

## Challenges of Online English Trainers in Punjab

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### Abstract

Indian English teachers swiftly adopted online education as a response to COVID-19, resulting in a notable transformation in teaching approaches and classroom dynamics. This study utilizes the theoretical framework of technological pedagogical content knowledge to examine the extent to which 210 Indian educators encounter challenges related to technological, pedagogical adaptation, and communication. The study used a mixed-methods approach. The findings prominently revealed a prevailing pattern of dissatisfaction with crucial technological factors, including infrastructure, device compatibility, software reliability, and security, as shown by an average score of 2.05. In addition, educators indicated encountering minor difficulties in efficiently managing different learning platforms, sustaining student participation, and delivering prompt feedback, as evidenced by an average mean score of 2.77. Furthermore, there was a notable degree of complexity detected in nonverbal communication and engagement, as well as in facilitating engaging talks and managing asynchronous interactions. The average score of 3.34 indicates that these areas are major impediments. Hence, the theme analysis highlights the urgent requirement for strong technical support, secure and reliable online platforms, and the integration of interactive tools to improve the overall standard of online instruction. The current study emphasizes the necessity of adapting conventional teaching approaches to meet the evolving demands of digital English language education in a post-pandemic context.

**Keywords:** COVID-19, English Trainer, India, Online Learning.

### Introduction

The COVID-19 epidemic has significantly disrupted the traditional educational environment globally, necessitating English trainers in India to swiftly adopt online teaching techniques. The abrupt transition, motivated by the need to ensure uninterrupted education while following social distance guidelines, has introduced a new phase of online learning, transforming traditional classroom dynamics and instructional approaches (1). Nevertheless, the widespread implementation of online education in India after the pandemic is backed by the flexibility and preparedness of trainers in different domains (2), the efficacy of online teaching as a means of crisis management (3), and the favorable attitudes of teachers towards the continuing adoption of online platforms (4). This transformation has established the foundation for a developing educational environment that will offer significant knowledge for policymakers and educational institutions as they navigate the future of English education in a post-pandemic world.

English training centers in Punjab and other parts of India are pivotal in harmonizing global English standards with local linguistic identities, enhancing both language proficiency and cultural perception (5). These centers not only prepare professionals like nurses for international careers but also address the challenges of creating standardized curricula that may overlook regional linguistic diversity (6). Furthermore, call centers in India serve as practical environments for applying World Englishes in business contexts, exemplifying the pragmatic blending of global and local English uses (7). Lastly, the influence of American English in these centers shapes both educational methodologies and cultural perceptions, fostering a unique blend of linguistic and cultural dynamics (8). The preference for using 'English trainers' instead of 'teachers' in these centers underscores a specialized focus on practical, workplace-oriented language skills rather than traditional, academic instruction. This terminology reflects the centers' commitment to equipping learners with immediately applicable

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(Received 05<sup>th</sup> February 2024; Accepted 25<sup>th</sup> April 2024; Published 30<sup>th</sup> April 2024)

skills in a dynamic job market, emphasizing the role of trainers in actively coaching students to master real-world language applications.

Given the global significance of English as a language and its crucial role in modern communication, the experiences of Indian English teachers in adjusting their teaching methods to an online format not only demonstrate their resilience and innovation, but also offer valuable insights into the broader implications of this abrupt change in educational practices. This insight suggests the need to transition from a curriculum focused on content to one focused on competencies in the English language. The aim is to align language teaching in India with the changing educational landscape (9). Additionally, it emphasizes the pedagogical challenges and possibilities encountered by Indian English as a Foreign Language (EFL) teachers during this sudden change (10). Hence, facilitating a deeper understanding of the intricacies associated with adjusting to novel pedagogical approaches.

