

EFL Students' Attitudes Towards the Use of New Media in Classrooms: An Analysis of Pakistani University

Abstract: *A lot of research has been conducted about using new media in learning and teaching. However, this study takes into account and sheds light on the attitudes of EFL students regarding the usage of new mediums for English language learning and teaching during COVID-19. This study explores the advantages and challenges of using new media during online classes for the English language. The data of this study is collected through 5 EFL students' interviews and from questionnaires which were distributed among 250 EFL students. The findings of this study reveal positive attitudes of EFL students towards the integration of technology for ELL and ELT in the COVID-19 context. In addition, this study also shows a few students' suggestions about the usage of new media that would be very effective for Teachers' teaching styles as well as students' learning points of view.*

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Key Words: New Media, English Language, COVID-19, Attitude

Introduction

COVID-19 is a pandemic that has destroyed the economic, social, educational and political systems of the world. Until the spread of COVID-19, online learning and teaching were not common in Pakistan for formal education. When the government of Pakistan announced a lockdown all over the country then the mode of learning and teaching moved towards an online platform. Thus, all educational institutes shut down. During this sudden painful environment, many technologies and soft wares have been explored by the institutions to continue the process of teaching and learning. (Nafees & Khan, [2020](#))

New mediums develop a worthy environment in the classroom for English language learning and teaching. English language learning is a crucial need for students, especially in those countries where it is used as a medium of teaching for education like in Pakistan. At this time in Pakistan, the English language is very important for development. English language learning considers a symbol of progress in Pakistan. According to Azmi ([2017](#)), new media integration promotes students' language acquisition/learning. To support this opinion, Arifah ([2014](#)) suggests that the integration of technology in modern mediums develops students' thinking abilities for English language learning. In addition teaching with the

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implementation of multimedia in the classroom encourages students to learn the English language more attentively. Information about the usefulness of newer mediums of technology in the classroom along with the students' attitudes assists to establish efficient instruction for language learning. The implementation of multimedia (text, video, sound, graphics and animation) in the classroom appeals to students in various ways (Hussein, [2010](#)).

Attitudes refer to how an individual takes something and feels towards it whether in a positive or negative sense. Davis ([1989](#)) stated that the internal attitude of a learner and his self-efficacy regarding the use of a technology program would establish their motives towards using the program or not. Hence, it is necessary to research it. Investigation of the students' attitudes towards technology integration in the classrooms enables teachers and policymakers to understand and encourage the importance of the technical program for education during COVID-19.

Research Questions

1. What are the EFL students' attitudes towards the use of new media during COVID-19 in Pakistan?
2. How far the use of a newer medium of technology is beneficial for classrooms during COVID-19?
3. What are the challenges faced by students towards the use of new media during COVID-19 in Pakistan?

Objectives

- To explore the EFL students' attitudes towards the use of technology through new media during Novel virus
- To investigate the importance of new media for classrooms during COVID-19
- To find out the challenges of using technological sources during COVID-19

Literature Review

In the current pandemic COVID-19 environment, the in-debt study about students' attitudes towards the use of technology through new media is the need of the hour because students'

achievement in English language learning is based on their perspective towards new media. Probably, it is believed that students' positive attitudes have a great impact on their success in a technical environment. However, negative attitudes towards the technology of new mediums refer to some challenges which they face in an online classroom. Therefore, there is a lack of research in Pakistan at the university level regarding EFL students' attitudes about the use of new media in classrooms during lockdown due to the COVID-19 situation. (Ajmal, Alrasheedi, Keezhatta, and Yasir, [2020](#))

Like the rest of the world, to reduce the consequences of COVI-19 government of Pakistan declared a smart lockdown all over the country. In Pakistan, educational institutes have been shut down due to this harmful disease of COVID-19. (Nafees & Khan, [2020](#)).

HEC of Pakistan has planned to develop an online system of education in which students can learn by staying at their homes (Ain, [2020](#)). HEC has also designed attainments for the universities such as the formulation of the Online Readiness Policy Guidance Note and Policy Guidelines. However, the universities do not know how they can tackle this system. The teachers and the students are not well trained in technologies which are used for online learning and teaching during COVID-19. In this worst situation, due to the many administrative and technical issues such as lack of knowledge regarding electronic equipment, incapable to pay costs, and no access to the internet, laptops or mobile devices, learning and teaching have become difficult tasks for teachers and students (Kaliisa & Picard, [2017](#)).

