The Effects Of COVID – 19 On EL Learners In The Terai

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Abstract

The COVID -19 pandemic has brought- up unprecedented and complex issues for us all. COVID - 19 has made a global impact in most sectors, including education, socio- economic and psychological impacts on english learners. Using a mixed method, this study explores the effects of COVID - 19 on EL learners in the Tarai. For this purpose, 100students of grade 10 of 2government schools of Parsa district Birgunj. Students (50from each) and four language teachers (2from each) were selected through random sampling procedures. Similarly, two key tools for collecting data were used, namely questionnaires and interviews. After analyzing the data collected through the online questionnaire and interview sheet. It has been found that COVID - 19 has affected education, socio - economic and psychological factors. Most teachers have no online pedagogical knowledge in Terai. Students laziness, unstable internet connection, smartphones, laptop and low English language proficiency which demotivate learners to participate in question answer discussion. Out of three factors socio-economic factors are highly affected on English learners. As they cannot bear the net pack, due to social distance policy, they don't get exposure for english, Most learners sell fruits and vegetables on the street. Similarly, it affected psychologically too as students' stress, fear, frustration, anxiety have increased. Learners have developed the habit of living alone and talking with themselves.

 Key words: COVID – 19, English language learners, educational effects, socio – economic effects, psychological effects.

Introduction

Coronavirus - 19 is a novel viral contamination that started in China towards the finish of 2019

and was pronounced as a general wellbeing crisis of worldwide worry in January 2020 (AlAteeq

et. al; 2020; World Health Organisation, 2020a). The flare-up proceeds to clear and spread

around the globe and become a pandemic (Lim Caoco et.al, 2020). In spite of endeavors to

contain the infection, the quantity of cases is rising step by step.

…..The COVID – 19 pandemic is first and foremost a health crisis. It is a new virus because no previous vaccines are matching for the process of preventing it (Ghebreyesus, 2020). It appeared in Wuhan city of China on 12 Dec 2019 (Sahin Erdogan, Agaoglu, Dineri and Cakirci, 2020). As the situation of the spread and impacts of the control measures and restrictions evolve.

 Nepal is a landlocked country that experiences a massive flow of people from the neighboring countries on the daily basis. After hi and the cry of the place about the threat of COVID – 19 and widespread criticism for its action, the government, after several weeks announced formal measures and restrictions on public mobility. English is considered as foreign language in Nepal……….. So, English learner's need exposure and more practice but in COVID – 19 English learners face social distance and isolation, Lockdown, curfew, due to it they do not get exposure, and more practice for English language. Likewise, there are various effects of COVID – 19 as educational effects, socio- economic effects, and psychological effects which are highlighted below:**In light of Dawadi (et.al, 2020)study Nepal is a landlocked country that encounters a huge progression of individuals from adjoining nations on the regular schedule. After hello and the call of the spot about the danger of Coronavirus – 19 and broad analysis for its activity, the public authority, following a little while declared proper measures and limitations on open portability. English is viewed as an unknown dialect in Nepal. be that as it may, as the outcomes of the lockdowns, social distance, check in time, schools, and colleges in Nepal have been briefly shut as the outcomes, English students don't get more openness and practice for learning the English language. In like manner, there are different impacts of Coronavirus – 19 as educational effects, socio-economic effects, and psychological effects which are featured underneath:**

Educational Effects of COVID – 19

COVID – 19 has affected almost every sector of life; even it did not spare the field of education. Before this pandemic, there was a traditional way of teaching to the students, as said face to face teaching. Then, COVID – 19 started to spread and it was suggested by WHO to ensure social distancing as the foremost precautionary measure along with other measures such as wearing the mask, etc. Almost all the countries went on lockdown and halted their business (Gandolfi, 2020). UNESCO (United Nations Educational, Scientific and cultural organization) suggested virtual learning programs and using different educational applications and locations so the teachers may deliver their lectures to their respective students remotely (Bansal, 2020).

The online educational environment faces some technical and methodological problems of information sharing and management. The primary functions of the virtual education process are communication, information, sharing, and management or administration for the virtual learning environment the technologies, computer tools, and other IT sources have been used that control the education environment, participants, and authenticity of communication (Gadre, Cudney and Corns, 2011).

Challenges include relating pedagogies with technologies, designing, interactive activities, exchanging formal learning, gaining student's support, and dealing with problems in the use of technology (Son, 2018). Other difficulties in fully online learning are meeting scheduled participation and regular learning, maintaining persistent engagement, becoming a self – directed learner with high motivation, and socializing (Sun, 2014). Problems also come from the inability to afford smartphone and internet quotas for students as well as the unstable internet connection. Good pedagogy will be nonsense if there are problems in technology access (Burston, 2014; Cakrawati, 2017).

Socio-Economic Effects of COVID – 19

Nicola et.al, (2020) research showed the COVID – 19 pandemics has sparked fears of an impending economic crisis and recession. Socio-economic impact of COVID – 19 social distancing, self – isolation, and travel restrictions have led to a reduced workforce across all economic sectors and caused many jobs to be lost. Similarly, COVID – 19 effects in agriculture as Nicola et.al, (2020) points out "the resilience of the agricultural sector has been tested by the COVID – 19 outbreak. A global crash in demand from hotels and restaurants has seen prices of agricultural commodities drop by 20%." Likewise, Nicola et.al, (2020) argues that "In more ordinary times, cheap oil may have functioned as an advantage for economies and however, saving on petrol are unlikely to be redirected into more spending as populations are instructed to practice social distancing and the working class is uncertain about job security ." Similarly, COVID – 19 has progressed to affect the finance sector as in China uncoordinated government responses and lockdowns have led to a disruption in the supply of China. In China, lockdown restrictions significantly reduced the production of goods from factories, while quarantine and self-isolation policies decreased consumption, demand, and utilization of products and services Nicola et.al, 2020 (para. 32). Likely, COVID – 19 seriously affects the food sector as regarding the food sector. Nicola et.al, 2020 point out "including food distribution and retailing has been put under strain as a result of people panic – buying and stockpiling food. This has led to increased concerns about shortages of food products such as long-life milk, pasta, rice, and tinned vegetables."

