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Perceptions, Strategies and Challenges on Integrating E-learning in Teaching

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ABSTRACT: This study entitled Perceptions, Strategies and Challenges on Integrating E-learning in Teaching was studied to understand how English language teachers view the use of e-learning in their classrooms. It aimed to identify the challenges they face and the strategies they use when applying e-devices in actual teaching situations. The study adopted available literature, related theories, relevant document, books, articles and theses to gather data. The data were analyzed inductively. The findings of the study show that teachers generally have a positive attitude toward e-learning and consider it an important and modern approach in language teaching. Available literature demonstrated that teachers deployed tools such as online dictionaries, mobile phones, social networking sites, computers, email, the internet, and web pages in their teaching. They shared strategies, such as offering online learning opportunities, clear communicating learning goals, building e-learning communities, and making digital tools available to students in schools and libraries. Therefore, integrating e-learning into English classrooms makes learning more meaningful, interactive, and practical, helping students grow into effective and confident communicators.

KEYWORDS: E-learning, integration, challenges, strategies and learner engagement

I. SETTING THE CONTEXT

This study explores the integration of e-learning in the English language classroom, with a particular focus on teachers' perceptions, the challenges they face, and the strategies they use. The introduction provides a clear overview of the research, beginning with the background of the study and moving on to outline the problem. It also presents the main objectives and research questions that guide the investigation.

Language teaching has been greatly influenced by developments in science and technology. In the 21st century, education has been shaped by continuous innovations, leading to noticeable changes in both the forms and modes of teaching and learning. One of the most significant developments in modern pedagogy is e-learning. E-learning refers to a form of learning supported by purposeful and advanced technological tools. The rapid growth of information and communication technology (ICT) has strongly supported the expansion of e-learning. It promotes interactive learning through the extensive use of digital tools and platforms (Davies, 2013). Typically, it involves online interaction between teachers and learners, as well as among peers, making the learning process more collaborative and engaging.

Language is fundamentally a means of communication through which learners express their thoughts, ideas, feelings, and emotions. No language is inherently superior or inferior; however, certain languages hold greater significance in specific social and global contexts. Among these, English is widely regarded as one of the most important and prestigious languages in the world. It functions as an international linguafranca and is one of the six official languages of the United Nations Organization (UNO). A significant proportion of the world's academic and professional literature is written in English, and it is commonly used in international meetings, seminars, and conferences. Moreover, English serves as the primary language of science and technology, trade and commerce, computers, and the internet (Crystal, 2009). As a result, English Language Teaching (ELT) has become a key component of education systems in many EFL and ESL contexts.

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In the context of our country, English is taught as a foreign language and is used for various purposes, including international communication, higher education, and as a medium of instruction. Modern technology has significantly influenced ELT practices, with recent teaching approaches increasingly incorporating technological tools. The use of English today is closely linked with technological advancement. The 21st century is often described as the age of science and technology, where digital tools have become an essential part of everyday life. Learners depend on technology for both academic and daily activities, making it necessary for teaching methods to adapt accordingly.

Therefore, English language teaching should integrate technology and innovative practices. Teachers can use electronic devices to design and adapt instructional materials that meet the diverse needs of learners. When teaching and learning are guided and supported by such digital tools, it is referred to as e-learning. E-learning involves the use of computers, internet-based software, and digital platforms to store, process, retrieve, and share information effectively. In today's digital world, e-devices have a strong impact on all aspects of life, and tools such as computers and the internet have become integral to ELT (Gide, 2014).

Although e-learning is often associated with higher education and corporate training, it actually applies to all levels of learning, both formal and non-formal. It involves the use of networks such as the internet, intranet, or extranet for course delivery, interaction, assessment, and facilitation. The term "online learning" is also commonly used, while web-based learning refers specifically to learning conducted through internet browsers such as Chrome, Firefox, or Internet Explorer. In general, e-learning can be understood as learning through electronic devices (Yadav, 2016). In the present context, one of the most effective approaches is the integration of e-learning with traditional classroom instruction.

The success of modern teaching largely depends on the effective integration of ICT into the learning process. However, many teachers still lack sufficient knowledge and experience in using these technologies. Their perceptions of e-learning play a crucial role in determining whether they adopt it in their teaching practices. In developing countries like ours, teachers often face challenges such as limited access to the internet and insufficient technological resources. Additionally, they may encounter difficulties while attempting to integrate ICT tools and e-devices into their classrooms. At the same time, teachers may possess certain strategic competencies that can support the use of technology in language teaching.

