

Keeping the Doors of Learning Open: Exploring Innovative English Language Teaching Practices during COVID-19 Pandemic

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Abstract

The current study has investigated the innovative ESL teaching practices like use of e-resources in online English language teaching during COVID-19 pandemic in Sindh, Pakistan. It has also explored the challenges faced by ELT practitioners during the implementation of such practices. The findings are based on data supplied by 15 participants through semi-structured interviews. The participants were English language teachers at a private higher secondary school who were selected through volunteer sampling method. The study has applied qualitative mode of inquiry employing Thematic Analysis method, proposed by Braun and Clarke (2006). The key arguments based on findings of this study reveal that the ELT practitioners are using innovative techniques and making most of the e-resources to maximize the learning opportunities in the time of the pandemic. While implementing online teaching, teachers face several challenges such as inadequate technological facilities, digital literacy and learners' motivation and participation. These results are important for teachers, curriculum designers and researchers of language teaching as they bring some implications in the context of ELT.

Keywords: English Language Teaching (ELT), Pandemic, Online Pedagogy, challenges, Pakistan

Introduction

Amid the global pandemic of COVID-19, when the world is struggling with the battle of survival, the education system is also disturbed. Worldwide, the academic institutes are trying to keep the doors open for learning. Owing to the lockdown, they cannot continue the traditional face to face classroom learning, they are now faced with the challenges to explore innovative techniques to keep the process continue. English language teachers are also part of the same quest to find the ideal transition. In the last few months', COVID - 19 put a very negative impact on every field of human life. Similarly, it has a negative impact on educational systems such as all institutes forced to move from traditional learning to virtual learning. So, the purpose of this study is to explore the innovative ESL



teaching practices like use of e-resources in online English language teaching and the challenges faced by ELT practitioners during the implementation of such practices.

Wu et al., (2020) defined the novel disease of COVID-19 as an emerging and readily spreading disease that was initially reported in Wuhan, state of China. Since then, it has taken the entire world under its privilege. As the COVID-19 pandemic ravages the world, it has impacted the educational sector at all levels. It has brought a major educational crisis and has disrupted all academic activities. With an increasing number of countries closing educational institutes as a response to the COVID-19, about 90% of the world's students are not attending school and 363 million learners worldwide are suffering (UNESCO, 2020). Pakistan is also amongst 188 countries worldwide that have suspended its educational activities from 1st March 2020, initially for 15 days but later the government has prolonged it to 15th July 2020 (DAWN, 2020). All in-person classes are suspended and there is a sudden shift of education to the virtual platform. It is imperative that educational leaders take immediate steps to develop and implement strategies that mitigate the educational impact of the pandemic. Many of the teachers have adopted a proactive approach to prevent academic loss during this period of social distancing. Many have either made a transition to online teaching-learning platforms or are in the process of doing so. Hence, the Covid-19 has brought the life around the world to a virtual standstill.

In order to keep the doors of learning open during the pandemic, educational institutes are building competencies for effective online teaching-learning practices to ensure that valuable time is not wasted. To avoid potential educational loss, the institutes endeavor to continue teaching practices by engaging the learners via e-teaching platforms. Institutes around the world over moving their learning, teaching and assessment to online platforms (Eachempati and Ramnarayan, 2020), a variety of synchronous (live) and asynchronous (recorded) teaching strategies and learning platforms like TV broadcasts, video conferences, podcasts, YouTube channels, audio/video lectures, and different social networking sites offer new nuances of online teacher-learner interaction. Synchronous e-learning is live, real-time and usually scheduled, Asynchronous e-learning is not limited by time, place or constraints of a classroom (Clark et al., 2007). Thus, teachers are nurturing education at home in the midst of global health crises.

