

An Analysis of the Use of Adult Learning Theory in Virtual ESL Teaching and Learning during Covid-19 at undergrad Level

Abdul Rahman

PhD Scholar in Department of English (Linguistics), University of Education, Lahore, 54600, Pakistan

Dr. Mubashar Nadeem

Professor of English, Department of English, University of Education, Lahore, 54600, Pakistan

Dr. Shahzada Qaiser

Professor of Education, Division of Education, University of Education, Lahore, 54600, Pakistan

Abstract

The article analyzes one of the aspects of the doctoral study; the application of adult learning theory given by Malcolm Knowles in 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 exigencies of socio-linguistics. The study focuses on knowing that to what extent teaching through (TAM) is integrated with adult learning during Covid-19 to enhance students' socio-linguistic skills. Two research tools (questionnaires) were used for pilot testing on ten teachers and fifty students; the alpha reliability of the questionnaires (containing 40 items each) for teachers and students is 0.887 and 0.886 respectively. Later on, data was collected from five hundred undergrads with major in English and fifty teachers of nine public sector Universities. The collected data has been analyzed qualitatively to prove or disprove the hypothesis of the study and in light of the findings which suggest that though virtual teaching and learning of English is advantageous at higher education but if not adhered to the principles and assumptions of adult learning, which emphasizes self-concept, adult learning experience, readiness to learn, orientation to learning and motivation to learn, it does not improve undergrads' proficiency in English language skills required for socio-linguistic competence. It was found that lecture method remained dominant teaching technique containing slide shows, electronic furnished learning material and was not aligned with adult learning theory whereas virtual assessment from homes affected subjects' language skills required for better communicative performance on one hand and impacted their socio-linguistic learning skills on the other. The study recommends that HEISs should arrange regular faculty development programs to engage teachers to learn andragogical and latest ESL interventions needed for adult learning.

Keywords: Adult learning, sociolinguistics, virtual, ESL teaching, TAM, undergrads, Covid-19

Introduction

Sociolinguists consider the relationship between language/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 dialect 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). The sudden move from face-to-face to crisis removed learning has caused students, resources, and instructing staff a few challenges. Consequently, this crisis presents alterations to institutions and the individuals to bargain with applied teaching (Saykili, 2019). As (Trust, 2020) says that the teachers are not prepared sufficient to deliver

online education and, hence, they discover it troublesome to create utilization of computerized instruments, online assets, as well as applications to proceed their online teaching.

In expansion to this, universities within the Province of the Punjab might have had few chances of imparting education the way technology is connected in education including the adaption prepare, assessment, and application of technology within the enhancement of learning exercises amid Covid-19. Due to this, a number of the educators were not arranged proficient to come up with far off instruction understandings with technology when states started the closure of institutions due to Covid-19 (Trust, 2020).

Keeping in view the importance of English language, the researchers intend to conduct study to know the socio-linguistic pros and cons of virtual teaching and learning of English as a second language (ESL) during Covid-19 that to what extent it helped undergraduates improve their knowledge and skills of English linguistic/language through virtual teaching with an eye on the applied teaching approach. The study further aims to investigate what kind of socio-linguistic learning issues the faculty and the students faced during virtually teaching and learning of English language and how could such learning problems have affected or affecting the undergrads in their perspective academic or professional life.

Need analysis (research gap) and problem Statement

As academic practioners, it is significant to identify socio-linguistic pros and cons 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 advantages and disadvantages of the virtual teaching and learning of English as second language (ESL) at higher education level with regard to the application of andragogical techniques used for the teaching and learning English as second language (ESL) by the instructors as well as their applied onlineESL interventions.