Considering these factors, this study aims to explore teachers' perceptions, the challenges they face, and the strategies they employ in integrating e-learning into classroom-based English language instruction.

II. STATEMENT OF THE PROBLEM

The statement of the problem can be understood as identifying a destination before beginning a journey. In research, it refers to the specific issue or concern that the study aims to address. It provides the context for the research and helps generate questions that guide the researcher in exploring what he or she intends to investigate. In this study, the problem statement focuses on the researcher's understanding of relevant academic areas and the motivation to explore teachers' perceptions, challenges, and strategies in integrating e-learning into English Language Teaching (ELT). The topic has been selected based on my personal interest and growing concern about the current situation. In particular, I am interested in finding out whether teachers in our context are familiar with the concept of e-learning, and how they understand its benefits and challenges in the teaching and learning of English.

In the 21st century, it is essential for teachers to be familiar with e-learning, as it plays a significant role in making language teaching more effective and engaging. E-learning involves the use of electronic devices, commonly referred to as e-devices, which perform their functions through electronic means. Today, modern devices such as computers, televisions, overhead projectors, mobile phones, multimedia tools, and web-based applications have become increasingly important in language teaching. These tools support more effective and meaningful instruction. Teachers who are knowledgeable about modern technologies are better equipped to meet the learning needs of their students.

It is often observed that many teachers, especially in urban areas, are already using various technological tools in their classrooms. This growing use of ICT in language teaching can be seen as a positive step toward the adoption of e-learning. However, despite this progress, several challenges still exist. These challenges are related to teachers' attitudes toward technology, the difficulties they face while using it in classroom settings, and the strategies they adopt to use it effectively. Therefore, this study focuses on the issues related to teachers' perceptions, the challenges they encounter, and the strategies they employ while integrating e-learning into English language teaching.

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Although a number of studies have been conducted in the field of English education on the use of ICT and e-devices such as computers, email, and the internet, as well as on managing educational innovations, there has been limited research specifically addressing the integration of e-learning in English language classrooms. This study aims to fill that gap. It is expected to contribute new insights to the existing body of literature on e-learning. Through this study, I explore teachers' perceptions, the challenges they face, and the strategies they use in integrating e-learning into their classroom practices.

Objectives of the Study

The objectives of the study were as follows:

1. To find out the perceptions of the English language teachers on the integration of e-learning in classroom-based ELT,
2. To identify challenges in integrating e-learning and the strategies to be employed by the teachers to the use of e-devices in the actual classroom teaching.

Research Questions

In line with the objectives, the present study addressed the following research questions:

1. What are the perceptions of English language teachers on the integration of e-learning in actual class?
2. What are the possible challenges that may occur while integrating e-learning in the classroom?
3. What are the strategies that can be adopted for the effective integration of e-devices in teaching English?

III. REVIEW OF RELATED THEORETICAL LITERATURE

Every research study is guided by certain theories and principles. These theories help us explain, understand, and even predict different phenomena, while also adding to existing knowledge within a clear framework.

This section focuses on the key theoretical ideas related to technology and English Language Teaching (ELT), especially in the context of Nepal. It discusses the role of ICT in ELT, the use of e-devices in language teaching, and also explores important aspects such as teachers' perceptions, the challenges they face, and the strategies they use when applying new technologies in the classroom.

Technology and English Language Teaching in Nepal

English language teaching and learning methodologies have faced numerous challenges over the past few decades. In recent years, the rapid growth of Information and Communication Technology (ICT) has significantly influenced different areas of language teaching, including grammar, vocabulary, and meaning. ICT can be seen as a powerful tool that provides learners with greater access to opportunities and choices for practicing language skills, particularly grammar exercises and activities. Technology, in general, refers to the application of scientific knowledge to make tasks easier, faster, and more accessible (James, 2015). In this context, technological advancements can be effectively used to make grammar instruction more engaging and understandable. For example, authentic language used by native speakers can be recorded and presented to non-native learners through ICT tools, helping them learn language items more naturally and effectively.

At present, there are various forms of technology-based instruction, such as blended learning, online education, and e-learning. These approaches rely heavily on the use of electronic devices, commonly referred to as e-devices. E-devices are audio or visual tools that function electronically and are used in the classroom to help teachers present and explain lessons more effectively. Kal (2006) explains that the controlled flow of electrons has led to the development of electronics, resulting in devices such as radios, televisions, audio tape recorders, calculators, cameras, and computers, all of which have revolutionized the modern world.

