

learning with technology. Krishnan et.al; (2020) said that the teachers should develop the skills to inspire and facilitate students for creative learning. They must use their expertise, their learning and technology for the advancement of students. The teachers should also plan, develop and assess reliable learning experiences and my English teachers give creative exercises via online assessments, integrating modern – day tools and resources to take full advantage of content learning to develop skills, knowledge and attitudes pertaining to the standards of the students. Atmojo and Nugroho, (2020) argues that EFL teachers have carried out online learning through a series of activities ranging from checking the student’s attendance works synchronously or asynchronously depending on each school policy due to the COVID – 19 pandemic.

Socio – Economic effects of COVID – 19

Cakir et .al., (2020) have provided the mathematical modeling approach that concludes that “in the case that sufficient precautions are not taken, or precautions are reduced, the course of pandemic may show a very fast change in the negative direction” So, the social isolation has to be applied. Likewise, a study by Uscherpines et .al. , admits that “During an evolving influenza pandemic community mitigation strategies, such as social distancing can slow down virus transmission in schools and surrounding communities. To date research on school practices to promote social distance in primary and secondary schools has focused on prolonged school closure with little attention paid to the identification and feasibility of other more sustainable interventions ” (Uscher – Pines et.al., 2018). Implication of strict social distancing and quarantine is frustrating people with boredom, lack of supplies in educatingeducate information and socio – economic disruption (Brooks et.al, 2020). The lockdown has affected the socio – economic aspects of peoples’ lives causing financial loss, health insecurity and social distancing. Recent evidence suggests that individuals who are quarantined and kept in isolation are significantly distressed because of anxiety, anger, confusion and post – traumatic stress symptoms (Brooks et.al, 2020). Bhat et.al, (2020) rightly points out that “the pandemic resulted in income loss due to job loss or reduced income due to COVID – 19 lockdown gave birth to domestic problems” (p.44). Dubey et.al (2020) points out that post quarantine psychological effects may include significant socio – economic distress and psychological symptoms due to financial losses (para.3). Chamorro (2018) argues that people from the higher strata have more opportunities and access to better education and better services than those in lower strata (p.65).

Psychological effects of COVID – 19

Some studies state that prolonged school closures and home confinement might have negative effects on children’s physical and mental health (Brazendale et.al, 2017). “The psychological impact of quarantine is wide-ranging, substantial and can be long-lasting” (Brooks et.al , 2020). Any disaster-related trauma is likely to cause psychological distress in the presence of psychiatric history (Alvarez et.al, 2005, Cukor et.al 2010). The public at large may also experience boredom, disappointment, and irritability under the isolation measures (Brooks et.al, 2020). Buckler et.al, (2020) argues, “the longer schools are closed, the more drop – out occurs.” More generally, the longer people pause a learning program, the less likely they are to see themselves as learners. It becomes much harder/ logistically and. It has also triggered a wide variety of psychological problems, such as panic disorder, anxiety, and depression (Qiu et.al, 2020). Bhat et.al (2020) points out that fear causes stress and when we have stressed the hormones cortisol and adrenaline increase and they suppress the effectiveness of the immune system. The suppression of the immune system leaves the body vulnerable to disease and

infection (p.44). Dubey et.al, (2020) points out that the psychological impact of the quarantine can vary from immediate effects like irritability, fear of contracting and spreading the infection to family members, anger, confusion, frustration, loneliness, denial, depression insomnia, etc (para. 3).