Diverse approaches have been deployed to examine the experiences of English educators with online instruction in India. Kundu & Betal (2022) employed qualitative analysis of EFL teachers' reflections to comprehend the pedagogical issues and adaptations (11). Researchers (11) utilized questionnaires to investigate the attitudes and preferences of teachers and students, yielding quantifiable data on satisfaction with online learning. Other researchers (9) provided a thoughtful viewpoint on the imperative transition in the English curriculum towards teaching based on competency, highlighting the influence of the pandemic on classroom practices. However, irrespective of all these approaches, there is remains an apparent lack of study in applying the Technological Pedagogical Content Knowledge theory to online English instruction in India. This notion is vital for comprehending the challenges encountered by online English trainers. TPACK underscores the convergence of technology, pedagogy, and topic knowledge, emphasizing the imperative for teachers to proficiently integrate these domains. Research indicates that teachers frequently possess robust pedagogical and material expertise, but they may exhibit weaknesses in technological skills, which can hinder their capacity to effectively adjust to online instructional settings (12). Moreover, TPACK

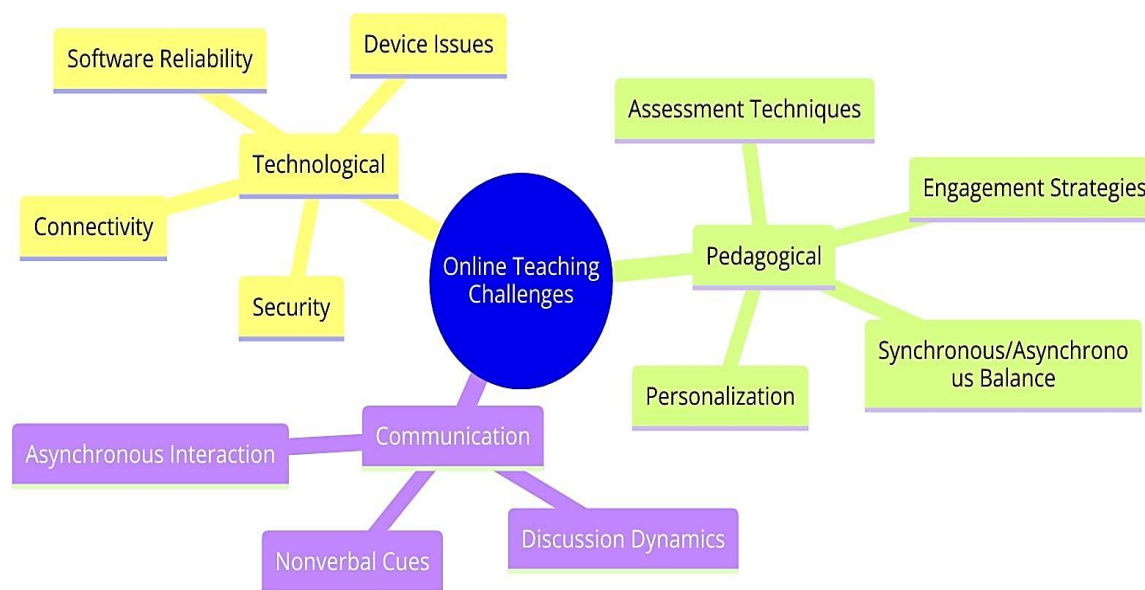
assists educators in addressing the inherent difficulties of online instruction by emphasizing the significance of integrating technical tools with educational practices and subject matter (13). It is crucial to bridge this gap, since it has the potential to uncover more efficient online teaching methods that are in accordance with students' innate learning and information processing capacity, particularly in a subject as dynamic and context-dependent as language.

Trainers have a crucial role in guiding learners on their language acquisition journey. It is important to understand the obstacles they face in order to improve the quality and effectiveness of online language instruction. Thus, this present study seeks to investigate the technological challenges, pedagogical adaptation challenges and communication and interaction challenges. The paper will be structured into different sections, beginning with an introduction that gives an overview of the research topic and objectives. After the introduction, the literature review will examine previous studies and scholarly works on the difficulties encountered by trainers in online language learning platforms. In the following sections, we will provide a detailed explanation of the research methodology, data analysis, findings, and discussions. The paper will conclude with recommendations and evidence-based suggestions to assist trainers in addressing the identified challenges.

TPACK offers a framework to comprehend the difficulties that English teachers encounter when teaching online. The TPACK framework combines three main types of knowledge: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). Let's explore how TPACK can be applied to address the challenges of online teaching for English teachers:

**Technological Challenges:** Several English instructors struggle to integrate technology into their teaching methods. A recent study discovered that the use of learning technology presents a significant obstacle for EFL teachers, especially in kindergarten settings. This challenge ultimately results in lower educational achievements due to the teachers and students struggling to keep pace with technological advancements (14).

