" Students' Readiness for Online English Language Learning: A Study at Undergraduate Level in Public Sector Institutes of Sialkot"

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Abstract

This research endeavors to investigate the student's readiness for online English language learning at under graduate level in public sector institutes in Sialkot for engaging in online English language learning. With the growing prevalence of online education and the global significance of English language proficiency, understanding students' preparedness for this mode of learning becomes imperative. The study aims to identify factors influencing students' readiness and explore variations across diverse undergraduate programs. The research adopts a mixed-methods approach, combining quantitative surveys and qualitative approach to gather comprehensive insights. The review investigated into existing research on online education, focusing on advantages, challenges, and factors affecting student readiness. By addressing identified gaps in the literature, this study contributes to the broader discourse on online language learning and education. The empirical research has shown that online learning may be implemented concurrently with campus-based learning at public sector institutions in Sialkot. A sample of 135 pupils was chosen from a population of 200 kids. The acquired data underwent both descriptive and inferential statistical analysis. The descriptive analysis findings indicated that all students at the graduate level of public sector institutions in Sialkot thought that online English language instruction would be advantageous. This study endeavour is reproducible, allowing future researchers to further explore this subject. This research holds implications for the enhancement of online education practices, contributing to the academic community's understanding of students' readiness for online language learning, particularly at the undergraduate level in public sector institutes of Sialkot. The outcomes are expected to inform educational strategies, improve instructional design, and foster more inclusive and effective online language learning environments.

Keywords: Readiness, Online, English Language Learning, Public Sector College, Sialkot

Introduction

In the 21st century, as the era of information technology, the globe has transformed into a closely connected global community, with English emerging as the dominant language in this modern age. Yet, the teaching methods utilized for English language instruction in higher education have created chaos, resulting in intermediate students being unable to fulfill the demands of the nation's economic and social progress due to their inadequate competency in English. The importance of the English language has been steadily rising in recent years (Rogers, 2009). English language creates a pathetic link in the curriculum of colleges and universities especially, listening and speaking skills that are part of the commercial sector. There is a lack of suitable teaching facilities, and institutions in the public sector do not have language laboratories specially designed for listening and speaking. Being able to communicate in other languages has a significant impact here in on student's social and personal life, and it is a must for today's society. In the realm of education, it has had an important effect. The desire for English language competence and fluency is widespread among the population of Pakistan. However, achieving competency in the English language may be a challenging and laborious task for students (Grabe & Stoller, 2019).

González-Pueyo (2009) states that the lack of these resources directly or indirectly affects college students who want to improve their English listening and speaking skills. Consequently, their comprehension of the English language and its cultural foundation is insufficient. There is a lack of meticulousness in the comprehension of English pronunciation. This is necessary in order to properly cater to their needs and ensure that they have successful professional development. Those students who are interested in obtaining an education or learning a language but may not have sufficient resources, either in terms of their financial situation or any other potential obstacles that may inhibit their progress in this endeavor. At this time, there are a great number of additional instruments that are simple and inexpensive to use for online education. Contemporary tools have brought about a transformation in the globe.

According to Harasim (2000), the proliferation of technology has resulted in the world becoming into a global village. Additionally, it has brought about a great deal of change in the area of language acquisition. During the latter half of the nineteenth century, the concept of distance learning was a topic of significant debate. Every person has the fundamental right to get an education, and this right is recognized in every single country on the planet. In today's world, the tools for communication provide a variety of methods to communicate with one another and acquire knowledge. This is because, as technology continues to advance, the means for communication are also rapidly expanding. According to Jeschofnig (2011), it is of the utmost importance to research effective online teaching methodologies for English language instructors working in the public sector in Pakistan. He considered this to be an urgent need. It is necessary to do a comprehensive overhaul of the educational system at the foundational level. However, they are unable to learn the language through online language learning, which has become a fashion all over the world's societies. According to Erarslan and Topkaya (2017), students who live in underdeveloped regions may find success in learning a language via online instruction since it allows them to study the language from instructors who are highly trained and experienced. It could be advantageous for the students to get an education that is both efficient and convenient

for them. The organization that is interested in learning a language among people who live in underdeveloped regions will find this research to be beneficial. Finger, Sun, and Jamieson-Proctor (2010) found that in the Western setting, roughly 75% of students make use of technology tools in their academic pursuits. However, in poor nations such as Pakistan, the number of students who do so is very low.

When it comes to language instructors, the present situation is bleak. The majority of the most talented teachers and teachers reside in major cities such as Sialkot, Lahore, Karachi, Islamabad, and other similar places. As a result, there is a communication gap between students who are interested in learning English and instructors who are competent of teaching English who live in large cities. There is a need for further study on novel online teaching practices in order to bridge the gap that occurs between students who live in remote places and instructors who are qualified to educate them. In the current era, where the dearness has increased with day-by-day and price hikes, have forced qualified instructors to work part-time jobs in order to live in our culture that is so concerned with maintaining a certain level of social standing. Due to the fact that the instructors have such a packed schedule, it is hard for them to be physically present at a variety of locations for the purpose of language instruction. As a result, it seems that the only solution is to do classes online.

Statement of Problem

The problem researcher wanted to explore was how well undergraduate students in public colleges in Sialkot were prepared for learning English online. As online education becomes more common and English skills remain crucial, it's important to understand if students are ready for this kind of learning. Researcher wanted to figure out what factors influence their readiness and if it varies among different undergraduate programs. The aim was to fill gaps in what to know and contribute to how we understand online language learning. Specifically, we want to know what factors affect readiness, how good students are at English, and if things like age or background make a difference.

Research Question

- What are the problem faced by the teachers and students leading to start and online language teaching system for public sector colleges?
- How do public sector English language teachers foresee the possibilities to develop their own online English language teaching system?

Significance of the Study

This research will be highly beneficial for the students living in villages and towns of Pakistani who do not have access to capable teachers living in metropolitan cities. With the minimum cost and internet rate, they will take advantage of online learning the English language, because the internet network is spreading far and wide in far-flung areas of Pakistan. The teachers will take the benefit of this research twofold; the teacher will be able to teach multiple classes simultaneously. It will consume them less time and energy, it will increase their income. Overseas students will be the beneficiaries of this study. The inquisitive aspect of the research will propel me to apply my practical experience linking information technology with ELT through a more

sophisticated approach. The research will develop a new solution to provide a new answer to develop a universal link for the benefit of future research scholars for further exploration.