Psychological Effects of COVID – 19

Serafini, et.al, (2020) research showed many psychological problems and important consequences in terms of mental health including stress, anxiety, depression, frustration, uncertainty during COVID – 19 outbreak emerged progressively. Common psychological reactions related to the mass quarantine which was imposed in order to attenuate the COVID – 19 spread are generalized fear and pervasive community anxiety which are typically associated

with disease outbreaks and increased with the escalation of new cases together with inadequate anxiety – provoking information which was provided by media. The psychological reactions to COVID – 19 pandemic may form a panic behavior or collective hysteria to pervasive feelings of hopelessness and desperation which are associated with negative outcomes including suicidal behavior. Importantly, other health measures may be compromised by abnormally elevated anxiety (para. 7). Although, there are various effects of COVID - 19 but nobody has done research up on this topic in Birgunj, province 2 . Therefore, researchers want to present a study design to explore how COVID - 19 effects on EL learners and show which factors affect more during COVID - 19 in the Terai. The following research questions were designed to frame the study;

1 . What are the educational, socio – economic and psychological impacts of COVID – 19 on English learners of the Terai?

2. Which factor has affected more during COVID – 19 in the Terai?

Review of Literature

Educational Effects of COVID – 19

The pandemic is also confronting the educational sector worldwide with a paradigm shift in teaching and learning (Guillasper et.al, 2020; Mondoly Mohiuddin, 2020; Moralista y Oducado) and teachers are faced with a wide array of extremely challenging conditions in coping with these changes (Reimery Scheiicher, 2020). It seems these views are true in our context too as many teachers feel it is difficult to conduct online class and use effective pedagogy online. To make it more clear, Nambiar, (2020) also states that the new introduction of online classes has been equally challenging for teachers, who are also struggling to learn this new way or methodology of teaching. It is a fact that this new way of teaching is challenging for Tarai

teachers who very less enjoy technology pedagogy during pandemic. Due to it, online learning don't help them to improve English. Lindzon, (2020) points out that there are numerous problems of online teaching as a teacher and students interaction and vice – versa, student to student interaction, Lack of classroom environment, technical issues, unavailability of ICT equipment to every student, proper and relevant training of online teaching and learning to teachers and the students, lack of monitoring of the classroom, improper questioning answering etc. Due to these significant shortcomings the closure of the educational institutions and the absence of the face to face teaching, learning outcomes of the students are producing a negative impact. It seems real in our context. However, online classes have started but there are several problems like teacher and students interaction and vice - versa, student to student interaction, technical issues, unnecessary chatting unavailability of internet connection due to such weakness of closure of educational institutions and lack of face to face teaching learning outcomes of the students are totally negative impacts. As there is a good community between teachers and students in English through online. Kozma, (2005) argues that placing technology in a school is not an easy option for improving student's learning and Information Communication Technology (ICT). Students must treat technology as an intellectual partner and concentrate their learning with technology. It is the demand of time that students treat technology as intellectual partners and focus their learning with technology. Though, technology setting is not effective in every school. But we do not find such situations in our context therefore, students feel lazy, demotive, feel bored etc. 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. But in our context, it is

different as teachers don't inspire and facilitate students for creative learning nor English teachers export and make effective plans and give creative exercises through online classes during a pandemic. Therefore, students do not enjoy learning through online. Likewise, 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. However , research showed that teachers should teach online classes through a series of activities like attendance checking and synchorasy. But in Tarai, we don't find it like that so students are unable to do creative exercises online.

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. Also, 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). Unemployment and poverty will both increase considerably due to the shutdown of business imposed in order to restrict the spread of viruses. It is reasonable in our context as there is no option except maintaining social distance because of fast spreading of coronavirus. To make it more strong, Bishop et.al (2020), pressures will also arise in nuclear families and extended family households each comprising around 40% of children. Therefore, most people have no money to bear net packs so students don't take online classes. Implication of strict social distancing and quarantine is frustrating people with boredom,

lack of supplies in educating 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). It is in tarai as due to strict social distance quarantine lack of positive information and lockdown has affected socio - economic aspects of people. Due to which they do not enjoy with friends. 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). By supporting this, it seems that pandemic results brought income loss, job loss and generated domestic problems. Therefore , students sell fruits, vegetable on the way. To make it strong, 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). It is a fact that quarantine psychological effects distress and see psychological symptoms due to financial losses. According to Bishop et.al (2020)..... It shows that pandemic created family problems due to close of all business, company, income problems created and affected on children. Therefore, parents of Tarai push their children to do housework. In this context, 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). To support it says that it happens in Terai those who belong to lower class. Due to such a situation, lower class parents forced their children to help them to maintain hands and mouth problems.

Psychological Effects of COVID – 19

The turbulent situation brought by COVID – 19 has produced a worldwide crisis with multifaceted dimensions and the rate pattern of transmission is threatening people's perception of

control and is having a profound impact on people's daily lives (Di Fronso et.al 2020, Priya et.al, 2020). The crisis is breeding stress throughout the population and the widespread disease outbreak is associated with unfavorable mental health problems and adverse psychological issues (Nanjundaswamy et.al., 2020; World Health Organization, 2020a). It is a fact that the crisis increased psychological problems in our context too. There is no proper treatment of this crisis. Therefore, learners of Tarai worry more by watching the increasing number of victims. Indeed, stress has become a measure of concern since the COVID - 19 outbreak. 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). Conversely, it sees that COVID - 19 psychological effects issues have not left in our context. Pandemic stress is a major problem. Due to closeness of schools, college learners feel they are within four walls that's why different types of psychological symptoms among learners. As they think more about victim of coronavirus. "The psychological impact of quarantine is wide-ranging, substantial and can be long-lasting" (Brooks et.al , 2020). It is real that quarantine creates psychological problems as if one family member suffers from pandemic then whole family members should go in quarantine and maintenance of quarantine by watching such critical situations of quarantine psychological problems created among learners of Tarai. Any disaster-related trauma is likely to cause psychological distress in the presence of psychiatric history (Alvarez et.al, 2005, Cukor et.al 2010). It is nature that any disaster brings psychological problems such as earthquakes, floods, etc . The same as coronavirus also brings psychological issues. The public at large may also experience boredom, disappointment, and irritability under the isolation measures (Brooks et.al, 2020). It crystal sees in our context that due to longtime social distance and isolation learners cannot share their feelings, boredom, irritation with friends and relatives. Therefore, their habits are increasing day by day and they like to live alone and talk with themselves. To add it more Buckler et.al, (2020) argues, "the longer schools are closed, the more drop – out occurs." It means that longtime gaping of learning it becomes harder for learners to become learners start to talk with themselves and think more about any small matters. 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 (Qiuj 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