Theoretical perspective

The development of crisis theory as it is today has its roots based in the 1942 fire at the cocoanutcocoant Grove night club located in the Bay Village of Boston. The November 28th fire that lasted approximately 15minutes took the lives of 492 people (Thomas, 1992). Following this fire, Lindemann began working with the survivors to gain an understanding of their grief reactions to the crisis. It is explained that situations were more likely to become a crisisbecome crisis for those individuals “who because of personality, previous experiences and other factors are especially vulnerable to this stress and whose emotional resources are taxed beyond their usual adaptive resources” (Aguilera, 1998 p.2). Situational crises are unexpected or accidental whereaswhere as developmental crises are associated with movement from one stage of life to another (Slaiku, 1990). Caplan (1964) points out the crisis period into four phases. The first is the rise of tension, unpleasant affect and disorganization of behavior stemming from the impact of the stimulus and calling forth the habitual problem solving techniques in an attemptin attempt to return to the state of previous equilibrium. Second, aSecond a lack of success along with the continuation of stimulus impact exacerbates the state of tension. The third stage is characterized by the tension reaching a point where it mobilizes additional internal and external resources. In the fourth phase, if the problem continues and can neither be solved by need – satisfaction nor avoided through giving up goals or perceptual distortion, the tension mounts beyond a further threshold or its burden increases overtime to a breaking point major disorganization of the individual with drastic results then occurs. (pp. 307 - 321). Birdsall, et.al, (2004) advocate for holding government accountable for fulfilling their responsibilities toward children during times of crisis, ensuring that they can exercise their right to education. Education services delivered during these times and under these conditions are meant to support simultaneously children’s cognitive and emotional development, while including additional educational content relevant to the crisis circumstances (Burde, Spring, 2004). Bensalah, et.al (2000) points out a key recommendation is that education in emergencies be seen and planned from day one, as part of the development process and not solely as a relief effort. Donors should avoid compartmentalization of funding that can have the effect of creating an uneducated and bitter revenge oriented generation, because education in emergencies was seen as the last call on in adequate ‘humanitarian budgets (Bensalah, et.al 2000). Rapoport (1970) argues that three interrelated factors usually produce a state of crisis: a hazardous event, a threat to life goals and the inability to respond with adequate coping mechanisms. Jacobson (1968) argues that social, intrapsychic and somatic components of a crisis. The social aspects of the crisis include any role changes or other alterations in the interpersonal behavior that occur during a crisis the intrapsychic factors of the crisis emphasize the changes in conscious and unconscious processes brought about by crisis, while the somatic aspects of the crisis refer to somatic illness that might develop as a result of the crisis. Shulberg and Sheldon (1968) have developed a probability formula for a crisis: the probability of a crisis situation occurring because of a hazardous event is a function of the interaction between the hazardous event, the exposure of the individual to the event and the vulnerability of the individual. Langsley and Kaplan (1968) suggest that system –

oriented model which takes into account the social field in which the person deals with the crisis. It is based on the belief that not only the development but also the outcome of the crisis depend in part on the social field of the person in crisis and therefore emphasizes the systems approach to intervention. Parad and Caplan (1960) have noted a crisis is usually also experienced to some extent by the family and social network of the referred person. Therefore, it becomes very important to involve the family and the community in the treatment process as soon as possible, in order to facilitate not only the resolution of the crisis but also the post – crisis adaptation of the individual. Hafer and Peterson (1982) points out that crisis intervention as the kind of psychological first aid that that enables to help an individual or group experiencing a temporary loss of ability to cope with a problem or situation. Shifman, personal communication , 2004; UNICEF, (2004) reported that economic circumstances push parents and children to take drastic measures such as employing children in economic activity or selling children into various forms of bonded labor.

Methodology

This paper included primary as well as secondary sources of data collection. The population of the study consisted altogether 50 students of grade 10 of two government schools of Parsa district, Birgunj. Students (25 of each) and four language teachers (2 of each) for the interview for interview. The two government schools of Parsa district were selected through a purposive through purposive non-random sampling procedure. The main tools for collection of data were a set of questionnaire and interview schedule .Data was collected through online.

Students were sent questionnaires through e – mail with the help of subject teachers who were teaching students online students through online. After finishing the questionnaire within a fixed time, students were asked to submit a questionnaire with responses to the researcher. Four language teachers from selected schools were interviewed virtually.

Results and Discussion

Data collection processes were conducted to ensure that the informants expressed their viewpoints freely and thoroughly. Data were analyzed by using numerical system and textual method in which the interviews were transcribed, coded and categorized for understanding the phenomenon in question. Finally, data were analyzed, interpreted and presented into 3 different themes in this study.