Delimitations

This study was delimited to the public sector colleges in Sialkot. The results of this study will be delimited to the feedback provided by sample teachers of English in respect of their inability to teach online, and the empirical argument suggesting bootstrapping strategies to establish an online language teaching college for Pakistani teachers, Pakistani students, and overseas students for better educational prospects.

Literature Review

Learning over the Internet and using a personal computer are both components of online education for students. There is a common practice of using the terms "online learning" and "e-learning" interchangeably (Anderson, 2008). E-learning refers to electronic learning. Online learning may include both interactions that take place in real time, like as those that take place in Illuminate, and interactions that take place over long periods of time, such as those that take place via email or on an online discussion board. According to Moore and Kearsley (2011), online courses will be divided into modules, each of which will include the materials for learning as well as the tasks that you will be required to complete. The first part of each module often consists of readings from the assigned literature, presentations in PowerPoint format, and lectures that offer the knowledge that you will need to complete the tasks. Each module will have its own unique set of learning activities, which may include conversations, scenarios, simulations, projects, or articles.

Yurdagül & Öz, (2018) researched attitude of the students towards mobile learning in English language education. Internet and smartphone, in the modern world, the use of the smartphone is increasing day by day. The use of the smartphone can be integrated into our educational system but the effectiveness of the integration of smartphones is still uncertain so they researched students at the university level to get the idea about the attitude of the students towards mobile learning in learning the English language. So, 294 students from a renowned university were the participant in the research from Turkey. The method they used for the research was descriptive further they used a mixed-method. The finding of the research showed that students are keen on getting easy access to information required for online language learning. Students also shared their ideas that, how can the integration of mobile phones be made more effective in learning online English language, while this study aims to check the attitude of students in learning English online.

Erarslan & Topkaya, (2017) conducted research to get EFL students' attitudes towards e-learning and the effect of an online course on their success rate in English. Most of the Turkish universities provide their student's online facilities for their studies and courses but the effect of online courses on their studies is still unclear so they researched to check the success rate among the students. They floated a questionnaire among 47 students of a university to analyze their attitude towards online learning. They compared the results of an online course with their midterm and quiz. The result showed that students have a positive attitude towards their online learning but it did not have any effect on their overall preparation for exams furthermore this

research also checks the attitude of students towards online English learning and results show that students of intermediate in Sialkot   are eager and ready to learn the English language online.

Researchers (Cinkara & Bagceci, 2013) researched to analyze learner's attitudes towards online language learning and corresponding success rate. There are many devices, tools, and applications that help to learn a language online. LMS is being used by many universities in Turkey. LMS has proved itself as a good option for distance learning. LMS provides teachers and developers a good opportunity to teachers who can use different tools to teach students online. Many teachers at high levels use different tools for teaching English and other courses online they have specific credit hours that engage the students in online language learning. The purpose of their research was to know about learner's attitudes towards online language course and their success rate at the end of the year. They developed an online language learning attitude test. Over 7000 students of universities were invited to appear in the test from total strength half of the students who appeared in the test in almost 1780 completed.

Researcher (Montiel-Chamorro, 2018) conducted a study to find out the difference between the students learning English online and students learning English face to face. Different variables were selected to check the significant difference like socioeconomic status, age, their instructor, and at last their former experience with online learning. The researcher took four different classes from El Bosque University in Colombia. Two for online language learning and two for face-to-face learning. They also conducted a test on students to check their proficiency in all skills like reading, writing, speaking, and reading. At the end of the course, they compared the results of students of all four classes. The result showed that there was no prominent difference between results all the four classes. A qualitative component method was used to check the difference between the collected data.

A researcher (Eren, 2012) conducted research to find out the learner's attitude towards social networking in learning foreign languages especially English, and the main focus was on Facebook as social networking application. As we know that social media has a great influence on the life of people and millions of people around the world spend many hours using social media apps. The researcher designed the research to include a 5 point Likert-type questionnaire and semi-structured interview. The participants of the research include 48 students of undergraduate level from a university in Gaziantep, Turkey. The result showed that students have a very positive attitude regarding Facebook activity but still the conventional face to face learning is a base for learning while the purpose of this research is to learn about the attitude of the students towards learning English online at an intermediate level.

Phanchanikul (2015) conducted research to check the learner's attitude in learning the English language. E-learning has become a vital tool for learning because it is a new dimension for learning. Internet and its applications have provided many opportunities for the students to learn the language and other subjects. The purpose of his study was to check how e-learning can e-learning improve English skills among the students and what is their attitude towards e-learning. The research consist of mixed-method and the data was collected from 50 students at the undergraduate level in Thailand. The researcher used descriptive analysis of mean was for

interpretation of results. The results showed that students at the undergraduate level are satisfied with e-learning and it has proved beneficial for the students in improving their skills in English.

AbuSa'aleek, 2015) conducted research to find out how social networking sites especially Facebook can assist students in learning the English language. The research further investigated that how Facebook can provide an online learning environment for the students and how it can enhance the process of learning among the students. The research focused on four skills language improvement, confidence, attitude, and motivation. The number of a participant in the research were 65 from the department of English enrolled in B.A. The research showed that Facebook provides a good online learning environment for the students. It also improves confidence and enhances their motivation towards learning a language online. Students have a positive attitude towards Facebook as an online learning environment. The researcher recommended adding social media sites in their learning process, while this research finds the attitude and willingness of the students who want to learn English online, and this study also investigates the attitude of teachers towards online language learning.

Bhuasiri, Xaymoungkhoun, Zo, Rho, & Ciganek, (2012) conducted research to find out the factors which influence acceptance of e-learning among the students especially in developing countries. Many universities around the world provide online facilities for students for many courses. Its demand is increasing d by day with increasing technology. This study focused on many factors that influence e-learning. This study also investigates the attitude of the teachers towards online language learning at an intermediate level. (Folorunso, Ogunseye, & Sharma, 2006) directed research to investigate the factors of how electronic media and the internet are helpful and relevant in universities in a developing country like Nigeria. For this study, they collected data in for of questionnaire from different universities at public, private, and state-owned universities. The results showed that there are many factors responsible for acceptance of technology in a study like unawareness of modern technology, lack of computers skills, and its expenses. These factors can be handy to improve the acceptance of e-learning.

Saekow & Samson, (2011) conducted research to compare the key factors which are necessary for e-learning. The comparison was made between the use of e-learning in America and Thailand, This study investigated about the reasons why America is so advance in adopting e-learning and developing country like Thailand is far behind in this process. There are many factors responsible that affect the acceptance of e-learning in Thailand like awareness about the technology, policy, and readiness towards e-learning. This study revealed the factors that have improved e-learning in America. This research further provided many recommendations that can improve the e-learning atmosphere in Thailand such as training programs for teachers, favorable resources, good projects and online programs.

