E-Learning for ESL Learners in India: Its Benefits and Drawbacks As Perceived by Teachers and Students

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Abstract: *This article focuses on the perception of teachers and students on e-learning as a tool to teach and learn English as a second language in India. The study based on pre-arranged interviews with some teachers and students brings into light the potential benefits and drawbacks of e-learning in Barak Valley, North East of India. The study uses qualitative and interpretive approaches to determine its findings. Although there are many studies available on this subject, it is significant to do a new investigation to learn more about the views and experiences of e-learning users in the study area. The study reveals important beneficial aspects and some serious issues related to successful implementation of e-learning for development of English language skills with some recommendations to use technology properly to meet the demand of the present time and to overcome the problems that affect online education.*

1. Introduction

E-learning, often known as online learning or electronic learning, is the process of learning through electronic technology and media. This is a fresh and expansive technical field that aids students in learning and information gathering from any nook and cranny of the globe. According to Anderson (2008), it is a type of computer technology that can be used to advance applications for learning and teaching. Moreover, the Commission of the European Communities (2001) defined e-learning as the use of new multimedia technologies and the internet to improve the quality of learning by promoting distant exchanges and collaboration as well as access to resources and services.

The terms "E-Learning" or "Digital Education" are now in use everywhere in all educational institutes. Now-a-days the technology is being used in every educational environment as it meets the needs of modern students. Modern classrooms differ greatly from previous ones in terms of their environment and teaching mechanism. Compared to the typical classroom, the setting in schools nowadays is entirely different. Traditional approaches, which are mostly centered on lecture and rote learning, reduce learning the English language to mechanical memorization and utterly fall short of helping students develop language proficiency among English as a second language (ESL) learners. The introduction of new technologies such as the Internet, YouTube, Skype, Twitter, blogs, mobile phones, interactive whiteboards, and many more has increased not only stimuli but also learner engagement and actual interactivity in the classroom. Teachers can motivate their students to become fluent in the English language by employing cutting-edge ELT approaches like English songs, movie clips, advertisements, dramas, sports commentary, and other latest ELT methods.

The necessity of the present time is to adopt the latest technologies to make learning more engaging, inspiring, stimulating, and meaningful for students specially in learning English as a second language (Shyamlee, and Phil, 2012). Today, e-learning is used to teach English in a variety of ways, using a

variety of tools and applications. Some of the resources include blogs, emails, wikis, animations, electronic portfolios, video links, and social networking sites like Twitter, Facebook, YouTube, Yammer, Moodle, Edmodo and Schoology. The University of Toronto made the first attempt in 1986 (Bates, 2016), testing the effectiveness of internet conferencing as a tool for collaborative learning. In parallel, the National Education Policy (NEP) draft of 1986 in India extensively covered the need for distant learning to increase access to technical and managerial expertise, as well as the need to expand the Open University System like Indira Gandhi National Open University (IGNOU).

Online learning can be considered as an expansion of distance learning systems. In order to support learning at higher education levels and skill development, the NEP of 2016 highlighted the use of information and communication technology. It also covered the necessity of Massive Open Online Courses (MOOC) to deliver cutting-edge education and address the demand for constantly updated knowledge. In addition, the 2019 NEP draft urged universities to expand their online programs and recognize and provide credit for online programs offered by international institutions. Further, a significant advancement was made in the field of e-learning when the University Grant Commission (UGC) officially approved universities that were among the top 100 in the National Institutional Ranking Framework (NIRF) to provide online degrees in early 2020 (Gohain, 2020). The Indian government has recently launched numerous educational plans and programs in an effort to make knowledge and information accessible to everyone like PM e-Vidhya, DIKSHA, SWAYAM Prabha TV, VidyaDaan, E-Pathshala, and so on (PM e-Vidya, n.d.).

