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### LEARNER'S ATTITUDE IN LEARNING ENGLISH LANGUAGE TOWARDS ONLINE ENGLISH LANGUAGE TEACHING AT INTERMEDIATE LEVEL IN SARGODHA

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#### ABSTRACT

The Internet has a never-ending race in the 21st century. The topic of this study was the learner's attitude toward learning English towards online English language teaching at an intermediate level in Sargodha. The main objectives of this study are to acquire the learner's attitude towards online English language learning and whether they are ready or not to learn online English Language. This research was a mixed method in nature. Two research questions were designed what is the attitude of teachers toward online English language teaching to the intermediate learner at an intermediate level? What is the learner's attitude towards online English language learning, whether they are ready or not to learn online English Language at an intermediate level? The answer to the first research question was found with the help of an empirical argument. The empirical ground proved that online learning could be initiated parallel to campus-based learning in private sector colleges of Sargodha. A questionnaire was based on the Likert scale to find the answer to the second research question. 135 students were selected as a sample out of the population. Descriptive and inferential statistics were applied to the collected data. The results of the descriptive analysis revealed that all the students believed that online English learning language learning is beneficial for all the students at an intermediate level of private-sector colleges of Sargodha. This valid research activity is replicable for the future researcher to make future explorations in this area.

*Keywords: Language; Learner attitude; Learning English; Online teaching English.*

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#### INTRODUCTION

The modern world has become a global village in which the English language has emerged as a lingua-franca in the 21st century, which is ascribed to the age of IT. The significance of the English language has been increasingly prominent. Still, the pedagogy of the English language at the tertiary level has caused havoc, and intermediate students cannot meet the country's economic and social development requirements because their proficiency in the English language is not up to the mark (Rogers, 2009). In private sector colleges, teaching English Listening and speaking is still a very weak link. Teaching facilities are inadequate, and private-sector colleges do not set up specific listening and speaking language labs. Being an international language deeply affects a person's social life, and it is a need of modern society. It has a great impact on the field of education. The very same impact it has on Pakistani society. Everyone is eager to have proficiency and fluency in the English language, but it is a laborious task for students to have competence in the English language (Grabe & Stoller, 2019). This study will be conducted to get the learner's attitude to learning the online language. It will also tell us about the willingness of the teachers

who are teaching English in the private institution in the Sargodha AbuSa'aleek (2015) states that these missing facilities directly or indirectly affect the college students who want to improve their English listening and speaking skills. Hence knowledge of the English language and its cultural background is poorly understood. The grasp of English Pronunciation is not meticulous.

Teachers require a strong support structure and innovative and practicable ideas based on current online teaching school's skills within their domain to cater to their needs and successful professional development since the effectiveness of the learning process is connected to the healthy and facilitative environment that shapes learning. The students who want to get an education or want to learn the language but don't have enough facilities in terms of financial condition or other possible hindrances in this process. Nowadays, there are many other easy and low-cost tools for the process of online education. Modern technology has revolutionised the world. The increasing technology has turned the globe into a global village (Harasim, 2000). It has also brought many changes in the field of language learning distant learning was a prominent point of discussion in the late nineteenth century. It is the basic right of everyone to get an education, and it is acknowledged worldwide. The tools for communication have several ways of interaction and learning nowadays; with the increase of technology, tools for communication are also increasing day by day.

Eren (2012) expresses his views that it is the need of the hour to investigate innovative online teaching strategies for private-sector English language teachers in Pakistan. The pedagogical system requires complete overhauling at the gross-root level. Online language learning is becoming a trend in modern societies, but the facility is not available for students who want to learn the language but do not have enough resources to learn the language through experienced teachers and prominent universities around the globe even if they are unable to meet the expenses of a university in big cities of Pakistan. Online teaching could prove very handy for those students living in backward areas to learn the language through highly qualified and experienced teachers (Erarslan & Topkaya, 2017). It could benefit the students to get an education effectively and conveniently. This study will be helpful for institutions that want to learn a language living in backward areas. It is observed that approximately 75% of the students use technological tools in their studies in the Western context (Finger et al., 2010). Still, this percentage is very low in developing countries like Pakistan.