Justification of problem's significance

The major aim of this research is to contribute to the existing body of knowledge with reference to the pros and cons of the use of technology virtually with a focus on the applied andragogical principles and assumptions of adult learning theory for the teaching and learning of English as a second language for the enhancement of English language skills of the undergrads, i.e., listening, speaking, reading and writing. Hence, this study might contribute to find out what was socially and linguistically lost or gained when English was taught and learnt virtually during Covid-19 at undergrad level. It further aims at finding out, in accordance with the responses of the subjects, whether or not students' English language skills were improved, through the applied ESL teaching techniques in light of adult learning theory, which are considered a success in the job market in today's competitive world.

Research objectives

The overall objectives of the study are to:

1. 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.
2. 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.
3. 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.
4. 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 socio-academic level for their communicative performance.
5. 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.

Hypothesis of the study is as follows:

H₁: Teachers engaged in the teaching of English as a second language (ESL) at undergrad level during Covid-19 were well versed in andragogical skills as well as latest ESL interventions needed for adult learning.

H₀: Teachers engaged in the teaching of English as a second language (ESL) at undergrad level during Covid-19 were not well versed in andragogical skills as well as latest ESL interventions needed for adult learning.

Therefore, the study is a mixed method based research and both quantitative and qualitative approaches have been used in accordance with the nature of the mode of the study. For pilot study the researchers administered two different questionnaires on fifty undergrads with major in English and ten teachers engaged in the teaching and learning of English at undergrad level during COVID-19m however, the collected data has been presented qualitatively.

Methodological Procedure and Sample of the study

The study is of descriptive in nature and contains a mixed method approach. The researchers devised two questionnaires: one for the teachers and the second for the undergrads studying in semester V, VII or VIII. Initially the questionnaires contained 55 question items each with a focus on the objectives of the study which are aligned with the overall framework of this investigation. Questionnaires were pilot tested on ten teachers and fifty students of three public sector universities in Lahore. The Cronbach's alpha of teachers' questionnaire was 0.764 and 0.723 of the students' questionnaires. After deleting and adding some question items the alpha reliability of both questionnaires, containing 40 question items each, is 0.887 and 0.886 respectively. Finally, data was collected from fifty teachers and five hundred students of nine Public sector Universities representing

Northern, Central and Southern Punjab. The results of the collected data have been qualitatively analyzed in the last part of the study for conclusion and recommendations.

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. Sali (2013) says that sociolinguistics is the interaction between language, culture, and society. Depending on the center, essentially any ponder of dialect involves a social association since without this human component language 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.

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.

Fairly speaking, 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 attempting to document differences between the ways adults and children learn, Malcolm Knowles (1980) popularized the concept of *andragogy* “the art and science of assisting adult learners”, and put forward the following assumptions for adult learners:

- The learners mover from dependence to independence by the time he/she grows up;
- His/her life experience proves as an aid to his/her learning;

- When ready to learn he/she starts taking different societal roles;
- Adult learning focuses on problems and expects new learning be applied to solve problems; and
- When adult learner is intrinsically motivated he/she depends less on the external motivation.

Knowles (1984) further suggests that adult educators:

- Set a cooperative climate for learning in the class-room;
- Assess the learner's specific needs and interests;
- Develop learning objectives based on the learner's needs, interests, and skill levels;
- Design sequential activities to achieve the objectives;
- Work collaboratively with the learner to select methods, materials, and resources for instruction; and
- Evaluate the quality of the learning experience and make adjustments, as needed, while assess-ing needs for further learning.

In accordance with Knowles' adult learning theory there are seven features of andragogical process design for instruction follow from those assumptions about learners. An optimal climate for adult learning eschews typical classroom layouts that favor one-way transmission.

- The optimal climate fosters mutual respect, collaboration, trust, supportiveness, openness,
- Authenticity, pleasure, and "humanness."
- Adult learners are involved in program planning.
- Adult learners diagnose their own educational needs.
- Adult learners formulate their own learning objectives.
- Adult learners formulate their own learning plans to meet those objectives.
- Tools, most prominently learning contracts, are needed to help learners carry out their learning plans.
- Adult learners are involved in evaluating their own learning.