2. The Objective of the Study

E-learning has demonstrated enormous potential for changing the nation's educational landscape. The lack of technology adoption in rural areas is the main obstacle for India's e-learning industry (Phutela, and Dwivedi, 2020).The government has started a number of projects to speed up the technical advancement of Indian villages, and these projects may decrease the educational gap between urban and rural areas. Accordingly, it appears that there is a compelling need to investigate the current views and perspectives of both students and teachers on the adoption of e-learning for educational purposes. The importance of this paper lies in the fact that, while numerous studies have been carried out to understand the perspectives of both students and teachers regarding the success and limitations of e-learning technology, there are few such relevant studies on this subject matter in the Barak Valley of the Assam province in the North East of India. The purpose of this paper is to present the findings of a qualitative research study that examined teachers' and students' perceptions of the use of e-learning to learn or teach English as a second language and its limitations in rural areas of India, where the majority of the population is less educated, unemployed, financially vulnerable, and backward.

3. Literature Review

The use of computer-based technical advancements in EFL/ESL teaching and learning has a long history (Davies, 2012a, 2012b). Broadly speaking, computer-based technologies have been used in language teaching since the 1960s, when educational researchers first became interested in using them for instruction after the development of commercial mainframe computers in the 1950s (Davies, 2012a as cited in Mutambik, 2018). The incorporation of technology in the field of education has grown in popularity over time, particularly with the advent of the World Wide Web. The creation of the e-learning environment, which has been acknowledged as having potential to revolutionize the methodologies for teaching and learning the English language, is an important part of this technological advancement (Hellebrandt, 1999).

E-learning has improved the language learning environments and literacy acquisition dynamics (Young 2003). The use of e-learning in an EFL/ESL class has the ability to stimulate students' academic progress and give them a less stressful setting in which they can express their ideas and opinions freely online or

through intranets. Thus, in a less stressful environment, students can change learning from a conventionally passive experience to one of discovery, curiosity, and enthusiasm (Young 2003). With the use of e-learning tools, English language learners can easily access helpful language resources and interact with native English speakers. According to Yang and Chen (2007) and Shuchi, & Islam (2016), students can use e-learning tools to learn the four basic skills of English language -listening, speaking, reading, and writing.

English for ESL learners has always been quite difficult, especially for students with low proficiency levels because the majority of them are less interested to learn the language. The absence of an engaging learning environment makes this worse (Lightbown & Spada, 1999). Therefore, the advancement of technology has made it possible to create a unique environment that may have an impact on the environment of language learning. It is expected that through interacting with technology, learners will feel less nervous and insecure about learning the language. In order to help students learn English as a second language more effectively, technology is thought to be used in language learning rather of relying solely on teachers' ability to engage students in traditional language classroom settings (Haron et al., 2015). According to a study by Tanveer (2011), e-learning promotes intrinsic motivation to learn, offers a variety of activities, allows students to be autonomous, makes it easier for introverted students to interact, allows students to gain meaningful learning experience with time management skills, and enables teachers to have a more student-centered form of instruction.

Despite its importance, there are several disadvantages to e-learning. According to a research by Ku and Lohr (2003), facing technological difficulties by students while attempting to use the online tools is one of the commonly mentioned drawbacks of e-learning. The frequent interruption of the internet connection, poor loading, hardware and software incompatibilities are among the main issues. Additionally, Keller and Cernerud (2002) asserted that the most obvious drawbacks associated with the use of e-learning are inconsistent usage of e-learning in various courses, technical issues, an excessive reliance on computers, and a lack of human touch. Some other disadvantages mentioned in study by Rahmawati (2016), including the decline in oral and social interaction, the high cost, the lack of technological knowledge, the scarcity of digital resources, the slow internet speed or connection, the absence of direct or actual teacher feedback, and the increased risk of plagiarism and cheating, serve as barriers that prevent e-learning from realizing its full potential.