The current scenario paints dismal as for language teachers are concerned; most capable teachers live in big cities like Lahore, Karachi, Islamabad, etc., whereas 80% population of Pakistan lives in villages and towns far off the big cities. Hence a communication gap exists between the students desirous of learning the English language and capable teachers living in big cities. To bridge this gap between those students living in far-flung areas and competent teachers, the need for comprehensive research on innovative online teaching strategies exists. In these hard times, with day-by-day rising inflation and price hike, competent teachers have been compelled to do part-time jobs to survive in this status-conscious society. This busy schedule of the teachers makes it impossible for them to remain physically available at different places for language teaching. Therefore, online teaching seems to be the only remedy.

Most private-sector college teachers are not fully computer literate (Anissimov, 2011). This is a serious issue for Pakistani teachers in the field of education. There is a lack of facilities for the teacher in terms of technology to teach the student online, and the same is the case for the students who want to learn the language online but don't have the appropriate environment for online learning. Another hindrance in this process is the deficiency of the gadgets used in online learning. There is no proper trend for online teaching in Pakistan, especially in Sargodha, as technology has a great impact on every field, but it is not properly utilised in Sargodha for online teaching purposes.

What is the learner's attitude towards online English language learning, whether they are ready or not to learn online English Language at an intermediate level? To acquire the learner's attitude towards online English language learning, whether they are ready or not to learn online English Language at an intermediate level.

The English language has become the lingua franca of the world. In Pakistani status-conscious society, English is highly valued and demanded as 67.5% of the population lives in rural areas of Pakistan Ahmadi & Reza (2018), where the literacy rate is 49% in rural areas of Pakistan (Farooq & Javid, 2012). As the most proficient Pakistani English language teachers live in urban areas for better economic prospects, therefore 49% literate population of rural areas remains deprived of their expertise. Keeping in view this bitter and harsh reality, there is an influx of population from rural to urban areas. But still, the gap exists. To bridge this gap of communication, efforts have been made to introduce online teaching. As the everyday growing need for learning English as a foreign language is intensely felt in Pakistan, a noteworthy gap persists – the unavailability of modern facilities and professionally capable teachers to teach in the remote areas of Sargodha. Therefore, this study investigates the feasibility of accessing EFL learners in those remote areas through digital facilities and online teaching.

According to Ikpe (2011) reports, online teaching tools are accessible to every teacher free of cost through the internet. Online teaching tools resolve the storage difficulties and keep the flood of information. Nowadays, printed education is becoming digitalised. Online teaching tools are the most recently developed information technology and the most powerful tools for online education. Online teaching resources include journals, data archives, manuscripts, maps, books, magazines, theses, newspapers, emails, research reports, and bibliographic databases. Wannapa (2012) said that 51.92% of instructors have received training on utilising electronic resources and that 80.77% of teachers and 86.67% of researchers can easily use e-resources.

Kobayashi (2002) looked at Internet proficiency levels and how the Internet affects academic research. He discovered that Nigerian nations have little need for the Internet and have poor Internet literacy. In Israel, people prefer and utilise the electronic format more often than printed journals, according to Saekow & Samson (2011) analysis. More than 60% of the faculty members evaluated, according to Tomei (2010), feel at ease utilising electronic resources. They considered electronic databases beneficial and thought a range of electronic resources was crucial to their study. The use of the Internet for academic purposes would significantly improve with increased access in departments, according to Tomei (2010), who also found that respondents used it for email and to access research materials. He also adds library websites, online catalogues, and online reference sources.

This study focuses on an online language teaching school, A Bootstrapping Strategy for Pakistani Teachers. With the latest progress in information technology, this study will be the most enticing and appealing substitute to the conventional teaching mode presently applied by the students and teachers interface.