In the context of Nepal, however, the use of e-devices in English Language Teaching (ELT) remains challenging. These challenges are often related to limited availability of technological resources and a lack of adequate knowledge or training among teachers. Despite these difficulties, e-devices such as computers, overhead projectors, blogs, websites, and other online resources play an important role in teaching. They can be used to present lessons, conduct assessments, assign tasks, and provide feedback to students. The integration of such technologies helps language teachers make their professional practice more effective and efficient. Karries (2008) notes that recent developments in foreign language teaching have led to a more learner-centered, motivation-based, and activity-oriented approach, supported by tools such as television, radio, and audio-visual aids. Similarly, Tylor (2005) states that computer-assisted language learning involves using computers to support, facilitate, and deliver learning materials to students.

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However, the use of technology in the classroom can be considered a double-edged sword (Gide, 2004). On one hand, it offers opportunities to engage modern learners—often referred to as "digital natives"—who are already familiar with smartphones and social media. On the other hand, the integration of digital tools also presents challenges related to effective implementation and appropriate use. As a result, educators are increasingly expected to adopt digital teaching strategies while also managing the complexities that come with them.

Dash and Dash (2007) argue that electronic media have the potential to bring authentic English language exposure to schools, even in remote areas, provided that proper channels of distribution are available. They suggest that students can learn English more easily and enthusiastically through the use of radio, television, and other electronic devices. Furthermore, they emphasize the importance of identifying and training teachers who require more sustained support in English language teaching, including training in modern methods, techniques, and the use of audio-visual aids and mass media.

These perspectives clearly highlight the important role of technology in the teaching and learning process. The use of technology can significantly enhance English language learning by providing both teachers and students with valuable opportunities for interaction and engagement. In the context of Nepal, there has been growing discussion about the use of technology in ELT, particularly in conferences, seminars, and professional gatherings. This indicates an increasing awareness and interest in integrating technological tools into language teaching practices.

Information Communication Technology (ICT) in Knowledge Building

Today, science and Information and Communication Technology (ICT) have influenced almost every aspect of human life. Many of the significant developments we observe today are the result of advancements in science and technology. The education sector is no exception; technological innovations have brought noticeable changes and transformed traditional teaching and learning practices. In many cases, traditional methods of delivering education, especially at higher levels, have become less engaging and motivating for learners. In this context, technology plays a crucial role in promoting innovation and enhancing learners' motivation.

The term ICT refers to a wide range of communication devices and technologies, including computers, mobile phones, radio, television, satellite systems, and internet-based services. These tools have become an integral part of modern education and communication. In recent years, the role of technology in teaching the English language has grown significantly. Educators increasingly recognize its potential to create both independent and collaborative learning environments, allowing students to learn English more effectively and comfortably.

The integration of ICT in the teaching and learning process has become a necessity of the present time. Teachers are now expected to balance traditional teaching approaches with innovative, technology-based methods. This requires teachers to rethink their instructional practices and actively incorporate technological tools into their classrooms to enhance learning outcomes.

In today's technologically advanced society, ICT literacy has become an essential life skill. To prepare students as lifelong learners and responsible global citizens of the 21st century, it is important to integrate ICT not only into the English curriculum but also into pedagogical practices. ICT serves as a valuable tool for improving both teaching and learning processes (Stockwell, 2012). For teachers, it acts as a professional resource, a method of effective classroom delivery, and a source of authentic and diverse teaching materials. For students, ICT provides opportunities to communicate more effectively and to develop important literacy skills, including critical thinking and critical literacy. It also supports activities such as researching, composing, responding, viewing, and representing ideas in English.

E-learning

E-learning is often linked with higher education or corporate training, but in reality, it applies to all levels of learning—both formal and informal. It involves using digital networks like the internet, intranet, or extranet to deliver lessons, support interaction, conduct assessments, and guide learning. Sometimes, terms like online learning and e-learning are used in the same way. Web-based learning is a part of e-learning and specifically refers to learning that takes place through internet browsers like Chrome or Firefox. In a broader sense, e-learning simply means learning supported by electronic devices and digital technologies (Pearse, 2015).