**Pedagogical Challenges:** The move to online learning necessitates a reconsideration of



**Figure 1:** Conceptual Framework of Challenges in Online English Language Teaching

conventional teaching methods. Teachers need to adjust their methods to effectively engage students in online environments. A recent study emphasized the importance of teachers' readiness for online learning and the role of their TPACK in this regard. It highlighted the need for teachers to enhance their skills in effectively delivering content in an online setting (15).

**Communication Challenges:** Online teaching presents distinct communication obstacles, including establishing connections with students, facilitating class discussions, and delivering feedback. Researchers (16) discuss the critical aspects of online teaching and learning, including faculty-student communication, active learning techniques, and prompt feedback. This research highlights the importance of maintaining high standards of performance, providing direct and encouraging feedback, and actively facilitating discussions to foster a positive learning environment in online education.

Overall, the TPACK framework provides valuable insights into the relationship between technology, pedagogy, and content knowledge for English teachers in online teaching. To effectively tackle the challenges in these areas, it is crucial to adopt a holistic approach that strengthens teachers' skills in all three TPACK domains.

Figure 1 illustrates a conceptual framework that addresses the challenges of online language teaching. It is organized into three main categories: Technological Challenges, Pedagogical Adaptation,

and Communication and Interaction challenges. Every category has its own set of subcomponents, which represent specific challenges within that category. The framework provides a clear overview of the challenges and suggests possible strategies to address them. Presenting a clear and organized conceptual framework in Figure 1.

In recent years, the landscape of education has undergone a significant transformation with the rapid proliferation of online learning platforms. This shift has brought about both opportunities and challenges, particularly in the realm of online English language learning. Trainers in this domain face a unique set of hurdles that span technological, pedagogical, and communication dimensions. As educators navigate the digital frontier, they encounter challenges related to harnessing technology effectively, adapting teaching methodologies, and fostering meaningful communication and interaction in virtual spaces. The increasing prevalence of online English language learning platforms has revolutionized language education, offering learners greater access to language instruction and resources. However, the shift to the virtual environment has introduced a myriad of challenges for trainers tasked with facilitating effective language learning experiences. This literature review aims to synthesize existing research and scholarly works on the challenges faced by trainers in online English language learning platforms. By examining the current body of knowledge, this review seeks

to identify key themes and insights that can contribute to a deeper understanding of the obstacles encountered by educators in the virtual language classroom.

Online English education has been significantly enhanced by the integration of information and communication technologies, with implementations such as in Uzbekistan showing improvements in academic English instruction (17). Privacy and security are also crucial, as exemplified by the integration of Modern Internet of Things (MIoT) to ensure secure educational delivery on online platforms (18). Additionally, web-based systems have been developed to provide structured, interactive learning environments that cater to individual pacing (19). However, the COVID-19 pandemic highlighted substantial challenges in online learning, such as technological access and effective engagement, underscoring the need for enhanced methods in online education delivery (20).

**Technological Challenges:** One prominent area of concern for trainers in online language learning platforms is technological challenges. The main technological difficulties mainly revolve around insufficient internet connectivity and electronic gadgets. This issue has the potential to exacerbate disparities by creating unequal access to the technology required for both students and educators. In fact, not every student possesses the essential tools, such as a speedy Internet connection and a high-performance computer, to fully benefit from online education (21). Technical issues, such as internet connectivity disruptions, software glitches, and device compatibility, can impede the seamless delivery of language instruction (22). The primary technological obstacles are associated with the instability of Internet connections during periods when numerous students and employees are connected simultaneously, along with a deficiency of technological devices accessible to a significant number of students. Researchers (21) focus on developing nations, have highlighted this particular aspect. Trainers may struggle to troubleshoot these issues, resulting in disrupted learning experiences for learners. Adequate technical support and training are essential for educators to navigate the complexities of virtual teaching effectively.