### **Definition of Online Learning**

Internet and a computer are used for online learning. E-learning and online learning are frequently used interchangeably (Addah, 2012). Online learning includes real-time and long-term interactions, such as email and a discussion board. Online courses are divided into modules with learning material and exercises (Moore & Kearsley, 2011). Each module starts with readings, PowerPoint, and lectures that deliver assignment-related material. Modules may comprise conversations, scenarios, simulations, projects, or articles. Online learning saves time and travel. Online learners don't need to be near the instructor to get

course info. When the instructor utilises Blackboard, you may view course papers from anywhere and engage with students and the teacher.

There is a general belief that competent teachers prefer to live and serve only in the metropolitan cities of Punjab. Suppose those teachers are not willing to serve in remote areas. The colleges in developed cities cannot accommodate every student living in such remote areas due to the limited number of admissions available. In that case, online teaching may bridge the gap between students restricted to remote areas and the teaching faculty available in the industrial cities of Punjab. This research explores if the teachers of Private sector colleges in Sargodha are capable enough to be trained to teach online.

### **Distance and Online Learning**

Distance education grew out of the belief in the late 19th and 20th centuries that education should be open to everyone. The University of Chicago established correspondence study classes in 1892 to satisfy American educational demands. Since then, distant courses have acquired more and more attention (Erds, 1967). In subsequent decades, new foundations and institutions began correspondence study and innovative teaching techniques.

The radio transmission was new. Radio broadcasts and mail-in courses extended remote education. Between 1918 and 1946, the US government issued educational institutions radio transmitting licences in 2002. The University of Florida Interactive Media Lab Mail-based correspondence courses were popular from World War I until the 1960s. Population growth increased the demand for education; hence TV broadcasts were used in schools. In the 1970s, institutions began offering courses through email and video conferencing, and in 1984 New Jersey Institute of Technology provided the first online undergraduate course (Harasim, 2000).

Advances in data compression transmission led to new video conferencing solutions. In the 1990s and 2000s, virtual learning environments like Moodle, WebCT, and Blackboard provided instructors and students with discussion boards, mail systems, live chat, and documents and websites. Before virtual environments, many websites were developed for online training, but they weren't as effective since they lacked supplemental resources (Harasim, 2000). Distance education history parallels technical advancement. The 21st century may introduce additional educational technologies to organise and combine media. The types of distance learning practices have been;

- a) Correspondence study courses,
- b) Videoconferencing,
- c) Blended courses (Enhancements to face-to-face courses)
- d) Online courses

### **Correspondence study courses**

Students and instructors in a correspondence course share instructional materials Yurdagül & Öz (2018). Providers provide students with textbooks, lesson plans, lecture notes, and problem sets. Students deliver completed assignments to the teacher for grading. Online courses and correspondence courses lack student engagement.

### **Video conferencing**

Modern technology lets teachers meet remote pupils. Video conferencing mixes video and speech to link distant users as though in the same room (Anissimov, 2011). "Real-time" videoconferencing facilitates

learning. This approach has no geographical restrictions, unlike the conventional face-to-face method anywhere with a computer, camera, microphone, and broadband internet.

### ***Blended courses***

Face-to-face classes now include a web-based distant learning tool. 75% of university courses include an online component to benefit students (Finger et al., 2010). Some richer websites provide PowerPoint study slides, relevant links, further readings, sample quizzes, flash graphics, movies, and other study tools. Courses online in an online course, information is offered on a website without face-to-face encounters. Allen and Seaman (2009) found that online enrolments in higher education are expanding at 17%, substantially faster than the 1.5% growth rate in 2008. Over 4.6 million students took at least one online course in the fall 2008 term, which is more than one in four higher education students in the USA (Allen & Seaman, 2009). At the same time, there were 845,461 distance education students, or 27% of all college students (Durman, 2007).

Online courses are student-centred; thus, the teacher functions as a facilitator and coach rather than a sage. The course website with learning/teaching materials is published on a user-friendly virtual learning platform (LMS, LAN, LMCS, VLE). Education institutions throughout the globe have implemented online courses on Alpha study, Moodle, Blackboard, Democrasoft, Cyber Extension, Blackboard, or WebCT (Finger et al., 2010). Anyone may study and teach online, unlike on campus. A competent instructor can teach at numerous locations while remaining at one. But that needs technological help. This project looks for technical assistance for teachers and college students in Sargodha to develop online teaching organisations that accommodate outstation students.

