GLR

Cite Us

Students' Attitude and English Online Teaching during COVID-19 at Secondary School Level

Muhammad Asif Shahzad
Assistant Professor, Department of Education, University of Education, Lahore – Vehari Campus, Punjab, Pakistan.
Email: masifshahzad53@gmail.com
(Corresponding Author)

Namra Munir
Assistant Professor, Department of Education, University of Education, Lahore – Vehari Campus, Punjab, Pakistan.

Navid Jamil Malik
Chairman, Department of Education, University of Sialkot, Sialkot, Punjab, Pakistan.

Abstract: Student learning attitude is a crucial element in modern education. Studying attitudes helps students' learning process. The objective of the study is to find out students' attitudes about online English teaching during the COVID-19 pandemic. The researchers used a quantitative research design for the study, and that was a descriptive study in nature, and all the female public secondary schools and students in Punjab province made up the study's population. Sample of the study comprised four hundred students from five districts of Punjab province. A questionnaire was designed to collect data from the respondents, and after data collection from four hundred secondary school students, it was analysed through SPSS and found the statistical techniques of frequency, mean score and standard deviation. The study concluded that most English teachers provided English newspapers to their students to educate them better on the English language.

Key Words: Students' Attitude, Online Teaching, English

Introduction

Student learning attitude is a crucial element in modern education. Studying attitudes helps students' learning process. If the teacher recognises the students' attitudes, he or she can create a positive perception that prevents negative feelings. As (Gomleksiz, 2010) said, teachers' positive attitudes affect students' attitudes toward school, school activities, and self-confidence, resulting in personality development. A language learner may have mixed feelings. They may have positive feelings about learning a new language, but this could be overshadowed by learners, other students, or teachers, hindering their language acquisition.

Students' attitudes strongly affect second-language English learning. According to (Zaman, 2011), students' attitudes toward English learning reveal how intensely they pursue their future goals. Secondary school students still have difficulty learning English due to the demand for other compulsory courses, extended school hours, and the application of other subjects.

Education can change a learner's behaviour as needed. Attitude is essential to learning and should be emphasised in second

language instruction. (Lakshmi, 2013) learning attitudes affect behaviour like choosing or reading books and communicating in a second language. Students with a positive attitude toward their favourite subject can excel in it. The learner's environment affects language acquisition. Positive and negative attitudes affect language-learning success.

English learning is essential to meet international standards. According to Fatiha, Sliman, and Yahia (2014), the English language is key to success and has become an international language mainly used to convey your thoughts worldwide. It is considered an instrument to convey your feeling, knowledge, and thought to others against their nationality. English is a second language and a global language students should master to fulfil various aspects of life. Learning has no limit on age. It continues from birth to death. It has the ability that changes the attitude and behaviour of learners.

In Pakistan, the education of children is through traditional methods but is no longer valid at the time of the pandemic. However, during the COVID-19 pandemic in Pakistan settle, all the activities to complete from home. Dr Murad Ras, minister of education, announced on 13-1-2020 that all educational institutes will be closed due to COVID-19 and that all learning activities will be online. Online learning avoids wasting students' time after school ends. (Harapana et al., 2020) COVID-19 spread like a pandemic worldwide, and the situation is out of control. It affects the world's population, especially those directly or indirectly involved in education.

COVID-19 depends on technology. According to Atmojo and Noghroho (2020), online learning has changed students' attitudes toward English learning during COVID-19. Variation in student attitude in English learning faces many challenges, including use of technology, availability of

resources, training about technology, and internet access. All the students in COVID-19 are unfamiliar with using technology for learning, so this needs to be adapted. This study examines students' attitudes toward learning English as a second language in Pakistan during the COVID-19 pandemic.

Mid-year students should consider online learning. Lee et al. (2021) say English is essential for modern life. Previous studies show that technology increases learner awareness and helps students learn the language, especially English. Technology in education plays a vital role in facilitating English learning by the digitalisation of all the content available to the requirement of a searcher. A critical analysis shows how technology and its products can help second-language learners improve their English.

COVID-19 affects secondary school students' attitudes toward English learning in Pakistan because learning English is already a phobia. According to Patston (2021), students have trouble studying English, although it is a compulsory subject in Pakistan. Despite its relevance, students were not satisfied in the past, which has changed in recent years. Students are learning English to be successful.