**Pedagogical Adaptation:** Innovation isn't solely tied to technological elements; it also encompasses the rise of novel pedagogical facets. Online education necessitates a re-evaluation of the methods employed in traditional in-person instruction. Pedagogical approaches must undergo adjustments in virtual learning environments. Within the virtual classroom, the instructor's role shifts towards that of a facilitator and advisor, and the structure of lessons differs from that of a traditional physical classroom. Consequently, the process of learning, particularly in terms of guidance and feedback, needs to be tailored differently. Hence, there is a requirement for innovative teaching methods that captivate students, triggering their active involvement, a challenge that becomes intricate in a purely online setting. Specifically, fresh strategies are essential to sustain children's focus and engagement on a screen over extended periods. The pedagogical adaptation is linked to the insufficient digital proficiency of both educators and learners, the imbalance between organized content and the surplus of online materials, the scarcity of learner engagement and motivation, as well as the social and cognitive matters that teachers and educational institutions need to confront within this context (21). Trainers face significant pedagogical challenges when transitioning from traditional face-to-face instruction to the virtual setting. Educators must adapt their teaching methods to suit the online environment, incorporating interactive and multimedia elements to maintain learner engagement. This adaptation may involve redesigning lesson plans, selecting appropriate virtual tools, and employing innovative teaching strategies. However, striking a balance between technology and pedagogy is crucial, as excessive reliance on technology may hinder effective language learning outcomes (23).

**Communication and Interaction:** The centrality of interaction in the educational process is not a novel concept as it is emphasized in earlier literature as well (24). The significance of employing a concrete model to elucidate the communication process, which encompasses various delivery methods, including verbal and non-verbal elements, while focusing on underlying principles and contextual factors (25). Consequently, the prevailing conceptualization of communication revolves around the creation of

meaningful messages exchanged among individuals or groups. Moreover, communication as an interactive endeavour shaped by multiple variables (26). One of the studies suggest that individuals engage in message exchange to achieve various aims and targets. Given the wide range of goals, backgrounds, and personal preferences, genuine and efficient communication necessitates interaction (27). In this context, it implies that every communicator should actively engage in both listening and responding to others.

Effective communication is essential in any educational context, and the online environment presents unique communication challenges for trainers. Learners may experience difficulties in establishing meaningful interactions with trainers and peers. Moreover, the lack of nonverbal cues in virtual classrooms can hinder understanding and feedback, potentially impacting learner motivation and engagement. Online engagement has proven to be a significant obstacle faced by both instructors and students (28). Trainers must employ strategies to foster a supportive and interactive online community that promotes effective communication among learners. With the rapid evolution of the digital world, web-based or online communication arises as a medium that integrates educational goals into technological innovation (29). Online communication enables students to use messages, images, sound and video in systems of asynchronous or synchronous interaction. Asynchronous communication involves the use of Web 2.0 collaborative tools such as blogs and wikis (collaboratively compiled knowledge base websites). Asynchronous communication does not happen in real time; learners involved in such communication have the opportunity to respond in their own time. This may be facilitated either in traditional ways or with the aid of technological tools (30). Conversely, synchronous communication takes place in real time and is facilitated by Learning Management Systems (LMS, 31). Such communication is supported by interactive videos, chats, electronic whiteboards (writeable presentation display systems), application sharing, emoticons and virtual breakout rooms (for sub-group discussions, 32)

**Indian Scenario:** Online education is not widely embraced in India. A significant number of educators lack proper training for online instruction and evaluation. Obstacles like

inadequate technical setup, including personal hardware like laptops, reliable internet, and microphones, hinder their ability to teach or assess online. The absence of immediate technical support further compounds issues during online teaching and assessments. Disturbances caused by family members frequenting the teaching area disrupt the online sessions. Many universities still rely on open-source platforms for online instruction, raising concerns about assessment integrity and confidentiality. This situation also accentuates worries about students' evaluation quality due to instructors' unfamiliarity with assessment patterns and online platforms. Teaching and evaluating students online from home pose different challenges compared to a university environment, where conducive facilities are readily available (33). A recent study on teachers' perception and challenges towards online teaching in India found that gender does not play a role in the negative views' teachers hold about online education, but it does have a notable influence on their positive perceptions. Educators encounter numerous challenges in virtual classrooms, including tasks like online assessments, generating digital educational materials, and grappling with limited technological proficiency. Additionally, they expressed that online instruction doesn't surpass traditional teaching in delivering high-quality education. In India, it is crucial to address issues like the digital divide between privileged and underprivileged individuals. It affects the most vulnerable and marginalized students disproportionately, highlighting the necessity for effective solutions in the realm of online education (22).