Pragmatism emerged in the work of American philosophers mainly Charles S. Peirce (1839-1914), William James (1842 - 1910), and John Dewey (1859 - 1952). These philosophers posited pragmatism as a system of inquiry that emphasized the practical application of ideas by testing them in human experience (Gutek, 2004, P.70). Pragmatism is viewed as a philosophy that encourages (one) to seek out the processes and to do the things that work best to help us achieve desirable ends (Ozmon and Craver, 2008, p.119). It seems clear that pragmatism is

practical, the real action-oriented theory that focuses on the practical use of ideas by testing them in human daily experiences.

William James popularized pragmatism and in his view of it, knowledge or truth emerges from acting on ideas and in the consequences of ideas. Ozmon and Craver (2008) stated that Dewey's attention to social action and education gave his philosophy a practical orientation grounded on problem-solving constructs that to this date are still widely used in education and social reform inquiries. Dewey believed that people should make use of ideas for purposes that are useful in solving social problems. By testing the ideas, reflecting on them and reassessing the ideas instruments in the solutions of human problems. "We can learn from our efforts and redirect them to better effects" (Ozmon and Craver, 2008 p. 130).

Overall, pragmatists suggest that pragmatism, which is derived from the Greek word pragma (action or deed), "emphasizes the synergy of relations between theory and practice, knowledge and action" (Lukenchuk, 2013, p.18). Therefore, this study is pragmatic theory and its purposes to: (a) explore the effect of COVID - 19 on EL learners of Tarai and (b) examine which factor affected more due to   COVID - 19 on EL learners of Tarai that surface from the quantitative and qualitative data collection and analysis. In pragmatist terms, this study seeks to investigate. (a) How COVID - 19 affects the educational sector of EL learners. (b) How COVID - 19 impacts on socio-economic and psychological sectors of EL earners. And (c) examine which factor affected more during COVID - 19. To give this answer, we take the support of several investigations as according to Shahzad, S.K., et.al;(2020), COVID – 19 influenced so much the society that the world had to change its way of living, governance, business, and education. It is the most widespread among all the pandemics and has surrounded almost the whole world, and still, it is prevailing with its intensity. It is a fact that COVID - 19 has affected more aspects of human life. It has not left even the education sector too. As the result, the concept of virtual teaching emerged and affected almost every stakeholders as teachers, students & family.Bao, Qu, Zhange, & Hogan, (2020) study also showed that the concept of virtual teaching is very much practical these specific days. Moreover, there seems no end to this pandemic shortly, as mentioned by the different Health organizations across and the globe. The closure of the school affected almost every stakeholder as teachers, students, and their families. However online classes started but it is not more effective as students feel lazy, bore, and worry about money, network facilities, the burden of buying smartphones. Likely, teachers have to take training to conduct online classes but most of the teachers have no facilities of network and smartphone or laptop. As Nambiar, (2020) highlighted online classes make students less serious and they just attend the class for attendance and feel bored and lazy. Some of the other issues reported were financial constraints. Students reported that the online classes increased their expense by recharging the data frequently due to which they felt burdened especially, for students who come from financially fewer stable homes. The next concern was that online facilities and tools were not accessible for students coming from economically disadvantaged backgrounds which again adds to the burden of buying a smartphone which is financially burdening for some. As the need for providing adequate technical training to teachers about the method of conducting online classes should be prioritized as it is found to be a prerequisite for the successful online class implementation. Online classes make students alone and sometimes disconnect. In this context, Plaisance, (2018) added the need for providing adequate technical training to teachers must be skillfully carried out to avoid friction and disengagement since online students can feel like in isolation and disconnected. Online classes require more responsible, autonomous, self-directed learners with high motivation which is not possible during COVID - 19 for all learners. As Gonzalez and Louis, (2018) research also addressed online classes also require more responsible and autonomous students. They have to be self–directed learners with high motivation who spend time effectively to prepare, maintain, manage and reflect on their learning and participation. COVID – 19 has more affected on socio – economical factor. It has increased economic instability, health inequalities, and social disparities which have impacted seriously on poverty levels. It has also affected traders especially, to small shops people. To support this Goldman & Galea, (2014), the study also showed the economic downturn caused by COVID -

19 can increase the economic instability, health inequalities, and social disparities in Nepal, which can have a huge impact on poverty levels. While the lockdown has affected traders, especially people with small shops and those with limited sources of income, the poor marginalized people and daily wagers are more vulnerable. To add it more, though, WHO announced to maintain social distance to stop COVID – 19 but it increased domestic violence and sexual abuse. Based on Nicola et.al (2020) study Lockdown and social distancing measures to prevent the spread of COVID – 19 have heightened fears of increasing levels of domestic violence, which includes physical, emotional, and sexual abuse. The social distance created several problems like impacts on people's relationships and their perception. As Saladino et.al (2020) highlighted the social distance and security measures have affected the relationship among people and their perception of empathy towards others. Likewise, pandemic emerged various issues as separation from loved ones, loss of freedom, and feeling of helplessness. Like Li, & Wang, and Coa et.al (2020) study showed that there are some elements related to the pandemic that affect more the population, such as separation from loved ones, loss of freedom, uncertainty about the advancement of the diseases, and the feeling of helplessness. There are numerous pandemic restraints such as spatial distancing isolation and home quarantine are impacting economic sustainability and well being which creates psychological problems like sadness, worry, fear, anger, frustration, loneliness, and helplessness. In this case, Bhuiyan et.al (2020)& Mukhtar, (2020) research described that pandemic related restrain such as spatial distancing isolation and home quarantine are impacting economic sustainability and well being which may induce psychological mediators such as sadness, worry, fear, anger, annoyance, frustration, guilt, helplessness, loneliness, and nervousness. Novel coronavirus has spread neuropsychiatric issues and psychomotor excitement. To support it Brooks et.al (2020) spotlight the worldwide spread of the novel coronavirus has further led to neuropsychiatric issues such as fear, anxiety, depression, panic attacks, psychomotor excitement, suicidal decrease in overall wellbeing. Those who take a risk in pandemic their fears about health worry about infecting family members increase. As several existing studies demonstrated that those who have been exposed to the risk of infection may develop pervasive fears about their health, worries to infect others, and fears infecting family members (Serafini et.al; 2020).

