disagree%	SD%	Mean %	S.D%
Concerning information and communication technology, I have a feeling that my expertise is lacking.	47	21	16	11	5	3.6800	1.08134
The pupils in an online class have a more difficult time on the exams.	21	27	10	27	15	3.1800	1.46598
Online learning alone makes it difficult to understand the certain concepts	48	31	8	8	5	3.9200	1.07974
Learning solely through online platforms makes certain concepts more difficult to grasp.	34	36	12	15	3	3.8500	1.15798
Without the assistance of others, completing chores on your own might be challenging.	36	31	11	15	7	3.6900	1.21185

Numerous respondents gave responses under the title "I feel a lack of ICT knowledge regarding online classes," which can differ depending on the outcomes. The responses to these queries can be found in this table. Out of the 100 students that took part in the study, 47 percent agreed with the statement, 21 percent strongly agreed with it, 16 percent remained neutral, 11 percent disagreed, and 5 percent severely disagreed. In total, there were 100 participants. The overall mean value for this claim is positive, at 3.6800, with a standard deviation of 1.08134. This table, titled "Exams in an Online Course are Harder for Students," is arranged according to the findings and contains the responses of a substantial number of respondents. Only 10% of the 100 students who took part in the survey were neutral, with 21% strongly agreeing with the statement and 27% agreeing with it. The mean and standard deviation of the affirmative portion of this statement are 3.18 and 1.465, respectively. The overall mean value of the positive component is 3.18.

The results are shown in this table under the headline "Online learning alone makes it difficult to understand certain concepts," and the responses from the numerous respondents are represented in a number of ways. Below are the responses to the statement "Online learning alone makes it difficult to understand certain concepts." One hundred participants took part in the survey, and 48 percent of them agreed with the statement, 31 percent strongly agreed, and only 8 percent opposed. The remaining 8% disagreed, with the final 5% strongly disagreeing. The overall mean value for this claim is positive, at 3.9200, with a standard deviation of 1.07947. The replies from the various students who participated in the survey are shown in this table under the heading "Digital illiteracy among students." The way these comments have been arranged is in line with the established conclusions. Out of the 100 responses, 34% of respondents agreed with the statement, 36% of them strongly agreed, 12% were indifferent, 15% disagreed, and 3% strongly disagreed. The aggregate mean value of this claim is positive, at 3.8500, with a standard deviation of 1.15798.

There have been a variety of replies to the statement "Difficult to complete tasks alone without collaborative work" from the respondents. Each of these answers fits with the data that were created, yet the table itself goes against the research. In the survey, which included 100 participants, 36% of the student respondents agreed with the statement, with 31% strongly agreeing. 15% of survey participants disapproved of the assertion, 7% strongly disapproved, and 11% were unsure. The total mean value for this claim is positive, coming in at 3.6900, with a standard deviation of 1.21185.

Table 04 Constraints and understanding

Statements	Agree %	SA%	Neutral %	Disagree %	SD%	Mean%	S.D%
Difficult to receiving the online lecture at home	36	30	5	21	8	5.5900	1.32646
I feel lack of technology skills to solving certain problems	38	29	12	15	6	3.6900	1.21185
Insufficient network signals during class time	33	45	8	6	8	4.0100	1.22676
Lack of online teaching knowledge regarding instrument that are use in it	31	32	15	15	7	3.6600	1.26507
Lack of facilities that required in this type of learning	44	26	16	10	4	3.7800	1.0693

The responses of the various respondents are displayed in this table under the heading "Difficult to Receive the Online Lecture at Home," in line with the drawn findings. 100 students in total participated in the survey, with 36% agreeing, 30% strongly agreeing, and 5% disagreeing. This statement was supported by 21% of respondents, including 8% who passionately disagreed. This claim has a mean value of 3,5900 and a standard deviation of 1.32646. This claim has a positive mean value. This table comprises replies from various responders in the "I lack the technology skills to solve certain problems" column. With the research findings in mind, these responses are given. 100 students participated in the survey; 38% agreed, 29% strongly agreed, 12% remained neutral, 15% disagreed, and 6% strongly disagreed. This claim has an average value of 3.68 and a standard deviation of 1.21185.