4. Methodology

A qualitative technique based on group interviews was used to investigate teachers' and students' perceptions of using e-learning in remote areas of India to teach and learn English as a second language. According to Ospina (2004), the foundation of qualitative research is "studying things in their natural settings, trying to make sense of, or to interpret, phenomena in terms of the meanings people bring to them." Qualitative approaches are well known as in-depth instruments for examining how people and/or groups perceive specific phenomena, such as e-learning (Creswell, 2009). To gather data on the research area, semi-structured interviews were conducted. It is a common technique for gathering data when a researcher wishes to obtain qualitative, open-ended information and examine participants' ideas, feelings, and viewpoints towards a certain subject (Dearnley, 2005). In this study, group interviews were used instead of other methods to gather data because they are more efficient, cost-effective, and suitable for getting fresh ideas as well as issues and concerns that the researcher may not encounter in individual interviews as stated by Kumar (1987) and Lewis et al. (2003).

Purposive sampling was used in the study, and only volunteers were asked to participate. The participants' permission was obtained beforehand, and the aims of the interviews were informed in advance. A sample question was prepared (see Appendix) to ask the respondents and their responses were recorded for data analysis. Since the goal was to acquire "depth" rather than "breadth," a total of thirty participants were

chosen from the students and teachers (Blaxter et al., 2010; King & Horrocks, 2010). The in-depth interviews were all conducted in local language (Sylheti) which the participants found to be convenient, and were recorded with their consent. Then, it was accurately translated into English by individuals who had a thorough understanding of both Sylheti and English. The analysis of the data was done with the help of subject-matter experts. Additional attempts were undertaken to address validity and reliability concerns in the analysis of the qualitative data. Cross-checking was done to look for any potential factual inaccuracies in the interview data. Finally, it has been studied carefully to fully comprehend and obtain accurate data and the findings have been presented clearly for the readers to understand easily. In contrast to individual contributions, the data generated by the group was treated as a whole in the group analysis (Ritchie & Lewis, 2003). The groups were therefore the units of analysis and were handled in the same manner as the separate units of individual data. The research's ethical concerns were considered with the utmost secrecy, and data was anonymized to safeguard respondents' identity.

5. Participants

Among the participants twenty students and ten teachers were selected from three different districts namely Hailakandi, Karimganj and Silchar of Barak Valley in Assam province of India. Depending on their residential places, level of English proficiency, and prior experience with online learning, the student participants were chosen and divided into groups as shown in Table 1. The choice to use these several criteria was made to guarantee that the sample that was chosen was as diverse as feasible within the constraints of the stated population.

Table1: Student participants based on English proficiency, experience with e-learning and place of residence

Participant category	Number of student participants		
	Hailakandi	Karimganj	Silchar
With e-learning experience & High proficiency in English	2	3	2
With e-learning experience & Low proficiency in English	2	2	2
Without e-learning experience & High proficiency in English	1	1	2
Without e-learning experience & Low proficiency in English	1	1	1
Total	6	7	7

As can be seen in Table 2 below, the teacher participants were split up based on geographical location and experience with e-learning.

Table2: Teacher participants based on based on geographical location and experience with e-learning

Participant category	Number of teacher participants		
	Hailakandi	Karimganj	Silchar
With e-learning experience	2	2	2
Without e-learning experience	1	2	1
Total	3	4	3

There were a total of six group interviews held in different places, each lasting 45 to 1 hour. Separate interviews were conducted with three groups of six to seven students and three groups of three to four teachers, both male and female coming from different remote areas of three districts. The purpose of including teachers and students (the main users of e-learning in education) was to learn about different perspectives and ensure some variation in the participants' background and knowledge.

6. Findings and Discussion

The findings have been presented in light of the information obtained from the in-depth interviews (IDI) with the teachers and students. The conclusions of the exploratory study are concentrated on three unique aims outlined below.