Approximately 70 percent of adult learning is self-directed (Cross, 1981), and about 90 percent of all adults conduct at least one self-directed learning project a year (Tough, 1971). Self-directed learning (SDL) is a process in which individuals take the initiative, without the help of others" in planning, carrying out, and evaluating their own learning experiences (Knowles, 1975). In essence, SDL is an informal process that primarily takes place *outside* the class-room. What qualifies learning as "self-directed" is who (the learner) makes decisions about content, methods, resources, and evaluation of the learning. Individuals take responsibility for their own learning process by determining their needs, setting goals, identifying resources, implementing a plan to meet their goals, and evaluating the outcomes. The benefit of SDL is that learning can easily be incorporated into daily routines and occur both at the learner's convenience and according to his/her learn-ing preferences. It can involve the learner in isolated activities, such as researching information on the Internet; it also can involve the learner in communication with experts and peers, as in a traditional class-room.

SDL can be difficult for adults with low-level literacy skills who may lack independence, confidence, internal motivation, or resources. Brookfield (1985) suggests that not all learners prefer the self-directed option and that many adults who engage in SDL also engage in more formal educational programs, such as teacher-directed courses. Within the adult education setting, the teacher can augment traditional classroom instruction with a variety of techniques to foster SDL for individuals or for small groups of learners who are ready and willing to embark on independent, self-directed learning experiences. Self-direction is a critical component of persistence in adult education, helping learners recognize how and when to engage in self-study when they find they must stop out of formal education. Hence, following are strategies for facilitating SDL. The teacher can help the learner to:

- Conduct a self-assessment of skill levels and needs to determine appropriate learning objectives;
- Identify the starting point for a learning project;
- Match appropriate resources (books, articles, content experts) and methods (Internet searches, lectures, electronic discussion groups) to the learning goal;
- Negotiate a learning contract that sets learning goals, strategies, and evaluation criteria;
- Acquire strategies for decision-making and self-evaluation of work;
- Develop positive attitudes and independence relative to self-directed learning; and
- Reflect on what he/she is learning.

Taylor (2000) suggests that teachers need to be trusting, empathetic, caring, authentic, sincere, and demonstrative of high integrity. They need to provide students with immediate and helpful feedback, employ activities that promote student autonomy, participation, and collaboration (Taylor, 1998), and help them to explore alternative perspectives and engage in problem-solving and critical reflection. But it is imperative to practise the art of teaching adults effectively requires an understanding of various principles or theories of how adults learn, and requires making an effort to apply some of those principles to practice. The three major theories presented in this fact sheet and the implications for practice issuing from each are not mutually exclusive.

Knowles (1980) argued that learners in a pedagogical learning experience are more teacher-directed. The learning content is generally prescriptive with the emphasis on transmittal of knowledge and both acquire knowledge and skills, and demonstrate their competence to their teacher. These learners also expect the teacher to firmly direct their learning, motivate them, and be responsible for assessing all the learning. Common practices that support a pedagogical orientation include lectures transmitting factual information, assigned readings, drills, tests, and rote learning. Teachers operate on the assumption that learners are ready to learn whatever is prescribed to them in the form of standardized curriculum. Although pedagogical practices are more appropriate for children, Knowles (1973) defended the use of such practices with some adult learners, particularly in circumstances where any other approach is unsuccessful.

In contrast, the practice of andragogy is more learner-centered and the role of the teacher is primarily that of a facilitator. Characteristics of adult learners learning in an andragogical experience include self-direction, autonomy, responsibility for decisions,

resource of experience, performance of social roles, and immediacy of application or action. Knowles (1980) recommends this orientation to accomplish more meaningful outcomes because it encourages learners to stress and display their freedom of choice for learning goals, content, and processes. Learners with an andragogical orientation expect the teacher to provide an environment that enhances learning, have at least some control over the process of learning, and encourage higher levels of self-direction.