The Covid-19 outbreak has led to the surge in e-learning across Pakistan. This inevitable segue from a traditional to online environment needs faculty to grab quickly and efficiently with the technological imperatives. Technology has now stepped into the breach and is playing a pivotal role in the current scenario of online teaching. Teachers utilize the suite of available e-resources in an online teaching environment. The advent of information communication technology has improved the quality of many disciplines including Language Teaching (Chapelle, 2001; Ferretti, 2001; Wang and Li, 2000). During this pandemic, language teachers are seeking to create new spaces for language learning. The use of technology and online language learning resources are becoming

more prominent during the current situation that brings a new wave of language teaching (Evans, 2009). Loucky (2005) highlighted the use of technology and various electronic resources for language teaching and learning. He recommended the appropriate use of technology in language teaching to yield the best possible results and achieve desired learning outcomes. Chapelle (2001) also explored the use of different e-resources and language learning websites in virtual classrooms, foster interaction, and active participation of students that is essential to develop communicative competence in the target language. The expansion, acceptance, and use of technology in language teaching and learning has provided a fertile field for investigating questions concerning language teaching strategies via online platforms (Chapelle, 2010).

Since language teachers are facilitators of learning in a multiplicity of learning platforms (Nicolson et al., 2011), English language teachers are also implementing effective educational responses to the current pandemic. They have formulated plans via alternative modalities. Hence, online language teaching resources and strategies have received considerable attention in the ELT context. Language practitioners are experiencing new possibilities to do things differently and with greater flexibility. ELT poses an additional challenge in the virtual environment as it demands constant engagement of learners. Hence, keeping in view the current educational scenario during Covid-19, this study discusses the case of ELT in one private higher secondary school and examines teaching strategies of English language teachers in an online environment.

Since the Covid-19 outbreak has suspended all in-person learning sessions, there is a sudden shift of education to the virtual platform. However, this transition from face-to-face teaching to online teaching is not without challenges. This virus caught everyone unprepared and unsettled. Many instructors are still struggling with the logistics of this change as online teaching was not practiced widely in the country before. Although the current generation of students is technophile and most of the learners are comfortable with online learning platforms, the same may not be true for all the educators. Many of the instructors are technophobic. Research on the use of technology in online teaching environments reflects that teachers face many issues including lack of digital literacy to successfully integrate online resources in their teaching (McCormick and Scrimshaw, 2001). Besides, the abrupt nature of transition did not allow the institutes to train the teachers for an entirely new platform of teaching. The current study explores the various challenges ELT practitioners are facing and how they tackle those.

Research Questions

This study focuses on the following research questions:

1. What are the practices and resources used by ELT practitioners of private institutes of Sindh province in the time of the global pandemic?
2. What are the challenges faced by ELT practitioners from private institutes of Sindh province in the time of the global pandemic COVID-19?

Literature Review

There is currently little literature on COVID-19 in relation to the educational context, specifically ELT. Many research studies in the past have demonstrated the need for schools' readiness during pandemic and emergencies. Faherty et al. (2015) researched the schools' readiness, plans, and performance during the Ebola virus pandemic in the United States. The study highlighted schools' official preparedness including the physical rearrangement of classes and getting prepared for distance learning for off days. Recently, Basilaia and Kvavadze (2020) highlighted the capacities of Georgia and its population to continue the education process in the schools via online teaching-learning platforms. Authors made a case study where the Google Meet platform was implemented for online teaching in a private school with 950 students, showing the usage statistics generated by the system for the first week of the online classes. The findings revealed that the transition from face-to-face teaching to online teaching was quick and went successful. Bao (2020) also focused on the case of one Chinese university: Peking University's online education. The study summarizes five high-impact principles of online teaching including the principles of appropriate relevance, effective delivery, sufficient support, high-quality participation, and contingency plan preparation. Basilaia et al. (2020) examined the replacement of classical learning at universities in Georgia during COVID-19 pandemic. The study highlighted online teaching products that are part of G suite for education, such as Gmail, Google classroom, Jamboard, drawings, Google drives, Hangouts, and free software Open broadcast studio. All of the products were tested and recommended to educational institutions to employ in online teaching with minimal expenditures.