The existing literature insights into the challenges faced by trainers in online English language learning platforms. Technological challenges, pedagogical adaptation and communication, and learner engagement emerge as critical themes that influence the effectiveness of virtual language instruction. In this context, this discussion explores the multifaceted challenges faced by trainers in online English language learning platforms, encompassing technological intricacies, the need for pedagogical innovation, and the nuances of communication and interaction in a digital environment. By understanding and addressing these challenges, trainers can better

equip themselves to provide enriching and effective learning experiences for their students. Given the backdrop, there is a lacuna in the literature with regards to decoding the challenges faced by online English language teachers in India. Thus, the questions underlining this research were:

1. What is the degree of technological challenges faced by online English teacher?
2. What is the degree of pedagogical adaptation challenges faced by online English teacher?
3. What is the degree of communication and interaction challenges faced by online English teacher?

## Methodology

### The Research Design

This study aims to understand the challenges faced by online English teachers in India. The research follows a structured framework (34), using a mixed-methodological approach. Data collection within this paradigm typically harnesses both closed- and open-ended questionnaires, as noted by (35). Closed-ended questionnaires are valuable due to their structured nature, which allows for quantitative analysis and the exploration of trends, patterns, and statistical relationships. Conversely, open-ended questions, pivotal in qualitative analysis, enable the extraction of rich textual data, subsequently subjected to thematic analysis as demonstrated in the work of (36). This approach enhances the comprehension of participant experiences, perceptions, and viewpoints. The study includes 210 participants who are professional English trainers working in private educational establishments located in the Punjab districts of Jalandhar, Bathinda, and Ludhiana. This group has a diverse demographic profile. The gender breakdown shows that males make up a slightly larger portion of the sample, accounting for 65.93%, while females make up 34.07%. Diverse demographics are crucial for gaining a wide range of perspectives (37).

### Questionnaire

During the development of our questionnaire, we conducted a thorough review of relevant literature to identify established frameworks and models that are relevant to the field of online education. The literature review played a crucial role in shaping the construction of our questionnaire, guiding the development of items that are relevant

to the context and grounded in theory. Our questionnaire incorporated and adapted items from the instrument developed by (38) to assess the effectiveness of online teaching methods. We chose these items because they effectively evaluate the technological challenges of online education. We utilized items from the instrument developed by (39) to address challenges in pedagogical adaptation. This instrument specifically examined teachers' experiences in online modes of teaching. Additionally, we drew from the research conducted by (40), which explored the readiness for deploying technology in online learning. These sources offered a thorough foundation for assessing the pedagogical aspects of online education. We extracted items from a questionnaire by (41) that assessed ICT needs in terms of communication channels. Additionally, we referred to (42) research, which offered valuable insights into students' views on communication and collaboration in online learning. The questionnaire was purposely designed to minimize response bias and the potential impact of item order on respondents' perceptions. To achieve this, the items were deliberately mixed across the different dimensions (43). This approach was proposed to prompt participants to assess each item on its own merits, without being influenced by any sequential order. The questionnaire used different response scales to evaluate the dimensions of technological challenges, pedagogical adaptation challenges, and communication and interaction challenges. A Likert scale was used to measure teachers' perceptions, with higher values indicating stronger agreement for technological challenges and vice versa for the other two-dimensional challenges.

In order to obtain a more detailed understanding of participants' perspectives, an open-ended question was incorporated into the third section of the instrument (44). Participants were asked to explain their reasons for strongly disagreeing with the statements in the closed-ended questions of the second section. This methodology demonstrates a meticulous approach to designing questionnaires, guaranteeing that the instrument is both grounded in theory and applicable to the research objectives.

## Data Collection

This study utilized convenience sampling as a cost-effective and easily accessible method for selecting respondents, allowing for rapid data collection within a constrained timeframe and budget (45). Participants were chosen based on their availability rather than their representation in the wider population. The recruitment process consisted of sending email invitations containing a survey hyperlink. The survey was open for a duration of two weeks, and electronic reminders were sent out after one week to encourage more participants to respond. Regular reminders were sent to ensure completion, highlighting the significance of contributions and reaching out to those who may have missed previous messages. This digital method allowed for rapid distribution and collection of responses. The platform also provided real-time monitoring of response rates and efficient data aggregation.