Rorty (1990), there are many forms of this philosophy, but for many, pragmatism as a world view arises out of action, situations and can sequences rather than antecedent conditions (p.48). Pragmatism offers a practical and outcome oriented method of inquiry that is based on action and leads, iteratively, to further action and the elimination of doubt. (2004: 17). COVID – 19 influenced so much the society that the world had to change its way of living, governance, business and education. It is the most widespread among all the pandemics and has surrounded almost the whole world, and still, it is prevailing with its intensity. (Shahzad, S.K.,et.al; 2020, p.4). The concept of virtual teaching is very much practical these specific days. Moreover, there seems no end of this pandemic shortly, as mentioned by the different Health organizations across and the globe. The closure of the school affected almost every stakeholder as teachers, students and their families (Bao, Qu, Zhange, & Hogan, 2020). Online classes make students less serious and they just attend the class for attendance and feel bored and lazy. Some of the other issues reported were financial constraints. Students reported that the online classes increased their expense by recharging the data frequently due to which they felt burdened especially, for students who come from financially fewer stable homes. Next concern was that online facilities and tools were not accessible for students coming from economically disadvantaged backgrounds which again adds on to the burden of buying a smart phone which is financially burdening for some. As, the need for providing adequate technological training to

teachers about method of conducting online classes should be prioritized as it is found to be a pre – requisite for successful online class implementation (Nambiar, 2020, pp. 791-792). The need for providing adequate technological training to teachers must be skillfully carried out to avoid friction and disengagement since online students can feel like in isolation and disconnection (Plaisance, 2018). It also requires more responsible and autonomous students. They have to be self – directed learners with high motivation who spend time effectively to prepare, maintain, manage and reflect on their learning and participation (Gonzalez & Louis, 2018). The economic downturn caused by COVID – 19 can increase the economic instability, health inequalities and social disparities in Nepal, which can have a huge impact on the poverty levels. While the lockdown has affected traders, especially people with small shops and those with limited sources of income, the poor marginalized people and daily wagers are more vulnerable. Research has shown that a pandemic like COVID – 19 can result in increased mental burden to marginalized or low – income people via socio – economic disadvantage such as job in security housing instability, discrimination and food insecurity (Goldman & Galea, 2014). Lockdown and social distancing measures to prevent spread of COVID – 19 have heightened fears of increasing levels of domestic violence, which includes physical, emotional and sexual abuse (Nicola, et.al 2020, para. 109). The social distance and the security measures have affected the relationship among people and their perception of empathy towards others (Saladino et.al, 2020). There are some elements related to the pandemic that affect more the population, such as separation from loved ones, loss of freedom, uncertainty about advancement of the diseases and the feeling of helplessness (Li and Wang, 2020; Coa et.al, 2020). The pandemic – related restraints such as spatial distancing isolation and home quarantine are impacting on economic sustainability and well being which may induce psychological mediators such as sadness, worry, fear, anger, annoyance, frustration, guil

t, helplessness, loneliness and nervousness (Bhuiyan et.al; 2020, Mukhtar, 2020).

The worldwide

spread of the novel coronavirus has further led to neuropsychiatric issues such as fear, anxiety, depression, panic attacks, psycho – motor excitement, suicidal decrease in overall wellbeing (Brooks, et.al 2020). Several existing studies demonstrated that those who have been exposed to the risk of infection may develop pervasive fears about their health, worries to infect others and fears infecting family members (Serafini et.al; 2020).

Methodology

The theoretical standpoint in this study was informed by the pragmatist paradigm which aims to understand individuals' insights of the phenomenon which they have been working within their respective contexts. In this regard knowledge is regarded as personal subjective and unique (Cohen, Manion and Morrison, 2009) and therefore, close and open ended questions were validated with the information collected through interview. The research design employed in the study was explanatory sequential mixed which consists of two phases quantitative followed by qualitative (Terrel, 2012). In this study equal priority is given to both phases and the data are

integrated during interpretation. The explanatory sequential mixed research design (Terrel, 2012)

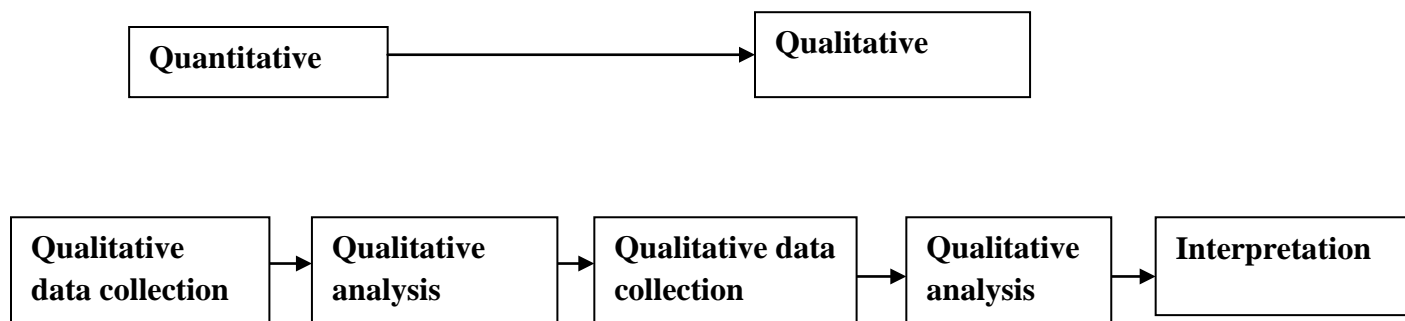Was employed in this research as shown in Figure 1.