Ahmadi & Reza, (2018) conducted a study that revealed how new technology can be used in learning of language online. The use of technology has become a crucial factor in many fields of learning. This research focused on the process of online language learning in Pakistan. Technology enhances the ability of teachers to teach effectively. It also provides help for the students who want to learn the language. The main focus of this study is to reveal the role of technology in learning a language especially English. The study revealed many factors that help to learn a

language online, further it explained how new technology can be integrated into the learning process to improve student's skills in the English language. The researcher suggested many other recommendations to improve the learning process using the technology. Ushida, (2005) researched to find out the attitude and motivation of the students towards online language learning course context in learning second learning. The motivation and attitude of the students were checked within a socio-educational framework and context was examined through components of foreign language learning motivation. Criterion variables and predictors were based on learning behavior and their results in quantitative and qualitative analysis.

Farooq & Javid, (2012) conducted research to check the attitude of the students towards e-learning. It has been observed that e-learning is becoming a popular mode of learning and teaching. The reason behind that is advancement in technology. Many universities around the world provide e-learning opportunities for students. This means of learning has also affected the field of language learning. This study focused on the motivation of the students towards e-learning at Taif University. A questionnaire was developed to find out the access and attitude of the students towards e-learning. The result of the study revealed that students have easy access to the internet and technology but they are reluctant to use modern technology in language learning. He suggested based on the result the e-learning. Teachers are reluctant in using tools that are required for e-learning.

Kijsanayotin, Pannarunothai, & Speedie, (2009) conducted research and discussed why there is a need for improvement in technology, how technology innovation can help the students in online learning. Many universities provide their student's opportunities to use technology in their learning process. This study discussed the reasons for the use of technology in their learning. This study composed a theoretical model to explore the reason behind the innovation and adaptation of technology in their learning process. An online questionnaire was created to find out the response of the students. To test the model proposed by the researcher exploratory and confirmatory factor analyses were used. The model also explained validity and reliability. The model proved handy for the explanation of adaptation and improvement in the use of technology in universities.

Vate-U-Lan (2007) researched to find the readiness of the student's e-learning because it is very necessary to check the readiness of the students before launching an e- learning program in any college or university. The basic purpose of this study was to find out the readiness of college administrators towards e-learning in colleges of Thailand. The factors that included checking the readiness of the e-learning were infrastructure readiness, teachers' training program frequency for e-learning, the resources available in college for e-learning, and previous experience using the internet. The questionnaire was sent by a simple e mailing system.

Research Methodology

This study utilized a mixed-methods approach to investigate the readiness of students in public sector colleges in Sialkot for online English language learning. The research design encompassed various components, including a theoretical framework, research design, population, sample, data collection instruments, and data analysis methods. The flipped classroom model, informed by student-centered learning theories from Piaget and Vygotsky, provided the theoretical

foundation. The research adopted a quantitative survey approach to assess students' preparedness and willingness to engage in online learning, supported by empirical discussions on establishing online learning centers for intermediate-level public sector teachers in Sialkot.

Theoretical Framework

The theoretical underpinning of this research draws heavily from the flipped classroom model and student-centered learning theories. The study builds on Piaget's theory of cognitive conflict and Vygotsky's zone of proximal development, which inform constructivist and collaborative learning approaches. These ideas are further expanded by Topping and Ehly's concept of peer-assisted learning, and Kolb's experiential learning theory. The integration of these theories supports the notion that diverse and engaging learning activities enhance student readiness for online learning. The framework developed by Ibrahim et al. (2011) was adapted to assess the technological and motivational factors influencing students' adoption of online language learning. The study aimed to understand the interplay between students' attitudes, interface design preferences, and their overall expectations towards online education.

Data Analysis

This section gives the detail of the data analysis and the interpretations adopted by this study to reach the conclusions. As compared to a campus-based traditional institute, the online college can easily be made by adopting the following bootstrapping strategies.

Making Free Online Professional Pages for Teacher-Student Interaction

Professional pages on Facebook and other social media can easily be made free of cost. These pages can be used for student-teacher interaction, uploading and downloading study materials, free webinars for learner-based problems, and other academic activities.

Free Video Conferencing through Google Handouts

A teacher can connect to almost 27 different computers for online live chatting and video conferencing through Google hangouts at a time. This way multiple classrooms can be made active and live at different venues through a strong internet connection and sufficient electric power. Google provides this facility to an individual free of cost.

Webinar Apps for Economical Prices

Many webinar software applications are available for free webinars for a handsome period. Only after the trial period expires does the software company charges money for a professional version of the software. The cost of professional versions of such software can easily be paid through the fees the students pay for online tutoring.

Online Data Storage Support

Online storage support for preserving data too is available free of cost for personal use. Dropbox is a common example. A teacher can store large data files and folders in his account of Dropbox free of cost. The link to those files and folders can be shared with the students to download the materials needed for coaching. Likewise, students too can post their assignments to the Dropbox of their teachers. Google Drive is another very good example of such storage free facilities available online.

Online tests and Examination System

Google Drive provides free-of-cost facilities to teachers to design and administer tests online. Tests and assignments can be emailed to students and students can be given time to solve those. Google drive provides technical support through which a testee just has to click options in the questionnaire open on his computer screen and the clicked options are automatically added to an Excel file in Google drive and the result of the test is ready as soon as the student submits the file. Dual cameras can be used to monitor the student while taking a test.

Free YouTube Channels for Video Content

Free video-making and editing tools are available online. By using such tools as Camviewer and Camstudio, a teacher can easily make a video tutorial for his students. These videos can be posted on free video social media like YouTube and Daily motion for the students to watch. An uploader of a video is authorized to make a video available to public view or keep it restricted and allow viewers at their own choice. You tube also allows free support to start one's video channel.

Virtual classroom vs. Physical class

Now we compare virtual classes with physical classes. Different apps can be used for virtual classes such as Zoom. Zoom enables users to communicate with students in real time using a variety of mediums, including voice, video, screen sharing, polling, and text chat. When you make breakout rooms available to instructors or when they utilise their conference rooms to meet with students, it creates an environment that is conducive to collaborative work. Recording instructional sessions using Zoom allows you to see them at a later time. Creating a video conference, inviting students or coworkers, and sharing materials are all possible using Zoom, which is a platform that is simple to use. It is as close to being in the same lecture hall or office as you can get while working and studying from home, and with the university's new enterprise licence for Zoom, students, teachers, and staff may use it for free. This is a significant advantage. Zoom gives you the ability to move between several teaching styles, such as lectures, discussions with small groups, and other similar activities. During online classes, teachers easily deliver their lectures and convey whatever is needed. When we talk about physical classes in which students are physically present in the classroom and they have direct contact with the teachers (cf. Bhuasiri et al. 2012 in heading 2.12).