Educational effects of COVID – 19 on English learners

Table No. 1

Questions	Total	Strongly Agree (%)	(%)	Strongly Disagree (%)	Disagree (%)
Question 1					
Question 2					
Question 3					
Question 4					
Question 5					

The table 1 shows that students views about educational effects of COVID – 19 on English learners. Regarding educational impacts of COVID – 19, 100%of learners strongly agreed that they worry about study and future because of COVID – 19. And 0% (students) responded in the favor of strongly disagree and agree out of 100%. In the same issue, in question no two, 50%learners responded strongly disagree that their teachers do not give them writing tasks in online classes. And 50%learners were also in the disagreement out of 100%. Similarly, 52% learners disagreed that their teachers do not do several speaking activities in online classes, 48% learners disagreed the idea out of 100%. 54% learners strongly disagreed that their teachers do not give them some passage on screen and ask to read it. And 46% learners were also in the disagreement out of 100%. 46% learners strongly agreed with their teachers teach them by reading line by line textbook. 32%. Learners agreed the idea. Next 22%learners were also in the disagreement out of 100%. All the participants reported that COVID – 19 effects on different aspects of life but mainly, COVID – 19 impacts on education, socio – economic and psychological aspects. For example, during an interview stated, “COVID – 19 directly impacts on education sectors more. As all schools, college and university closed from longtime. There is chance of losing year. So it is compulsion of teachers to conduct virtual class. It is totally new for many teachers specially for government teachers. We do not know how to do several creative activities for developing four language skills.” In the same context, another informant T2 added: online class is demand of time but though we feel that our online class is not effective. We have not idea to do several online activities for skills development. Likewise, online class creates inequality in access to education. All students are not taking class. Due to longtime school closed, student’s learning habit is decreasing. Due to COVID – 19, students promotes without examination system. The situation is likely to aggravate the already deteriorating standard of education.

These accounts above reveal that COVID – 19 has had serious impacts on education sector. As due to COVID – 19 teachers used online classes but that classes are monotonous, no creativity and no motivation for learners. Therefore, learners feel English class as burden. Due to COVID – 19 longtime schools closed, learner’s learning habit is reducing. Teachers feel difficult to conduct online classes and they do not know to do several online different activities for developing four language skills equally innovatively. Students are diverted from study due to automatic promotion system.

There are many serious impacts of COVID - 19 on education sector like impact on learning and skills development, digital learning creating inequality in access to education, impact on assessment, high dropout and pipe – line effects (T3).

The accounts above reflect that COVID – 19 impacts more on education sector. As many teachers have no idea about online activities for skills development. So, teachers do not give skills development tasks in online classes. Virtual classes created inequality in education as many learners have not facilities of internet and mobile so they cannot take online classes. So, drop – out rate is high and assessment system is also not effective. Many students come back in home from abroad and very difficult from teachers and students to recover from all the time lost.

Socio – economic effects of COVID – 19 on English learners

Regarding COVID – 19 socio – economic impact on English learners, Table 2 shows students responses about COVID – 19 socio – economic effects on English learners.

Table No. 2

Questions	Total	Strongly Agree (%)	Agree (%)	Strongly Disagree (%)	Disagree (%)	Total
Question 1	100	4%	5%	0%	91%	100%
Question 2	100	2%	3%	0%	95%	100%
Question 3	100	5%	0%	0%	95%	100%
Question 4	100	4%	5%	0%	91%	100%

Question 5	0%	3%	1%	0%	8%	100%
------------	----	----	----	----	----	------

Table 2 shows that students views very significantly about socio – economic effects of COVID – 19. Regarding the impacts of socio –economic of COVID – 19, 54% of learners strongly agreed that they do not take always online class due to lack of money. And only 46% learners agreed the idea. No one responded in favor of strongly disagree and disagree out of 100%. In the same case, 52% of learners strongly agreed that they do not enjoy with their friends because of COVID – 19. 48% learners agreed about it. No one responded in favor of strongly disagree or disagree out of 100%. 36% learners strongly agreed that they sell fruits on the way because of loosing father’s job. And 30% only agreed the idea. Next 34% learners were disagreement out of 100%. 64% of learners strongly agreed about their parents push them to do house work. And 36% only learners agreed the idea. No one responded in the support of strongly disagree and disagree out of 100%. 44% learners agreed about their parents force to help them to maintain hands and mouth problems and 38% only strongly agree about it. Next 18% learners were disagreement out of 100%. All the teachers reported that socio – economic effect of COVID – 19 is more serious. For example, T1 “Due to COVID – 19, most of business office, company and factory have closed. So there is no source of money during COVID – 19. They feel difficult to maintain hands and mouth problems, then how learners can bear net packs for online classes. Most of the learners are dull. They do not know how to face COVID – 19. More learners see more scarcity of family so they motivated towards bad activities. Learners do not enjoy with their friends so their speaking skill is not good lack of exposure.” In the same context, another informant T2 added: I think COVID – 19 directly effects socio – economic sector more. As I see in my community, many good learners compel to sell fruits, vegetables on the way because of loosing father’s job. Some parents push them to do housework. Some learners are not prove getting mobile for study so they are doing suicide. Some learners motivated towards social evils activities by watching scarcity of family.