During COVID-19 pandemic, we have entered a phase in virtual language teaching where multiple online language learning resources have made online language teaching easier. Many studies are done in the context of ELT via online platforms and technological resources. Ash et al., (2002) also highlighted that language practitioners can support their online language teaching by a variety of internet resources. Since teachers incorporate e-resources, it encourages learners' interaction, participation, simulation, and collaboration (Mnyanyi et al., 2009; Thamarana, 2016). Gilboy et al., (2015) show how flipped classrooms and the use of technology can enhance student engagement. The flip classroom is a learner-centered innovative pedagogical approach that uses technology to upgrade the teaching techniques, motivate learners, and actively engage them in the process. As the use of technology in virtual language teaching is becoming more prevalent and ubiquitous, an increasing number of language learning sites are finding ways to deliver online language teaching. Klimova (2018) also states that technological advances have enabled language teaching community to redefine their teaching strategies. This has provided a fertile field for investigating questions concerning online language teaching practices, offering more constructs and methods to be explored. Hence, technological and online pedagogical inspiration has opened up innovative arenas for ELT.

In the past few decades, the use of technology in online language teaching has received considerable attention in ELT literature. Many high-stake tests are computer-mediated and some can also be taken online. Therefore, there is an increasing need to explore the innovative up-gradation of teaching techniques in ELT. Huang and Hong (2016) conducted a mixed-method study to explore the effectiveness of web-based resources in improving learners' reading skills. They investigated high school students' development of reading abilities via digital videos and web-based technologies. The results of the study revealed that these technological modalities helped students to make significant improvements in their English reading comprehension. Kamran et al. (2017) also support the argument that e-resources and a variety of online language learning sites allow a more interactive environment in online teaching platforms which fosters learners' motivation and linguistic competence in the target language. Jones et al. (2012) examined secondary school learners' performance in a virtual language classroom. The findings highlighted that learners enhanced their foreign language proficiency and communicative competence by watching online videos, solving word puzzles, and playing online language games. Another study investigated the benefits of watching English videos by Iranian university students. The results indicated that exposure to online e-resources proved effective in terms of vocabulary acquisition (Harji et al., 2017). Recently, a survey was conducted by Trinder (2017), concerning the use of various web-based sites in online language teaching. The results explored the positive attitudes of teachers and students as they both supported e-tools effective for making online language class result-oriented and developing communicative competence among students. It shows that technology mediation yield better learners' achievement (Gilbert, 2007). Crossword puzzles and other game-based language learning activities are inherently experiential (Whisenand and Dunphy, 2010). Hence, the reviewed literature reflects that e-resources positively correlate in online language teaching.

Since the Covid-19 outbreak has suspended all in-person learning sessions, there is a sudden shift of education to the virtual platform. However, this transition from face-to-face teaching to online teaching is not without challenges. This virus caught everyone unprepared and unsettled. Many instructors are still struggling with the logistics of this change as online teaching has not been practiced widely in the country before. Research on the use of technology in online teaching environments reflects that teachers face many issues including lack of digital literacy to successfully integrate online resources in their teaching (McCormick and Scrimshaw, 2001). Nova (2017) highlighted that online language teaching comes with multifaceted challenges like inadequate technological facilities, internet accessibility, power issues, troubleshooting support, and learners' motivation and participation. Research studies have highlighted that the challenges of learning motivation and learners' attitudes towards online language classes are the greatest hurdles that impede the transition (Dumford and Miller, 2018). Researchers have also highlighted that learners' attitudes are affected by some factors including the quality of online course content and its delivery (Chen et al., 2013; Chou et al., 2015; Li et al.,

2012). Learners' interaction with their teachers and with peers shape their attitude and interest in virtual settings. (Guo et al., 2016; Huang et al., 2017). It is further highlighted that students' experiences in an online environment could influence their willingness to learn online that further fosters their active engagement and participation in online classrooms. These online learning experiences determine learners' increased motivation (Joo et al., 2018; Chen et al., 2017; Mohammadi, 2015).

A number of studies have also focused on the students' willingness to take online language classes (Kim et al., 2017; Zhou, 2016; Hashim, 2014). Liu (2010) conducted a study to examine the performance of secondary school students in online classes. The findings revealed that students with increased self-motivation showed more positive attitudes in their online classes. Bremer (2012) also supports this argument by highlighting that self-motivated students are attracted more towards online learning platforms. Hence, students' increased motivation and interests create interactive online language classrooms.