With the recent developments in technology especially the internet, many changes have occurred in the instruction of English language teaching and learning. The Internet gives new ways and prospects to EFL students. Through, technologies EFL learners can increase their linguistic skills (grammar, discourse, vocabulary and language skills) in a realistic situation. Thus, the effective use of technology has a direct link with the EFL students' attitudes. Under the recent COVID-19 situation traditional language learning and teaching instruction have been converted towards online learning and teaching. This sudden change became a cause of

disturbance and anxiety for students and teachers. (Cui, 2021).

Custer & Wiens (1996) stated that *"our use of and dependence on technology is pervasive and yet our understanding of technology in society is elementary"* For instance, some people refer to technological devices as (CD, DVD, internet, computer, television, video) technology, while other may refer it with the areas of knowledge (engineering, science). In addition, McCarthy & Moss (1994) pointed out that some students have a misconception about technology and its integration into the classrooms. Like, some students consider technology as being parallel to science. Some take technology as a beneficial tool for education. However, they have "vague Concepts or misconceptions of what comprises technology" (Boser & Daugherty, 1998). This thing creates a gap between the attitudes of professionals and students toward the integration of new media technology in the classroom. Therefore, it is necessary to find out the university undergraduate students' attitudes regarding technology which will be helpful to integrate technology in classrooms for English language learning and teaching.

According to Kentnor (2015), online education means getting education and instructions through the electronic medium (internet) and students learn at their home. In this stressful condition of COVID-19 online education, the platform can be sufficient for providing language learning and teaching opportunities. Many technologies are appropriate for language learning and teaching by maintaining distance between the students and teachers. The tools which are used in online classrooms for learning and teaching are Zoom, Google Hangouts, Skype meet-up, Google classrooms, LMS, ICT, YouTube, etc (Shenoy, Mahendra, & Vijay, 2020).

Digital media has become a handy tool in such a crisis. Online learning is understood as a solution for those people who cannot take class face-to-face in the classroom, and also for those who do not take interest in the classroom's learning. (Krajka, 2000).

Recently a wide range of technologies has swiped the globe. For this research, those technologies have been selected that are widely

used by university students and teachers for online English language learning and teaching during COVID-19 in Pakistan. These technologies include Computers / Laptops, the Internet, Zoom meeting, Google classrooms, Mobile devices, Skype, Websites etc.

Some researchers consider attitudes, behaviour and feelings are related to one another. Therefore, attitudes define a person's behaviour towards other things and persons. According to Baron & Byrne (1994) attitudes establish individuals' thoughts and observations about the world and society. So, attitudes refer to how an individual feels about something whether in a positive or negative manner (H. Yusuf, 2015). In addition, (Gardner et al., 1985) defines attitude as "an evaluative reaction to some referent or object, inferred on the basis of the individual's beliefs or opinions about the referent". Thus, according to Kuo (2008), the attitudes of students toward new media technology and internet-assisted language instruction are very important for English language learning and teaching that show their willingness towards new media technologies approach as well as their future behaviour of learning.

Akbulut (2018) evaluated students' attitudes who had proficiency in the English language at Turkish university. The results have shown learners' positive attitudes towards CALL due to the collaboration of computers in language learning because of their effective nature in communication and their instrument benefits etc.

Xie (1999) suggests that today in classroom instruction computers are getting very important. For its convenience now it has become a need for every student. Today a learner can study language with the help of a computer and the internet in an authentic way at any time and anywhere across the world. A study conducted by Behroozian & Sadeghoghli (2017) states the students' perceptions towards the integration of new media technology especially the use of the internet and the role of computers in English second classes. The data was collected through five English second language teachers and student interviews. The findings of this study explore the positive attitudes of students and show their positive orientation toward the role of new media technology in English Language

classes.

In Pakistan, the research from the EFL students' perspective to investigate their attitudes towards learning online English language with the help of new media technology in the COVID-19 pandemic period is very helpful for EFL instructors to understand the effectiveness of technologies for English language learning and teaching. The information about the integration of technologies during online English language learning and teaching is very sufficient for improving learning and teaching instruction in Pakistan during the COVID-19 pandemic.