## Ethical Consideration

Throughout the study, we followed ethical guidelines. Participants were provided with clear survey information and gave their informed consent after receiving email invitations. Polite reminders were sent to participants, ensuring their autonomy and motivation were respected without any form of coercion. The digital platform ensured privacy and streamlined data management. We made sure to value each response, ensuring that participants felt respected and that their contributions were meaningful. We placed a strong emphasis on ethical considerations in our methodology, ensuring that participant rights and data integrity were given top priority.

## Data Analysis

During the initial analysis, a thorough data screening process was conducted to maintain the integrity of the dataset. Each entry was carefully examined for consistency and adherence to the expected response formats (46). The process involved identifying and treating outliers, which are extreme values that deviate significantly from other data points. This was done to assess their potential impact on the analysis (47). After cleansing the dataset, we conducted a descriptive statistical analysis using IBM SPSS software (Version 25). This involved calculating mean value to understand the characteristics of the data. This analysis helped provide a detailed understanding of the findings in relation to the

research questions, combining empirical data with theoretical concepts from the literature review. The analysis of questionnaire responses involved identifying patterns and themes, coding text segments, categorizing into broader themes, and holding regular team meetings to ensure inter-coder reliability (48).

## Results

As shown in Table 1 regarding technological challenges, respondents expressed mild to moderate dissatisfaction in key areas of their online classes. The average score of 2.2 for T1 indicated some problems with internet connectivity, but the impact was not significant. The device compatibility (T2) score of 2.0 indicates a higher level of dissatisfaction, primarily due to significant challenges in using online learning devices. T3, a software glitch, received a score of 2.04, suggesting the presence of minor technical issues that had a mild impact on the online learning experience. In addition, participants expressed significant concerns about security during online classes, with a score of 2.0. The average score of 2.05, which is below the neutral midpoint, indicates a general trend of dissatisfaction. This dissatisfaction is due to various challenges in internet connectivity, device compatibility, software reliability, and security. These factors collectively affect the quality and effectiveness of the online learning environment.

With respect to pedagogical adaptation challenges, the findings revealed some challenges in balancing synchronous and asynchronous learners, as indicated by a near-neutral mean score of 2.98. Student performance and engagement in online platforms were lower compared to offline platforms, with a mean score of 2.67 indicating mild dissatisfaction. There were clear challenges in identifying the requirements of online learners (P3), as indicated by a score of 2.73. This suggests that educators encountered some challenges in this particular area. Remote assessment and feedback (P4) received a score of 2.7, suggesting some minor difficulties. In general, the survey revealed that educators expressed a moderate level of dissatisfaction with certain aspects of online teaching. This indicates that they faced some challenges, although these were not particularly overwhelming.

Concerning communication and interaction challenges, a score of 3.6 for C1 suggests a

significant challenge in online teaching due to the absence of nonverbal cues, which negatively impacts the effectiveness of instruction. C2 has a score of 3.23, indicating challenges in fostering engaging discussions, which are crucial for interactive learning, especially in the virtual setting. In the same vein, C3, with a score of 3.19, highlights the significant hurdles posed by asynchronous communication, impacting the

ability to provide immediate feedback and interaction. The average of 3.34 highlights a common dissatisfaction among educators with online teaching. This is mainly because of the lack of physical presence, dynamic interaction, and effective asynchronous communication. These findings highlight the importance of developing better methods or resources to improve the effectiveness of online teaching.

**Table 1:** The degree of Technological, Pedagogical Adaptation, Communication and interaction Challenges

<b>Technological items</b>	<b>Technological Mean</b>	<b>Pedagogical Adaptation items</b>	<b>Pedagogical Adaptation Mean</b>	<b>Communication and interaction items</b>	<b>Communication and interaction Mean</b>
T1 I experience internet connectivity while taking online classes	2.22	P1 I experience issues with balancing the needs of synchronous and asynchronous learners	2.98	C1 I experience challenges in teaching due to lack of nonverbal cues	3.6
T2 I experience device compatibility while taking online classes	1.95	P2 Identified less performance and engagement of students in online platforms comparing to offline platforms	2.67	C2 I experience challenges in teaching due lack of engaging discussions	3.2
T3 I experience software glitches while taking online classes	2.04	P3 I experience challenges to identify the requirement of online learners	2.73	C3 I experience challenges in teaching due lack of asynchronous communication	3.19
T4 I have experience security concerns during online classes	2.00	P4 I experience challenges to provide effective assessments and providing constructive feedback remotely	2.7		
	2.05		2.77		3.34