Research Methodology

The present study follows a qualitative research approach in which the data is interpreted in the descriptive form to present the major findings of the research. The data for this study was collected from 15 participants, who teach English language to higher secondary students in the private sector, Sindh Pakistan.

Data for this study were collected from participants through semi-structured interviews. Cohen et al. (2007) define interviews as, "*Interviews enable participants to discuss their interpretation of the world in which they live and express how they regard the situation from their own point of view*" (p.267). To address the research questions, the study demanded perceptions of educators and their practices. Therefore, in-depth interviews were conducted, that allowed the participants to exchange in-depth views regarding their online language teaching practices during COVID-19. Semi-structured interviews were used as they provide in-depth, insightful, and rich data (Bryman, 2012). Kallio et al.'s (2016) model for developing a semi-structured interview schedule was followed. A schedule was designed after consulting the relevant literature and was piloted before finalizing.

Sampling was done according to Cohen et al.'s (2007) guidelines after considering the size, access, and representativeness of the population. The participants were selected through the self-selective or volunteer sampling method (Bryman, 2012). The number was kept small as the target was rich data, not generalizability (Ritchie, Lewis and Elam, 2003).

Data collection took place over a period of two weeks. In the process of data collection and data analysis, ethical issues were given due consideration. During the collection and analysis of data, we tried to abide by the rules and regulations of conducting research work. Data was collected ethically as suggested in methodological literature (e.g. Bryman, 2012; Cohen et al., 2007). In the process of collecting data; we

first took the consent of our participants for their interviews. We introduced ourselves and explained the aims of my study. They were asked about their willingness to participate in this research work. Their consent was assured, and they were fully informed of the purpose of the study. We also ensured them about the confidentiality of the collected data and explained to them that the data collected from them will be served for research purposes only. They were also informed how the data will be used. Interviews lasted an average of twenty minutes.

The collected data was analyzed through thematic analysis model proposed by Braun and Clarke (2006). This model has proposed six stages while analyzing the collected data and to generate effective themes. Data were coded using NVivo, patterns were observed, and themes were designed and reviewed. The process of thematic analysis was done by keeping the research questions in mind and analyzing accordingly. This followed a systematic process. Initially, according to the thematic analysis model (2006), we read the collected data actively to familiarize ourselves with all the aspects of the data. Then, the initial codes were generated from interview transcripts of 15 participants. The raw material or the basic segment of the data was assessed in a meaningful way. Further, different codes were sorted into potential themes. All the relevant codes were combined to form an overarching theme. The themes were further refined and reviewed. In the end, themes served as the findings of the study.

Data Analysis

Language Teaching Practices during Covid-19

The participants were asked about their language teaching practices in an online environment. Their discussion explored how teachers are devising different online and offline teaching tactics and going digital to ensure the continuity of academic activities and to keep the doors of learning open for learners. Their responses highlighted that they engage students with language learning via asynchronous and synchronous platforms.

In asynchronous teaching, the participants highlighted that they engage students and have connectivity through different social networks like WhatsApp groups, closed Facebook groups. YouTube channels and Google Classroom where teachers share different links, documents, material, upload videos, and audios. Students also post comments or sometimes write about class reflection. In this way, they improve their writing skills too.

In synchronous teaching: teaching in real-time, the participants discussed the use of Zoom app and Microsoft Team for video conferencing with students to have live sessions. They also discussed their discovery-based teaching method and communicative language teaching in a virtual class environment. They highlighted multiple strategies for deploying online resources into their online sessions in order to benefit language learners and to carry out meaningful task-based teaching. In the interviews, participants' responses also touched on various tools that give access to a large range of language learning resources.