A. Benefits of E-Learning

The study's participants asserted that e-learning has provided them with opportunities in relation to its implementation. E-learning offered flexibility, provided updated information, rich, and unlimited resources, encouraged students to read, helped less active students to become more active, was fast and simpler, according to the statistics found in the study.

a. Offers flexibility of time and place

E-learning provides flexibility in teaching and learning process. The interviews revealed that e-learning's key opportunity is flexibility. Flexibility is defined as the simplicity of access that the teachers and the students can have from any location and at any time. Many respondents acknowledged that e-learning offers flexibility in time and place. They said in the interviews:

We have the flexibility to access e-learning from any location, at any time, and in any circumstance. Only a device with an internet connection is required. Space and time are not restrictions for e-learning. Therefore, it seems more flexible to me (Respondent D). E-learning offers us the chance to learn outside of the traditional classroom setting. Anytime we are connected, we can learn (Respondent K). According to a teacher (Respondent A) the benefit of online education is that it can be done at anytime and anywhere, making it more flexible in terms of time and location. E-learning offers the advantage of flexibility in contrast to traditional classroom instruction. You can do it anytime and anywhere you want as long as you have access to the internet (Respondent N).

This finding is supported by Smart and Cappel (2006) as they stated that e-learning offers flexibility and convenience because it enables students to access the lesson at any time and from any location and to finish the lessons / units at their own pace.

b. Gives updated information

The second advantage of e-learning is the availability of up-to-date content and information as identified by the participants of the study. Students and teachers can use the internet to obtain other recent information in addition to news and course-related items. The students having experience of e-learning found that their teachers were always able to provide them with the most recent knowledge or materials instantly. Some of the respondents mentioned during the conversations:

E-learning is always updated as it is based on latest technology connected with the fastest internet. It provides the information accurately and instantly (Respondent E). We can immediately find out if the professor provides information or an assignment because there is an instant notification for us. Therefore, we don't have to meet the professors and we don't have to wait hours to find out the news or the task (Respondent K). One teacher (Respondent B) mentioned that it is easy for them to provide students with relevant information based on their requirements on the course and the resources with the help of technology. The same kind of result is found in previous studies as asserted by Cai (2012), the materials in e-learning are always updated, and students can access and see the changes immediately.

c. Provides rich and unlimited resources

The study found that the next benefit of e-learning is that it offers rich and limitless resources, including references for homework, instructional materials, and examples or quizzes for language skill practice as stated by the participants L and M. Respondent L told that students can discover the resources they need to complete assignments through the free and convenient access that e-learning offers. According to Respondent M, since e-learning does not include face-to-face interaction, students are freer to learn. He

went on to say that people may freely search resources and learn through e-learning. Other participant (P) expressed a similar idea, saying that e-learning gives them an easy access to a wealth of limitless materials available online to learn and practice what they want. Thus, it is acknowledged by many others that utilizing online learning in the educational process gives both teachers and students access to a wealth of variety of unlimited resources.

d. Makes students more active and motivated

It has been discovered that e-learning increases students' motivation and involvement in the learning process. The students who are less engaged and reluctant to speak up in class for a variety of reasons are seen to be more engaged and eager to participate in the e-learning method. A teacher (Respondent B) commented that online discussion forums provide additional opportunities for passive students who are typically uncomfortable speaking out in class to participate. The other participant (F) stated that some students are really shy and don't want to participate in class studies, but these students have a greater opportunity to participate and advance in an online learning environment.

This result is consistent with Soliman's (2014) claim that e-learning allows introverted students to try out virtual interactions through forums and chats, improving communicative competency. In addition, the participants in Tanveer's (2011) study also confirmed that e-learning allowed them to be autonomous, offered various activities, promoted intrinsic motivation to learn, and facilitated introvert students to interact better. Those opportunities were attained since e-learning permitted different type of communication which enabled students to interact with their peers without meeting face to face and without feeling worry of being bullied if they made mistake.