Findings:

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

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

Discussion, conclusion and recommendations

Faculty development is vital, not only for the organization, but moreover for the teachers as it is very much related to noteworthy work security and also an opportunity for their career progression, hence, abilities obtained through any training program is a resource of academic progress for the organization and the worker. By its definition, a professional educator could be a long lasting learner because of his/her affiliation with logical knowledge which keeps developing and so openings have to be managed to guarantee that he/she keeps learning and creating all through his/her professional life. For that very reason let's look at following which could be highly effective if implemented for adult learners to determine the learning of English as a second language at undergrad level:

1. The foremost effective instructors have profound information of the subjects they instruct. When teachers' information falls underneath a certain level, it could be a critical obstacle to students' learning. As well as a solid understanding of the fabric being instructed, instructors must also understand the ways understudies think almost the substance, be able to assess the considering behind students' possessed strategies, and distinguish students' common misguided judgments.
2. Good instruction incorporates components such as successful addressing and utilize of appraisal by instructors. Particular hones, like looking into past learning, giving demonstrate reactions for adult learners, giving satisfactory time for hone to implant abilities safely and dynamically presenting modern learning (platform) are too components of great quality instruction.

Though the question has been analysed in detail in the second part this section: qualitative analysis of the teachers open ended interview revolving around difference between online and face to face teaching and learning of English at undergrad level so far as students' engagement, motivation, and language creativity in the class are concerned; virtual platform of teaching and learning of English as second language (ESL) provides better opportunities to students to get enough experience and confidence required at current academic level for their communicative competence; teachers' received training on andragogical skills and virtual ESL teaching interventions required for adult learning of English as a second language (ESL) at undergrad level; and virtual teaching and learning of English as a second language (ESL) at undergrad level is a better mode than face to face learning with reference to adult learning theory, technology acceptance model (TAM), and constructivists' point of view. But, it is important understand the point of the respondents, students, who are the ultimate beneficiaries of the educational system. We know that the institutions of higher education in the province of the Punjab have highly qualified faculty but it is important to understand that, as reflected in the results, that teaching English virtually and in the physical modes are two ways to achieve ends. We have also discussed that there had been certain constraints both the teachers and students during COVID-19 situation and among them some were manageable whereas the others were not. Lecturing online may be an easy task when the students are only passive listeners but it becomes tougher when classrooms become interactive and teaching and learning become a collaborative effort because it is the juncture when adult learning actual takes place. And for that very approach we need training during which develop not only conceptual understanding of adult teaching, use of technology for teaching English but the end results are in mid and they are the language creativity by the adult learners.

We have seen the results of questionnaire for teachers and are in the position to state that there was no difficulty on the part of the instructors with regard to the use of technology during COVID-19 situation for instance the results also contain healthy trend towards the usefulness of the incorporation of technology during virtual teaching. We have seen that the instructors feel ease to use technology tools for the teaching of English during Covid-19, they perceive usefulness of technology tools influenced my decision to use them for the teaching of English language skills for communicative performance of the students, they believe that technology tools enhanced their experience with regard to the teaching of English as second language (ESL) which enhanced students' English language skills, the use of technology tools positively impacted their intention to use them for teaching of English as second language (ESL) when required in real life language requirements, and they found it convenient to incorporate technology tools into my English language teaching process during face to face learning of English language. The results take us to certain hurdles and we find that there was not much time available in the virtual teaching of English during COVID-19 for discussions on the content they were engaged to teach; it is possible it was due to sudden shifting of physical mode to online which might have created some issues for the teachers to get themselves recomposed and prepared for virtual teaching of English to the undergrads and the same has been supported by the students. Hence, it was rather easier to use the same power point presentation used during physical mode as we have already mentioned that instructors mostly use projectors during face to face teaching

of English because we have also seen that the instructors get motivated whenever there was interaction among the teacher and the students.

