

SOCIO-LINGUISTIC PROS AND CONS OF VIRTUAL ESL TEACHING AND LEARNING DURING COVID-19.

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Abstract

The article highlights one of the doctoral study aspects; the socio-linguistic pros and cons of virtual teaching and learning of English as a second language (ESL) at undergrad level during COVID-19 in the province of the Punjab, by keeping in view the role of technology in adult education and the use of the Technology Acceptance Model (TAM) (Davis, 1989), by comparing virtual and face to face teaching and learning of English as second language (ESL) to know the status of communicative competence of the undergrads with major in English. A pilot study was conducted on fifty students and ten teachers engaged in learning and teaching of English as second language during Covid-19 virtually. The researchers administered questionnaires on the subjects containing 55 and 40 items of the questionnaire in two phases. The alpha reliability of the questionnaires was 0.723 and 0.764 (containing 55 items each) for students and teachers whereas after deleting and adding some question items was 0.886 and 0.887 (containing 40 items each) respectively and the collected data was analyzed qualitatively to draw conclusion in light of the findings. It concludes though virtually learning and teaching of English is less time consuming, accessible and cost effective but for the undergrads of the public sector universities this has not proved an effective mode of learning and teaching English as a second language as the respondents find many linguistic and social inadequacies generated by virtual mode of teaching and learning of English at undergrad level found after COVID-19 during face to face classroom proceedings.

Keywords: Sociolinguistic, virtual, ESL, teaching & learning, Covid-19, undergrad, communicative competence

Introduction

Sociolinguists consider the relationship between dialect and society. They are fascinated by explaining why we talk in an unexpected way completely different social settings, and they are concerned with identifying the social capacities of language and the ways it is utilized to communicate social meaning. Looking at the way individuals utilize dialect totally different social

settings gives a riches of data approximately the way dialect works, as well as approximately the social connections in a community, and the way individuals pass on and build perspectives of their social character through their dialect (Holmes, 2013).

Bozkurt and Sharma (2020), are of the opinion that online learning includes spatial remove and a commitment. This implies that diverse methodologies got to be utilized to approach the case with distinctive needs. Hodges et al. (2020) characterized crisis inaccessible learning as the appropriation of transitory guidelines conveyance to substitute conveyance mode as a result of widespread circumstances. It includes the application of completely remote learning and educating and learning way out for instruction that's assumed to be conveyed face-to-face. The most reason behind these circumstances is to come up with a plan of an instructive framework that might permit fast get to instruction amid the Covid-19 widespread (Hodges et al., 2020).

The sudden move from face-to-face to crisis removed learning has caused understudies, resources, and instructing staff a few challenges. Consequently, crisis separate learning/teaching presents alterations that colleges, colleges, and the individuals have to be bargain with (Saykili, 2019). For occurrence, teaches are not prepared sufficient to deliver online educating and hence they discover it troublesome to create utilize of computerized instruments online assets as well as applications to proceed their online educating (Trust, 2020).

In expansion to this, universities within the Province of the Punjab might have had few chances of learning the way innovation is connected in educating including the adaption prepare, assessment, and application of innovation within the enhancement of learning exercises amid Covid-19. By keeping in view the afore-mentioned, this study intends to analyze socio-linguistic pros and cons of virtual teaching and learning of English as a second language (ESL) at undergrad level during Covid-19 in the province of the Punjab by considering the socio-linguistic exigencies required for the teaching and learning of English as second language for teachers engaged in the teaching of English and undergrads with major in English. The study further aimed to highlight the pros and cons of virtual teaching and learning of English as a second language (ESL) by comparing it with face to face teaching and learning of English as a second language in the context of undergraduates with major in English received education at public sector universities in Punjab (Pakistan) during and post-Covid-19 scenario to know whether or not the virtual learning of English

during COVID-19 is a equally proved beneficial to improve their language skills proficiency when compared with face to face learning English so far as their current status of communicative competence is concerned.

The study further aims to investigate what kind of socio-linguistic language learning issues the faculty and the students faced during and after teaching and learning English language virtually and how could such learning problems have affected or affecting the undergrads in their prospective academic or professional life.

Need analysis (research gap) and problem Statement

As academic practioners, it is significant to identify the pros and cons socio-linguistic of the teaching and learning of English as second language (ESL) at undergrad level during a period when the entire education system was switched over to virtual teaching and learning, therefore, it becomes imperative to understand the academic gains and losses of the teaching and learning of English language virtually. Hence, the study has analyzed the socio-linguistic advantages and disadvantages of the virtual teaching and learning of English as second language (ESL) at higher education level by comparing it with face to face teaching and learning English as second language (ESL).