Methodology

Research is a procedure in which a researcher understands a phenomenon with the help of collecting, analyzing and interpreting data (Leedy & Ormrod, 2001). In this study mix method approach is used. In mix method, approach researchers adopt both methods for data collection and analysis in single research work (Johnson & Onwuegbuzie, 2004). This research was an analytical type of research that analyzed the students' attitudes during the COVID-19 epidemic after identifying the research gaps and objectives of the study, the researcher decided to focus on the undergraduate students at the university level who were attending online English writing and compositions classes during COVID-19 pandemic. This research study was conducted in the Province of Punjab in Pakistan. Data was collected through interviews and questionnaires. Data were analyzed with the help of SPSS software and thematic analysis. Results and findings were attained through analysis and interpretations.

The data was collected online at home from the university in the province of Punjab, Pakistan due to the COVID-19 perspective. The target population of this study comprised 120 undergraduate students for quantitative data and 6 undergraduate students for qualitative data, who were taking online classes of writing and composition at the university level. All the students were in last semester and belong to the English department at the university. For the online survey, both male and female participants were involved. However, for the semi-structured

interviews, there was 136 male and 114 female students were included.

Due to COVID-19 conditions, the sampling technique of this research work was random sampling. Simple random sampling is such a technique in which every participant of the population has an equal possibility to participate in the sample. Because the population of this study was undergraduate students who were taking writing composition classes. Therefore, all the participants participated in this study randomly. It ensured that all the participants would give their perspectives regarding online English language learning and teaching with the integration of the new media technology during COVID-19. Because they were using different technologies during class. Hence, their attitudes would lead toward the benefits that they were observing and the challenges that they were facing with technologies.

For qualitative data collection, the inquiry was based on the researcher's self-created interview questions. There were 10 questions of which 6 were main questions while 4 were sub-questions. The main questions investigated the students' attitudes towards new media technology integration for language learning and teaching during COVID-19 and explored their suggestions and problems regarding new media technology integration. On the other side, the sub-questions were designed to investigate their inner feeling about the current scenario.

Another tool for this research was an e-survey questionnaire. There were 15 items in this questionnaire. The first five items were about students' general attitudes regarding new media technology integration in English language learning and teaching, the next six to ten items were exploring students' attitudes towards the benefits of new media technology integration and the last eleven to fifteen items were about students' attitudes towards the challenges of new media technology integration.

Data Analysis

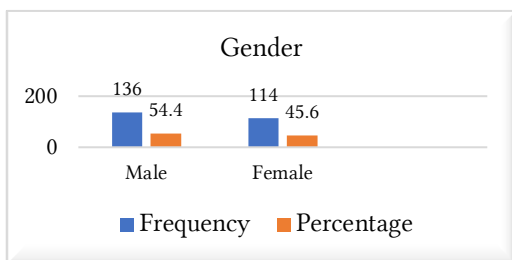
Data were analyzed both quantitatively and qualitatively. Graphs and charts were used for the description and discussion of the results and findings. Statistically, analysis software was used

such as SPSS (Statistical Package for the Social Science) for the analysis of quantitative data in which the 5-point Likert scales (ranging from "strongly disagree=1" to "strongly agree=5") were used. For the qualitative data, analysis researcher applied thematic analysis to the interviews. It is a very sufficient method to analyze semi-structured interviews by identifying the common patterns within data (Braun & Clarke, 2006). For thematic analysis first of all voice recordings were transcribed. After transcribing data codes were assigned. Every code consisted of the description of the participants saying. Each code contains the short written phase which the researcher finds very insightful (Braun & Clarke, 2006).

Results and Discussion

The research provides insights on the emerging technology's usefulness in classrooms after COVID-19 that could better be leveraged for EFL students in a very peculiar way. All results were analyzed by SPSS software's technique where all descriptive statistical tools (including gender, age, education, and area of study) are used to analyse the detailed analysis of sampled population. Pearson correlation is also used to find the significant relationship between the independent variable (Student attitude) and the dependent variable (Use of new media technology). The simple regression method is also analyzed to predict the effect of the relationship among the variables. In the end, the reliability Statistics tool is used to check the reliability of the scale.