But, on the other hand we that the students, without denying the significance of the use of technology, are not so much motivated and were not found engaged, as per the results, during virtual learning of English, and hence, feel that technology has not improved their language skills; the ultimate of teaching and learning process of language learning. Without creation of language items it is rather hard to have good communicative performance which is the biggest objective of any teaching and learning process so far as language learning at undergrad level is concerned despite the fact that they believe that their instructors were expert in using technology for the teaching of English as second language (ESL) at undergrad level. But, we find that the students were not comfortable with online mode of learning as they did not learn English language skills best when they were actively engaged in discussions and collaborating with other students in the classroom during online classes whereas we have seen that there were no discussion during online classes because of different factors. It also becomes crystal clear that the students always enjoy participating in group activities that promote shared learning experiences in virtually learning of English as a second language (ESL) but this what not happened in accordance with results because they do not feel that their online English language learning experience aligns well with their current individual language needs but the most important aspect which is to be considered is, according to respondents' opinion, that virtual teaching did not improve their English language skills during covid-19 with the use of lecture based teaching methods applied by their instructors.

This is the juncture which enables to infer that despite being undergrads the students were informally conscious about the concept of teaching methods. Traditional there are some major approaches on which the teaching methods are based but the most important method could be teacher's own way of teaching English to enable students to enhance their linguistic knowledge and skills required according to their semester level. We know that students of semester V and VII or VIII were engaged to get their response and these semesters mean a lot because semester V is the middle of their degree program whereas VII & VIII give final shape to the overall socio-linguistic knowledge and skills of the undergrads. Hence, we can infer that instructors did not use required techniques need for adult learning in light of the requirements of Technology Assistance Model (TAM) with an aim to ensure constructivists' point of view that the ultimate goal should be language pertaining creativity. Our arguments are furthered by Taylor (2000) who asserts that educators must be trusted, compassionate, understanding, real, authentic, and exemplary of high integrity. They must use activities that promote student autonomy, participation, and collaboration and help them to explore alternative perspectives and engage in problem-solving and critical reflection as well as give students timely and insightful feedback. Hence, in light of the results we are in a position to state that the hypothesis is not proved as the majority teachers engaged in the teaching of English as second language at undergrad level did not mostly receive formal training with respect to andragogy as it helps them to explore alternative perspectives and engage in problem-solving and critical reflection as well as give students timely and insightful feedback and it is due the fact that they remained engaged in lockstep teaching technique which is primarily a teacher centered approach

whereas the requirements of adult learning are different as has been discussed in chapter two of the study.

Recommendations

- I. The HEIs must arrange regular faculty training programs on andragogical skills in light of the adult learning principles and assumptions.
- II. ESL teachers should engage adult learners through andragogical language learning techniques integrated with Technology Assistance Model (TAM) on regular basis.
- III. Lecture method for the teaching of English at undergraduate level must be avoided and language teaching may be ensured by applying adult learning assumptions with a focus on constructivists' view for language creativity.
- IV. Discussion at undergrad level should be the prime focus of the teachers to generate participative way of English linguistics/language learning for communicative performance.
- V. Technology may not be used in isolation rather a more interactive approach may be applied during the use of multi-media by the teachers for the teaching and learning of English at undergrad level.
- VI. The ESL instructors at undergrad level should focus on the enhancement of all language skills, listening, speaking, reading and writing, for better communicative performance of the students rather than following routine assessment techniques.
- VII. The ESL teachers should give more time to the adult learners for classroom presentations in furthered classes as and when both the students and teachers are free.
- VIII. ESL teachers should avoid teacher centered teaching technique of teaching English linguistics/language rather they should make their teaching students centered with a focus to create environment for realizing self directed learning.
- IX. ESL teachers must not encourage such students who speak any language other than English during the classroom proceedings.