e. Helps to develop reading comprehension

Another finding from the study is that e-learning encourages learners to read more and develop reading comprehension. Due to the fact that e-learning made it possible for students to visit other students' pages, they are able to learn from reading and comparing their classmates' work to improve their own. Additionally, e-learning enabled teachers to offer extra recommended readings that are simple for students to access for promoting reading and enhancing their understanding of a particular lecture topic. A girl student (Respondent Y) noted an important point about this opportunity. She emphasized that since students who enroll in online courses have access to unlimited resources that encourages them to read more to find out more information. One of the teachers (Respondent H) pointed out that e-learning increases students' reading comprehension as they need to read more in order to complete the work given to them because the majority of online instructions and most of the activities like posting comments, replies, and responses in discussion forums are written down in English.

f. Provides fast and easy process of learning

The findings of the study suggest that e-learning provides the fastest and easiest process of learning. Students get immediate access to current course information that is offered by either their teacher or their peers. Additionally, it sends push-up notifications for any action happened in the online course like posting a comment or reply by any other student or teacher. The same point is described by a student (Respondent L) in the interview. He told that e-learning saves his time and effort as in that case he doesn't need to get ready and go to class that saves his time and transportation cost. Thus, it is very easy and fast way of learning that facilitates learners to get updated information instantly at any time of their convenience.

B. Drawbacks of E-Learning

As like any other learning strategy e-learning has also its own drawbacks. So, it is important to consider any potential negative effects of this growing learning strategy based on technology, especially when applied to language learning. Investigating the difficulties or complexity that teachers and students face

during the process was the other goal of this study. Some important drawbacks as perceived by the teachers and students are described below.

a. Decreases social interaction

The lack of direct interaction among students and between students and teachers is one of the most prominent shortcomings in the implementation of e-learning. E-leaning is a virtual learning experience where the students cannot see each other's faces, which is a crucial aspect of communication and they cannot interact face to face. This regular meeting of the students physically makes them friendly and strengthens their social bonds. According to the research done by Young (1997), even though students and teachers could virtually interact face-to-face with the help of video call services like Tanggo, Google Hangout, Yahoo Messenger, and Skype, the environment is not the same as in face to face learning and still constrained by delayed response and unclear voice due to weak network connections.

The study found that the interaction environment is limited in online education as compared to the face to face teaching learning method. This statement is supported by the observations made by the participants of the study. As Respondent C expressed that online education reduces students' physical contact. The involvement is also restricted, he continued, so it "seemed passive." Respondent R stated clearly, "I also believe that e-learning reduces the frequency of getting together with friends and the teacher, which reduces social interaction." Another female participant (Z) indicated that she enjoys getting together with her friends to talk about her thoughts and feelings, but that one aspect of the online education system that she dislikes is that she cannot interact with her friends in person. One of the participants (Q) noted that he was taking online classes during the COVID outbreak and was unable to see his classmates, which truly hurt his feelings.

b. Hampers oral communication

Another significant disadvantage of e-learning is that it hampers students' oral communication. In e-learning students learn digitally with the help of technology sitting at their convenient places. They lack the opportunity to speak to their teachers and classmates in person and face-to-face. As a result they struggle with the oral communication skill that is needed in real life situations. According to one student respondent (U), the reason why many students lack good communication skills is because online education does not give students enough chances to communicate with other people. The similar point is made by a teacher (Respondent G), who claims that students in online education systems spend most of their time reading and listening. They don't feel the need to talk more, which makes them hesitant and poor in communication skills. This opinion is backed up by Zhao and McDougall (2008) as cited by Rahmawati (2016), who claim that the absence of personal interaction in e-learning prevents it from improving students' oral English communication skills.

c. Needs technical skill

Since e-learning is based on technology, the students' and teachers' proficiency with it is essential to its successful implementation. They should learn the fundamentals of technology so they can access resources, enroll in classes, communicate with classmates, submit assignments, and other things. The issue is highlighted by a respondent (V) during the interview. She said that at the outset of the course she suffered a lot due to her lack of technical skill. She constantly needed assistance with her studies, as well as with her tests, assignments, and other tasks. Respondent J said that before conducting the lessons, assigning homework, taking tests, creating projects, setting up a forum for debate, and many other things, teachers need to be acquainted with the technical aspects of e-learning.