Gender

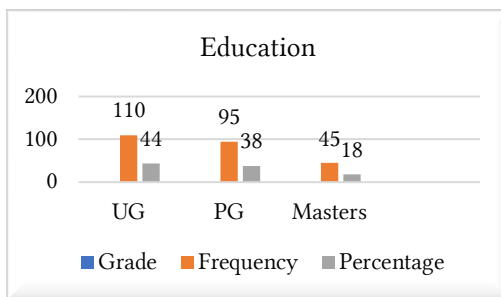


Graph 1

The above table and graph show the results of gender identification how many respondents as per sampled size were male and how many were

females who responded to the survey questionnaire. Results depict that out of a total of 250 selected respondents, a total of 136 were the male who responded to the questionnaire. And 114 were the number of females who responded as per the asked questions. So the results show that out of 100 per cent people only 45.6 per cent were female respondents and about 54.4 per cent were male respondents. Hence the male respondents are the majority of people who have responded to the online survey method, and the female respondents are in the minority who have responded to the asked questions. The fluctuation between both genders is not showing a sharp curve, as both genders contributed to the research survey equally in the majority of responses. Research designed to approach both genders to contribute to supporting equal opportunity to invent the research analysis.

Education

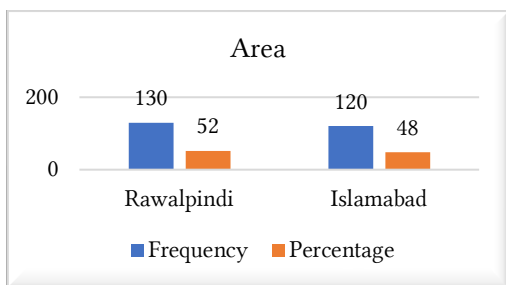


Graph 2

To check the education level of respondents, descriptive statistical measures are used to check the number of respondents as per their education level. Results in the above table explain the education level in three different higher education categories such as undergraduate level, graduate level and postgraduate level students. Out of a total of 250 selected sample population, a total of 110 numbers of respondents are those who lie under the graduate level which means 44% of respondents are the majority ratio of active participants. On another hand, 95 respondents are those who come in the category of graduate level of education which means a total of 38%. A total of 45 respondents are showing the minimum number of postrespondents who are in the education level of postgraduate is

18% of the total participants. Above all, the highest and majority numbers of participants are in the category of undergraduate level of education who was interested to contribute in the survey. However, in a second number less than the majority of contributors participated in the survey whereas less than half 18% are only a few minority numbers of participants who are showing interest in responding to the online survey method with the subject topic.

Area



Graph 3

As per the selected sample-sized population in the research procedure, the target area is defined for the dependability of data analysis; according to this, the sampled population is selected as a total of five private universities in the twin cities of Pakistan (Rawalpindi and Islamabad). To identify the number of participants from these two twin cities. Out of a total of 250 students, 130 numbers of students are those who live in the region of Rawalpindi. Similarly, a total of 120 students are living in the Islamabad region. Hence total of 52 %, showing the half population of contributors who are living in Rawalpindi and participated in a research survey. On the other side less than the previous one, a total of 48% are those who live in the region of the federal capital, Islamabad. A questionnaire was distributed equally without knowing the region of participants but it's important to indicate the area where they live in the COVID-19 situation avoids the lacking elements such as connectivity and networking problems issues in the research objectives.

Correlation

Table 1

Correlations	Students Attitude	Use of Technology
Students Attitude	1	
Use of Technology	.532**	1

** Correlation is significant at the 0.01 level (2-tailed).

The above table shows the values of the relationship between students' attitudes toward the use of new media technology in COVID-19. Pearson correlation was used to investigate the relationship between the independent and dependent variables. The value of the Pearson correlation shows that there is a strong positive relationship between the variables. The value R = .532 reflects a strong positive relationship with a significant value of .000. The analysis was done on a sample of 250 respondents which assures that student's attitude was positive toward the use of new media technology due to its benefits yet they have overcome challenges which they faced during usage. Results reflect the positive attitude to the usage of easy access to new media technology for communication that is beneficial

for each student which means it's a positive source to reach the emerging technological system for all institutes. Many technologies and soft wares that are explored by the teachers to continue the process of teaching and learning reflect the positive attitude among the students for benefit of good communication usage as mentioned by the study by Chen (2008). Results depict the phenomena of a study by Arslan (2008), technological developments have a positive effect on all industries, as the language nature can be diverted with technological integration.