Justification of problem's significance

The major aim of this study is to contribute to the existing body of knowledge with reference to the pros and cons of the use of technology for virtual as well as face to face teaching and learning of English as a second language during Covid-19 at tertiary level by have for enhancing their English language skills, i.e., listening, speaking, reading and writing. We know that the teaching system during pandemic was affected and became one of the maximum essential factors to recollect organizing academic machine as shifting from traditional teaching to virtual. But moving smoothly from surroundings of traditional teaching to virtual could not manifest in a single day. This fast change is related to various hurdles and challenges at this point (Crawford, Butler-Henderson, Rudolph, & Glowatz, 2020 as noted in Anwar & Adnan, 2020). The research throws light on the role of instructors who are expected to have grasp on the teaching techniques to practise during adult teaching with a blend of the technology acceptance model (TAM) introduced by Davis in

1989 (Davis, 1989) so that he/she may explain how students accept and use technology as this model proposes that perceived usefulness and perceived ease of use of technology predict user attitude towards using the technology, subsequent behavioral intentions, and actual usage (Weng, et al., 2018).

Hence, this study might contribute to find out what was socially and linguistically lost or gained during which English was taught and learnt virtually during Covid-19 at higher education level. It further aims at finding out, in accordance with the responses of the subjects, whether or not students' English language skills were improved which are considered a success in the job market in today's competitive world or their knowledge and skills in the demonstration of English.

Research objectives

The objectives of the study are to:

- Highlight the challenges of virtual English as a second language (ESL) teaching and learning with regard to the facilities the teachers and students have had during COVID-19 at undergrad level.
- Discern the pros and cons of the quality of education regarding English as a second language (ESL) teaching and learning during and post COVID-19 scenario.
- Compare and contrast online and face to face teaching and learning of English at undergrad level with reference to students' engagement, motivation, and language creativity in the class.
- Examine whether or not virtual platform of teaching and learning of English as second language (ESL) provide better opportunities to students to get enough experience and confidence required at current academic level for their communicative competence
- Assess the competency of teachers, engaged in the teaching of English as a second language (ESL) at undergrad level during Covid-19, in respect of their practiced ESL interventions needed for virtual teaching of English.

The questions of the study are as follows:

- What is the comparison and contrast between online and face to face teaching and learning of English at undergrad level with reference to students' engagement, motivation, and language creativity in the class?
- Whether or not virtual platform of teaching and learning of English as second language (ESL) provide better opportunities to students to get enough experience and confidence required at current academic level for their communicative competence?
- What is the competency of the teachers, engaged in the teaching of English as a second language (ESL) at undergrad level during Covid-19, in respect of their practiced ESL interventions needed for virtual teaching of English?
- What is the socio-linguistic proficiency/competency of the students, learnt English as a second language (ESL) at undergrad level during Covid-19, in today's academic needs?

Review of Literature

Language could be pivotal social interaction in each society, in any case of area and time period. Language and social interaction have a corresponding relationship: dialect shapes social intelligent and social intelligent shape dialect. Yasemin (2013) characterized sociolinguistics as the science that explores the points and capacities of a language in society. It endeavors to clarify how dialect contrasts from one setting to another over geological borders and how individuals in one setting communicate with individuals in other settings (e.g., non native-nonnative speakers; nonnative-native speakers; and so on). He's inclined to memorize language based on the socio-cultural settings, how the learners can communicate in one setting with the others. Sali (2013), sociolinguistics is the interaction between dialect, culture, and society. Depending on the center, essentially any ponder of dialect involves a social association since without this human component language by itself would not exist. The language is connected to the interaction between language and culture, language and social phenomenon. In all these definitions, it is obvious that sociolinguistics may be a discipline that produces a connection between sociology and linguistics.

Learning language is getting through the teaching learning process indoor, outdoor, formal or non formal education. Teaching, learning language, socio-cultural contexts and variations of language should be considered because it is influenced by the success of the learning a language.

The teacher may not neglect the influences of a variety of languages and socio-cultural contexts of the participants, especially in mother tongue or foreign language. This is due to the roles to easier the learners to gain the purposes of teaching learning language. Sociolinguistics is an interesting and important area of language for teachers because it deals with how the language is used and thought of in the real world.