According to Spiteri (2021), the current situation is at the adaption stage, and student attitude loss is productive. Students' and teachers' attitudes toward English are challenging, and still observing variables that harm the educational cycle and students' attitudes. Attitude is more important than conduct and may make or break lives. COVID-19 improved learner attitudes dramatically. COVID-19 makes it difficult for students to learn online. Thus they have trouble learning English in complex situations and from home. COVID-19 Pandemic changes kids' attitudes toward English learning because it is hard for them to adapt to unfamiliar situations. Learning new technologies is like trading, but actual learning occurs elsewhere. Students get

saturated and demotivated, which affects English learning.

Recently, the attitude has gained prominence. Most studies on this topic concluded that students' attitudes affect learning. COVID-19 study on student learning attitudes is vital for many reasons. First, attitudes affect learning. Attitudes and learning are linked to success. A teacher gives knowledge, moral values, and traditions to live a healthy life and solves community and educational difficulties. During the COVID-19 epidemic, school closings and online learning changed how teachers engage with pupils. Pandemics influence teacher-student communication and student learning attitudes.

COVID-19 epidemic challenges students, educators, and parents. As educational establishments open according to COVID-19, confusion about study dominates. Unpredictability about studying leads to bad feelings because teachers and pupils both suffer from a pandemic. Poor student attitude towards English during COVID-19. COVID-19 is not suitable for students' attitudes. Primary, middle, high, higher secondary, college, and university students suffer. The study aims to determine students' attitudes about online English instruction during the COVID-19 epidemic.

Review of Related Literature

Humans have a diverse range of abilities, and each person has a unique outlook on the world. Individual differences may lead to an object being liked by someone and disliked by others, depending on how these individuals respond to the object. When we use our five senses to explore the world in which we live and gather information about the people and places we encounter, we engage in what is known as an attitude. The first time we see something, we develop an attitude toward it.

When a person's attitude toward something shows the overall attitude by which they respond to something, Khalid (2016) claims that attitude directly impacts behaviour. Because it is the first step to cross, rather than build upon, whatever you work toward, your mentality is critical. Students' lives are filled with various experiences, some pleasant and some not. Students' attitudes are shaped by their school experiences, whether positive or negative.

From the very first day of school, students begin to learn and develop a positive attitude. We cannot separate attitude and learning, so attitude is critical. Many factors contribute to and influence one's attitude, including perceptions and the circumstances in which one finds themselves. Students' attitudes, therefore, play a significant role in the learning process. Learners of English as a second language should keep this in mind if they plan on taking this class. In particular, students' attitudes toward English learning are pretty complex in Pakistan due to the country's various educational systems. When it comes to language attitudes, students come from a variety of different family backgrounds.

A student's attitude can be described as a dynamic state of inner equilibrium that allows individuals to put their skills to use in line with society's global values, according to Galderisi, Heinz, Kastrup, Beezhold, and Sartorius (2017). Mental health is essential for maintaining a healthy state of equilibrium; the ability to cope with complex life events and to show empathy for the emotions of others is a crucial component of good mental health. A harmonious relationship between the body and the mind expresses essential components of mental health that are dedicated to maintaining a healthy state of equilibrium within.

Depending on the context, a student's approach to language learning may shift. People in various groups exhibit a wide range of attitudes. (Santana et al., 2017) stated that one's attitude toward language is not only

influenced by one's interest in a second language but also by how much the language you are interested in is spoken around you. In contrast to attitude, social behaviours affect how people think and act, so it is critical to understand how people think and behave to understand their attitudes better. It is challenging to gain knowledge about one's thoughts, which are kept secret from the public eye in the same way that behaviour and reaction are apparent, but attitude is not. Both positive and negative attitudes and a combination of the two can affect learning in both positive and negative ways, according to (Santana et al., 2017).

One of the essential factors in developing a positive attitude toward learning is the connection to success. Renato (1998) states that students with a positive achievement level are more likely to continue their education. Studying the attitudes and motivations of English language learners is an effective way to learn more about the learning process. It is, therefore, possible to demonstrate the close relationship between motivation and attitudes by looking for what leads primarily to a motivated individual.

For efficient language learning, teacher-student collaboration is essential. If the teacher pays close attention, it is easy to see if a pupil has a positive or lousy attitude. Several outcomes are essential to know, like:

1. People with a positive outlook are rewarded, encouraging them to continue doing the same things in the future. Conversely, negative attitudes are reprimanded for avoiding repeating the same mistakes in the future.
2. A person who consistently thinks positively is guaranteed to experience joy, love, gratitude, calm, and confidence. Evil spirits such as anger, rage, disappointment, and so on can be caused by a person's negative thoughts regularly.