Pearson correlation shows the highest level of relationship between the technological usage and students' attitude as the significant ratio shows the highly positive results where the value

of 0.532 shows a maximum number of positive attitudes of participants who courage the online new technology system that is easy to communicate in classrooms. Similarly, Thienthong and Lian (2000) concluded that new technologies are the most significant and influential new media technology that plays a vital role in one's personal and professional life, hence it has proved that the variation in different

technologies is bringing knowledge enhancement in a quick way. However, there is a view of disagreed participants who believe that with some genuine extent and reasons, a virtual education system is not as beneficial compared to the physical classroom environment, they believe that a physical communication system is more feasible for detailed discussion and guidance said by Hussein (2010).

Regression

Table 2

Model	R Square	F	β	t	Sig
IV – DV	.283	97.56	.701	9.887	.000

The above table shows a simple regression analysis where the coefficient of determination (r square) is showing the highest variation i.e., (283%). Regression analysis is done to predict the effect of attitude toward new media technology and use of new media technology. Hence the value of r square is showing the majority of affecting people by the usage of new media technology in classrooms and effecting highly. The table shows that attitude brings 28.3% change in the use of new media technology with $F = 97.56$ which shows a sound model fit. It means with 97% of changes in new media technology usage is affecting a 280% increase in affecting the population's attitudes positively. The highest chance effect is demonstrating a highly significant positive attitude that is resultant of technological usage. The value of beta shows the unit of changes in the independent variable due to changes in the dependent variable, so the above unit of change is .701 in the use of new media technology due to a positive attitude of students.

The value of t reflects the reliability of the study model that is linked with constructed variables, so the model under study is showing very strong results as the t value is greater than the value of 2, as shown in the above table $t = 9.887$. Similarly, the value of beta is 0.7 which is above 0.1 and it's showing also a significant level of change in the dependent variable due to the change in the independent variable. Alternatively, the study indicates that the attitude of students changes with the new technology system and vice versa. The significant value approves the formulated hypothesis under study that students' attitude has a significant effect on the use of technology in classrooms. Thus the formulated hypothesis that is constructed by study depth is accepted. Results conclude revolutionary technological variation is a meaningful picture in using feasible sources for the education system. Dhawan (2020) study mentioned that educational organizations are already searching for an effective way can deal with these destructive conditions like COVID-19.

Reliability Statistics

Table 3

Variables	Cronbach's Alpha	N of Items
Student Attitude	.871	5
Use of technology	.896	8

The above table shows the reliability scale of variables and their significant verification. In order to check the reliability of the scale, Cronbach's alpha was checked. The value of Cronbach should be greater than .6 to ensure the

reliability of the scale, Taber (2018). The value of a student's attitude is .871 is greater than 0.6 which shows the reliable relationship of both variables, and the use of new media technology is .896 which also assures that the scale used to

predict the relationship is reliable. Hence the study identifies the true relationship among both variables where the attitude of students is positive and changes towards the emerging technology system in the education system, which is bringing the positive attitude among the people who want to accept and appreciate the level of the education system to compete for the world and for development of their education system. It's important to integrate new media technology procedures which means to learn new media technology than its integration in the process of teaching and using new media technology to develop the learning skills of learners Dockstader (1999). It is reliable that new technology and software or platforms have a constructive impact on the language learning process in the classroom because it promotes learning activities and teaching influences the learners in a consistent way in English language learning class.

Qualitative Analysis of the Semi-Structured Interviews

Understanding of Technology

Scientific Way: Simply it means the scientific ways and mechanisms which can save time and require less human effort

Problem-solving Tool: In my point of view, technology is for solving problems through tools, equipment, products and services that meet our needs and present solutions

Make Tasks Easier: Tools which make things easier to bring a solution to some problems and make things easier. Some common technologies are Digital media, computers, Mobile phones and many others.