References

- Brookfield, S. (1985). The continuing educator and self-directed learning in the community. In Brookfield (Ed.), *New Directions for Continuing Education*, (25), San Francisco: Jossey-Bass.
- Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.
- Davis, F. D. (1986). *Technology acceptance model for empirically testing new end-user information systems: Theory and results*. MA, USA: Massachusetts Institute of Technology.
- Graddol, David. *The Future of English? A Guide to Forecasting the Popularity of the English Language in the 21st Century*. British Council, 1997.
- King, K. (2000). The adult ESL experience: Facilitating perspective transformation in the classroom. *Adult Basic Education*, 10(2), 69–89.
- Knowles, M. and Associates (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.
- Knowles, M. (1980). *The modern practice of adult education: Andragogy versus pedagogy*. Rev. and updated ed. Englewood Cliffs, NJ: Cambridge Adult Education.
- Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*. New York: Cambridge Books.
- Knowles, M. (1975). *Self-directed learning: A guide for learners and teachers*. Chicago: Follett Publishing Company.
- Taylor, E. (2000). Analyzing research on transformational learning theory. In Mezirow and Associates (Eds.), *Learning as transformation: Critical perspectives on a theory in progress*, pp. 285–328. San Francisco: Jossey-Bass.
- Tough, A. (1971). *The adult's learning projects*. Toronto: Ontario Institute for Studies in Education.

Appendix A

Questionnaire for teachers.

My dear Sir/Madam: It is to inform you that I'm doing PhD English (Linguistics) from University of Education Lahore on the topic captioned above. I further humbly inform 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 (Optional): _____
 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	Question item	Rarely true	Usually not true	Occasionally true	Usually true	Always true
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 the students.					
3	I believe that technology tools enhanced my experience with regard to the teaching of English as second language (ESL) which enhanced students' English language skills.					

4	The ease of the use of technology tools positively impacted my intention to use them for teaching of English as second language (ESL) when required in real life language requirements.					
5	I find it convenient to incorporate technology tools into my English language teaching process during face to face learning of English language.					
6	Internet connectivity was easily available both for me and my students as and when required during Covid-19.					
7	Much time was available for all my students to discuss subject matter during Covid-19 while learning English language virtually in the classroom.					
8	I felt motivated and was interactive when taught English language virtually during Covid-19.					
9	I taught English language skills best when I was actively engaged in discussions and collaborating with my students in the classroom during online classes.					
10	I found value in exploring multiple perspectives when 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 situation.					
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 that promoted shared learning experiences in virtually learning 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 in 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 content in an interactive and engaging manner in face to face situation.					
19	I felt comfortable using technology tools, during Covid-19, for the teaching of English as second language (ESL).					
20	I believe that technology enhanced my overall English language teaching skills during Covid-19.					
21	I am confident about my ability to effectively use technology tools for communicative performance of the students with regard to English language during present situation.					
22	I found it easy to navigate and access online learning platforms or resources but could not enhance my English language teaching skills in the face to face situations.					
23	I believe that technology facilitated me better to use English for communication and collaboration with my students.					
24	I consider virtually teaching of English language skills is a better mode of learning English as a second					

	language (ESL) for students at undergrad level.					
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 to my English language teaching experience gained through online teaching of English.					
27	I believe that online teaching of English provides with the required learning environment necessary for active engagement and participation of all students.					
28	I checked assignments thoroughly with feedback for improvement and returned quickly to students during Covid-19.					
29	I am likely to recommend virtual English language teaching instead of face to face teaching of English language.					
30	Virtual assessment mechanism is a better mode to check students' knowledge and skills pertaining to English language.					
31	Virtual assessment mechanism produces better undergraduates with regard to their knowledge and skills of English language.					
32	Virtual assessment mechanism provides equal chances to students enhance communicative performance in English language.					
33	Virtual learning of English language does improve English writing skills of the undergrads.					
34	Virtual teaching of English language made students focused and punctual in the learning of English during allotted time of the class.					
35	Face to face teaching of English is full of opportunities for the teaching of English language to improve					

	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 information orientated for students.					
38	Speaking skills in English language of my students were improved because of online learning of English language.					
39	My institution has complete undergrad level infrastructure for online teaching for the teaching of English as a second language (ESL) at the department level.					
40	I am likely to recommend face to face teaching of ESL, with a blend of technology use, rather complete virtual English language teaching of English language at undergrad level.					