d. E-learning is expensive

E-learning is supported by internet connection with the devices. Its success depends on faster internet connection that every user has to manage for getting linked with e-learning platform. It is not always

affordable for every individual to avail fast internet connection every month and to have a good smart phone, laptop or a desktop. Therefore, e-learning is considered more expensive than traditional method of education. A respondent (S) said, "Sometimes I face financial problem to buy monthly pack of internet connection as I have to buy higher value package because it consumes lots of data while downloading materials from internet". According to a teacher (I), economically challenged students find it difficult to purchase a new device when one stops operating or has serious technical problems.

e. Unstable internet connection

One of the essential components of e-learning is a faster and stable internet connection. It acts as a link for connecting a computer to a website or e-learning application. Unfortunately, internet is not always consistent in many parts of the research area, especially in rural areas. Most participants believe that frequent internet interruptions caused by poor network conditions affect the e-learning process. Many participants in the interview expressed their dissatisfaction with the slow internet connection. (Respondent X) stated, "I believe that a major issue for students living outside of cities is a slow and unstable internet connection. Because of this issue, we frequently lose connection with the e-learning platform." According to a different participant (O), it is extremely discouraging when network problems prevent from finishing a class because they happen regularly when taking online courses.

f. Occurs technical problems

Technology provides the foundation for the effective application of e-learning. However, technology cannot be relied upon because a variety of hardware and software-related problems occur frequently. One significant drawback of online learning is the frequent occurrence of technological issues. According to Ku and Lohr (2003), interruptions of the internet connection, low loading, and inconsistency of software and hardware are among the technological issues that students in e-learning frequently encounter. Many respondents indicated to the point during the conversation related to the study. One student (T) stated, "I really get disturbed by technological issues that I can't fix while taking my online classes." Another participant (W) told that she had to discontinue her classes many times due to technical problems when she was having her classes during Covid-19 outbreak.

g. No adequate teacher's feedback

Proper feedback from the teacher or evaluator is a part of learning process. It helps students to find out their mistakes and learn the correct way how to do something. But in e-learning students don't get enough feedback from their teachers that deprive them from correcting their mistakes. The feedback given by teachers is, in fact, more restricted to written form than face-to-face instruction. Some programs or websites don't allow teachers to write feedback in details beyond the fixed amount of characters. Students often need detailed feedback to clear their doubts that is not always possible in e-learning. The problem is raised by some respondents in their conversations with the researchers. Respondent Y said, "Sometimes, I don't understand the precise written feedback by the teacher. I need to ask the teacher for more details but I cannot." One teacher participant (A) shared that he often finds it difficult to write feedback in details due to limitation of characters or shortage of time.

h. Provides chances of cheating and plagiarism

The last important issue came out during the study is that e-learning provides chances for cheating and plagiarism. The students have access to the internet and all of the resources are available to them on net. They often discover the answers online and then copy and paste them to complete assignments, examinations, and discussion forum posts without citing the original source-a practice known as plagiarism. Sometimes, they get answers from their classmates and use it as their own that develops the habit of cheating and plagiarism. According to Respondent K, pupils can simply cheat when learning online. They gather information online from various sources and copy it to the appropriate places. The

problem of plagiarism in online learning is constant, according to another student (Respondent P). He mentioned that some lazy students attempt to discover answers by taking shortcuts rather than carefully reading the text materials. They use the internet to obtain the answers, copying them without verifying the veracity of the source materials. Similar findings have been observed in the research conducted by Rahmawati and Fitria (2016).