Administrative Support for Online Institutes

Online tools like MOODLE and Yuguu are available to provide quality administrative support to institutes teaching students online. They give free access for a limited period. Later, they charge economical amounts to provide full administrative support. For this, an online language institute can plan a bootstrapping strategy. For instance, the institute can take a free trial of MOODLE for the first three months without having to pay anything. After three months when enough students have joined the institute, the fees for a premier account can be paid from the fees paid by the students.

Overall Empirical Inference

Inferring the ideas from the above-mentioned facts, this study infers that bootstrapping strategies for starting an online language teaching institute can help to take a start without having spent huge sums of money. Later, as the institute establishes, paying for online support or for making

the institute's interactive website might be very easy. This fact addresses the first research question regarding the availability of bootstrapping strategies for making an online language college.

Demographics of Respondents of Quantitative Data

The following tables describe the demographics of the respondents.

Table 1: *Response Statistics of the Respondents' Statistics*

Response rate		Gender	Respondent's Age	Respondent's Program
N	Valid	131	131	131
	Missing	4	4	4

The table shows that out of 200 respondents 135 responses were received. Theremaining 65 did not respond to the demographic section in the questionnaire.

Table 2: *Gender of the Respondents*

Category		Frequency	Valid Percent
	3	1	.8
Valid	Female	79	60.3
	Male	51	38.9
	Total	131	
	Missing	4	100.0
	Total	135	

The table shows that 60.3% of the respondents were females while 38.9% were malerespondents.

Table 3: *Respondents' Age*

Category	Frequency	Valid Percent
20 and above	10	7.6
17 to 20	112	85.5
Under 17	9	6.9
Total	131	100

The table reflects that 85.5% of the respondents were aged between 17 to 20. Around 7% were under 17 while the remaining 7.6% were aged 20 and above. This means that the maximum responses received were from intermediate students.

Table 4 : *Respondent's Program*

Category	Frequency	Valid Percent

	F.sc students	100	76.3
	Total	131	100.0
Missing	System	4	
Total		135	

Interpretation

As reflected by the table 76.3% of respondents were registered for intermediateprogram F.sc and 23.7% respondents were registered as intermediate program F.A.

Cumulative Interpretation of the Demographic Data

Overall, the demographics show that a high majority of the sample respondentsbelonged to a maturity level where their opinion could be given a weightage to rely upon.

Descriptive Statistics

Following are the details of the response rate of each question item as mentioned inthe questionnaire. The following table describes the responses rate to this item in the questionnaire.

Table 5: *Most of my teachers use the Internet*

Category		Frequency	Valid Percent
	Strongly disagree	4	3.0
	Disagree	9	6.8
	Neutral	25	18.8
	Agree	53	**39.8**
Valid	Strongly agree	42	**31.6**
	Total	133	100.0
Missing	System	2	
Total		135	

Interpretation

In response to this item "Most of my teachers use mobile"31.6% of the respondents strongly agreed while 39.8% agreed. Thus, the overall agreement was up to 71.4%. In the same item, 3% of the students strongly disagreed while 6.8% of the students disagreed. It means that the overall disagreement percentage was 9.8%. Of the respondents who respondedneutrally to the item, their percentage was 18.8%.

Table 6: *Most of my teachers can use Skype, WhatsApp, and Hangouts, etc.*

Category		Frequency	Valid Percent
	Strongly disagree	3	2.3
Valid	Disagree	12	9.2
	Neutral	23	17.7
	Agree	57	43.8
	Strongly agree	35	26.9
	Total	130	100.0
	System	5	
Total		135	

As per the information in the table, 43.8% of respondents agreed and 26.9% of them strongly agreed to this item. This means that overall 70.7% agreement was on the part of the respondents was recorded, while 2.3% of the respondents strongly disagreed and 9.2% of the students disagreed with the item. It means that overall 11.5% of respondents disagreed with this item. Furthermore, 17.7% of the students reacted neutrally to the item.

Table 7: *Most of my teachers use Facebook, Twitter, and Instagram, etc.*

Category		Frequency	Valid Percent
	Strongly disagree	2	1.5
	Disagree	5	3.8
	Neutral	36	27.7
	Agree	51	39.2
Valid	Strongly agree	36	27.7
	Total	130	100.0
Missing	System	5	
Total		135	

As per the collected responses, 39.2% agreed and 27.7% strongly agreed to this item. This implies that the total response rate of agreement from the sample respondents was up to 66.9%. On the other hand, 1.5% of the students strongly disagreed with the item and 3.8% of respondents disagreed with the item. This shows that the overall response rate for disagreement was 5.3%. The percentage of the respondents who responded neutrally was 27.7%.

Table 8: *Most of my teachers use smartphones*

Category		Frequency	Percent	Valid Percent
	Strongly disagree	1	.7	.8
	Disagree	13	9.6	9.9
	Neutral	24	17.8	18.3
	Agree	60	44.4	45.8
Valid	Strongly agree	33	24.4	25.2
	Total	131	97.0	100.0
Missing	System	4	3.0	
Total		135	100.0	

In the above table 47% of the respondents agreed while 22.7% of them strongly agreed to this item. Thisreflects that 69.7% agreed to this item. .8% of respondents strongly disagreed with this item and 6% of the students disagreed with this item. This implies that the overall percentage of disagreement was 6.8%. The results show that almost seventy percent of teachers teaching at these colleges use the smartphone this is a handsome percentage that shows the teachers can use a smartphone and they can operate or attend online classes through mobile because modern mobiles have enough applications that can be used to teach online.

Table 9: *Most of my teachers can send text and voice messages online*

Category		Frequency	Percent	Valid Percent

	Strongly disagree	1	.7	.8
	Disagree	13	9.6	9.9
	Neutral	24	17.8	18.3
	Agree	60	44.4	45.8
Valid	Strongly agree	33	24.4	25.2
	Total	131	97.0	100.0
Missing	System	4	3.0	
Total		135	100.0	

In response to this item, 45.8% of the respondents agreed while 25.2% of them strongly agreed. This implies that overall agreement was found to be up to 71%. In response to the same item, .8% of respondents strongly disagreed and 9.9% of the respondents disagreed. This table shows that the overall percentage for disagreement was 10.7%, whilethe percentage of the students who responded neutrally was 18.3%.