Use of E-Resources in Virtual Language Classrooms

The participants were asked how they facilitate teaching different aspects of language like reading, writing, listening, speaking, and grammar in an online environment. In response to this question, they highlighted various technological tools to facilitate different communication skills via online teaching (See Appendix 1). One of the participants commented that she devises communication-oriented strategies to maximize students' participation and gauge their progress. Other participant remarked that he employs various online language learning modalities and recommends language applications that can be easily downloadable in smart phones. This invites students' interest and active engagement.

In the context of reading skills, the participants highlighted that because of COVID-19, they have shifted towards virtual teaching. In virtual classes, reading books and handouts are replaced by their digital versions. The participants further added that they extract texts from various websites and in their live sessions, they share the texts with their students via screen sharing option on Zoom. Additionally, the annotation feature helps them to highlight and underlining difficult words. In this regard, 6 of the participants referred to the Readlang website (Readlang, n.d.). They elaborated that Readlang, an online e-Reader for language learners, helps them in improving their English reading comprehension. The website has the library from where learners can get access to different texts for various levels like beginners, intermediate or advance. The website also translates the difficult words that help in vocabulary acquisition. It also generates flashcards to help learners remember the words and their meanings. Three of the participants mentioned the Reading Rockets website (Reading Rockets, n.d.) that offers featured videos for language learners. Hence, the participants remarked that through such online language learning websites, they teach comprehension skills to language learners in an online environment. One of the participants commented:

“During Covid-19, when I started online classes via Zoom cloud meeting app, I was a bit confused about my teaching practices because language teaching needs learners' full participation so that they can gain linguistic competence. But many e-resources are helping me in teaching communication skills. For example, if I talk about Readlang, it helps me to teach my students different comprehension skills effectively like summarizing, sequencing, comparing and contrasting, self-questioning, distinguishing between fact and opinion and finding the main ideas, important facts and supporting details.”

The participants also highlighted that they integrate reading comprehension skills with writing skills by assigning them the tasks of writing short answers, summary or their ideas on the selected text theme. Few of the participants recommended the Fanfiction website ([Fan Fiction, n.d.](#)) where learners are assigned to create any story or read stories uploaded by other learners. One of the participants remarked: *“Through Fanfiction, the*

majority of students identified ways in which the collaborative Fanfiction task enhanced their language learning at the lexical level. Such tasks led to their development of vocabulary and grammar knowledge useful for creative writing."

The collected data further explored how different e-resources can help, support, and shape writing skills. Five of the participants referred to word processing software, Microsoft word where students write assigned essays, and teachers provide them feedback via track changes or adding comments via Google drive shared document. This helps students to reconsider what they have written. This makes writing an enjoyable experience for students if teachers effectively organize the tools to let students' creativity spark. Few of the participants also talked about daedalus.com, writing tasks on e-zines, e-cards, padlet.com and email. The learners also improve their writing skills by typing in English in the chat box.

The participants also found many resources on the Internet to help teach listening. They highlighted various e-resources that they integrate into their online classrooms. The first one is 'Voice of America _ Learn English' ([Voice of America, n.d.](#)). It contains new stories in the form of videos with subtitles. Teachers play the videos and share the screen on Zoom where students listen to those videos. The website provides great listening material for language learners. These resources are really ideal that brings interesting material in the virtual language classes using English that is accessible for learners. Three of the participants discussed American English state government website. It consists of a series of songs that have been prepared for teaching English as a foreign language. Teachers ensure that students listen to the videos and understand by assigning them post-listening activities. Two of the participants recommended English File Pronunciation website (EFP) that has an interactive sound chart along with pictorial illustrations that help language learners to improve their pronunciations. Further, few of the participants talked about ESL Lab that provides free online listening material along with Quizzes for language learners. Students listen to the audios and answer the given multiple-choice questions. The website grade students and provide immediate feedback. TED Talks website is also highlighted by the participants. One of the participants shared her listening lesson using TED Talks. She created a listening task for her students in a virtual setting. She employed one TedEd video, entitled 'Why Salt and Pepper?', having a time duration of about 5 minutes and 47 seconds. Students improved their note-taking skills and answered the questions prepared by the teacher. In the post-listening activity, students expanded their knowledge about the topic and shared their critical views and understanding. Many YouTube online videos were also highlighted by the participants to integrate into online listening classes.