E-learning usually involves the use of digital tools, resources, and interactive features. It allows communication between teachers and students, as well as among learners themselves. Most of the time, this learning happens through the internet, although other technologies can also be used. These environments are flexible and rich in resources, giving learners

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access to a wide range of information. As a result, learning is becoming more flexible in terms of time and place, and learners are becoming more independent in managing their own learning.

Even though e-learning is widely used today, many people still do not fully understand its meaning or its potential benefits. The development of computers has played a major role in shaping modern learning. Essentially, e-learning is a computer-based system that allows people to learn anytime and anywhere. In the past, tools like CD-ROMs were used, but today most e-learning is delivered through the internet. This has helped reduce geographical barriers and made education more accessible to many people.

E-learning also provides many ways to access and share learning materials, such as videos, presentations, documents, and PDFs. It supports interactive activities like live online classes (webinars), chats, and discussion forums. Special systems, often called Learning Management Systems (LMS), help teachers create, manage, and deliver courses more effectively. These systems can even automate tasks like assessments and content delivery, making teaching and learning more efficient. One of the biggest advantages of e-learning is its flexibility, allowing learners to balance their studies with work and personal life.

The growth of e-learning is closely connected to the expansion of the internet. Today's learners are already familiar with smartphones, messaging apps, and online platforms, which makes it easier for them to participate in digital learning. Social media and online forums also support communication and collaboration among learners.

Compared to traditional classroom learning, which can sometimes be costly, time-consuming, and less flexible, e-learning offers a faster, more affordable, and often more effective option. Although the term "e-learning" became popular in 1999, the idea itself has been developing for many years through earlier forms of distance learning.

With the spread of computers and the internet in the late 20th century, e-learning began to grow rapidly. People started using computers at home to learn new skills independently. By the 1990s, many institutions were offering online courses, making education more accessible to those who could not attend traditional classes. In the 2000s, businesses also began using e-learning to train employees, while individuals started enrolling in online degree programs.

A well-designed e-learning environment combines both learning and training approaches. It helps learners develop practical skills, solve problems, and continue learning throughout their lives. It also allows for innovative teaching methods, such as virtual guest lectures, where experts can join classes from anywhere in the world. These sessions can be recorded and watched again later, providing additional learning support (Gide, 2014).

Overall, while traditional learning methods still have value, they can be expensive, time-consuming, and sometimes less flexible. E-learning has emerged as a powerful alternative that makes learning more accessible, engaging, and efficient. As technology continues to grow, e-learning is expected to play an even bigger role in shaping a more flexible, personalized, and learner-centered future of education.

Forms of E-learning Strategies

Micro-learning is a modern approach to learning that breaks content into small, simple steps and delivers it through digital media. It fits naturally into people's daily routines, especially for today's learners who are already used to using technology throughout the day. Instead of setting aside long periods for study, learners can engage with short learning activities anytime, making learning more convenient and manageable.

Unlike traditional e-learning, which often involves longer lessons, micro-learning usually uses push methods—sending small pieces of information directly to learners. This helps reduce cognitive load, meaning learners do not feel overwhelmed by too much information at once. Because of this, it is important to carefully choose the content, timing, and pace of these small learning units to make them effective.

Micro-learning represents a shift in how we think about learning. It removes the need for separate study sessions by blending learning into everyday life. It is especially suitable for mobile devices, where long courses may feel unnecessary or tiring.

Another related concept is gamification. This means using elements of games—such as rewards, points, or challenges—in non-game situations like education. Gamification helps make learning more engaging and enjoyable while also motivating learners to stay involved and solve problems actively.

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Personalized Learning is the tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners. Personalization is broader than just individualization or differentiation in that it affords the learner a degree of choice about what is learned, when it is learned and how it is learned. This may not indicate unlimited choice since learners will still have targets to be met. However, it may provide learners with the opportunity to learn in ways that suit their individual learning styles and multiple intelligence (Gide, 2014).

Synchronous e-learning vs. Asynchronous e-learning

In today's e-learning environment the type of learning that takes place is generally divided into one of two categories: synchronous and asynchronous. Both strategies have their own pros and cons, and the technique that is right for a student greatly depends upon their method of absorbing the information that is being provided.

Synchronous Learning

Synchronous e-learning simply means learning that happens in real time. It includes activities like online chats, live classes, and video conferencing, where teachers and students interact at the same moment. Tools such as instant messaging make it possible to ask questions and get immediate answers, creating a more active and engaging learning experience. Instead of studying alone, learners can communicate directly with their teachers and classmates, which makes learning more interactive and collaborative.