3. People that are "positive" believe that everything works out for the better after a while. On the other hand, a person with a "negative attitude" tends to assume that their best days are behind them and that there is nothing to look forward to.
4. In order to achieve success, one must have a positive outlook and an optimistic mindset. However, a negative attitude results from a defeatist mentality of a person who cannot deal with critical situations.
5. It is important to remember that a positive attitude is a progression of solving problems, whereas a negative attitude is a progression of looking for problems to find.

English has recently been viewed as the universal language of communication. Even though it is a second language and considered a foreign language, it has a global impact. Because of our everyday use of language, we all belong to the same universal community. It is widely accepted that English is the language of choice for many international scholarly journals.

According to Baker (1992), language learning relies heavily on students' attitudes. Students who maintain a positive frame of mind can better see the limits of the harm that failure can do. It is because they do not consider the negative aspects of their abilities and circumstances. As a result, the rate at which a person learns a language depends critically on their perception of their attitude.

Ellis (1994) believes that the learner's attitude toward the second language reveals how determined the learner is to complete tasks in the second language. When it comes to learning a second language, learners are usually open to a wide range of viewpoints, including those of language speakers, the target language's beliefs, the exceptional value of learning a second language, and their culture. However, students with a positive outlook will experience a sense of triumph. In

the same way, students with a negative outlook on life will not be able to celebrate their successes but instead will feel a sense of failure.

Crystal (1997) argued that it would be impossible if academics from different countries could not communicate in their native language. People of all nationalities use English as their first language, making it the most widespread of all world languages.

Graddol (1997) describes three types of English speakers:

- Those who are fluent in the language as a first language.
- Those who are fluent in the language as a second or additional language.
- Those who are learning it as a second or third language.

Spolsky (2000) argues that a wide range of student backgrounds represents the "complicated motivational and specification patterns" among second language learners. It is so exciting and interconnected to learn languages. "Hard socio-linguistic data and personal declarations of second language learners" cannot be obtained through questionnaires alone, according to (Spolsky, 2000). Instead, he recommends supplementing questionnaires with observations, interviews with native speakers, and in-depth discussions with students.

Students' need for potential, appropriate social impact, and self-determination are stressed by Noels et al. (2000) in their long-term correlation between instrumental motivation and self-determination theory. Competent evidence suggests an instrumental or integrative approach is the way to go. Both types are effective in helping people learn a language to a sufficient level.

He says that "positive attitudes help second-language students succeed and that negative attitudes can lead to decreased motivation and, in all likelihood, because of decreased input and interaction, unsuccessful proficiency acquisition." According to Brown (2000).

According to Dornyei and Csizér (2001), data from a household of 8,593 thirteen- to fourteen-year-old students shed light on the impact of socio-cultural changes in Hungary during the 1990s on students' opinions and motivations for specific language learning.

"Positive attitudes for learning have a positive direction toward learning English," explains Firdevs (2007). A student's hidden attitudes can significantly impact whether or not they succeed or fail in their language learning efforts. In addition, the power of attitudes rests in their ability to shape behaviour. As a result, students' learning process may be slowed down by negative attitudes, which could explain their future analysis, decisions, and actions.

Attitude shifts can be based on three things, according to Kelman (1938).

1. Compliance
2. Identification
3. Internalisation

An individual's expectations to gain rewards or avoid punishment from another person or group, according to (Kelman 1938), is a form of compliance. In these situations, the person is not compelled to change their opinions or assessments of an attitude object but rather is influenced by the consensus of society that accepting a behaviour change is acceptable. In addition, the individual is often aware that responding positively is being commended.

These experiments are known as "Asch" because they were conducted by "Solomon Asch," a psychology professor at Swarthmore College, in 1956. Students were grouped and asked to participate in a "vision test" in these experiments. Most of the participants in this study had ties to their experimenter, and their responses to their confederates' actions were of primary interest. A sample line was provided to contributors, who had to choose one of three line options and then shout out

their choice. Asch had set up several associates to mislead the contributors to achieve his goal. Results showed that 75% of the responses were in line with and identical to the answers that associates selected in this experiment.

Children learn from their parents' beliefs and attitudes regarding race or political affiliation. (Kelman 1938) explains the identification that illuminates one's change of perspective and distress to be parallel to someone one admires or enjoys. (Kelman 1938). Attitudes are accepted when they are tied to a particular relationship, not necessarily due to the content of what the attitude object says. Often

When a person finds satisfaction in their attitude, they begin to "internalise" it, which is described by Kelman in 1938 as a "stage of belief and affect change," which is when they begin to "actually transform their faith or evaluation of the attitude object." When a person's new behaviour or attitude is consistent with his or her current system of values and beliefs, it tends to be incorporated into that system. So, it is clear that the content of the attitude object is responsible for the attitudes adopted through internalisation.