These accounts above reveal that COVID -19 seriously effects socio – economic of English learners. As, there is no sources of money due to closeness of business, factory etc during COVID – 19. Many learners do not take online classes. Learners faced many more scarcity so they divert towards social evils activities. Due to long gaping of learning, learners are dull. Due to lack of friends circle, learner’s speaking skill and communicative skills are poor. Many good learners have compulsion to sell fruits, vegetables on the way because of loosing father’s job. Some parents force them to do house work. Some learners cannot tolerate scarcity so they do suicide. Due to parents force, they involve to solve hands and mouth problems by leaving study.

I feel socio – economic effects of COVID – 19 are more prominent. As our whole life is based on socio – economic. COVID – 19 effects in every sectors of socio – economic like food sector, sports industry, housing sector, travel industry, Finance industry, manufacturing industry petroleum and oil agriculture, domestic violence and home video – gaming etc (T4). But one thing is fact higher class learners. The accounts above reflect that the participations expressed their experiences of socio – economic effects of COVID – 19. Learners are buying high expensive food due to lockdown and curfew. Earning income has stopped so different socio – problems have created like quarrel in home, domestic violence, most of learners pass their time by playing video – game. Specially, agriculture sector is badly affected. Most of farmers

production has destroyed due to COVID-19. Most of people are hardly managing hands and mouth problem. Most of learners involved in farming and working as labour to short out economic problems of family. Higher status learners get more opportunity for learning so, they are good. Whereas, poor status learners get less opportunity for learning so they are not good.

Psychological effects of COVID – 19 on English learners

There are many psychological problems and important consequences in terms of mental health including stress, anxiety, depression, frustration and uncertainty during COVID – 19 outbreaks emerged progressively. Table 3 reveals the learners conceptualizations about psychological effects of COVID – 19 on English learners.

Table No. 3

Questions	Total	Strongly Agree (%)	Agree (%)	Strongly Disagree (%)	Disagree (%)	Total
Question 1	100	90%	10%	0%	0%	100%
Question 2	100	56%	44%	0%	0%	100%
Question 3	100	56%	44%	0%	0%	100%
Question 4	100	44%	56%	0%	0%	100%
Question 5	100	54%	32%	14%	0%	100%

In table 3, 90% learners showed their strongly agree about their fear with COVID – 19 because of no vaccine whereas, 10% learners were only agreement out of 100%. No one responded in support of strongly disagree and disagree about it. 56% learners responded strongly agree about learners are more worry by watching increasing numbers of victim person of corona virus. And 44% learners agreed the idea out of 100%. No one responded in favor of strongly disagree and disagree about it. 56% learners strongly agreed about they think more about victim of corona virus. 30% learners were agreement whereas only 14% learners were disagreement out of 100%. 54% learners showed strongly agree about they like to live alone and talk themselves. And 32%

learners agreed the idea. Next only 14% learners were disagreement out of 100%. 56% learners strongly agreed that their fearness habits increase day by day due to COVID – 19. 44% learners agreed the idea. No one responded in the favor of strongly disagree and disagree out of 100%. In this connection, T3 stated that “I think COVID – 19 will kill people physically as well as mentally. Due to COVID – 19 most of learners are frustrated, depress and stress about their time and life. COVID – 19 increases anxiety, hypertension in people, their fearness habit develop day by day. Due to social distance and isolation learners are monotonous”: In the same context informant T2 added: I see in my community most of learners are in hypertension and fear with COVID – 19. When my son see corona virus victim person numbers in news then he asked with me that father corona virus will kill me too. Then I convince him very hardly by saying maintain of it. Though, he is not cool. I handle my son very carefully. So, I feel that if we feel very difficult to handle this situation then what about other uneducated family? As we know child mind is “tabularasa” i.e. blank sheet of paper.