Three of the participants discussed YouGlish website that allows students to improve their language proficiency and speaking skills. If students like to say something but they do not know how to utter out that phrase or those expressions, they can type in the website and will get some videos where people are saying the same phrases along with expressions in the stream of speech.

The participants discussed that technology also supports grammar teaching like the websites of 'Voice of America' and 'Corpus of Contemporary American English'. Many online language learning games were also highlighted by the participants that make their online language classes more interactive and language learners', more enthusiastic with increased motivation. Some of the ESL games highlighted by the participants were Jeopardy, Spin the wheel, Scattegories, Quiz games via Kahoot! (Kahoot, n.d.), Quizizz, Proprofs and many others (See Appendix 1). These grammar-based games positively contribute to language pedagogy and ensure students' participation. The collected data also reflected that teachers integrate materials from MOOCs and Coursera to make their online classes more effective and goal oriented. Such diversity of online language learning resources enrich students' experiences and transform online teaching-learning as effective as in-person. One of the participants also remarked that though online teaching is different from in-person teaching, it does not mean that it is less effective. Hence, during this Covid-19 pandemic, language teachers act as an architect of learning space working behind the scenes to ensure peer interaction and students' engagement with minimal glitches and interruptions.

Challenges of Online Language Classes during COVID-19 Pandemic

While online language teaching allows for greater flexibility, it also poses challenges for both educators and learners. The participants were asked about the challenges they face in virtual language classrooms. The data reflected that fundamental to these challenges are internet connectivity, students' engagement, assessing learners' performance on individual basis, and fostering oral proficiency. With online teaching-learning, there are real issues about technical glitches and internet issues. Many teachers and students face the problem of inconsistent internet speed. Many of the teachers are not well-supported by their local infrastructure (internet availability).

Interaction is an important component of language teaching. Building rapport and engaging learners is also a top concern in online language teaching. The participants revealed that sometimes they do struggle to create an interactive environment where students can participate more and more. In this regard, the biggest challenge is of dealing with passive students who remain unresponsive and avoid interaction with peers or with teachers. One of the participants commented: *'In these situations, our time for live instruction and students' speaking has been cut-short. Though students take Zoom classes, but still many students remain silent.'* Hence, keeping learners occupied, the teachers do efforts to avoid their lengthy talks, using visuals and different other online resources to keep learners engaged. Being in a virtual class, if a teacher is assigning some tasks to write down on note-books, but cannot monitor to check either they are on task or not.

Few of the participants also highlighted that online teaching brings challenges for students and parents too. Students often lack the skills or do not have digital literacy. Hence, in this regard, teachers' guidance and the role are crucial. Even sometimes,

teachers themselves are untrained, having no prior training in using digital tools for online language classes. One of the participants remarked that these unprecedented times caught them unprepared. Hence there was a sudden shift towards virtual classes, without any training or experience of teaching in an online environment. The participants further highlighted discipline issues in online classes. They added that the online environment requires students to have self-discipline, good time management skills, and self-study habits. Two of the participants also highlighted that fostering oral proficiency sometimes is challenging in an online environment as all the students do not get an equal chance to speak.

Despite all these limitations and challenges, the participants favored the use of various e-resources in their online teaching, having significant implications for both language teaching and learning.

Discussion

Analysis of the data gathered through the interviews of teachers indicates that the ELT practitioners are using innovative techniques and making most of the e-resources to maximize the learning opportunities in the current times of the pandemic. Through various asynchronous and synchronous e-tools, ELT practitioners have facilitated the process of teaching and learning while maintaining social distancing. It is found that the transition is not free of challenges and hurdles, nevertheless, the ELT practitioners are making the most of hands-on resources to keep the process going on.