Technology is at the center of globalization and its impacts are for the most part felt in instruction (Graddol, 1997). English language teaching is additionally recognized to bolster globalization. Jordão (2009) expressed that the English language has the control as the worldwide language and teaching it with a multidimensional state of mind ought to be advanced. And the individuals knowing English has the privilege in instruction building better approaches of globalization. Therefore, technology use in English language teaching may be a prerequisite regarding its worldwide viewpoint. Within the widespread days that individuals feel the need for technology to get instruction to bring the distant closer, in EFL instructions, the impacts of separate learning ought to be considered.

Ordinarily peaking, the moving models of face-to-face learning inside classroom situations to online and separate learning uncovers different discernments, benefits, and challenges as well, which have affect on learning destinations. Distance learning in a wide setting is characterized as a concept related with online instruction, separate and e-learning, adaptable learning, massive online courses, and outside instructions. One of the fundamental perspectives of remote learning is that in spite of the fact that the teacher and the learner don't share the same venue like a classroom or the same time like a lesson hour, innovations encourage contact and collaboration for the partners of the learning prepare in spite of the partition between them (Singh & Thurman, 2019; UNESCO, 2020).

In recent times, technologies that interact through the use of computers, the Internet, and telephones have become the subject of most educational studies. The digital era offered technological sophistication including internet and mobile computing that can be brought to educational field. ICT in education can therefore be characterized as an educational practice based on pedagogic theory, resource development and management, method, implementation and evaluation (Jose & Abidin, 2015). The development of ICT enable teachers and educators to make

online course and share learning materials to be accessed by students anytime and anywhere (Bauwens, Muylaert, Clarysse, Audenaert, & Decramer, 2020).

When we talk about Technology Acceptance Model (TAM) and teaching and learning of English, Technology Acceptance Model (TAM) (Davis, 1989) generated from the Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975), we in fact intend to say that it offers a theoretical basis for user acceptance and usage behavior of information technology. Figure 1 illustrates Technology Acceptance Model.

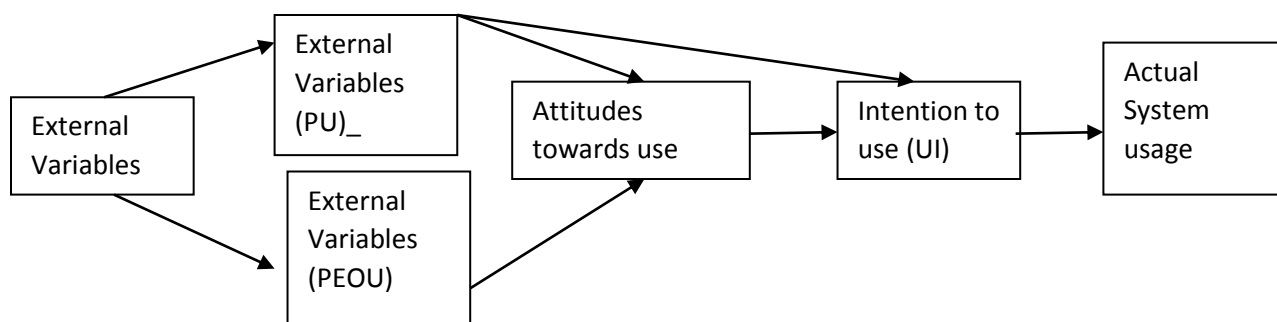


Figure 1: Technology Acceptance Model (Davis, 1989)

Figure 1 illustrates the theoretical framework for this study, adapted which is based on TAM's original version (Davis, 1989). TAM is expanded to include external factors, which are technology access (TA) and online learning skills (OLS) to be measured with perceived usefulness (PU), perceived ease of use (PEOU), attitude (ATT), behaviour intention to use (UI) and actual use. Technology access is defined as the program infrastructure, including the internet and wi-fi. The use of computers and the internet form a significant component of online learning. Online learning skill encompasses basic computer skills and techniques to engage in online education. Previous findings reveal that computer experience, skills and personal knowledge of Internet technology contribute to the students' achievement in an online computer environment (Bouhnik and Carmi, 2014).