Figure 1: Explanatory Sequential Mixed research Design (Terrel, 2012)

The population of the study consisted altogether 100students of grade 10of two government

schools of parsa district, Birgunj. Students (50 from each) four language teachers (2from each)

for the interview. The two government schools of Parsa district were selected through purposive

random sampling procedure. The students were sent closed ended questionnaires through email

with the help of subject teachers who were teaching students through online. After finishing

closed – ended questionnaires within fixed, students were asked to submit questionnaire

responses to the researcher for quantitative data. Four teachers from selected schools were

interviewed for qualitative data virtually. The collected information was transcribed, coded in

graphical form. Then, both quantitative and qualitative data were integrated, analysed, and

interpreted numerically as well as textually under 3themes.

Results and Ddiscussion

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 was analyzed, interpreted and presented into 3different

themes in this study.

Educational Eeffects of COVID -19 on Eenglish Llearners

(Write about the following table)

Table No. 1

Questions	Total	Strongly Agree (%)	Agree (%)	Strongly Disagree (%)	Disagree (%)	Total (%)
Question no 1	100	100%	0%	0%	0%	100%
Question no 2	100	0%	0%	38%	62%	100%
Question no 3	100	0%	0%	45%	55%	100%
Question no 4	100	63%	27%	0%	10%	100%
Question no 5	100	54%	27%	0%	19%	100%

The table 1 shows students' views about the educational effects of COVID - 19 on english

learners. Regarding educational impacts of COVID - 19 100% of learners strongly agreed that

they do not have internet facilities, smartphone and laptop. And 0% (students) responded in the

favour of strongly disagreeing and disagreeing out of 100%. It means that the financial condition

of students is not good. Their incomes have stopped due to COVID - 19 . In this regard Atmojo

and Nugroho, (2020) study showed that most students do not have their own smartphone and

internet connection because the financial condition of learners are not good.

and less consensus to invest money in education. In the same issue, in question no two, 62% learners strongly disagreed that their teacher's online pedagogy helps to improve English learning. And 38% learners were also in the disagreement out of 100%. It seems that teachers' knowledge and skill on the use of technology in online learning need to be improved. The teachers should also be creative and innovative in providing activities for students in an online learning environment. The teachers must be knowledgeable and skillful to teach through online learning. They must master the content (the language they teach), technology and pedagogy of foreign language learning. The challenges encountered must inspire teachers to be reflective, open, creative, and adoptive to dynamic changes. It reminds teachers to keep exploring technology for enhancing foriegn language learning. Teachers need to identify applications and use them based on the objectives. To select and utilize suitable applications timely, teachers need practical preparation and learning on recognizing applications, organizing activities, maintaining student's engagement, and evaluating students' learning. Teachers are encouraged to have active participation in professional development opportunities to develop their competency on technology integration in language teaching (Son, 2018). Similarly, 55% learners strongly disagreed that they enjoy learning English via online, 45% of learners disagreed with the idea out of 100%. It happens due to the student's laziness, unstable internet connection and low English language proficiency which demotivates them to participate in discussion and question and answer sessions conducted using English. The students English language proficiency becomes another problem in this online learning. It is because the students do not use English in daily communication both inside and outside the classroom. The teachers find difficulties in engaging low motivated and passive students in online learning settings. It is indicated by few students who get involved in discussion. Some students do not focus and even go to sleep when they participate in tele - conferences. It happens due to student's laziness, unstable internet connection, and low english language proficiency which demotivates them to participate in discussion and question and answer sessions conducted using English. 63% learners strongly disagreed that their teachers give creative exercises via online. And 27% learners were also in the disagreement out of 100% whereas 10% only learners responded agreed. It means that teachers do not keep exploring technology for enhancing foreign language learning. Teachers are unable to identify applications timely, teachers do not do practical preparation and learning on recognizing applications, organizing activities, maintaining students engagement and evaluating students learning. Shahzad et,al (2020) pointed out online learning management systems needs to have proper and relevant training of all the stakeholders of the teaching - learning process as teachers and students. Moreover, online teaching applications must be ensured regarding their reliability and authenticity because these are the only sources of connectivity between the stakeholders. If these seizers to work the whole online teaching process will collapse instantly. 54% learners responded strongly agreed that there is not good communication and interaction between them and teachers in English throughout online and 27% learners were also agreed whereas 19% only learners disagreed out of 100% and no one responded in the favour of strongly disagreed about it. It shows that students do not know more English vocabulary to chat or communicate with teachers nor have technological knowledge in the same way teachers have also not creative skills to make communication and interaction with students in English motivatively/forcefully. It happens since the teachers and students are limited by far distance. 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. Atomojo and Nugroho

(2020) demonstrated that communication and interaction between the teacher and the students are quite important in the learning process. However, online learning skill cannot facilitate communication and interaction as well as face to face class. It happens since the teacher and the students are limited by far distance. So, the communication and interaction between them are not optimized. For example T1

During an interview stated "COVID - 19 directly impacts on education sectors more. As all schools, college and university closed from longtime. There is a chance of losing a year. Therefore, it is a compulsion of teachers to conduct virtual class. But there are some students in my classes who do not own a smartphone. Their parents can't afford a smartphone for their children due to their financial condition''. In the same context another informant T2 added:

 I have not been able to carry out an interactive and engaging online learning since the facilities for online learning are still very minimal and far to carry out an interactive and engaging online learning. Besides, the student's financial condition can not afford the required facilities.

These accounts above reveal that the absence of adequate facilities for high technology integration becomes another problem in online learning. It has been knownknowledge that many students get troubled with unstable internet connection, inability to afford adequate internet quota and lack of smartphones. without adequate facilities the teachers can't carry out an interactive online learning.

I have difficulties for using different applications for online classes like zoom, voov, google classroom etc and also difficulties for creating materials which are still in accordance with the core competence and easily understand by the students in independent learning since many students do not have adequate facilities to take part in an interactive online learning. For example having their own smartphones with adequate specification, stable internet connection and internet quota. (T4)

The accounts above reflect that the teachers also do not maximize the use of technology in online learning. It seems that teachers' knowledge and skill on the use of technology in online learning need to be improved. The teachers should be creative and innovative in providing activities for students in an online learning environment. They must master the content, technology in online language learning and pedagogy of foreign language learning.