The thematic analysis identifies eight crucial themes in addressing challenges in online teaching:

- **Robust Technological Infrastructure:** Emphasizes the need for reliable internet, compatible devices, and updated software for a seamless online learning experience.
- **Proactive Technical Support and Training:** Highlights the importance of regular training for software management and technical support for students.
- **Secure and Reliable Online Platforms:** Focuses on using secure platforms for safety in online classes.
- **Flexibility in Learning Modalities:** Addresses the adaptability in teaching methods, incorporating both synchronous and asynchronous sessions for diverse learning needs.
- **Interactive and Engaging Learning Tools:** Concentrates on using interactive tools like polls and discussions to enhance student engagement.
- **Continuous Feedback and Adaptation:** Involves seeking regular feedback and adapting teaching methods for improved online learning experiences.
- **Effective Online Communication:** Stresses the significance of clear communication channels and supportive environments for better online interaction.
- **Collaborative and Asynchronous Interaction Opportunities:** Encourages creating forums and platforms for student collaboration beyond scheduled class times.

## Discussion

When examining the technological challenges in online language learning, it is interesting to note the similarities and differences between the findings in the literature and the results from our survey. The literature emphasizes the primary challenges in developing nations as insufficient internet connectivity and inadequate access to appropriate electronic devices (21). Our survey results indicate that internet connectivity (T1) scored a mean of 2.2, suggesting it is a significant concern but not excessively so. However, the literature often presents this as an important challenge, indicating a possible difference in how different groups perceive its seriousness. Our survey highlights a noteworthy concern regarding

device compatibility (T2), with a lower score of 2.0. This challenge has received less attention in the existing literature. Software glitches (T3), with a score of 2.04, align with the literature's identification of technical issues in language instruction. There is a significant difference in security concerns, as indicated by a score of 2.0 in our survey. Participants expressed significant concerns in this area, which has not been extensively addressed in the literature. The survey results reveal a widespread discontent with various technological aspects, such as connectivity, device compatibility, software reliability, and security. The average score of 2.05 highlights this dissatisfaction. This perspective highlights the importance of considering various factors that impact online learning quality. While literature often emphasizes connectivity issues in less developed contexts, it is equally crucial to address aspects such as device compatibility and security. Future research and policy-making should give broader attention to these factors.

The topic of pedagogical adaptation in online education is multifaceted, with educators encountering various challenges when moving from traditional to online classrooms. The literature emphasizes the need for new teaching methods and a change in educators' roles to effectively engage and meet the specific needs of online learners. This includes addressing digital proficiency, content management, and ensuring student engagement and motivation (21). Survey results show that there are some challenges in finding the right balance between synchronous and asynchronous learning. Students' performance and engagement may slightly decrease in online settings. It can also be difficult to identify the needs of online learners and provide effective remote assessments and feedback. The results indicate a moderate level of dissatisfaction among educators, highlighting their continuous efforts to adapt to online learning.

The conversation surrounding communication and interaction in online education highlights a clear distinction between theoretical frameworks and practical challenges. Various literature highlights the significance of effective communication, encompassing both verbal and non-verbal aspects for meaningful interactions. Notable works by (25) and (26) delve into the complexity of this subject. Survey results reveal notable practical challenges

in virtual settings, with high scores for nonverbal cues (3.6), engaging discussions (3.23), and asynchronous communication (3.19). These findings emphasize the difference between the idealized model of communication and the challenges faced by educators in online environments, emphasizing the importance of better strategies to improve communication effectiveness in online teaching.

To effectively address challenges in online teaching, it is important to take a comprehensive approach. This includes having a strong technological infrastructure in place to facilitate smooth learning experiences, providing proactive technical support and training to effectively utilize eLearning platforms, and using secure and reliable online platforms to ensure safety and encourage collaboration. It is crucial to include adaptable learning methods (49) and interactive tools such as polls and discussions to actively involve students (50). Using ICT tools for continuous feedback and adaptation can enhance learning engagement (51). Additionally, effective communication through asynchronous tools can support an online environment (52). Incorporating opportunities for collaborative and asynchronous interactions outside of class times can enhance faculty efficiency and student engagement, ultimately enhancing the quality and effectiveness of online education (53).