Exchanging the method from physical to on-line learning may be exceptionally difficult due to the reason that there are numerous restrictions that instructors experience and attempt to discover exact methods to train newcomers through on line coaching. But, there's no clarity and contradiction around what to instruct, how to educate, the workload of instructors and understudies, the educating environment, and the suggestions for instruction (Zhang, Wang, Yang, & Wang,

2020) (as cited in Ali, 2020. Sun and Chen (2006), (as cited in Allo, 2020), say that fruitful on-line teaching and learning depend on well-designed content material, motivation of the teacher and learners, systemized and fully supported instructors; II) development of an experience of on line learning of network; and III) quick development of era. It is important to note that the instructors must use extra ordinary teaching strategies that can help the ESL students to achieve their learning objectives based upon their syllabus on everyday basis. It is possible that when such techniques are not used majority of these learners will lose learning or no longer meet graduation requirements.

Hence, synchronous communication between educators and students is a must in online applications programs. It is also necessary to maintain that students get more engaged in classes where they watch and hear the native speakers to enhance their language ability (Shahid, Ahmed et al., 2022) which leaves a lot of questions that whether or not we have such teachers, teaching English, who have native like pronunciation and in case they are not available he exercise of learning English at undergrad level may be futile. This survey of the previous researches also uncovers that in spite of the consideration it gets and the endeavors embraced to join this approach into classroom practices the usage isn't without troubles.

The Technology Acceptance Model (Davis, 1989) (Davis, 1989) sets that genuine utilization of innovation is spurred by an individual's state of mind. In other words, the degree of acknowledgment of innovation predicts the individual's real use (Ajibade, 2018). Since instructors are one of the major on-screen characters in any successful integration of technology into instruction (Teo, 2011), exploring their technology use purposeful and behavior is significant. Researchers' investigating teachers' technology acknowledgment and their real technology use conduct in CLIL settings is rare in number. The online instructive environment faces a few specialized and methodological issues of data sharing and management. The essential capacities of the virtual instruction process are communication, data sharing, and management or organization. For the virtual learning environment, the technology, computer instruments, and other IT sources utilized that control the education environment, members, and realness of communication (Gadre, Cudney, & Corns, 2011).

All online teaching and learning systems need to be proper and highly relevant to the process of teaching and learning as well as for the teachers and students. Further, there must be some assurance that there are reliability and authenticity factors because these are the only sources of

connectivity between the stakeholders. If these don't work accordingly, the whole online teaching process will end in fiasco without any academic gain. That is why it is primarily called collaborative group-based learning because all participants work as a community of practice, sharing common concerns of information sharing and discussion (Mezirow, 2000; Salmon, 2004; Wenger, 1999).

In spite of the critical points of interest of e-learning, undergrads experience a few challenges which eventually lead towards either constrained or negative results. Such as; Arkorful and Abaidoo (2015) in their study said that e-learning, in certain cases is held through remoteness and thought coming about in need of student's interaction. In comparison with the modern mode of instruction, e-learning might result in being less effective due to the absence of face to face encounter with instructions or teachers.

Hence, finally we may state that there's a scarcity of community within the online learning environment as student-student engagement is much less of a concern when compared with student-instructor interaction. Gilbert (2015) highlighted that most of the undergrads wish to work independently avoid the need to interact with their classmates. Social boundary is another critical impediment of presenting an virtual teaching and learning. Aparicio, Bacao and Oliveira, (2016) in their study assessed the impact of social characteristics which incorporates independence and in determining the perceived success of e-learning.

Methodology and procedure of pre-testing

The study is a mixed method based research and both quantitative and qualitative approaches have been used in accordance with nature of the mode of the study. The researchers administered different questionnaires on fifty undergrads with major in English and ten teachers engaged in teaching English at undergrad level during COVID-19, learning and teaching English in different semesters of public sector universities.

The pre-testing is a source of identifying and solving problems in the administration of research instruments, such as phasing and sequencing the observation points or questions. It may also indicate the need for eliminating some questions or observation points or including some others. In other words, it can be said that trying out a research instrument before conducting actual

research is called pre-testing. A pre-test is usually tried on a few respondents, but the subjects should be similar in characteristics to those who will be included in the final research. Hence, the researcher administered the instruments on randomly selected fifty students and ten teachers at some HEIs in Lahore.

The researchers used quantitative research design for pilot testing and data was collected through questionnaires from the students and teachers engaged in virtual learning and teaching English as a second language (ESL) at undergrad level during Covid-19, however, it has been discussed qualitatively. The questionnaire was administered on fifty students containing 55 items to check the alpha reliability. Similarly, another questionnaire was administered on ten teachers containing fifty five items and the alpha reliability of both the questionnaires was 0.723 and 0.764 respectively. The second step was to eliminate some questions and add some others and after improving the questionnaires, annexed as A & B, they were administered on the subjects and it was found that alpha reliability of the questionnaires was enhanced such as 0.886 and 0.887 respectively.