### ***Design of an online course***

Course development in any field of education is contingent on learning theories, instructional practices, and other factors. In language education, the selection of course syllabi takes into account national agencies or overarching institutions, the institution's philosophy, the student's needs, and the path that will lead students to the anticipated level of language proficiency at the conclusion of a particular programme (Garrido, 2005). Teaching and learning languages remotely are incredibly difficult tasks. Online education requires careful planning and creative course design that facilitates student engagement with one another and the material (Porter, 2004). Hall et al. (2001) provide a seven-component paradigm for the design of web-based learning: directionality, usability, consistency, interactivity, multimodality, adaptability, and accountability. The effective design begins with a precise definition of the target audience, usage context, and learning goals, and all subsequent design occurs within this framework (i.e., directionality). Simplicity (usability and consistency) and complexity are represented by the design criteria themselves (interactivity, multimodality, and adaptation). According to them, effective design balances simplicity and complexity. The design should include an evaluation component (accountability) that influences design modification via feedback. Students must be willing to work in this manner to get the most of teaching resources. This study investigates whether Punjabi students would use such services if they were made available.

### ***Attitudes towards Language Learning***

In the 1970s, Gardner, Horwitz, and Dornyei started researching learner attitudes in foreign language learning. In the 1970s, theories and ideas were closely examined (Phanchanikul & Sitthitikul, 2015). He offers a comprehensive history of language learner attitudes. Positive attitudes improve language learning outcomes, whereas negative attitudes undermine motivation and hinder performance (Weller, 2002). Therefore, language teachers must be aware of their students' perspectives on language acquisition. If pupils have a bad attitude, teachers must discover ways to motivate and support them in developing

positive attitudes. The literature investigates learners' attitudes toward learning environments and the target community (Phanchanikul & Sitthitikul, 2015). Language teachers and academics strive to promote and support language learning among their pupils.

### **Student Readiness**

Readiness means the inclination and willingness of the students. Several studies have been explored over the past ten years and have focused on online teaching while neglecting the issues of students' readiness for online learning in private sector colleges; hence creative void for the present research investigations is required to confirm the student's willingness for online learning. The researcher intends to fill this gap (Saengpassa, 2013). More specifically, it will elaborate on the readiness of the students for online learning in the Sargodha private sector institutions. In addition to necessary computer skills, students need to have a positive attitude towards the availability of online learning and teaching resources. From this perspective, an investigation needs to be done to inquire from the students studying in the different disciplines in the different private sector institutions (Oliver, 2014).

### **Acceptance of E-learning**

Some theoretical perspectives influenced the development of survey methodologies for measuring new technology adoption. Although each paradigm is based on innovation adoption (Lee et al., 2011), each gives a unique perspective. Rogers' (2009) Diffusion of Innovation Theory proposes five characteristics of innovation: comparative advantage, compatibility, complexity, trialability, and observability. Moore and Benbasat (2009) developed an instrument based on Rogers' theories. They added two additional constructs: voluntariness explains that the freedom to choose whether to use technology should influence willingness to adapt, and the image is defined as "the extent to which use of an innovation is perceived to enhance one's image or status within one's social system" (p. 195). Another famous model is the TAM (Davis et al., 1989). Their perceived effectiveness and usability influence consumers' attitudes, intentions, and behaviours around adopting new technology. New technology is more likely to be adopted by users if it facilitates their job and is easy to use. TAM is used in several e-learning studies. Park (2009) projected the e-learning objectives of Korean university students. The research found that TAM features were effective drivers of e-learning acceptance. High correlations were found between perceived utility, ease of use, and attitude, whereas e-learning self-efficacy and subjective norm predicted intention to utilise e-learning. Venkatesh et al. (2003) recommended UTAT (UTAUT). The UTAUT framework uses eight theoretical frameworks (e.g., Innovation Diffusion Theory, Technological Acceptance Model) to predict individual technological intentions and behaviour based on four components. Several researchers have simulated questionnaires using UTAUT. This model was used by Im et al. (2011) to predict MP3 player adoption in Korea and the United States. In cultures with lower power distance, more individualism, more masculinity, and lower uncertainty avoidance, performance expectations would have a greater influence on behavioural intention, whereas social norms would have a greater influence in cultures with higher power distance, less individualism, less masculinity, and higher uncertainty avoidance. Their study indicates that cultural norms influence adoption choices in certain contexts. In a study on the adoption of blogs (Pardamean & Susanto, 2012), effort expectations and social variables were identified. Kijisanayotina et al. (2009) used UTAUT to evaluate the use of health IT in Thai healthcare institutions. Researchers discovered that use expectations, social influence, and voluntariness impacted technology adoption. Researchers discovered that individuals believe it is crucial for them to use health IT. A person's behaviour is influenced by their perception of how others would perceive them after utilising health IT. Several types of research indicate that social effect influences adoption, whereas others are ambiguous. This research examined middle school students attending private schools in Sargodha.