Significance of New Media Technologies for English Language Learning and Teaching During COVID -19

User-friendly Tools: I found zoom a very user-friendly tool and easy-to-use application, and indeed in the times of Covid-19, it proved to be the best option for video communications as it is an easy, reliable platform for video and audio conferencing, collaboration, and chats, above all it can easily be accessed through mobiles, desktop PC and laptops.

Provide Innovative Ways for ELL: Before the pandemic of COVID, I used to think that English learning is only a traditional mode of learning where an instructor can only teach face to face, but technological tools like google meet and classroom, zoom and many others have put everyone in amaze where many innovative ways have been introduced for the ELL.

Reliable Platforms for Remote Learning: I found modern technologies most importantly Zoom and Google Meet to be reliable and intuitive video conferencing tools. Being girls, me and my family were a bit worried about me going online for hours for online classes, but these tools gave me full control over my own privacy, as I could off the video and can take class, I had also all the control to mute and above all teachers had control to delete or mute someone from the group, if some unnecessary person tries to intrude the class. If I didn't want to share my whole screen, these modern technologies like meet and zoom gave me the option of sharing a specific browser window, application, or document. The robust performance and frictionless video calling features make it an ideal choice for ELL and proved to be reliable and easy to run during the times of COVID-19

Online Education Progression: I felt that there will definitely be an increased drive in the field of educational software and teaching techniques using modern technologies. Perhaps, most universities will benefit, in the future, regarding equipment and necessary resources for online distance learning.

English Language Learning and Teaching Through Remote Means

Restricted to Homes: It is always a challenge dealing with heterogenous customers who have different backgrounds and temperaments therefore many times I have to be careful dealing with forgers and deceit.

Convenient Source: I found ELL and teaching through remote means very convenient, it helped me to improve my knowledge of English in easy ways.

Effective Instruction: I have recently taken an English course offered by my university, the online mode has provided an environment which

can be used for effective English learning teaching video and audio discussions, case study discussions, sharing files and data, video conferencing, and most important group meetings.

New Experience: For me, I can say when I dig into online learning, each and every day I learnt more about distance learning, though there are some limitations too like not physically discussing things with the instructor and sometimes having connectivity problems, overall, it was a good and new experience.

Challenges and Problems Faced by Students During COVID-19

Internet Blackouts and Connectivity Issues: Internet connectivity becomes an issue sometimes and it has a significantly negative impact on learners' achievement. When a computer system or network system was down, I feel frustrated because I was not able to follow the lessons. I can say this is the root problem where this problem causes anxiety among lower Internet skilled students.

Lack of Knowledge: Due to Covid-19, all of a sudden the newer ways of online learning caused problems because of a lack of knowledge and usage of online applications, as it was difficult to adapt.

Punctuality Problems: I am a very punctual student, but when I started taking online classes, due to the unpredictable nature of the online world, sometimes because of electricity or connectivity issues I used to get late for my classes, though I used to get recordings later, I felt my impression of a punctual student should stay intact, that sometimes become impossible in online classes.

Shyness for Interaction: At the start of online

Teachers' Readiness for Online ELT During COVID-19

Helpful Attitude: I found English our teacher's attitude very helpful in assisting us to adapt to a new mode.

Constructive Interaction: For English language learning, I have found teachers making constructive and positive interactions between

instructors and students in order to motivate students to take responsibility for and control their own online learning.

Good Management Ability: Indeed, teachers tried to get well equipped with technology in a short time period and best tried to manage everything for our online classes.

Good Grasp of Knowledge: As far as the teacher and the students have devices and internet facilities, they are capable enough to transfer knowledge. I have recently attended an English learning level-2 course online from my university, and the instructor has already taught us before COVID, she had a good grasp of what she was delivering. So, in my point of view of an English language teacher is well equipped with a decent system like a PC or laptop having a high-quality webcam and headset, and most importantly comfortable workspace, they are very much capable of online language teaching.

The Main Source of Motivation: In my recent experience, I have found teachers the main source of students' motivation to learn online and transfer to new modes.