In order to enhance online English training in India, it is crucial for policymakers to focus on improving the technological infrastructure to ensure reliable internet connectivity and device compatibility. This should be done in response to the issues highlighted in recent surveys conducted by (54). It is important for educators to receive professional development in order to effectively balance synchronous and asynchronous learners and create engaging online discussions. This requires comprehensive training in digital tools and online teaching methodologies (55). In addition, it is important for curriculum development to prioritize interactive and collaborative learning experiences. This can be achieved by incorporating blended learning models that cater to the preferences of modern learners who thrive in engaging environments (56). By implementing these strategies, the challenges in online English training can be

effectively addressed, resulting in a more engaging and effective learning experience for students.

The study's findings emphasize the importance of the TPACK framework in comprehending the challenges of online teaching (57). Technological challenges, like internet connectivity issues and device compatibility, highlight the importance of having a strong technological infrastructure. This aligns with the emphasis on technological knowledge in TPACK (38). Addressing pedagogical challenges involves finding a balance between different learning platform and keeping students engaged. This highlights the importance of using innovative teaching strategies specifically designed for online environments (39). The intersection of technology and pedagogy is highlighted by communication challenges, specifically in nonverbal communication and engaging discussions. This is a central aspect of TPACK (42). The importance of TPACK in guiding effective online teaching is confirmed by these findings, emphasizing the necessity of holistic approaches that integrate technology, pedagogy, and content knowledge (57).

The survey results indicate significant pedagogical implications for online education, based on the assessment of online learning experiences and teaching challenges. Robust technological infrastructure and reliable online platforms are crucial in addressing the challenges of internet connectivity, device compatibility, software glitches, and security concerns. These issues, as highlighted by (21), have average scores below the neutral midpoint. Teachers facing challenges in managing both synchronous and asynchronous learners, as well as effectively engaging students on online platforms, emphasize the need for professional development that focuses on innovative teaching methods and the effective utilization of digital tools (55). Moreover, the significant negative reaction to the absence of nonverbal cues in online settings highlights the necessity of providing educators with training in effectively managing the online environment. This is especially important in promoting student interaction and providing prompt feedback (58). It is crucial to create a well-rounded online teaching and learning strategy that addresses technological, pedagogical, and communication aspects in order to improve the effectiveness of online education.

## Conclusion

In sum, this study investigated several challenges in online English teaching, such as technological, communication and interaction, as well as pedagogical adaptation challenges. The study pointed out concerns regarding technology, some issues with student engagement and assessment, and notable obstacles in nonverbal communication and interactive learning. Thematic analysis highlights the importance of strong tech infrastructure, adaptable teaching methods, and improved communication strategies to enhance the distance education experience. There is a clear need for better technology and creative teaching methods in online English instruction to address issues with communication, engagement, and utilizing digital platforms effectively. There is a clear need to improve technological infrastructure, teaching methods, and communication strategies in online English language teaching to better address the unique challenges. The study's limitations stem from using convenience sampling, potentially limiting representativeness, as participants were chosen based on availability, not a broad demographic cross-section, which may affect the generalizability of the findings to all English trainers in different regions or contexts. Further research should prioritize strategies for improving online infrastructure, exploring new teaching methods, and studying effective communication tools to tackle the challenges faced by online English teachers. This study emphasizes the importance of adapting online English teaching methods to address the changing educational needs in a post-pandemic world. Another significant limitation of this study is the potential response bias introduced by the exclusive use of digital survey methods, which may exclude less tech-savvy individuals or those without reliable internet access. Furthermore, the methodologies employed in treating outliers and coding qualitative responses could introduce additional biases. These include distorting the true variation in the dataset and the risk of confirmation bias, potentially resulting in misleading conclusions about the data. Future research should use diversified sampling and mixed-methods data collection to mitigate biases. Robust statistical methods for handling outliers and transparent data cleansing are recommended.

Rigorous qualitative analysis checks, like double coding, should minimize confirmation bias.

## Abbreviation

Nil

## Acknowledgement

Nil

## Author Contributions

All authors have equally contributed.

## Conflicts of Interest

The authors declare no conflict of interest.

## Ethics Approval

Participants provided informed consent after being fully informed about the nature of the study, its potential risks, and benefits.

## Funding

This research received no external funding.

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