Table 10: *Use the internet frequently*

Category		Frequency	Valid Percent
	Strongly disagree	5	3.7
	Disagree	4	3.0
	Neutral	28	20.9
	Agree	39	29.1
Valid	Strongly agree	58	43.3
	Total	134	100.0
Missing	System	1	
Total		135	

In the light of the above table, 43.3% of the respondents strongly agreed whereas 29.1% of them agreed to this item. This implies that the overall response rate for agreement to this item was up to 72.4%. In response to the same item, 3.7% of respondents strongly disagreed and 3% of the respondents disagreed it means that the overall percentage for disagreement was 6.7%. The percentage of the respondents who responded neutrally was 20.9%.

Table 11: *I can use Skype, WhatsApp, and Hangouts, etc. easily I can use Skype, WhatsApp, Hangouts, etc. easily*

		Frequency	Valid Percent
	Strongly disagree	4	3.1
	Disagree	2	1.5
	Neutral	51	39.2
	Agree	35	26.9
Valid	Strongly agree	38	29.2
	Total	130	100.0
Missing	System	5	
Total		135	

The above table shows 29.2% of the respondents strongly agreed while 26.9% agreed to this item. Theoverall response rate for this item was 56.1%. This is not a very healthy response rate. It shows

that in the case of an online teaching program students might have to undergo atraining session to equip with online learning skills. 3.1% of respondents strongly disagreed with the item and 1.5% of students disagreed. This implies that the overall rate for disagreement was 4.6%. The rate of respondents who responded neutrally to this item was 39.2%. The following table describes the responses to this item.

Table 12: *I can use Facebook, Twitter, and Instagram, etc. easily*

		Frequency	Valid Percent
	Strongly disagree	6	4.7
	Disagree	2	1.6
	Neutral	47	36.7
Valid	Agree	37	28.9
	Strongly agree	36	28.1
	Total	128	100.0
Missing	System	7	
Total		135	

Strong agreement of the respondents for this item was reported to be up to 28.1% while the agreement was up to 28.9%. This implies that up to 57% agreement was received from the respondents. The rate of the students who strongly disagreed with the item was 4.6%while 1.6% percent of the students disagreed with the item. This implies that the overall rate of disagreement was 6.2%. The rate of the students who responded neutrally to the item was 36.7%. This too is not a very healthy sign. This too implies that in case an online language college is to be established, a separate program for the training of the target learners might be needed.

Table 13: *I have a smartphone*

Category		Frequency	Valid Percent
	Strongly disagree	7	5.5
	Disagree	3	2.3
	Neutral	41	32.0
	Agree	39	30.5
Valid	Strongly agree	38	29.7
	Total	128	100.0
Missing	System	7	
Total		135	

The respondents who strongly agreed with the item were 29.7% whereas those who agreed to it were 30.5%. Thus the agreement level was up to 60.2%. The respondents of the item who strongly disagreed were 5.5% and those who disagreed with this item were 2.3%. This shows that the overall disagreement level was up to 7.8%. The respondents who responded neutrally towards the item were 32%. The purpose of this question was just to investigate if the respondents were already exposed to the basic tools required for online learning. This does not have a significant

relationship to the study because even a student not having a smartphone may be well-exposed to the use of internet tools. The given table reports the responses to this item.

Table 14: *I can easily send text and voice messages online*

Category		Frequency	Valid Percent
	Strongly disagree	5	3.9
	Disagree	2	1.6
	Neutral	42	32.8
	Agree	42	32.8
Valid	Strongly agree	37	28.9
	Total	128	100.0
Missing	System	7	
Total		135	

32.8% was the response rate for agreement while 28.9% was the rate for a strong agreement. This implies that the overall percentage of agreement was up to 69.7%. The rateof the respondents who strongly disagreed with the item was 3.9% and the respondents who disagreed were 1.6%. This shows that the overall response to the disagreement was 5.5%.The response rate of the respondent who responded neutrally was 32.8%. This is a healthy response. This confirms that even if a respondent may not have a smartphone, he or she may be well versed in the use of online messages and online basic tools for learning. Results of the responses for this item are given in the table below.

Table 15: *Coming to college is often a time-consuming activity*

Category		Frequency	Valid Percent
	Strongly disagree	4	3.2
	Disagree	24	19.4
	Neutral	18	14.5
	Agree	50	40.3
Valid	Strongly agree	28	22.6
	Total	124	100.0
Missing	System	11	
Total		135	

40.3% of the respondents agreed to this statement while 22.6% strongly supported it. Therefore, the consensus to it was up to 62.9%. The rate of the respondents who strongly disagreed with the item was 3.2% and those who disagreed with the item were 19.4%. This implies that the rate of overall disagreement was 22.6%. The response rate of the respondents who responded neutrally was 14.5%. Responses to this item are described in the following table.

Table 16:*Transportation to and from college is costly*

Category		Frequency	Valid Percent
	Strongly disagree	4	3.3
Valid	Disagree	22	18.2

Category		Frequency	Valid Percent
	Neutral	31	25.6
	Agree	43	35.5
	Strongly agree	21	17.4
	Total	121	100.0
Missing	System	14	
Total		135	

The agreement level for this item was up to 35.5% while the strong agreement was found to be up to 17.4%. This reflects that the overall agreement level for this item was up to 52.6%. The rate of the respondents who strongly disagreed with the item was 3.3% and those who disagreed were 18.2%. This implies that the overall rate of disagreement was 21.5%.Therate of the respondents who responded neutrally was 25.6%.This response rate shows that most of the respondents have an above-average financial background. This factor may not be too significant to convince them to go for online learning. The following table describes the response rate for this item in the questionnaire.

Table 17: *Coming and going to college everyday exhausts me often*

Category		Frequency	Valid Percent
	Strongly disagree	3	2.4
	Disagree	18	14.6
	Neutral	29	23.6
	Agree	49	39.8
Valid	Strongly agree	24	19.5
	Total	123	100.0
Missing	System	12	
Total		135	

In response to this question item, 39.8% of the respondents agreed while 19.5% strongly agreed. This reflects that the overall agreement level was up to 59.3% and inresponse to the very same item, 2.4% of respondents strongly disagreed while 14.6% disagreed. The table showed that the overall response rate for disagreement was 17%. Therate of neutral respondents was 23.6%. Since most of the respondents were intermediat students as depicted by the demographics, therefore it is quite clear that most of them have strong stamina for traveling. Therefore, this variable too may not be very convincing enough for them to start online learning. Responses to this item in the questionnaire were described as per the following table.