Practical and cognitive components of the learning process are functions of attitudes and attitude items, according to Eagly & Chaiken (1995). Activation of a single node has been suggested as a way to change the inter-structure alignment of an associative network. The sentimental or emotive node can be energised, which could lead to a change in attitude, but the affective and cognitive components tend to become intertwined.

During the COVID-19 pandemic, a worldwide dare to communicate in multiple languages emerged. The large-scale isolation of linguistic components from well-timed first-rate sequences characterises global public health communication. During the

COVID-19 disaster, several restrictions on multilingual crisis communication and poor English-centric global mass communication. Mineralised languages have been depreciated for a long time because of their reputation for building trust and strong communities. Lockdowns, masks, and contact tracing are just some of the basic containment procedures that nearly every person on the planet has had to learn about. In addition, almost everyone has been left unprotected and forced to formulate an interpretation of often highly disruptive public discussions weighing health against the economy, linking the virus to specific societal groups, or politicising the infection. There has never been a time when so many people around the world were interested in public communication at the same time.

If a disparity exists between the language in which such information is conveyed and the linguistic repertoires of those who need it, it helps to exacerbate adversity for minorities, as opposed to majority populations (Uekusa, 2019). There is a wide range of societal actors, ranging from media corporations and political parties to large numbers of widely dispersed community groups and grassroots efforts, contributing to the statistics circulated through traditional and social media. Few are particularly eager to make public health statistics available in languages for which state actors are unable or unwilling to assist.

Research Methodology

In this study, the descriptive approach was chosen to investigate the students' attitudes toward online English teaching during COVID-19 at the secondary school level. The research design was quantitative, involving a significant sample size. It concentrates on the number of replies and provides a dynamic approach, which is the primary reason for the quantitative research design. In terms of the descriptive research method, the study was carried out using a quantitative research

design. The purpose of the study was to determine students' attitudes. A descriptive study is a quantitative method, which means that for the researchers to complete the study successfully, they used a variety of various formulas and numeric values. Students attending female public secondary schools in the province of Punjab made up the study's population.

According to Hughes (2020), taking a sample is essential since it accurately reflects the population. A representative sample accurately depicts the entire population. Because it produces reliable outcomes, it is an essential component. A representative cross-section of a larger population is what statisticians call a sample. In order to pick a representative sample from the province of Punjab, the following five cities and towns were chosen: Gujranwala, Lahore, Multan, Rawalpindi, and Sahiwal. Using convenience sampling techniques, eight schools were picked from each district, and ten students were selected from each school. In addition, all schools were chosen randomly from one of five districts. The method of random sampling was applied throughout this investigation to locate and choose the participants in the study. A total of four hundred students were used as participants in the study. As a result, the respondents chosen for the current study were regarded as adequate for generalisation to be drawn from the population of young pupils at the level of secondary school.

Following an analysis of the relevant prior research, the questionnaire was designed; it consisted of seventeen different questions. A Likert scale with five points, ranging from strongly disagreeing to strongly agreeing, served as the foundation for the questionnaire. The questionnaire was handed out to pupils attending public secondary schools all around the country. For data collection, respondents were personally contacted by the researchers, and questionnaires were delivered to each respondent individually through the use of Google documents, the post, and by hand. The respondents were given instructions that were easy to understand. They were first given the general instructions to read through and then instructed to react to the questions. The respondents requested that they select whether or not they agreed with the assertions and then mark the appropriate response category. The pupils were given the questionnaire randomly and instructed to fill it out and send it back to the teacher.

After running the data via the statistical package for social science (SPSS, 22.0), the approaches of descriptive statistics such as frequency, mean score, and standard deviation were discovered.