Socio - Eeconomic Eeffects on English Llearners

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 no 1	100	54%	46%	0%	0%	100	
Question no 2	100	59%	41%	0%	0%	100	
Question no 3	100	42%	19%	0%	39%	100	
Question no 4	100	58%	42%	0%	0%	100	
Question no 5	100	39%	33%	0%	28%	100	

Table 2 shows that students view 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 always take online classes due to lack of money. And only 46% of learners agreed to the idea. No one responded in favor of strongly disagreeing and disagreeing 100%. It means due to lockdown, curfew, business office companies have closed during COVID - 19. Therefore, there are no income sources; they do not bear net packs for online classes. Nicola et.al (2020) study highlighted COVID - 19 has affected communities, businesses and organisations globally, inadvertently affecting the financial markets and the global economy. In the same case, 59% of learners strongly agreed that they do not enjoy themselves with their friends because of COVID - 19. 41% learners agreed about it. Noone responded in favor of strongly disagreeing or disagreeing 100%. It seems that most learners do not spend more time with friends due to COVID - 19. As W.H.O announced to maintain social distance to stop COVID - 19 virus. Due to which English learners did not get exposure to the English language. Research study of Paudel and Subedi, (2020) has also shown that the lockdown curfews, self - isolation, social distancing and quarantine have affected the overall physical, mental, spiritual and social well being of the Nepalese. 42% learners strongly agreed that they sell fruits on the way because of losing their father's job. And 19% only agreed with the idea. Next 39% learners disagreed out of 100%. It happens because of longtime lockdown and curfew most of business, company and factory closed and they faced difficulties to maintain hands and mouth problems therefore, they sell fruits on the street. According to Marine et.al (2020) study of the economic impact of COVID - 19 is represented as an income shock based on a distribution of income loss by industry sector, during a pre - defined crisis period representing the shelter in place order. 58% of learners strongly agreed that their parents push them to do housework. And 42% only learners agreed with the idea. No one responded in support of strongly disagreeing and disagreeing out of 100% .It shows that COVID - 19 highly affected on socio - economic sectors as parents push their children to do house work for surviving in the world. As COVID - 19 has closed all income sources. Parents want their children to divert from empty mind to learning something. So learners do not do social evil things. According to UNICEF (2020) report the economic crisis generated by COVID - 19 threatens to hit children and families the hardest. 39% learners strongly agreed about their parents' force to help them to maintain hands and mouth problems and 33% only agreed about it. Next 28% learners disagreed out of 100%. It seems that COVID - 19 more prominently affected the socio - economic sector. Due to COVID -19 all income sources have closed. Parents felt difficulties maintaining hands and mouth problems. Therefore, they forced their children to help

them to maintain hands and mouth problems. Bishop et.al (2020) reported there will be threats to their nutrition and mental health, as well as an increased likelihood of belonging of become img victim violence and abuse as parents struggle to adapt to increased time in the home and to cope with decreasing incomes.

Psychological effects of COVID - 19 on English learners

Table No. 3

Question	Total	Strongly Agree (%)	Agree (%)	Strongly Disagree (%)	Disagree (%)	Total (%)
Question no 1	100	66%	34%	0%	0%	100%
Question no 2	100	54%	46%	0%	0%	100%
Question no 3	100	50%	25%	0%	25%	100%
Question no 4	100	53%	24%	0%	23%	100%
Question no 5	100	70%	30%	0%	0%	100%

In table 3, 66% learners showed their strong agreement about their fear with COVID - 19 because of no vaccine whereas, 34% learners were only agreed 100%. No one responded in support of strongly disagreeing and disagreeing about it. It seems that learners have not seen such pandemic before. Though all, country exports are doing hard work to invent vaccines to cure COVID - 19 but all become fail. Due to it, everything has closed and maintained social distance, people are in isolation and quarantine, without medicine people are dying.Regarding it, Duan and Zhu pointed out many psychological problems and important consequences in terms of mental health including stress, anxiety, depression, fear, frustration, uncertainty, during COVID - 19 outbreak emerged progressively. Therefore, learners fear it. 54% learners strongly agreed that learners are more worried by watching increasing numbers of victim persons of coronavirus. And 46%learners agreed with the idea out of 100%. No one who responded in the favor strongly agreed and disagreed about it. It shows that learners are really worried that they may also be victims if other family members will be victims as coronavirus spreads quickly through air and no proper treatment is invented. Those who have been exposed to the risk of infection may develop pervasive fears about their health, worries to infect others and fear infecting family members (Jeong et.al, 2016). 50% learners strongly agreed that they think more about victims of coronavirus. 25%learners were in agreement whereas only 25% learners were in disagreement out of 100%. It happened so because of the critical situation of COVID - 19. Learners are passing very hard days as they watch news and community that more person are in isolation due to one family

member all member should live in quarantine where is not good maintain as victim female was raped, many people sucide. In India, according to the National crime Records Bureau, one woman gets raped every twenty minutes, and the onset of the corona crisis has precipitated an exponential rise in marital rape, domestic violence and sexual assault on both upper and lower class women. 53% of learners strongly agree that they like to live alone and talk to themselves. And 24% learners agreed with the idea. Next only 23% of learners disagreed out of 100%. It seems that COVID - 19 increases anxiety, hypertension, frustration, depression, and stress about their time and life. Even learners are not with their friends so they do not get a chance to share feelings and social distance, isolation, develop habits of living alone and talk with themselves. It is well known that long periods of social isolation or quarantine for specific illness may have detrimental effects on mental well - being (Stickley and Koyanagi, 2016). 70% learners strongly agreed that their fearness habits increase day by day due to COVID - 19. 30% of learners agreed with the idea. No one responded in the favor of strongly agreeing and disagreeing 100%. It means most learners have hypertension as they create problems at home. As a result, they are upset, anxious, about losing the year. Learners are updating quickly about COVID - 19 and fear by watching poor maintenance of government, create conflict in society in terms of rahat bittran. They are not sharing their feelings among friends. They compel to live alone. Therefore, psychologically, they are weak and develop fearness habit day by day. According to Mayer, et.al (2013) distress, boredom, social isolation and frustration are directly related to confinement, abnormally reduced social/physical contact with others, and loss of usual habits. In this connection, In this connection, T3 stated that "I think COVID-19 will kill people physically as well as mentally. Due to COVID-19, most of the learners are frustrated, depressed, and stressed about their time and life. COVID-19 increases anxiety, hypertension in people, their fear habits 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 the learners are in hypertension and fear with COVID-19. When my son saw coronavirus victim numbers in the news then he asked me that father's coronavirus will kill me too. Then I convinced him very hard by saying maintenance 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 families? As we know the child's mind is "tabula rasa" i.e. blank sheet of paper.