Findings:

Students' questionnaire alpha reliability:

Questionnaire containing 55 question items & Questionnaire containing 40 question items.

| Cronbach's Alpha | No of items | Cronbach's Alpha | No of items |
|------------------|-------------|------------------|-------------|
| 0.723 | 55 | 0.886 | 40 |

Teachers' questionnaire alpha reliability:

Questionnaire containing 55 question items & Questionnaire containing 40 question items.

| Cronbach's Alpha | No of items | Cronbach's Alpha | No of items |
|------------------|-------------|------------------|-------------|
| 0.764 | 55 | 0.887 | 40 |

Discussion

The major aim of this research is to contribute to the existing body of knowledge with reference to the advantages and disadvantages of virtual and face to face teaching and learning of English as a second language during Covid-19 at tertiary level with regard to the competence of the learners in English language skills, i.e., listening, speaking, reading and writing. The pandemic

affected the entire education system and universities switched from face to face to virtual teaching and learning. Hence, it is appropriate to understand that whether or not virtual teaching of English was fruitful or otherwise. To understand the pros and cons of both approaches the study set before it the following questions to get their answers of the set questions.

The question items of the amended questionnaire contain different aspects of adult learning areas, use of technology assisted model (TAM), and prospects of learning English virtually at undergraduate level. The respondents feel that technology model is very helpful to engage students in the process of learning English language as a second language (ESL) at undergrad level as they are already motivated to use technology in academic endeavors but it is very important to note whether the instructors use such I.T facility as experts which has not been experienced as most the instructors were not training so far as the methodology aligned with the use of technology tools are concerned. They believe one hour slot with thirty plus students hardly provide opportunity to the learners to interact with the teachers or peers which is a way to learning English language skills required for an undergraduate. Though motivated but such feeling need some stage to demonstrate which was lacking during online classes as things were always done in hurry. For instance, majority respondents feel that there's no question on the use of technology but the outcomes with regard to the improvement of English language skills leaves a lot to be desired; less interaction and almost non-collaboration lead students to individual world of learning presents a different picture of learning when the students re-started face to face learning and demonstration of English language after COVID-19. Because, the subjects themselves say that they learn English the best when they interact and collaborate in real life situations.

The subjects found new concepts pertaining to English language learning but could not use them during online learning. Similarly, when we talk about teachers they are also not comfortable while switching to online teaching abruptly as most them didn't have any formal training of English as second language at undergraduate classes, however, they had access to projectors in the classrooms to give presentations which as embedded with interaction with the students to get their feedback by enabling them speaking and write. For example, the written work was also checked by the concerned teachers electronically by allocating grades but no follow up discussion was there to ensure actual learning of language skills. They say that use of technology, though impacted the learners, but not as positively as it is seen during face to face learning of English language and

that's why it is convenient for them to use technology during face to face teaching that provides more opportunities to students such as learning of English/linguistics in collaboration with peers because of the time and space availability but online teaching restricts the instructor because students have other fixed sessions with other teachers and couldn't afford joining the class again as additional work. Hence, it was hard for them to get feedback on the difficult concepts of linguistics as there was no time available for all students to reflect on their own understanding of the subject matter; it sometimes de-motivates the teachers to favor technology assisted teaching. It might be the reason that over use of technology during COVID-19 didn't benefit the teachers as it should have been in a society where English is taken as the most difficult subject when compared with other disciplines.

The above discussion enable us state that our first question has been answered in the following way: online teaching and learning of English as a second language (ESL) conceptually motivates both teachers and the students at undergraduate level but when compared with face to face teaching and learning of English it doesn't provide such opportunities which may enhance students' socio-linguistic knowledge and skills; listening, speaking, reading and writing because of certain restrictions which ultimately affect students' linguistic creative and social skills.

As discussed earlier that the entire switching of educational system to online teaching and learning does have some benefits such accessibility or internet connectivity but it was available all the time for all the students especially those who belong to far flung areas on the province of the Punjab. The most important issue the students came across was that they had to shoulder financial burden by themselves and not monetary assistance was provided by the HEIs and it was difficult for the majority to have additional or supplementary classes other than the schedules ones. And that is why majority teachers feel that that are not satisfied to the overall learning of students so far as social or linguistic skills are concerned and have been found favoring face to face teaching and learning of English at undergraduate level. It is also note worthy that a very meager number of teachers had received formal training of teaching English as a second language before the outbreak of COVID-19 and majority used some technology tools in the classrooms during face to face teaching but for they were not well versed so far as online language teaching methodologies were concerned. In this way we have got the answers of second and third questions: Whether or not virtual platform of teaching and learning of English as second language (ESL) provide better

opportunities to students to get enough experience and confidence required at current academic level for their communicative competence? What is the competency of the teachers, engaged in the teaching of English as a second language (ESL) at undergrad level during Covid-19, in respect of their practiced ESL interventions needed for virtual teaching of English?