One of the biggest advantages of this type of learning is that it helps students feel connected. Since everyone is present at the same time, it reduces the sense of isolation and allows learners to share ideas, ask questions, and receive instant feedback. This can improve understanding and make the learning process more effective.

However, synchronous learning also has some limitations. It requires learners to join sessions at a fixed time, which may not always be convenient, especially for those with busy schedules or other responsibilities.

Asynchronous Learning

Asynchronous learning, in contrast, does not require teachers and students to be online at the same time. It can take place even when participants are offline. Common examples include coursework shared through websites, emails, and discussion forums. In this approach, students usually work through the learning materials independently and use the internet mainly as a support tool rather than for live interaction.

One of the key advantages of asynchronous learning is flexibility. Students can follow the curriculum at their own pace without worrying about fixed schedules or time conflicts. This makes it especially suitable for learners who prefer to take more time to understand lessons and explore topics independently. However, this flexibility also comes with certain challenges. Students who lack self-motivation or discipline may struggle to stay engaged and complete their coursework effectively. Additionally, since there is limited real-time interaction, learners may sometimes feel isolated.

Ideally, an effective e-learning course should combine both asynchronous and synchronous learning approaches. By doing so, it can offer the benefits of flexibility along with opportunities for real-time interaction. This balanced approach allows students to receive immediate support when needed while still maintaining the freedom to learn at their own pace, making the overall learning experience more effective and inclusive.

Blended learning

Blended learning is an approach that combines traditional classroom teaching with modern e-learning methods. Instead of relying only on face-to-face instruction or only on online learning, it brings both together to create a more balanced and effective learning experience. For example, students may study from textbooks in class while also using online materials, joining virtual discussions, or communicating with teachers through email or chat. In the same way, an online course can include occasional in-person sessions to support better understanding.

This idea developed because educators realized that learning is not always most effective in a fully digital environment. Human interaction with a teacher still plays an important role, especially in guiding, motivating, and supporting learners. Therefore, it is important to carefully choose the right mix of teaching methods based on the subject, learning goals, students' needs, and the overall learning situation.

Blended learning is especially valuable because it offers flexibility while still maintaining personal connection. It allows students to learn at their own pace using digital tools, while also benefiting from direct interaction in the classroom (Stockwell, 2012). There are different forms of blended learning. In some cases, online resources are required (web-

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enabled learning), while in others they are strongly encouraged (web-enhanced learning) or used only when needed (web-supported learning).

Also known as hybrid learning, blended learning can be adapted in many ways depending on the context. Its flexibility and practicality make it an important and effective approach in modern education.

Mobile Learning

Mobile learning refers to learning opportunities using small portable devices. These originally were cell phones but have diversified to include some MP3 players, games consoles and PDAs. The key element is that these devices can typically fit in a pocket and are carried on one‘s person all the time, making them ubiquitous.

Open and Distance Learning

It is defined by as a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face-to-face meetings; and a specialized division of labor in the production and delivery of courses (Stockwell, 2012).

Although all these studies provide useful insights into the use of technology in language teaching, the present study has a different focus. It specifically looks at teachers’ perceptions, the challenges they face, and the strategies they use while integrating e-learning into classroom teaching. The reviewed literature has played a key role in shaping this research by providing guidance, background knowledge, and a clear direction to a study.

Method of the Study

Research method simply means the steps and procedures a researcher follows to complete a study in an organized and effective way within a given time. It acts like a roadmap that guides the whole research process. This study is based on qualitative method. An intensive in-depth information and insight have been reviewed (Bogdan & Biklen, 2007). The techniques that are used in this study are document review and reviewing theoretical knowledge. Relevant literature has been reviewed to make the study conceptually and theoretically reliable and authentic (Pandey, 2025). The study is based on secondary sources. The researcher has googled and visited the website in order to obtain information related to the themes of the study. Data are presented from books, journals, theses and articles. The writer has presented his own personal and professional knowledge and experiences to explore ideas and strategies on E-learning. Research design is an overall plan of the study which helps the researcher to complete the work perfectly (Pandey, 2024). It is a framework of the study. According to Kumar (2009), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. A research design is a fixed set of procedure for conducting a research (Nunan, 1992).

Analysis and Interpretation

Analysis and interpretation deals with perception, benefits, challenges and strategies of integrating E-learning in teaching.