7. Limitations

Like any research project, this one has some limitations even with every effort to generate an accurate result. The results of this study are based on interviews with a limited number of teachers and learners who expressed their willingness to contribute some of their time and share their perspectives regarding e-learning. Due to time and financial limitations, the study could not focus on many teachers and students. The findings could vary slightly if the statistics were collected from certain rural regions where the majority of people are illiterate or less educated, deprived, negligent, and jobless. Data gathered using additional research techniques might produce somewhat different results. Further research in the field is therefore recommended, taking into account various aspects of the topic and focusing more intently to identify additional problems and potential solutions for the greater benefits of the teachers and students' community.

8. Conclusion

The study revealed the fact that e-learning is a modern trend and popular everywhere even in rural areas of India. Most of the people are familiar with the system since the Covid-19 outbreak. The Indian Government and different educational institutes are trying to implement it properly and make it accessible to everyone. According to the research's findings, participants' opinions on e-learning ranged from being very positive to being reluctant to rely too much on it. In general, students thought that e-learning was quick and easy, offered flexibility, current knowledge, rich and limitless resources, promoted reading, and assisted less active students in becoming more active. The study revealed certain disadvantages that require quick consideration, even with the advantages that students receive from the integration of e-learning into teaching and learning. The participants emphasized several significant disadvantages that hinder the full potential of e-learning, including an overall decrease in oral communication and social interaction, rising expenses, lack of technological knowledge, slow internet connection, lack of real or direct teacher's feedback, occurrence of technical issues and a spike in the chances of plagiarism and cheating. These results are in line with various studies conducted worldwide on e-learning for ESL learners.

9. Recommendations

On the basis of the findings of the research the following recommendations are presented to overcome the drawbacks that affect the smooth implementation of e-learning in India.

a. The e-learning applications or websites should be user friendly so that the users can avail all the facilities provided there for a better teaching learning experience.

b. To develop the basic technological skills of the new students some additional sessions should be taken at the beginning of the courses to make them familiar with the software and how to use it adequately.

c. The government should implement its policy to provide all time electricity along with fast and cheap internet facility to every corner of the nation so that everyone living in any part of the county can have online education without any electricity or internet disruption.

d. E-learning should be combined with face-to-face learning so that the students get advantages of both the methods, developing their communication skills, social relationships and proper direct feedback from their teachers.

e. Students should be encouraged and advised to go through the course contents thoroughly and not to adopt shortcut way of writing answers or completing assignments and tests copying from internet or classmates. There should be a standard procedure to deal with cheating and plagiarism found in e-learning process by the students.

f. The government should take initiative to provide all necessary facilities for digital classroom in every school or college with trained teachers to conduct e-learning classes effectively.

g. The government should support financially or provide devices or technology with other necessary supports to poor students so that everyone can get benefit of this latest method of teaching and learning.

h. Course materials should focus on developing key English language skills – listening, speaking, reading, and writing in an easy, interactive and flexible way. Short videos and graphics should be included to motivate students to learn English in an effective way.

i. The use of English in e-Learning should be made compulsory in order to enhance the students' skill in the language while using the e-Learning tools.

j. Website administrators should vigorously monitor the services that they offer in e-Learning which can help the students in improving their English language. At the same time, the content of the e-Learning can be improved towards English language learning for students.

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APPENDIX

a. Questionnaire for students

1. Where do you live in? …………………………………………………………………………….

2. Are you good at English? …………………………………………………………………………

3. Do you have e-learning experience? ………………………………………………………..……..

4. What course have you done/ are you doing? ……..…………………………………………………

5. What are the benefits of e-learning? ………………………………………….................................

6. What problems do you face during e-learning method? ....

7. What can you suggest for smooth e-learning implementation? ………………………………………

b. Questionnaire for teachers

1. Where do you live in? ………………………………………………………………………….

2. Do you have e-learning experience? ………………………………………………………..…….

3. What course have you taught /are you teaching? ……..…………………………………………….

4. What are the benefits of e-learning? ………………………………………..

5. What challenges do you encounter during e-learning method? ....

6. What can you suggest for smooth e-learning implementation? …………………………………………

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