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

As today's world is the social networking world. People are updating quickly about COVID -19 by watching the critical situation of other countries. They fear more because our country can't manage like other countries' management of government is very poor. COVID-19 creates conflict in our society in terms of the distribution of food (rahat bitaran). As a result, learners

think more about this case and mentally they become sick. In some cases, I see some learners are talking about themselves and fear even small matters too. They are mentally weeks and they try to commit suicide. The suicide rate is increasing day by day due to COVID-19 in our society (T1).

The accounts above reflect that the conditions of learners are not good. Mentally, they are very weak. They see coronavirus victims increasing numbers and they fear more with COVID – 19. In terms of rahat bitran, they create conflict and provide more distribution to powerful people not to the needy person by watching this situation, mentally they are weak. Most learners are talking to themselves due to psychological problems. Learner's fear habits develop day by day due to COVID–19. Parents don't care about their children properly as a result, psychological problems are increasing day by day with learners and they decide on suicide.

Conclusion and Implications

Frustration and pervasive loneliness seem to derive by the inhibition from daily activities, interruption of social necessities, inability to take part in social networking activities enhancing the risk of hopelessness and suicidal behavior in this specific context (Orsolini et.al, 2020) The present research gives contributions to explore the effects of COVID - 19 on EL learners of Tarai. COVID - 19 has mainly affected three aspects as education, socio - economic and psychological. The students lack of facilities on smartphones, internet quota and stable internet connection are still critical due to the financial condition of the student's families in COVID - 19. Teacher's online pedagogical knowledge needs to be improved. Students' laziness, unstable internet connection and low english language proficiency which demotives them to participate in discussion and question - answer sessions conducted using English. Socio - economic factors are more affected on English learners as they lack money, they cannot bear net pack for online classes, maintain social distance so they don't get exposure to English. Parents push their children to do housework for maintaining hands and mouth problems. Students sell fruits, vegetables on the street to maintain hands and mouth problems. COVID - 19 has also left an effect on English learners psychologically as students fear with COVID -19 because of no vaccines, longtime curfew, lockdown. Students worry by watching an increasing number of victims suffer no proper treatment and spread quickly through air. COVID - 19 increases anxiety, hypertension, frustration and stress about their time and life. Due to social distance, learners do not get a chance to share their feelings therefore, they have developed the habit of living alone and talking with themselves.

Planning and preparation should inevitably be done for better online learning in the future. The teachers must be trained, creative and prepared with sufficient knowledge and skill to maximize their practices in carrying out the online learning. The students have to be familiarized with online learning to enhance their digital literacy and refine their misperception about online learning. Government should provide net facilities, laptops and smartphones to students in groups. Government should be serious about distributing rahat. There should not be conflict, politics. Community people should be co - operative. Local leaders should honestly help helpless people. More specially, basic needed things must be distributed to all people in a disciplined way. Government should maintain COVID - 19 movement skillfully, seriously, as maintain quarantine well take strict action to not occur social evils like rape, suicide etc. Journalists should

give positive and fact information and highlight the solution of COVID - 19 shows such a type of program which reduces frustration, stress. Parents should have knowledge to handle their children as for learning something, maintain a schedule for passing these hard days, do not leave children alone, follow all maintenance of COVID - 19 and talk positive matters among family. Then only we do not face psychological effects on learners.

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Appendix – A (for students only)

Name:

School: Gender: Age:

Level:

 The effect of COVID – 19 on English learner's survey questionnaire

Here are some of the terms that refer to the different socio – economic and psychological impacts of COVID – 19 on English learners. So, kindly, give the true information by putting a tick (√) to the appropriate one.

1.   = Strongly agree

2.   = Agree

3.   = Strongly disagree

4.   = disagree

5   = no opinions

S.N	Effects of COVID - 19 on English Learners	Statements	1	2	3	4	5
1	Educational impacts of COVID -19 on English Learners	• I don't have internet facilities, smartphones and a laptop. • My teacher's online pedagogy helps to improve English learning. • I enjoy learning English via online. • My teacher gives creative exercises via online. • There is not good communication between you and your teacher in English through online.					
2	Socio-economic impacts of COVID-19 on English Learners	• I do not always take online classes due to lack of money. • I do not enjoy my friends because of COVID - 19.					

		• I sell fruits on the way because of losing my father's job. • My parents push me to do house work. • My parents forced me to help them to maintain hands and mouth problems.						
3	Psychological impacts of COVID-19 on English Learners	• I fear with COVID - 19 because of no vaccine. • I worry more by watching the increasing number of victims of Coronavirus. • I think more about the victims of coronavirus. • I like to live alone and talk to myself. • My fearness habits increase day by day due to COVID - 19.						

Appendix - B

Interview questions (for teachers only)

1. What are the educational effects of COVID - 19?
2. Why do you feel difficulties conducting virtual classes in English during COVID - 19?
3. Do you carry out interactive and engaging online learning? If yes then how and if no then why not give reason?
4. Which factor is more affected during COVID - 19 in your area? Explain with examples?
5. How do you think socio - economic is more affected during COVID - 19?
6. Do you agree COVID - 19 has created several socio - economic problems? Give reason.
7. How does COVID - 19 affect socio -economic sectors in your area?
8. How does COVID - 19 impact psychological aspects?
9. How do you handle your children during COVID - 19? Have you seen psychological effects in your children?
10. How does COVID - 19 develop fear anxiety, depression, monotonous in English learners?

The Effects Of COVID – 19 On EL Learners In The Terai

Introduction

The COVID – 19 pandemic is first and foremost a health crisis. It is a new virus because no previous vaccines are matching for the process of preventing it (Ghebreyesus, 2020). It appeared in Wuhan city of China on 12 Dec 2019 (Sahin Erdogan, Agaoglu, Dineri and Cakirci, 2020).