Perception

Human beings understand the world around them through their five senses—taste, hearing, smell, touch, and sight. The information we receive through these senses does not remain as it is; instead, it is processed, organized, and analyzed in our minds (Pandey et al., 2025). Based on this process, we make decisions. In simple terms, a decision is the result of choosing one option from several possibilities. Sometimes, these decisions are made through careful thinking, while at other times they are influenced by our instincts and subconscious mind.

Learners often make different decisions even in similar situations. This happens because each individual has different experiences, values, and ways of understanding information. Here, perception plays an important role. Perception refers to how we interpret and make sense of what we see, hear, or experience. It generally involves three main stages: first, receiving information through our senses; second, analyzing and organizing that information; and third, forming an understanding or response based on it. In this process, sensory input is the starting point, and our decisions or actions are the final outcome (Dhamala, 2014).

Therefore, perception can be seen as a personal understanding or belief that develops after we receive and interpret information. In this study, the focus is on teachers’ perceptions of using e-learning in classroom teaching. It also looks at the strategies they use and the challenges they face while integrating e-learning into their teaching practices.

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Benefits of E-Learning

E-learning brings many advantages for both teachers and students, especially in professional growth and language learning. One of its biggest strengths is that it removes the limits of time and place, allowing learning to happen anytime and anywhere. This makes education more flexible and accessible. It also makes learning more interesting and enjoyable, helping students stay engaged.

Another key benefit is that e-learning is cost-effective. It reduces the need for travel and physical materials, which saves both time and money. Students can learn at their own pace and choose a time that suits them, making the learning process more comfortable and convenient.

In addition, e-learning encourages active participation and keeps learners motivated. It also supports self-assessment, allowing students to check their own progress, identify their weaknesses, and improve independently (White & Ray, 2015).

Strategies to Make E-learning Effective

To make e-learning truly effective for both students and teachers, certain strategies need to be followed. According to White and Ray (2015), teachers should have a strong understanding of the subject they are teaching in an online environment. The courses should also be designed in a way that suits different learning styles so that every student can benefit.

It is important to guide and support learners throughout the course by clearly presenting and facilitating the content. The learning platforms should be simple, user-friendly, and fully functional so that students can easily navigate them. All course materials should be easily accessible, giving students control over their learning resources (Series, 2010).

Clear communication is another key factor. Teachers should clearly explain the goals, expectations, and learning pathways so that students know what to do and how to progress (Pandit, 2013). E-learning should be used as a virtual classroom where interaction and engagement are encouraged.

Building social connections is also essential. Encouraging social networking and creating a supportive learning community helps students feel connected and motivated. Finally, making effective use of available resources ensures a richer and more meaningful learning experience for everyone.

Challenges in the Use of E-learning in Nepal

Although using ICT in English Language Teaching (ELT) offers many benefits, there are also several challenges, especially in contexts like ours. One major issue is the lack of proper infrastructure, which makes it difficult to introduce and maintain ICT tools in schools. Not all teachers and students have equal access to technology, and the cost of devices and internet services can be quite high.

In remote areas, the situation is even more challenging, as basic facilities like transportation and electricity may not be available. This makes the use of ICT almost impossible in some places. Another important concern is the lack of proper training for teachers, which makes it hard for them to use technology effectively in their teaching.

Time management can also be a problem, as both teachers and students need time to learn and adapt to new tools. Developing suitable learning materials is another challenge, especially when there is a shortage of authentic and locally relevant English resources.

There is also a lack of expert teachers who are skilled in both English teaching and ICT use. In addition, traditional classroom culture can create resistance to change, making it difficult to fully adopt new methods. All these factors make the integration of ICT into ELT a complex process.

IV. FINDINGS

Information and Communication Technologies (ICT) have created many new opportunities in our lives. They have made daily activities easier, faster, more accessible, and even more comfortable through the use of modern tools. When we bring e-learning into English Language Teaching (ELT), it adds great value to the classroom in many practical ways: It helps connect what students learn in class with real-life situations. It motivates students and makes learning more interesting and engaging. It allows teachers to use a variety of teaching methods instead of relying on one style. It introduces different forms of teaching to suit different learners. It brings the outside world into the classroom by using

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real materials like news, videos, and authentic texts, and by creating chances for real communication. It encourages students by giving them opportunities to share or publish their work for a wider audience, not just the teacher. It makes it possible to design lessons according to students' interests, abilities, and learning styles. It promotes independent and self-directed learning among students. It allows the use of ready-made online language exercises for practice. It provides access to useful websites, media platforms, and official sources for learning about current events and projects. It enables communication with students from other countries through email, chat, or discussion forums. It offers easy access to reference tools like online dictionaries and learning resources. It encourages creativity through activities like digital storytelling, blogs, and wikis. It reduces the workload of teaching and learning activities to some extent. It makes easier for teachers to explain concepts clearly using digital tools. It helps students learn beyond textbooks by exploring additional resources. It supports distance learning and online education (Hopkins, 2010).