## **METHODOLOGY**

This section describes the method adopted to reach the conclusions for this research.

### **Theoretical Underpinning**

Bishop and Verleger (2013) used a questionnaire-based survey approach to learn the willingness level of the general public to get free online courses from MIT. The purpose was to get the idea if people were motivated and excited enough to get online education if offered by MIT. The idea of a flipped classroom was initiated. This research follows the same model in that it attempts to learn the college-level students' interest in online learning either parallel to or isolated from campus-based learning.

### **Research Paradigm**

This study followed a mixed paradigm of research. A discussion method based on empirical grounds was used to suggest boot-strapping strategies to start online learning centres for private-sector teachers of the intermediate level in Sargodha. The quantitative survey method was used to learn the students' readiness and capability to learn actively and effectively online.

### **Population and Sample**

All the students in Sargodha who want to learn online or those who live in remote areas and do not have access to colleges and universities in the remote areas of Sargodha were considered the universe for this study. All the students of intermediate studying in private colleges of Sargodha were considered as the population of the study. The data was collected through non-probability convenient sampling. The sample of this current study is 135 out of the population of intermediate students from private colleges of Sargodha. The method adopted for this study is the survey method, as most of the studies of this type have used it (Dowson, 2002). The researcher collected the data from the selected sample to complete this study. The data was also collected from 25 teachers who were teaching these students at an intermediate level in Sargodha.

### **Instrument for Data Collection**

A questionnaire was used as the instrument for data collection. The questionnaire was developed following the Likert scale. It comprised 28 items in all. There were 24 items for the respondents designed to learn their opinion about their readiness and motivation for online learning. One item asked their open-ended opinion about online learning. The remaining three items asked about their demographics. The Likert scale range was limited to five choices (1 = strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = strongly agree). The demographics asked their gender, age, and the academic program they were currently registered in.

### **Face Validity**

The researcher developed a questionnaire of 38 items. The researcher discussed the questionnaire with some of his teachers at the university. The questionnaire was later discussed with some experts from NUML University. After some amendments and changes, the final questionnaire was reduced to 28 items.

### **Data Collection Procedure**

The finalised and improved questionnaire was floated among the sample respondents. 200 copies were distributed among the students of intermediate colleges, out of which 135 copies were received as a response from the students of intermediate colleges. The total sample of this study is 135.

### **Operationalization of Variables**

All the quantitative questions in the questionnaire were entered into SPSS version 21 as scale-type numeric variables. The values for Likert scale items were entered as values 1 – 5 as the range of choices. The

responses for demographics were entered as Nominal type string variables. The gender variable carried two values. 1 was labelled male and 2 was labelled female. The age variable carried three values. 1 was labelled 'under 17', 2 was labelled '17 – 20' and 3 was labelled 'above 20'. The open-ended question that asked for the respondents' free opinions two was added as a Nominal type string variable. The purpose of adding this response to SPSS was just to preserve all the data in one place. Otherwise, this question had no relevance to any processing in SPSS as qualitative data. After this, all the responses of the respondents were punched into SPSS for data analysis.