As the situation of the spread and impacts of the control measures and restrictions evolve. Nepal is a landlocked country experiences a massive flow of people from the neighboring countries on the daily basis. After hi and the cry of the place about the threat of COVID – 19 and wide spread criticism for its in action, the government, after several weeks announced formal measures and restrictions on public mobility. English is considered as foreign language in Nepal. So, English learner's exposure and more practice but in COVID – 19 English learners face social distance and isolation, Lockdown, curfew, due to it they do not get exposure, and more practice for English language. Likewise, there are various effects of COVID – 19 as educational effects, socio- economic effects, and psychological effects which are highlighted below:

Educational Effects of COVID – 19

COVID – 19 has affected almost every sector of life; even it did not spare the field of education. Before this pandemic, there was a traditional way of teaching to the students, as said face to face teaching. Then, COVID – 19 started to spread and it was suggested by WHO to ensure social distancing as the foremost precautionary measure along with other measures as wearing the mask, etc. Almost all the countries went on lockdown and halt their business (Gandolfi, 2020). UNESCO (United Nations Educational, Scientific and cultural organization) suggested virtual learning programs and using different educational applications and locations so the teachers may deliver their lectures to their respective students remotely (Bansal, 2020).

The online educational environment faces some technical and methodological problems of information sharing and management. The primary functions of the virtual education process are communication, information, sharing, and management or administration for the virtual learning environment the technologies, computer tools, and other IT sources have been used that control the education environment, participants, and authenticity of communication (Gadre, Cudney and Corns, 2011).

Challenges include relating pedagogies with technologies, designing, interactive activities, exchanging formal learning, gaining student's support, and dealing with problems in the use of technology (Son, 2018). Other difficulties in fully online learning are meeting scheduled participation and regular learning, maintaining persistent engagement, becoming a self – directed learner with high motivation, and socializing (Sun, 2014). Problems also come from the inability to afford smartphone and internet quotas for students as well as the unstable internet connection. Good pedagogy will be nonsense if there are problems in technology access (Burston, 2014; Cakrawati, 2017).

Socio-Economic effects of COVID – 19

Nicola et.al, (2020) research showed the COVID – 19 pandemics has sparked fears of an impending economic crisis and recession. Socio-economic impact of COVID – 19 social distancing, self – isolation, and travel restrictions have to lead to a reduced workforce across all economic sectors and caused many jobs to be lost. Similarly, COVID – 19 effects in agriculture as Nicola et.al, (2020) points out "the resilience of the agricultural sector has been tested by the COVID – 19 outbreak. A global crash in demand from hotels and restaurants has seen prices of agricultural commodities drop by 20%." Likewise, Nicola et.al, (2020) argues that "In more

ordinary times, cheap oil may have functioned as an advantage for economies and however, saving on petrol are unlikely to be redirected into more spending as populations are instructed to practice social distancing and the working class is uncertain about job security ." Similarly, COVID – 19 has progressed to affect in the finance sector as in China uncoordinated government responses and lockdowns have led to a disruption in the supply of China. In China, lockdown restrictions significantly reduced the production of goods from factories, while quarantine and self-isolation policies decreased consumption, demand, and utilization of products and services Nicola et.al, 2020 (para. 32). Likely, COVID – 19 seriously affects the food sector as regarding the food sector. Nicola et.al, 2020 point out "including food distribution and retailing has been put under strain as a result of people panic – buying and stockpiling food. This has led to increased concerns about shortages of food products such as long-life milk, pasta, rice, and tinned vegetables."

Psychological effects of COVID – 19

Serafini, et.al, (2020) research showed many psychological problems and important consequences in terms of mental health including stress, anxiety, depression, frustration, uncertainty during COVID – 19 outbreak emerged progressively. Common psychological reactions related to the mass quarantine which was imposed in order to attenuate the COVID – 19 spread are generalized fear and pervasive community anxiety which are typically associated with disease outbreaks and increased with the escalation of new cases together with inadequate anxiety – provoking information which was provided by media. The psychological reactions to COVID – 19 pandemic may from a panic behavior or collective hysteria to pervasive feelings of hopelessness and desperation which are associated with negative outcomes including suicidal behavior. Importantly, other health measures may be compromised by abnormally elevated anxiety (para. 7). Although, there are various effects of COVID - 19 but nobody has done research up on this topic in Birgunj, province 2 . Therefore, researcher wants to present a study design to address how COVID - 19 effects on EL learners and show which factors affect more during COVID - 19 in the Terai. The following research questions were designed to frame the study;

1 . What are the educational, socio – economic and psychological impacts of COVID – 19 on English learners of the Terai?

2. Which factor has affected more during COVID – 19 in the Terai?

Review Of Literature

Educational effects of COVID – 19

This new introduction of online classes has been equally challenging for teachers, who are also struggling to learn this new way or methodology of teaching (Nambiar, P. 784, 2020). Lindzon, (2020) points out that there are numerous problems of online teaching as a teacher and students interaction and vice – versa, student to student interaction, Lack of classroom environment, technical issues, unavailability of It equipment to every student, proper and relevant training of online teaching and learning to teachers and the students, lack of monitoring of the classroom, improper questioning answering etc. Due to these significance short comings the closure of the educational institutions and the absence of the face to face teaching, learning outcomes of the students are producing a negative impact. Kozma, (2005) argues that placing technology in a school is not an easy option for improving student's learning and Information Communication Technology (ICT). Students must treat technology as an intellectual partner and concentrate their

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 (Qiuj 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 cocoanutcocoaunt 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 interviewfor interview. The two government schools of Parsa district were selected through a purposivethrough 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 onlinestudents 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 Disscussion

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 3different themes in this study.

Educational effects of COVID – 19 on English learners

Table No. 1

ions	Total	gly Agree (%)	(%)	gly Disagree (%)	ree (%)
ion 1					
ion 2					
ion 3					
ion 4					
ion 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 – 19has 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	0	4%	6%	%	%	00%
Question 2	0	2%	8%	%	%	00%
Question 3	0	6%	0%	%	4%	00%
Question 4	0	4%	6%	%	%	00%

uestion 5	0	8%	4%	%	8%	00%

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

uestions	Total	rongly Agree (%)	gree (%)	rongly Disagree (%)	sagree (%)	ptal
uestion 1	)	)%	)%	%	%	)0%
uestion 2	)	5%	l%	%	%	)0%
uestion 3	)	5%	)%	%	l%	)0%
uestion 4	)	l%	?%	%	l%	)0%
uestion 5	)	5%	l%	%	%	)0%

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.