Referring to our fourth question it is significant to write that after attending approximately two years' regular online classes when they students started learning and demonstrating linguistic concepts during the face to face mode of education they were found not up to the mark because their confidence was shaky, could not use language skills appropriately while interacting with the teachers or peers and they took almost two more semesters to come on the same track of learning English which they left in year 2020. They are not proficient as the respondents, teachers, state and their communicative competency is less than the expectations of the teachers. This was also opined by the students who feel that they were in-active after learning English through online mode and struggled to cope with the situation of face to face learning of English; their linguistic skills, and performance in English language skills were rusted wand also they had redesign their approach to social skills; talking with confidence, classroom behavior, discussion with peers and interacting with teachers and students community. Hence, we may say that for the socio-linguistic proficiency/competency of the students, face to face teaching and learning of English as a second language is more fruitful than only virtual learning.

Conclusion

In the light of the above discussion it can be said that virtually teaching and learning of English as a second language at undergraduate during COVID-19 has been a very good measure taken by the HEIs in the Province of the Punjab but can't be applied for ever because it does not match face to face teaching and learning of English when socio-linguistic advantages and disadvantages are compared in today's academic scenario.

Recommendations

1. The benefits of virtual teaching of learning of English language at undergraduate level during COVID-19 may not be ignored in today's educational scenario and use of technology may be enhanced by focusing on the disadvantages of online teaching and learning.

2. This is the ripe time to launch teachers' training program to equip ESL teachers to be familiar with latest online teaching techniques so that it may be ensured that students get equal opportunities to enhance their socio-linguistic skills in both modes of teaching and learning.

3. It is also recommended that there may be some slots of teaching and learning of English language virtually in the scheduled calendar, on trial basis, so that the teachers and the students may compare and contrast socio-linguistic pros and cons of virtual and face to face language teaching and learning.

4. Regular use of language labs at HEIs for the undergrads with major in English is highly recommended while teaching all courses of study.

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Questionnaire for students

My dear respondent: It is humbly informed that the questionnaire is for research purpose only and aims to understand better what undergraduates of BS English program of public universities think about learning English as a second language (ESL) virtually during Covid-19 and how do they compare virtually with face to face teaching and learning of English language. The questionnaire is anonymous, and the information you provide will remain confidential.

Name of the University: _____

Name of the student (Optional): _____

Gender (Male/Female): _____

Program with semester: _____

No. of semesters studied virtually/online _____

No. of courses studied virtually/online: _____

Please select one of the options for each sentence.

The Likert scale ranges from 1 to 5, with (a) indicating "Very dissatisfied" and (e) indicating " Very satisfied."

| Serial | item | Very dissatisfied | Somewhat dissatisfied | Neither dissatisfied nor satisfied | Somewhat satisfied | Very satisfied |
|--------|---|----------------------|--------------------------|---|-----------------------|-------------------|
| 1 | I am motivated to learn English when I see relevance of the subject matter to my own needs in face to face situation rather than | | | | | |
| 2 | I learnt English language virtually for communicative purposes to determine my own language learning goals and objectives by using my language skills. | | | | | |
| 3 | I was less motivated to learn English language online during Covid-19 with an ordinary teacher over my learning process. | | | | | |
| 4 | The perceived usefulness of technology influences my decision to use them for the development of English language skills for communicative purposes. | | | | | |
| 5 | I believe that technology tools enhanced my confidence with regard to the learning of English as a second language (ESL) which enhanced my English language skills. | | | | | |
| 6 | I find it convenient to incorporate technology tools into my English language learning during face to face learning of English language | | | | | |
| 7 | My instructors were expert in using technology for the teaching of English as second | | | | | |