Table 18: *It is often difficult to come and stay at college in the summer*

Category		Frequency	Valid Percent
	Strongly disagree	5	4.0
	Disagree	12	9.6
	Neutral	22	17.6
	Agree	45	36.0
Valid	Strongly agree	41	32.8

		Total	125	100.0
Missing		System	10	
Total			135	

68.8% was the overall agreement in response to this item as 36% of the respondents agreed whereas 32.8% of them strongly agreed to this statement. The overall disagreement rate to this item was 13.6% from overall 4% of the respondents strongly disagreed while 9.6% of the respondents disagreed. The respondents who responded neutrally towards this item were 17.6%.This can be a good convincing flashpoint for the students to study online because a good percentage of the students considered coming to college in summer is a difficult task, and studying in crowded classes in summer makes it more difficult for the students. The following table describes the response rate for this item.

Table 19 :*It's good if I stay home and get online lectures from the teachers*

Category		Frequency	Valid Percent
	Strongly disagree	19	14.4
	Disagree	15	11.4
	Neutral	33	25.0
	Agree	42	31.8
Valid	Strongly agree	23	17.4
	Total	132	100.0
Missing	System	3	
Total		135	

In response to this statement, 31.8% of respondents agreed and 17.4% strongly agreed. The total agreement level was up to 49.2%. 14.4% of the respondent strongly disagreed with this item while 11.4% disagreed with this item. This result implies that the overall rate of disagreement was 25.8%. The rate of the students who responded neutrallywas 25%.This shows that it is not easy for campus-based learners to study online in the presence of the option of studying at a campus. Responses to this item are given in the following table.

Table 20: *It's good if I get online study materials from my teachers*

Category		Frequency	Valid Percent
	Strongly disagree	8	6.0
	Disagree	11	8.3
	Neutral	38	28.6
	Agree	61	45.9
Valid	Strongly agree	15	11.3
	Total	133	100.0
Missing	System	2	
Total		135	

Responding to this item 45.9% of the respondents agreed while 11.3% stronglyagreed. Therefore, a level of up to 57.2% agreement was recorded in response to thisstatement. The overall response

of the students who disagreed was 14.3% from the overall percentage 6% respondents strongly disagreed while 8.3% disagreed with this item. The rate of neutral respondents was 28.6%. This reflects that students don't seem to be quite aware of the significance of online study materials and their availability and teachers can be a good source of the provision of online material to students. Sample respondents attended to this statement as per the responses given in the following table.

Table 21: *It's good if I have online chat with the teachers for questions and queries*

Category		Frequency	Valid Percent
	Strongly disagree	5	3.8
	Disagree	13	9.8
	Neutral	59	44.4
	Agree	46	34.6
Valid	Strongly agree	10	7.5
	Total	133	100.0
Missing	System	2	
Total		135	

34.6% agreement and 7.5% strong agreement level were achieved in this respect. The overall disagreement of the respondents was 13.6%. 3.8% of the respondents strongly disagreed with this item while 9.8% respondents disagreed with this item. The respondents who reacted neutrally were 44.4%.This shows that despite their willingness to study online, students feel reluctant to have online chats with their teachers. This could be a great factorthat can cause resistance in online language learning. Responses to this statement were recorded as per the following table.

Table 22: *It's good if I have online chat with the students about the study*

Category		Frequency	Valid Percent
	Strongly disagree	6	4.6
	Disagree	10	7.7
	Neutral	40	30.8
	Agree	57	43.8
Valid	Strongly agree	17	13.1
	Total	130	100.0
Missing	System	5	
Total		135	

An overall 56.9% agreement was responded by the sample students as 43.8% agreed while 13.1% of them strongly agreed to this statement. The response of the respondents who strongly disagreed was 4.6% whereas the response of the respondents who disagreed was 7.7%. this implies that the overall rate of disagreement was 12.3%. It seems quite strange because, on the one hand, students respond that they frequently use social media for online chat, while on the other hand, they feel reluctant to have online chat with their friends about studies. It reflects that students need some time to understand the use of social media tools foreducational purposes. The following table shows the results for the response to this statement.

Table 23: *It's good if the teachers send me online tests and assignments*

Category		Frequency	Valid Percent
Valid	Strongly disagree	5	3.8
	Disagree	9	6.9
	Neutral	47	36.2
	Agree	54	41.5
	Strongly agree	15	11.5
	Total	130	100.0
Missing	System	5	

In response to this statement, 41.5% of respondents agreed while 11.5% of them strongly agreed. This shows that the overall agreement level was up to 53%. In response to the same item, 3.8% of respondents strongly disagreed while 6.9% of students disagreed with this item. This shows that the overall rate of disagreement was 10.7%. The rate of the respondents who responded neutrally to this item was 36.2%.As in the previous items; students find it hard to believe that they can use the internet to get online help from their teachers. The given table describes the response rate for this item.

Table 24: *It's good if I receive the date sheet and college update online*

Category		Frequency	Valid Percent
	Strongly disagree	7	5.3
	Disagree	9	6.8
	Neutral	30	22.7
	Agree	61	46.2
Valid	Strongly agree	25	18.9
	Total	132	100.0
Missing	System	3	
Total		135	

The agreement for this item was up to 46.2% whereas strong agreement was up to 18.9%. Therefore, an overall 65.1% agreement was recorded for this item. The overalldisagreement of this item was 12.1%. The rate of respondents who strongly disagreed with this item was 5.3% while the rate of the respondents who disagreed with this item was 6.8%. The respondents who responded neutrally to this item were 22.7%. The results show that students are not eager to get their date sheet or college update because the overall rate of agreement is not good for this item. Responses to this item are described in the following table.

Table 25: *Online teaching can save me time for coming to college*

Category		Frequency	Valid Percent
	Strongly disagree	6	4.5
	Disagree	17	12.7
	Neutral	24	17.9
	Agree	68	50.7
Valid	Strongly agree	19	14.2

		Total	134	100.0
Missing	System		1	
Total			135	

Up to 64.9% agreement of responses was recorded as 50.7% of the respondents agreed whereas 14.2% of them strongly agreed to this item. The overall response of the students who strongly disagreed with this item was 17.2%. The response of the respondents who strongly disagreed with this item was 4.5% and the response of the respondents who disagreed was 12.7%. This level of agreement shows that the time-saving factor related to online teaching can be a convincing one for such students to study online. This also showsthe willingness of the students towards online language learning. Respondents' beliefs in this regard are presented through this table.