## RESULTS AND DISCUSSION

Following are the details for inferential data analysis.

### One-Sample t-test

To investigate if the obtained sample truly represents the target population and if the results of the descriptive are predictable for future planning, a one-sample t-test was conducted in SPSS.

The following Table 1 represents the statistics for the one-sample t-test.

Table 1. One sample statistics.

Item in the Questionnaire	N	Mean	Std. Error Mean
Most of my teachers use the internet	133	3.90	.089
Most of my teachers use Skype, WhatsApp, hangouts, etc.	130	3.8385	.08791
Most of my teachers use Facebook, Twitter, and Instagram, etc.	130	3.8769	.08026
Most of my teachers use smartphones	132	3.8485	.07565
Most of my teachers can send text and voice messages online	131	3.8473	.08216
I use the internet easily	134	4.0522	.09071
I can use Skype, WhatsApp, Hangouts, etc. easily	130	3.7769	.08686
I can use Facebook, Twitter, Instagram, etc. easily	128	3.7422	.09163
I have a smartphone	128	3.7656	.09508
I can easily send text and voice messages online	128	3.8125	.08856
Coming to college is often a time-consuming activity	124	3.5968	.10173
Transportation to and from college is costly	121	3.4545	.09819
Coming and going to college every day exhausts me often.	123	3.5935	.09367
It is often difficult to come and stay at college in the summer	125	3.8400	.09929
It is often difficult to come and stay at college in winter	123	3.6585	.09852
It's good if I stay home and get online lectures from the teachers	132	3.2652	.11169
It's good If I get online study materials from my teachers	133	3.4812	.08711
If I have online chat with the teachers for questions and queries	133	3.3233	.07737
It's good if I have online chat with the students about the study	130	3.5308	.08542
It's good if the teachers send me online tests and assignments	130	3.5000	.08117
It's good if I receive the date sheet and college update online	132	3.6667	.08976
Online teaching can save me time for coming to college	134	3.5746	.08887
Online teaching can save my transport fare	135	3.6741	.08786
Online teaching can save me energy	135	3.6593	.09116

As the questionnaire was designed on the Likert scale, the values ranging from 1 to 5 had a middle value equal to 3. This value denoted the neutrality of a respondent's viewpoint. Therefore the test value to



conduct one sample statistic was marked 3. With 3 as the test value, the one sample statistics were calculated in SPSS. The Table 1 shows that all respondents' agreement values are above 3 (the test value), which marks an overall agreement to every objective statement in the questionnaire. This means that more or less every respondent has agreed to all the items given in the questionnaire. But the values of the standard error of mean fluctuate at a significant level. The value of the standard error of the mean must be between 0.1 to 1.0. All values of standard error for the mean are found to be in the same range. This implies that all respondents have responded satisfactorily to the question items.

### One-Sample t-Test

The Table 2 displays the results of the one-sample t-test under the same test value equal to 3.

Table 2. Two tailed values of t-test.

Items in the questionnaire	T	df	Sig. (2-tailed)
Most of my teachers use the internet	10.187	132	.000
Most of my teachers use Skype, WhatsApp, hangouts, etc.	9.537	129	.000
Most of my teachers use Facebook, Twitter, and Instagram, etc.	10.926	129	.000
Most of my teachers use smartphones	11.215	131	.000
Most of my teachers can send text and voice messages online	10.314	130	.000
I use internet easily	11.600	133	.000
I can use Skype, WhatsApp, Hangouts, etc. easily	8.944	129	.000
I can use Facebook, Twitter, Instagram, etc. easily	8.100	127	.000
I have a smartphone	8.052	127	.000
I can easily send text and voice messages online	9.174	127	.000
Coming to college is often a time-consuming activity	5.866	123	.000
Transportation to and from college is costly	4.629	120	.000
Coming and going to college every day exhausts me often.	6.336	122	.000
It is often difficult to come and stay at college in the summer	8.460	124	.000
It is often difficult to come and stay at college in winter	6.684	122	.000
It's good if I stay home and get online lectures from the teachers	2.374	131	.019
It's good If I get online study materials from my teachers	5.524	132	.000
If I have online chat with the teachers for questions and queries	4.179	132	.000
It's good if I have online chat with the students about the study	6.213	129	.000
It's good if the teachers send me online tests and assignments	6.160	129	.000
It's good if I receive the date sheet and college update online	7.427	131	.000
Online teaching can save me time for coming to college	6.466	133	.000
Online teaching can save my transport fare	7.672	134	.000
Online teaching can save me energy	7.232	134	.000