The findings of the study support and endorse the studies of Chapelle 2001; Mnyanyi et al., 2009; Thamarana, 2016; Mansoor et al. 2017; Trinder 2017 who have shown that how the use of different e-resources and language learning websites in virtual classrooms foster interaction, stimulation and active participation of students. The participants have responded very positively to the use of such tools for teaching all four language skills as well as grammar as they enhance the overall teaching experience. Their responses reflect that the use of grammar-based games positively contribute to language pedagogy and ensure students' participation. In their opinion, these resources facilitate student collaboration as these are more interesting and interactive for students. They have also shared various websites and how these resources assist them in teaching language skills (see Appendix).

The present study also explores similar challenges faced by the participants in this study and by ELT teachers as highlighted by various researchers previously. The findings depict that the teachers in the context face multifaceted challenges like inadequate technological facilities, internet accessibility, power issues, troubleshooting support, and learners' motivation and participation as pinpointed by Nova in 2017. Besides, digital literacy is also found to be a big challenge to the integration of online resources. Hence, the present study also positively endorses the findings of McCormick and Scrimshaw, 2001.

Apart from all these challenges, the current study also explores that teachers find it difficult to stimulate passive students, who remain unresponsive in the classroom. For teachers, it is one of the greatest challenges of online classes to get silent learners to interact. Most of the teachers suggested that they favor discovery-based learning by using CLT as the primary mode of teaching. Thus, they had to face this hurdle of stimulating passive students.

The current study findings assert that the ELT practitioners are providing their services with an additional effort in this distressing period of the pandemic. They are exploring various techniques on trial and error basis. They are learning quickly how to make their online teaching more effective. Once they get familiar with the function and tools of the online platforms, they get better at using. Defeating the challenges, they are slowly and gradually adapting to the transition. The efforts are indeed building the confidence for winning against COVID-19.

Conclusion

The study has investigated and found that e-learning is effective for ELT practitioners of the private higher secondary institute. The transition has allowed the ELT practitioners to keep the doors open for learning, even in the time of the worldwide pandemic. The lockdowns and social distancing in COVID pandemic halted educational practice across the world. In such difficult times, e-platforms saved Pakistan from potential education crisis. Despite certain challenges, the virtual learning environment is efficient to teach and learn various language skills owing to its endless possibilities. The variety of online language learning resources enriches students' experiences and transforms online teaching-learning to an effective platform. Teachers are putting an immense effort to beat COVID-19 by continuing the process of teaching-learning.

Implications and Recommendation of the Study

The findings of this research carry significant importance in the context of e-language teaching in Pakistan as they provide awareness of the latest language teaching practices. The sudden transition has opened the doors for research in the area and this study highlights the effectiveness and challenges in online classrooms. The key considerations will equip ELT practitioners to deliver effectively. It will also provide an insight to the academic community to dig deeper and explore innovative techniques in online language teaching. The research may also be of great value to those associated with educational planning, curriculum design, and evaluation to prepare for digital transition in education.

This study offers an understanding of use of e-resources and challenges that are posed in the context of a private sector in Sindh, Pakistan. Similar studies could be conducted in other sectors as well. It is recommended for future research to explore how e-resources are used in other sectors. Besides, it is also recommended to investigate the use and challenges empirically to gain wider understanding of this fast growing teaching method.

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<https://tribune.com.pk/story/2197222/1-pakistan-sleep-walking-virus-disaster-says-bilawal-bhutto/>
<https://thediplomat.com/2020/04/pakistan-struggles-to-fight-covid-19/>

APPENDIX I

Language Learning Resources and different Websites Suggested by the Participants

<http://www.superteachertools.us/jeopardyx/>
<http://www.superteachertools.us/spinner/>
<https://swellgarfo.com/scattergories/>
<https://readlang.com/en/dashboard>
<https://www.readingrockets.org/atoz/1127/video>
<https://www.fanfiction.net/>
<https://learningenglish.voanews.com/>
<https://americanenglish.state.gov/resources/sing-out-loud-childrens-songs>
<https://youglish.com/>
<https://kahoot.com/schools-u/>
<https://info.flipgrid.com/>
<https://www.listenaminute.com/>
<https://www.learnamericanenglishonline.com/>
<https://americanenglish.state.gov/resources>
Awabe learn English app
www.diigo.com) for teachers to make group of students on this)