Shifting to a New Mode was Challenging for Teachers Too: I must say teachers were capable in their area of teaching like they have very good knowledge of English and know well how to teach it, but converting to digital mode was also a challenge for them. As most of them have been teaching for years in the traditional mode, shifting to digital mode and understanding its features and tools was challenging for them too, and they do lack bit capability in tools, not knowledge.

Suggested Technologies for ELL and ELT

Faculty Experience with New Media Technology: Indeed, most of the faculty has been teaching on the traditional mode of teaching and simply has not used most of the remote technologies that might be needed to teach. This lack of experience with online technologies demands a substantial need for IT support desks as faculty build and accomplish online courses under these unexpected and pressurized situations of Covid-19. This may be especially true for courses like English learning and teaching.

Faculty Training: My suggestion is teachers

should be given training on the know-how of Digital cameras, camcorders, modern computer tools, newer applications; software like google meet and zoom. They also need to know how to use them and how they can be used in an online classroom. They should also be trained to make videos and a little bit of editing so that if they want to record some lesson and upload it on social media channels for their students, it becomes easy for them.

Implementation of Modern Technologies:

Implementing modern technologies like Zoom, Google meet, Computer, Internet, Mobile devices, Websites, and Skype by educational organizations can play a positive role in promoting activities and initiatives of students and teaching effect in English class.

Enhance Collaboration: Interactivity and collaboration should be used through new media technology, like multimedia technology usage and its application to teaching, like audio, visual, and animation effects come in handy in English class teaching and set a constructive English learning and teaching.

Provide Feedback: A feedback mechanism should be built for the betterment of online education.

Using Flashcards and other Resources: I think using flashcards and videos can improve English teaching online. Other than this world has excelled in new media technology, other mediums can be used like Radio, TV, Computers, the Internet, Electronic dictionaries, Email, Blogs and Audio, PowerPoint, Videos, and DVDs.

Tutorials: I think if English teachers enhance better interactivity for better learning, and try to make short tutorial videos and upload them on social media channels for students, this can be helpful for English learning and teaching.

Conclusion

This research examines the EFL students' attitudes towards the use of new media technology in classrooms in the COVID-19 situation. This research is conducted to explore the students' willingness toward the modern technologies that are used during online classes. This research highlights the benefits of modern technologies as well as the challenges which are facing by students during online classes. This

study depicts the integration of new media technology for English language learning and teaching is very sufficient. New media technology enhances students' language skills along with their competency in the English language. Online learning system with the help of new media technology is helpful in boosting reading writing and spoken English language skills. Under the COVID-19 situation, technology motivates students to learn a lot and facilitates teachers to teach in an innovative way. Teachers are trying their best to handle this sudden situation and adjust themselves to this new mode of online education. However, the results of this research also highlight some challenges and issues regarding the usage of technology for online English language learning e.g., students face connectivity issues and punctuality problems. On the other hand, less training and lack of knowledge regarding technologies are creating difficulties for both teachers and students which create anxiety among teachers and students. Moreover, this research also provides a few suggestions by students that would be helpful to overcome these hurdles in future.

Research findings emphasise substantial contributions to the education system of Pakistan. Results provide intuitions on the emerging technology usefulness in classrooms after COVID-19 that could better be leveraged for EFL students in a very peculiar way. All results are analyzed by descriptive numerical tools that are used for detailed analysis of subject research. Findings focus on the rise and the development of technologies and their integration in English language teaching that makes a suitable place for the assessment of teaching design in English language learning. It is analyzed that majority of students are appreciating the emerging technology that has brought a very positive and significant impact on the language learning process in the classroom because it promotes learning activities and teaching influence on the learners in English language learning class. Though certain elements are lacking with diverse challenges of online learning systems a lot of positive and effective ways of learning have brought a vast experience and vast knowledge for both teachers and students.

In conclude this study highlights positive feelings of teachers towards online teaching as well as EFL students' positive attitudes towards the implementation of emerging technology for English language learning and teaching in this emergency situation of COVID-19. This research would be very helpful for both students and teachers regarding their perceptions and attitudes

toward new media technology integrated learning and teaching. It would be very important in the English language learning and teaching context because it will show students' and teachers' willingness toward the technology approach as well as their future behaviour in learning and teaching

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