The responses from different respondents are displayed in this table under the subject, "Insufficient network signals during class time." These observations have been organized to reflect the conclusions. 33 and 45 percent of the 100 students that participated in the survey strongly agreed with the notion. Just 8% of students had no opinion, versus 6% who were in agreement and 8% who were adamantly opposed. The overall mean value that is believed to be correct is 4.0100, and the associated standard deviation is 1.2267. Responses from various respondents are listed in this table under the heading "Lack of knowledge regarding the tools used in online instruction." These remarks are listed in the order of the results. A survey of 100 students found that 31% agreed and 32% strongly agreed with the statement, 15% had no opinion, 15% disagreed, and 7% strongly disagreed. 100 students in total responded to the survey. This claim has a positive mean value of 3,6600 and a positive standard deviation of 1,26507. The results show the responses from the various respondents under the category "Lack of facilities required for this type of learning." 100 people participated in the survey, of whom 44% agreed, 26% strongly agreed, 16% remained neutral, 10% disagreed, and 4% strongly disagreed. The positive components of this statement have a mean and standard deviation of 3.78 and 1.06913, respectively.

Table 05 Online teaching methods

Statements	Agree %	SA%	Neutral %	Disagree %	SD%	Mean %	S.D%
Online course of teaching are not flexible and easy to use	49	20	8	19	4	3.6200	1.12618
Theoretical courses should be offered in hard form as well as online	39	32	13	10	6	4.8100	1.16943
Limited functions of school supported LMS	34	14	23	20	9	3.4200	1.28849
Online courses enable content self-learning more than “classic” face to face course	41	25	17	9	7	3.6700	1.65178
It’s harder to administer exams in an online course	33	30	11	18	8	3.5900	1.30341

The following illustration depicts how a person's response to the assertion that "online courses are not flexible and user-friendly" can vary greatly depending on who is being questioned about the matter. Of the 100 students who participated in the survey, 59 percent agreed with the statement, 20 percent strongly agreed, 8 percent were unsure, 19 percent disagreed, and 4 percent strongly

disagreed. The claim has a mean value of 3,6200, and its standard deviation is 1,12618. The following table provides a summary of the responses received regarding the question of whether or not "theoretical courses should be available in hard copy and online" should be made available in both media. The majority of respondents (39%) have said that they agree, while 32% have indicated that they strongly agree. The statement has a mean of 4,8100 and a standard deviation of 1,16943, both of which indicate a high degree of optimism.

The various perspectives of the respondents are reflected in the data that is presented in the table titled "Limited functions of school-supported LMS." One hundred students responded to the survey, and three quarters of them were in agreement, while another 23 percent were very much in agreement. Fourteen percent of the students did not respond, twenty percent disagreed, and nine percent were highly opposed. The mean of this claim is 3,4200, while the standard deviation is 1,28849. You can see the results of a poll that asked participants whether or not they agreed with the following statement: "Online courses facilitate content self-learning more than "traditional" face-to-face courses." These findings are presented in the table that can be found below. 41% of the students polled said they agreed, 25% said they were in full agreement, 7% said they were unsure, 17% said they disagreed, and 9% said they were completely against it. This statement contains a mean of 3,6700 and a standard deviation of 1,65178, which indicates that it is fairly optimistic.

The following table presents the responses to the statement, "It is more challenging to administer exams in an online course." Respondents' perspectives provide a wide spectrum of possible interpretations. A survey was given to one hundred students, and the results showed that 33 percent of them agreed, 30 percent stated they strongly agreed, 11 percent were unsure, 18 percent disagreed, and 8 percent strongly disagreed. With regard to this assertion, the typical outcome is 3, 5900, and the standard deviation is 1,30341.