These accounts above reveal that participants are passing very hard days of COVID – 19. Most of learners are hypertension as they create problems in home. As result, they are upset, anxiety about their time and life. They think that this year is losing year. By watching news, and community, they fear with COVID – 19 victim person as there is no vaccine. So fearness is increasing day by day. Learners are not with their friends so they do not get chance to share feelings and learn from friends so they feel alone in some cases and they are in monotonous. As participant stated that child mind is blank sheet of paper. Whatever we write at first they store in mind for longtime and it affects very badly in creative mind.

As today world is social networking world. People are updating quickly about COVID - 19. By watching critical situation of other country. They fear more because our country can't manage like other country management of government is very poor. COVID – 19 creates conflict in our society in term of distribution of food (rahat bittran). As results learners think more about this case and mentally they become sick. In some cases, I see some learners are taking themselves and fear with even small matters too. They are mentally weeks (T1).

The accounts above reflect that conditions of learners are not good. Mentally, they are very week. They see coronavirus victim person increasing numbers and they fear more with COVID – 19. In term of rahat bittran, they create conflict and provide more distribution to powerful person not to needed person by watching this situation, mentally they are weak. Most of learners are talking themselves due to psychological problems. Learners fearness habits develop day by day due to COVID – 19.

Conclusion

This study was designed to address COVID – 19 effects EL learners Terai. As this study shows that COVID – 19 has affected in all aspects of human life. Importantly, it affects in education sector and psychological sector, educational effects show that students do not take online classes because of lack of money. Student's parents feel difficult to maintain hands and mouth due to COVID – 19. It is not possible to maintain internet facilities in this crisis situation. Four language skills have not developed equally due to untrained teachers. As online classes are only way to conduct classes during COVID – 19. they think about victim person more and talk themselves so Students do not do creative work Psychologically, students are very weak because of no vaccine of COVID – 19. Social distance has become curse for students as result their

English fluency, speaking confidence and communicative skills are not good. Moreover, students do not do creative work so their creativity power has not developed during COVID – 19.

Furthermore, teachers should be creative to use online different activities for well development of language skills. Teachers should use effective methods for making online classes effective, innovative. In this, critical situations teachers should teach practical knowledge to face COVID – 19 easily in English. It helps to make online classes effective and well development of English language as well as provide proper online training to teachers. COVID – 19 related life

knowledge in English is demand of current time. Socio – economic effects show that learners have compulsion to sell fruits on the way and parents forces them to do housework to maintain hands and mouth problems. Furthermore, the teacher reported that online classes are not good in our context. It creates inequality in education. Therefore, concerning people and institute should have considerations about disadvantages group. If possible then provide free mobile, laptop and internet facilities to be needed learners. Likewise, government should make good COVID – 19 policies for all. Local government should care more about COVID – 19 and apply all maintenance of COVID – 19. If possible, government should prohibit children to sell anything on the way and take action for it, provide more facilities to children. Parents should deal their children carefully in this situation. Do not leave children alone, be alert about their behavior, provide applicable knowledge to child for facing COVID – 19 easily. Spend more time with children and make them more engage in creative work.

Despite the fact that study contributes to get more knowledge about effects of COVID – 19 as educational effects, socio – economic effects and psychological effects which is more demand of current time and more fruitful for the future, this study has a number of delimitations. First, it was a small – scale explanatory study including educational effects, socio – economics effects and psychological effects, therefore, its findings may have limited applicability. A large scale incorporating multiple layers of participants such as policy makers, administrator teachers, students and all other concerned stakeholders is needed to take positive action about COVID – 19. Nonetheless, it is hoped that this study raises awareness and provide feedback to local and central policy makers governments and concerning stakeholders on various affective aspects of COVID – 19.