Table 26: *Online teaching can save my transport fare*

Category		Frequency	Valid Percent
	Strongly disagree	5	3.7
	Disagree	15	11.1
	Neutral	24	17.8
Valid	Agree	66	48.9
	Strongly agree	25	18.5
	Total	135	100.0

An agreement up to 48.9% whereas a strong agreement of up to 18.5% was recorded in response to this statement in the questionnaire. The response of the respondents who strongly disagreed with this item of the questionnaire was 3.7%, while the response of the students who disagreed with this item was 11.1%. It means that the overall rate of disagreement was 14.8%. This shows that the overall percentage of agreement was found to be up to 67.4%. The response of the students who responded neutrally to this item was 17.8%. This is a good percentage and shows the validity of the point relating to time preservation as a benefit associated with online learning and teaching. This also shows that it is somehow difficult for the students to manage their traveling expenses because students studying in these colleges have to travel miles on public or personal transport which costs them a lot. Description of the data received in terms of responses for this item is given through thefollowing table.

Table 27: *Online teaching can save my energy*

Category		Frequency	Valid Percent
	Strongly disagree	7	5.2
	Disagree	11	8.1
	Neutral	31	23.0
	Agree	58	43.0
Valid	Strongly agree	28	20.7
	Total	135	100.0

40.7% of the respondents agreed while 20.7% strongly agreed to it. This implies that overall 61.7% agreement is ensured by the respondents. The rate of the respondents who strongly disagreed with this item was 5.2% while the rate of respondents who disagreed with this item was 8.1%. This implies that the overall rate of disagreement was 13.3%. The response of the respondents

who reacted neutrally to this item was 23%. Thus it is reflected that students are aware of the fact that online teaching is a source of saving their energy. Theycan manage to spend more time on learning while utilizing more energy.

Inferential Analysis of Quantitative Data

The information provided below pertains to inferential data analysis. In order to determine if the collected sample accurately reflects the intended population and whether the findings from the descriptive analysis can be used for future planning, a one-sample t-test was performed using SPSS. The table below displays the statistics for the one-sample t-test.

One sample Statistics

Since the questionnaire was designed in the form of a Lickert scale, the values that ranged from 1 to 5 had a value of 3 as the intermediate value. This was because the scale was designed to be used in the questionnaire. When the view of a responder was neutral, this figure showed that they did not have any biases. As a consequence of this, the value of the test to carry out one sample statistic was equivalent to three. In order to do the calculations for the statistics pertaining to the one sample, SPSS was used, and the test value wasestablished at 3. As is evident from the table that is located above, each and every one of the respondents' levels of agreement are more than three, which is the number that serves as the test. One may deduce from this that the individuals who filled out the questionnaire are in agreement with each and every one of the objective statements that were included in the questionnaire. As a result of this, it is possible to draw the conclusion that the vast majority ofrespondents have indicated that they are in agreement with each and every one of thequestions that it contains. On the other hand, the values of the standard error of the mean exhibit a significant degree of fluctuation to a great extent. A number that falls somewhere in the range of 0.1 to 1.0 is required for the standard error of the mean to be considered acceptable. We made the discovery that the values of the standard error for the mean are all similar to one another and fall within the same boundaries. As this demonstrates, each and every one of the respondents has answered the questions in a manner that is agreeable to the question items.

One-Sample t-Test

The table below presents the outcomes of the one-sample t-test with a test value of 3. From the data shown in the table above, it is clear that each outcome of the two-tailed significance test produces a p-value that is below 0.05 (p < 0.05). This proves the trustworthiness of the significance level in two distinct ways. Initially, the sample generated via the use of a survey questionnaire precisely mirrors the population it represents. Furthermore, the survey responses obtained are sufficiently trustworthy to serve as a foundation for the future design and development of an online language college. In response to the statement suggesting that staying home and receiving online lectures from lecturers is beneficial, the only value that seems to be somewhat greater is the one pertaining to the statement itself. However, this number is still below 0.05. When this happens, it signifies that the level of significance is still achieved, but not to the same degree as the preceding levels.

Qualitative Data Analysis

There was one item in the questionnaire that demanded open-ended opinions from every respondent regarding online language learning and teaching. The following qualitative analysis describes the results of that data.

Item: Any other views you would like to give about online classes for your subjects.Please mention below.

Data Analysis

All the responses given by the respondents were put together and pasted into Google Word Cloud Generator for similarity of frequency of word items and reflections in the qualitative perspective. The following table shows the words they used in their opinion in terms of their frequencies.

Table 28: *Word Frequency Table for Open-ended Comments*

Frequency	Word
47	online
29	classes
23	tudy
23	Like
18	system
14	Online
13	students
13	good
12	teaching
10	can
9	better
9	way
7	lectures
7	teachers

The frequency table clearly shows that the students have responded positively to this item in the questionnaire. The most frequently used words in their open-ended responses are online, classes, study, like, system, students, good, teaching and can. But that was just for the sake of studying the word frequency. The word cloud that was generated shows the highlighted words given in the responses of the respondents.

Word cloud reflecting the Opinion of the Respondents in Favor of Online Learning and Teaching

The following image describes the word cloud generated in Google Word Cloud Generator to learn the reflections about the opinions given by the respondents open-endedly.

Figure 1: *Figure: Word cloud reflecting the Opinion of the Respondents in Favor of Online Learning and Teaching*

The words most prominently highlighted by the word cloud are, online, study, like, classes, system, good, better, and students. The overall reflection gained from the cloud stated that the system was online classes was good and better for students. This reflection accounts for answering the second research question.

Inference from Quantitative and Qualitative Data

The answer to the second research question posed by this study is that the student's perception about online learning and teaching of English in Public sector institutes of Sialkot is overall positive. The only concern was to pay attention to increasing the awareness among the students about the significance of online learning, using the internet as a source of learning, using social media to discuss their learning problems with their teachers and peers, and realizing the significance of extra facilities that online teaching could provide them as compared to campus-based learning.Findings of the Study

a) All of the students who participated in the survey activity seemed to be nearlyprepared for online education.

b)   Each and every responder was certain that their instructors had access to the internet. To some extent, it was a sign that all of the students were prepared to acknowledge the idea that their instructors could also instruct them via the use of the internet. This provided the impression that professors had already established a reputation for being capable of instructing students on the internet.

c) Each and every responder maintained the belief that they were able to make use of online voice and text messaging services. Consequently, this suggested that students may readily participate in online learning as well.

d) The research came to the surprising conclusion that students, despite the fact that they were frequent users of the internet, did not seem to be aware that the internet was also an excellent source of educational content.

e) It seems that the respondents did not have faith that their instructors would be willing to educate them online or discuss their issues with them. There was not even the slightest indication that

they believed that their instructors could have a conversation with them online to address the issues that they were having with their studies.

f) As a last point of discussion, the findings of this research indicate that the establishment of an online language institution has the potential to facilitate theeducation of students in Sialkot who do not yet have access to campuses-basededucational opportunities.