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|----|---|--|--|--|--|--|
| | ge (ESL) at undergrad level. | | | | | |
| 8 | Much time was available for all the students uss subject matter during Covid-19 while g English language virtually in the classroom | | | | | |
| 9 | I felt motivated and was interactive when English language virtually during Covid-19 . | | | | | |
| 10 | I learnt English language skills best when I actively engaged in discussions and rating with other students in the classroom online classes. | | | | | |
| 11 | I found value in exploring multiple tives when virtually learnt new concepts in language/linguistics during Covid-19. | | | | | |
| 12 | I believe that technology tools improved my g outcomes pertaining to English as a second ge at undergrad level. | | | | | |
| 13 | I believe that my knowledge related to ge/linguistics was constructed through ion and collaboration with others during classes in Covid-19 situation | | | | | |
| 14 | I was more likely to understand complex ts of language/linguistics but I could build on sting knowledge during virtual classes | | | | | |
| 15 | I enjoyed participating in group activities omote shared learning experiences in virtually g of English as a second language (ESL). | | | | | |
| 16 | I found virtual learning of English language cond language (ESL) beneficial to reflect on ning experiences and connect them to prior dge | | | | | |
| 17 | I prefer learning through hands-on activities actical exercises to online mode of English ge as a second language (ESL). | | | | | |
| 18 | I find it helpful to set clear learning goals ectives with regard to English language as a language (ESL). | | | | | |
| 19 | I believe that technology enhanced my English language knowledge and skills Covid-19 | | | | | |
| 20 | I am confident in my ability to effectively hology tools for communicative purpose egard to English language during present n. | | | | | |
| 21 | I found it easy to navigate and access online g platforms or resources and cannot enhance glish language skills in the face to face ns. | | | | | |
| 22 | I believe that technology facilitated me to use English for communication and ration with peers | | | | | |
| 23 | I consider virtually learning of English ge skills is a better mode of learning English ond language (ESL). | | | | | |
| 24 | I feel that virtual teaching improved my language skills during covid-19 with the use ious teaching methods applied by my ors | | | | | |
| 25 | I feel satisfied with my English language g experience gained through online learning | | | | | |

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| | ish. | | | | | |
| 26 | I believe that online learning of English is with the required learning environment for active engagement and participation of students. | | | | | |
| 27 | I feel that my online English language learning experience aligns well with my current educational language needs. | | | | | |
| 28 | My assignments were checked thoroughly and I received feedback for improvement during Covid-19. | | | | | |
| 29 | I am likely to recommend this virtual learning mechanism instead of face to face learning of English language | | | | | |
| 30 | Virtual assessment mechanism is a better way to check students' knowledge and skills related to English language. | | | | | |
| 31 | Virtual assessment mechanism produces positive results for undergraduates with regard to their knowledge and skills of English language. | | | | | |
| 32 | Virtual assessment mechanism provides opportunities to students enhance communicative skills in English language | | | | | |
| 33 | Virtual learning of English language does not improve English writing skills of the undergrads. | | | | | |
| 34 | Virtual learning of English language did not prevent cheating during exams. | | | | | |
| 35 | Virtual learning of English language made students focused and punctual in the learning of English during allotted time of the class. | | | | | |
| 36 | I felt it hard to re-start the learning of English language skills in face to face learning after Covid-19. | | | | | |
| 37 | Online at home exams didn't challenge the values of the undergrad with major in English | | | | | |
| 38 | Online learning of English enabled me to spend more time on books reading. | | | | | |
| 39 | My speaking skills in English language improved because of online learning of English language | | | | | |
| 40 | My institutions has complete infrastructure and online teaching for the learning of English as a second language (ESL) at the department level. | | | | | |

Questionnaire for teachers.

My dear Sir/Madam: It is humbly informed that the questionnaire is for research purpose only and aims to understand better what teachers, engaged in teaching of English at undergraduate level at public universities, think about teaching English as a second language (ESL) virtually during Covid-19 and how do they compare virtual with face to face teaching and learning of English language. The questionnaire is anonymous, and the information you provide will remain confidential.

Name of the University: _____

Name of the teacher (Optional): _____

Experience of teaching English (years): _____

Gender (Male/Female): _____

No. of semesters taught

virtually/online: _____

No. of courses taught virtually/online: _____

Average No. of students in the

class: _____

Please select one of the options for each sentence.