Table 06 Comprehend the online teaching methods

Statements	Agree %	SA%	Neutral %	Disagree %	SD%	Mean %	S.D%
Longer time to prepare for an online teaching	44	21	11	17	7	3.5500	1.20080
Recorded lectures are very helpful to listen again and again	29	41	11	12	6	4.3600	1.96965
Evaluation methods are most often difficult and in appropriate	39	27	12	13	9	3.6200	1.26155
Lack of proper assessment method to evaluate course work	34	33	12	13	8	3.7200	1.26395
Online using platforms/methods such as “Moodle” and “SANAKO” not sufficient	40	22	20	11	7	3.5900	1.15553

We can see the more precise results and responses from different responders in the table under "Longer time needed to prepare for an online teaching." Out of 100 students, 44% believed the statement to be true, 21% believed it to be extremely true, 11% were unsure, 17% disagreed, and 7% strongly disagreed. The positive mean and positive standard deviation for this claim are 3.5500 and 1.20080, respectively. The comments made in response to the statement "Recorded lectures are very helpful to listen to again" are listed in the table that follows. The information is presented in a way that makes sense and inspires confidence in the findings. 29% of the 100 students who responded to the

survey indicated agreement, and 41% did so strongly. Only 9% of those surveyed agreed with the statement in any manner, compared to 89% who had no opinion. Based on the claim's mean of +4.3600 and standard deviation of +1.96965, a positive predicted value may be calculated. A table showing each variable's average is provided below.

As can be seen in the table titled "Evaluation methods are most often difficult and inappropriate," many different people have provided responses that are consistent with the statement "Evaluation methods are most often difficult and inappropriate." 99 out of the 100 students polled agreed (39%) with the statement; another 27 percent strongly agreed; 13 percent disagreed; and 9 percent disagreed strongly. The statement mean is 3.62 and the standard deviation is a very manageable 1.26155, which is excellent. People have observed several things in reaction to the statement "Lack of proper assessment method to evaluate course work," as shown in the table below the headline "Lack of proper assessment method to evaluate course work." Three-quarters of the 100 students who responded to the survey were in agreement; none were extremely so and none expressed doubt. Only 8% of those surveyed strongly disagreed with this claim, while 12% were unsure. The standard deviation is 1.26395, while the average score is 3.7200. The median estimate is more optimistic than usual.

According to study findings, there are many different opinions on whether or not online tools and methods like Moodle and SANAKO are suitable for the job. The solutions are available here. The findings showed that 20% of participants had doubts about the veracity of these charges, while 11% were adamantly opposed and 7% were only somewhat opposed. Overall, 41% of the class agreed with the statement, 22% strongly agreed, and 20% were unsure. This assumption is too optimistic with a mean of 3.5900 and a standard deviation of 1.15553.

5. DISCUSSION AND CONCLUSION

5.1. Discussion

We were able to collect data from all one hundred respondents to the survey because they all filled out the questionnaire. According to the findings of the investigation, there are a number of constraints and limitations associated with the employment of online teaching methods in reference to the interaction that exists in students. The responses were drawn from a wide range of humanities courses taught by a variety of faculty members within the department.

The most significant finding of the current investigation was the finding that students had a positive attitude regarding the constraints that come with participating in COVID-19 through online education. It was discovered that this is indeed the situation. The English language not only plays a vital part in our educational system, but it also does so in a key role in a great deal of other facets of life, and as a result, it is a highly helpful language for learning. This study also explores the students' opinions of online learning and whether or not they are aware of the constraints and limitations of acquiring English language skills. It throws light on the many instructional tactics that are utilised in online learning, as well as how students utilise these strategies and react properly to the instructions given to them. The results of this poll provide some insight into the students' capabilities with regard to taking part in online training. The degree to which students understand concepts related to online education can be evaluated through the use of online teaching.