Overall, ICT has brought a significant transformation in language teaching, making learning more effective, flexible, and engaging for both teachers and students. Therefore, means using different technological tools and digital devices to support learning. It includes a wide range of resources that help us communicate, create, share, store, and manage information (Gide, 2014). In today's world, these tools have become an important part of education, especially in English language classrooms (Tylor, 2005).

When e-learning is integrated into English teaching, its role goes far beyond just making lessons interesting. It helps achieve the main goals of the curriculum and supports students in becoming confident users of English, not just passive learners. Students learn how to use the language in real situations and for meaningful purposes (Muhammad, 2008).

Research by Becta (2003a, 2003b) shows that using ICT in English classes can significantly improve students' reading and writing skills. It helps develop their speaking and listening abilities. At the same time, it encourages collaboration among students, boosts creativity, promotes independent learning, and gives them space to reflect on their learning process.

E-learning is highly interactive and collaborative in nature. It allows students to easily share their ideas, respond to others, create content, and even publish their work (Koirala, 2006). This makes learning more dynamic and engaging. Students also get the chance to explore language in creative ways and gradually develop their abilities as readers, writers, and speakers for different purposes and audiences (Sapkota, 2015).

Through e-learning, students can access a wide variety of texts and information. They learn how to respond to these texts thoughtfully and organize their ideas in different formats such as presentations, blogs, or digital stories (Shrestha, 2016). It also gives them the opportunity to share their work with a larger audience, which increases their confidence and motivation.

Moreover, students can create different types of texts for various purposes, including writing for real audiences. Digital tools help them choose the appropriate style and format depending on the context. They also learn to identify key features of texts, understand how language works, and develop critical thinking skills while engaging with different materials (Becta, 2006).

V. CONCLUSION

Integrating e-learning into English classrooms makes learning more meaningful, interactive, and practical, helping students grow into effective and confident communicators. Whether we realize it or not, we live in a world that is constantly connected through networks where information flows all the time. Because of this, our ideas of time and distance have changed. The world now feels like a global village where people can easily communicate and interact for social or business purposes, no matter how far apart they are. This transformation has been made possible by the rapid development of electronic devices in our daily lives.

As a result, language learning is no longer limited to the classroom. Today, we can learn languages anytime and anywhere. People can practice on their own, use social media platforms like Skype, Twitter, and Facebook, or learn by watching videos and listening to different types of media. These methods often make language learning more engaging and effective.

Learning a language through e-devices changes how we understand the learning process. It is not just about gaining knowledge and skills; it also allows learners to create their own understanding and develop personalized learning

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experiences. At the same time, learning involves thinking processes, so learners need to understand both the language and the ideas behind the content. This means the language used in learning materials should be clear and suitable for learners' levels.

Most importantly, language is best learned through communication. Learners need to interact, share ideas, and actively engage with content to truly understand it. This interaction becomes even more important when learning takes place in a foreign language, as it helps make learning more meaningful and effective.

The relationship between culture and languages is complex. Intercultural awareness is fundamental to language learning. Use of ICTs prepares students for an international world where global communication is important. Learners get the chance to study topics from different perspectives, broadening their understanding. It allows access to subject-specific vocabulary in the target language, making learning more meaningful. It improves overall language ability, including reading, writing, listening, and speaking. It strengthens oral communication and social skills through interaction and discussion. It encourages the use of different teaching methods and classroom activities, making learning more interesting. It promotes independent or autonomous learning, where students take responsibility for their own progress. It provides flexibility in learning time, allowing students to learn at their own pace. It supports implicit learning, where language is picked up naturally through use and exposure. It makes learning quicker and easier by using modern tools and techniques. It helps learners develop practical skills by using the language in real-life situations. It increases motivation and interest in learning.

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