The above table clearly shows that all values of the sig 2-tailed test give a p-value less than .05 ( $p < .05$ ). This shows a reliable significance level in two ways. The first is that the sample obtained through a survey questionnaire represents the population it stands for. The second is that the results obtained from the survey are consistent enough to be relied on for future planning and development of an online language school. The only value that stands a bit higher is in response to the statement that states, 'It's good if I stay home and get online lectures from the teachers. But even this value is less than .05. This means that level of significance is still achieved though not as significant as the others.

### **Overall Inferences from Quantitative Responses**

The analysis of the items in the questionnaire, the responses of which followed the Likert scale model, helped this study infer that nearly all the respondents believed that online teaching was good and time-saving for them; however, a few observations were felt despite the positivity of the overall opinion. Those were 'the students' ability to use social media tools', students' lack of feeling regarding the transport fare they had to pay every day, the energy they had to exert every day in coming and going to college, their agreement in compromising over campus-based educational work and switching over to online learning, their awareness of the significance of online learning, their awareness of the significance of online chatting with their teachers, to chat with other students online regarding their studies and their problem in realising the significance of learning online through getting help from the teachers. Despite the fact they agreed to the significance of everything this study shows concern about, the percentage of agreement was still not significant.

### **Findings of the Study**

All students under the survey activity seemed almost ready for online learning. All respondents were sure their teachers could use the internet. In a way, it was an indication that all students were ready to accept the fact that their teachers could teach them online too. This gave the idea that teachers had already won the reputation of being capable of online teaching. All respondents believed that they could use online voice and text messaging services. This implied that they could easily go for online learning too. Surprisingly, the study found that despite being regular net users, students did not seem to realise that the internet was a great learning source too. The respondents seemed not to believe that their teachers would like to teach them online or share their problems with them. They did not even show any signs of belief that their teachers could chat with them online to discuss their study-related problems. Finally, this study found that starting an online language institute could pave the path for educating students who do not yet have access to campus-based education in Sargodha.

### **CONCLUSIONS**

At the end of this study, it is concluded that online language institutes at the level of private sector institutes in Sargodha are quite feasible to be initiated since; Students are close to ready and motivated to learn online. Teachers can start teaching online after a minor training. In the beginning, a language institute requires no monetary investment compared to a campus-based institute.

The students of private colleges have a positive attitude towards online language learning. The students of these colleges are well aware of modern technology. Different tools for online language learning are beneficial for students who live in remote areas. Most students are close to being ready for online language learning through the use of different gadgets and tools that can be helpful in online language learning. Most teachers teaching in private colleges have considerable knowledge of modern technology. They, too, have a positive attitude towards online language teaching; online teaching can be made more effective after minor training of the teachers through demo lessons and by giving them adequate knowledge about internet devices and applications. They should be provided with modern applications and good internet facilities because a good internet connection is an integral part of online classes. A smartphone can be convenient for teachers because they are easy to carry and their usage is easy. Online language learning is cheaper as compared to campus-based study because it does not require any proper place or campus for classes. The investment in online classes is very low. Teachers can involve many students in online classes in less time and energy-consuming. They can also take rapid feedback from the students regarding the lesson, as teachers and students can listen to each other. Thus students and teachers can easily develop and

interact with each other, which can help them understand the lessons taught by the teachers. This is a valid research activity replicable for future studies.

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