The Likert scale ranges from a to e, with (a) indicating "Rarely true" and (e) indicating "Always true."

| Serial No | item | Rarely | Usually | Occasi rue | Usually | Always |
|-----------|--|--------|---------|---------------|---------|--------|
| 1 | I found it easy to use technology tools for the teaching of English during Covid-19. | | | | | |
| 2 | The perceived usefulness of technology tools influenced my decision to use them for the teaching of English language skills for communicative performance of students. | | | | | |
| 3 | I believe that technology tools enhanced my confidence with regard to the teaching of English as second language (ESL) which enhanced students' English language | | | | | |
| 4 | The ease of the use of technology tools positively influenced my intention to use them for teaching of English as second language (ESL) when required in real life language teaching situations. | | | | | |
| 5 | I find it convenient to incorporate technology tools into the English language teaching process during face to face learning of English language. | | | | | |
| 6 | Internet connectivity was easily available both for | | | | | |

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| | my students as and when required during Covid-19. | | | | | |
| 7 | Much time was available for all my students to subject matter during Covid-19 while learning language virtually in the classroom. | | | | | |
| 8 | I felt motivated and was interactive when taught language virtually during Covid-19 | | | | | |
| 9 | I taught English language skills best when I was engaged in discussions and collaborating with my students in the classroom during online classes. | | | | | |
| 10 | I found value in exploring multiple perspectives virtually taught new concepts in English language/linguistics during Covid-19. | | | | | |
| 11 | I believe that my own knowledge related to language/linguistics was constructed through interaction and collaboration with students during online classes in Covid-19. | | | | | |
| 12 | I was more likely to teach complex concepts of language/linguistics when I could build on my existing knowledge during virtual classes. | | | | | |
| 13 | I enjoyed participating in students' group activities promoted shared learning experiences in virtually teaching of English as a second language (ESL). | | | | | |
| 14 | I found virtual teaching of English language as a second language (ESL) beneficial to reflect on my students' learning experiences and connect them to prior knowledge. | | | | | |
| 15 | I prefer teaching through hands-on activities and practical exercises to online mode of English language as a second language (ESL). | | | | | |
| 16 | I am motivated to teach when I receive prompt communicative performance of the students in the classroom. | | | | | |
| 17 | I enjoy teaching in a supportive and collaborative environment in face to face English language as a second language (ESL) than virtual learning. | | | | | |
| 18 | I am more likely to teach when I present the learning in an interactive and engaging manner in face to face environment. | | | | | |
| 19 | I felt comfortable using technology tools, during Covid-19, for the teaching of English as second language. | | | | | |
| 20 | I believe that technology enhanced my overall English language teaching skills during Covid-19. | | | | | |
| 21 | I am confident in my ability to effectively use technology tools for communicative performance of the students with regard to English language during present time. | | | | | |
| 22 | I found it easy to navigate and access online learning materials or resources and could not enhance my English language teaching skills in the face to face situations. | | | | | |
| 23 | I believe that technology facilitated me better to use technology for communication and collaboration with my students. | | | | | |
| 24 | I consider virtually teaching of English language as a better mode of learning English as a second language (ESL). | | | | | |
| 25 | I feel that virtual teaching improved my English language skills during covid-19 with the use of various teaching methods I applied. | | | | | |
| 26 | I feel satisfied with my English language teaching performance gained through online teaching of English. | | | | | |

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| 27 | I believe that online teaching of English provides the required learning environment necessary for active participation and participation of all students. | | | | | |
| 28 | I checked assignments thoroughly with feedback for comment and returned quickly to students during Covid- | | | | | |
| 29 | I am likely to recommend this virtual English language teaching instead of face to face teaching of English language. | | | | | |
| 30 | Virtual assessment mechanism is a better mode to assess students' knowledge and skills pertaining to English language. | | | | | |
| 31 | Virtual assessment mechanism produces better results in graduates with regard to their knowledge and skills of English language. | | | | | |
| 32 | Virtual assessment mechanism provides equal opportunities to students enhance communicative performance in English language. | | | | | |
| 33 | Virtual learning of English language does improve the writing skills of the undergrads. | | | | | |
| 34 | Virtual teaching of English language made students more engaged and punctual in the learning of English during the time of the class. | | | | | |
| 35 | Face to face teaching of English is full of opportunities for the teaching of English language to improve the communicative performance of the students. | | | | | |
| 36 | Online learning of English enabled my students to spend more time on books reading. | | | | | |
| 37 | I feel that virtual learning of English as a second language (ESL) is more knowledge than oriented than traditional education orientated. | | | | | |
| 38 | Speaking skills in English language of my students improved because of online learning of English language. | | | | | |
| 39 | My institutions has complete infrastructure for teaching for the teaching of English as a second language (ESL) at the department level. | | | | | |
| 40 | I am likely to recommend this virtual English language teaching instead of face to face teaching of English language. | | | | | |