Appendix B

Questionnaire for Students

My dear respondent:

It is to inform you that I'm doing PhD English (Linguistics) from University of Education Lahore on the topic captioned above and the objective of this questionnaire is to collect data only for research purpose to understand better what undergraduates of BS English program of public universities think about the learning of 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 as a second language (ESL) at undergrad level. 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 statement.

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

Serial No	Question item	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
1	I am motivated to learn English when I see the relevance of the subject matter to my own experiences in face to face situation rather than virtual.					
2	I learnt English language virtually for communicative purposes to determine my own English language learning goals and objectives by enhancing my language skills.					

3	I was less motivated to learn English language online during Covid-19 with an ordinary control over my learning process.					
4	The perceived usefulness of technology tools influences my decision to use them for the learning of English language skills for communicative purposes.					
5	I believe that technology tools enhanced my experience with regard to the learning of English as second language (ESL) which enhanced my English language skills.					
6	I find it convenient to incorporate technology tools into my English language learning process during face to face learning of English language.					
7	My instructors were expert in using technology for the teaching of English as second language (ESL) at undergrad level.					
8	Much time was available for all the students to discuss subject matter during Covid-19 while learning English language virtually in the classroom.					
9	I felt motivated and was interactive when learnt English language virtually during Covid-19.					
10	I learnt English language skills best when I was actively engaged in discussions and collaborating with other students in the classroom during online classes.					
11	I found value in exploring multiple perspectives when virtually learnt new concepts in English language/linguistics during Covid-19.					
12	I believe that technology tools improved my learning outcomes					

	pertaining to English as a second language at undergrad level.					
13	I believe that my knowledge related to language/linguistics was constructed through interaction and collaboration with others during online classes in Covid-19 situation.					
14	I was more likely to understand complex concepts of language/linguistics but I could not build on my existing knowledge during virtual classes.					
15	I enjoyed participating in group activities that promote shared learning experiences in virtually learning of English as a second language (ESL).					
16	I found virtual learning of English language as a second language (ESL) beneficial to reflect on my learning experiences and connect them to prior knowledge.					
17	I prefer learning through hands-on activities and practical exercises to online mode of English language as a second language (ESL).					
18	I find online learning helpful to set clear learning goals and objectives with regard to English language as a second language (ESL).					
19	I believe that technology enhanced my overall English language knowledge and skills during Covid-19.					
20	I am confident in my ability to effectively use technology tools for communicative purpose with regard to English language during present situation.					
21	I found it easy to navigate and access online learning platforms or resources and cannot enhance my English language skills in the face to face situations.					

22	I believe that technology facilitated me better to use English for communication and collaboration with peers.					
23	I consider virtual learning is a better mode of learning English as a second language (ESL).					
24	I feel that virtual teaching improved my English language skills during covid-19 with the use of various teaching methods applied by my instructors.					
25	I feel satisfied with my English language learning experience gained through online learning of English.					
26	I believe that online learning of English provided me with the required learning environment necessary for active engagement and participation of all students.					
27	I feel that my online English language learning experience aligns well with my current individual language needs.					
28	My assignments were checked thoroughly with feedback for improvement during Covid-19.					
29	I am likely to recommend virtual English language learning instead of face to face learning of English language.					
30	Virtual assessment mechanism is a better mode to check students' knowledge and skills pertaining to English language.					
31	Virtual assessment mechanism produces better undergraduates with regard to their knowledge and skills of English language.					
32	Virtual assessment mechanism provides equal chances to students to enhance communicative performance in English language.					

33	Virtual learning of English language does improve English writing skills of the undergrads.					
34	Virtual learning of English language did not promote 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 feel it hard to re-start the learning of English language skills in face to face learning after Covid-19.					
37	Online from home exams didn't challenge ethical 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 were improved because of online learning of English language.					
40	My institution has complete infrastructure for online teaching for the learning of English as a second language (ESL) at the department level.					