Because online instruction also has a number of drawbacks, students and teachers are both subject to the same types of disruptions. Online instruction has a lot of benefits, but it also has a

number of drawbacks. This is because both sets of people are subjected to the same kinds of situations. Consequently, the results are the same.

The governments of a number of countries took precautionary steps in an effort to stop the virus from spreading and to assure the continued sustainability of the educational system. Additionally, educational institutions all over the world began using web-based instruction as part of these efforts. Learning through the internet is often seen as a substitute for more conventional methods of learning; yet, it emerged as a vital component in the effort to keep schools and universities open even during the outbreak of the Coronavirus. Because of this shift in paradigm, the impressions that students have of this kind of instruction can shift, and those impressions might be different from those gathered in research that was carried out before the epidemic (Luis Espino-Diaz).

The respondents believe that this is not an especially good manner, and they also believe that it is not effective. This is due to the fact that students utilise this online system for online learning so infrequently, and this is one of the reasons why the respondents hold these beliefs. The results of this survey indicate that the individuals who participated are in agreement with the aforementioned statement. This is probably the case as a result of the fact that this strategy is the most efficient way to stimulate the growth of new technological capabilities.

The answer is in agreement with the statement that it is difficult to find the proper online platforms for teaching because of the quick changeover from traditional teaching to online teaching and the lack of time available to select the online strategies that are the most successful.

5.2. CONCLUSION

The study, which took place during the course of COVID-19, looked into the opportunities and limitations presented by online instructional methodologies. The research provides evidence regarding the ways in which students and teachers participate in online classes. We were able to collect data from one hundred male and female students pursuing a Bachelor of Science in English by using a questionnaire that utilised a Likert scale with five points. Additionally, we were able to collect data from thirty instructors working in the humanities department. After that, statistical analysis was performed on these responses using the SPSS programme.

The findings provide evidence of the perspectives that students hold on online learning and instruction, as well as the methodologies that are utilised in online training. According to the findings of this investigation, a sizeable proportion of students do not make the most of the portable electronic tools that are an essential component of their overall educational experience.

The current research gives support to the utilisation of online teaching and learning by saying that it has both benefits and disadvantages, the former of which are determined by the learners, and the latter of which are based on how the learners interpret the situation. This research lends support to the utilisation of online teaching and learning by arguing that it has both advantages and disadvantages.

The first component of the questionnaire that students filled out about their level of comprehension revealed that the vast majority of students reported feeling uncomfortable and limited by the online sessions. This information was gleaned from the responses that students gave to that section of the questionnaire. They have a hard time getting a general understanding of the learning that occurs during the online session as a whole, which makes it difficult for them to make progress. In the second part of the chapter, we will talk about the difficulties that the students are having while participating in the online programme. They are unable to perform the tasks or complete the

assignments on their own since they lack the requisite competences. According to the findings, kids have a hard time getting their heads around a number of different ideas and concepts. The vast majority of the students have a favourable attitude towards this argument, which suggests that they concur with it in some capacity. One of the reasons they have a hard time finding solutions to challenges is that they are not very technologically advanced. The final component of the questionnaire that the students were given focuses on gaining an awareness of various instructional approaches that can be implemented online. The data that was collected reveals that students have trouble working on LMS and are unable to compete with technology as a consequence of their lack of technical abilities. This is due to the fact that students are not taught the necessary skills to operate with technology. The overwhelming majority of the data shed light on the constraints and limitations that were related with the online training that was carried out during the online sessions.

The several drawbacks of online training were discussed in the instructor questionnaire as well. According to the findings, some of the educators have a positive mentality, and they agree with the assertions, whilst other educators have a negative attitude, and they do not agree with the remarks. In addition to this, they have difficulty delivering informative and engaging online lectures. They want to foster ingenuity among the kids, but given the constraints, their efforts won't amount to too much. They are unable to convey the facts to the children in a way that is clear and understandable to them. In addition to this, they have trouble conveying the instructions that are relevant to the assignment or the examination.

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