Discussion

After analysis, researcher discovered that the emergence of digital technology has revolutionized the education sector, with online learning now becoming an essential component of academic endeavors. This research examines the preparedness of undergraduate students at public sector colleges in Sialkot to engage in online Englishlanguage learning (cf. Allen & Seaman, 2009). The inquiry seeks to elucidate several aspects,such as technical infrastructure, digital literacy, self-efficacy, learning preferences, institutional support, motivation, and the problems encountered by students in this ever- changing learning environment. The technical infrastructure at public sector colleges is a crucial factor that affects students' preparedness for online English language instruction. Sufficient access to computers, fast internet connection, and dependable online platforms are crucial for a smooth learning experience. The research evaluates the existing technical resources at these institutions, finding any possible deficiencies that might hinder students' participation in online language classes. Proficiency in digital skills is a crucial factor in determining students' success in an online educational setting (cf. Wallener, 2011).

This aspect of the research investigates the aptitude of students in using digital tools and platforms for language acquisition. It evaluates their proficiency in accessing online resources, engaging in virtual conversations, and efficiently using multimedia content. Gaining an understanding of the extent of digital literacy among students offers valuable insights about the capacity of the target demographic to adapt to online English language courses. The perceived self-efficacy of students is crucial in determining their inclination to participate in online learning. This facet of the research examines the students' self-assurance and conviction in their aptitude to excel in online English language classes. An examination of students' self-perception aids in the identification of possible obstacles to active participation and provides insights for developing methods to enhance their self-assurance in the online learning environment.Students' preparedness for online English language learning may be strongly influenced by their preferences for learning modes (cf. Sharma 2009). The research investigates the preferences of students regarding synchronous and asynchronous learning styles, as well as the variables that influence these choices. Comprehending the learning styles and preferences of the intended audience aids educators and institutions in creating courses that correspond to students' expectations, promoting a favorable and supportive learning atmosphere. Institutional support plays a vital role in determining students' preparedness for online learning. This component of the research assesses the existing support systems, such as training programmes, technical help, and counseling services.

Analysing the degree to which educational institutions foster a conducive online learning environment offers valuable insights into their preparedness to meet the changing requirements of students. The presence of motivation serves as a catalyst for enthusiastic engagement in online

language classes. Theresearch investigates the determinants that impact students' willingness to participate in the learning process, whether it be intrinsic or extrinsic. Comprehending the origins of motivation aids educators in developing courses that engage students' attention and bolster their dedication to online English language learning. It is essential to identify and tackle the difficulties that students encounter in the online learning setting in order to improve their preparedness. This aspect of the research explores possible hindrances, such as technical difficulties, difficulties in managing time, or impediments to communication. By acknowledging these difficulties, educators and institutions may effectively introduce specificmeasures to reduce barriers and improve students' general preparedness for online language learning. Performing a comparison study across students from various public sector colleges yields a detailed comprehension of the differences in their degrees of preparedness.

This research investigates the potential influence of institutional variations on students' readiness for online English language learning. It offers significant insights for policymakers and educators who are dedicated to enhancing the standard of online education at various educational institutions. This research offers a thorough analysis of the preparedness of undergraduate students at public sector colleges in Sialkot for online English language instruction. The study enhances the current understanding of online education by examining many aspects such as technology infrastructure, digital literacy, self-efficacy, learning preferences, institutional support, motivation, and difficulties. The results of this researchmay provide valuable insights for educational institutions, policymakers, and educators to develop efficient approaches in improving students' preparedness for online language learning, hence promoting a more comprehensive and flexible educational environment.

Conclusion

The study has determined that it is quite feasible to build online language institutions in Sialkot that are on par with private sector institutes. This is attributable to the following factors: a) Students are well prepared and enthusiastic about learning online; b) Teachers may start online instruction after undergoing little training; and c) Initially, an online language institution does not need any financial capital in contrast to a traditional campus-based institute. Students enrolled in private universities have a positive perspective about the use of the internet for language acquisition. The students enrolled at these colleges possess a profound comprehension of modern technology. Various online language learning tools are beneficial for students residing in remote locations as they enable them to acquire proficiency in different languages. The majority of students are well-equipped to engage in online language learning due to their utilisation of various gadgets and technology that aid in the learning process. A significant number of the instructors who work at private institutions have a substantial amount of understanding about contemporary technologies. Even if they have a favourable attitude towards online language instruction, it is possible to make online instruction more successful by providing instructors with a little amount of training in the form of sample lessons and by providing them with sufficient information on internet equipment and apps. Because a reliable internet connection is an essential component of online courses, it is imperative that they be given with up-to-date software and internet facilities that are of a high standard. Because they are portable and simple

to use, smartphones may be of great assistance to educators. They are also convenient to take along. Language learning on the internet is more cost-effective than studying a language on campus since it does not need a specific location or campus for courses to take place. Online lessons need a very little amount of expenditure. Educators are able to engage a large number of students in online classrooms, hence reducing the amount of time and effort required. As a result of the fact that instructors and students are able to listen to one another, they are also able to get immediate feedback from the students on the lesson. For this reason, it is possible for students and instructors to quickly build contact with one another, which may assist students in better comprehending the teachings that are being taught by teachers. This is a valid research activity replicable for future studies.

Recommendations

For future works this study recommends that;

a. Thus the study was conducted on students who are studying at a public-sector college of Sialkot. Future studies should be conducted typically on students living in remote areas who do not have any access to such institutes.

b. During the survey, the sample respondents were found reluctant to believe that they could get online education from their campus-based teachers. It is recommended that such behavior on the part of the students be studied separately.

c. There is a general awareness today among the public that the internet is a big source of learning. Still, the sample students in this study did not seem to believe it. It is recommended that causes for such ignorant attitude too should be sorted out.

d. This study focused to draw one of its conclusions of establishing an online college through bootstrapping strategies with empirical evidence. It is recommended that future researchers should practically follow these strategies to investigate their effectiveness in making an online language college.

e. This study took into account only the willingness and motivation level of the students. Future researches should be conducted on the teachers as well to investigate to what extent they are ready for such a job.

f. Finally, this study recommends that future researches should be conducted on designing awareness seminars and workshops on strategies for teaching and learning online too.

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