Data Analysis and Interpretation

The analysis of the data is data is presented in the form of tables as under;

Table 1. *Students' Responses*

Statement	SA	A	UD	DA	SDA	M	SD
My English textbook is interesting.	122	113	50	51	64	4.32	.888
Passages of my English textbook are easy to understand.	217	105	68	4	6	4.00	.962
The passage in my English textbook is not clear to me.	139	148	89	15	9	3.25	1.324
My English textbook does not help me to increase my knowledge of English during COVID-19.	115	46	76	143	20	3.11	1.395
My teacher uses interesting activities to interact with me during COVID-19.	99	58	59	141	43	3.64	1.300
My English teacher teaches me an example for a better understanding during COVID-19.	120	132	63	43	42	3.47	1.443

Statement	SA	A	UD	DA	SDA	M	SD
My English textbook content is authentic.	122	113	50	51	64	3.27	1.280
My English teacher provides me English newspaper to enhance my knowledge during COVID-19.	71	121	106	42	60	3.61	1.217
My English teacher suggests me to watch English programs during COVID-19.	103	139	78	49	31	3.57	1.189
My teacher explains English material through an online medium during COVID-19.	92	145	77	60	26	3.78	1.282
My English teacher delivers English reading material according to my syllabus during COVID-19.	152	108	64	54	32	3.59	1.469
Assignments are given by my teacher not evaluated properly during COVID-19.	156	83	53	49	59	3.29	1.273
English learning via online medium is effective during the covid-19 pandemic.	81	112	89	74	44	3.46	1.276
The English learning schedule is very supportive during the COVID-19 pandemic.	112	84	109	64	33	3.59	1.275
My teacher gives me self-writing activities through an online medium during COVID-19.	102	143	68	45	42	3.68	1.353
My teacher provides me with English material before the online English class during COVID-19.	171	118	32	34	45	3.71	1.159
I consult with my teacher in case of difficulty in learning English through an online medium during COVID-19.	103	163	71	34	29	3.74	1.231

During COVID-19, student attitudes toward English-language online instruction were assessed using Item 1. Students (122+113 = 235) agree with the statement, "My English textbook is intriguing," as shown by the data above, while students (51 + 64 = 115) disagree with the statement. According to students (50), the sentence, "My English textbook is intriguing," has a negative connotation. The mean score (4.32) and standard deviation (.888) indicate that most respondents agree with the claim. The majority of students (235) show that the English textbook is engaging, according to the results of this study.

Attitude toward English online teaching among COVID-19 students is indicated by item number two. Students (329) agree with the statement, "The passages in my English textbook are easy to understand," while there are only ten students who disagree with this statement (224 + 105 = 329). It is not difficult to follow the explanations in my English textbook. Students (68) agreed that the statement "Passages of my English textbook are easy to understand" is UD. Three hundred twenty-nine students scored the passages in their English textbook as "easy to grasp," with a mean score of 4.00 and a standard deviation of .962.

Attitude toward online teaching of English during COVID-19 is shown in item 3. For example, students (139 + 148 = 287) agree with the statement "The section in my English textbook is not obvious to me," while students (15 + 9 = 24) disagree. I am having trouble understanding a section of my English textbook. The statement "The paragraph in my English textbook is not comprehensible to me" elicited the same response from students (89). The mean score (3.25) and standard deviation (1.324) indicate that most students agree with the claim. As a result, most students (294) believe that passages in their English textbooks are confusing.

During the COVID survey, students were asked to rate their feelings toward English language instruction delivered via the internet (item 4). According to the above data, students (115 + 46 = 161) agree with the

statement, "My English textbook does not help me increase my knowledge of English during COVID-19," while students (143 + 20 = 163) disagree with the statement. Students (76) agreed that the statement, "My English textbook does not help me increase my knowledge of English during COVID-19," is untrue. The mean score (3.11) and standard deviation (1.395) indicate a tendency to disagree. Most students (163) believe that English textbooks contribute to their proficiency in the language during COVID-19.

The student's attitude toward online teaching English during COVID is captured in item five of the questionnaire. My teacher uses enjoyable activities to interact with me during COVID-19 is supported by a majority of students (99 + 58 = 157) and a minority of students (141 + 43 = 184) based on the data presented in this article. Like the statement, "My teacher uses interesting activities to interact with me during COVID-19," students (59) stated that they were UD about it. According to the mean score of 3.64 and the standard deviation of 1.300 on COVID-19, students believe that their teacher uses engaging activities to interact with them in most cases.

The student's attitude toward online teaching English during COVID is reflected in item six of the survey. As can be seen from the data above, the majority of students (122 + 132 = 254) agree with the statement, "My English teacher teaches me with examples for better understanding during COVID-19," while the minority of students (43 + 42 = 85) disagree. "My English teacher uses examples during COVID-19 so that I can better understand what she is saying," said 63% of the students who took part in the survey. More than two-thirds of COVID-19 students (254) say that their English teacher uses examples to help them better understand what they are learning in English.

COVID students' perceptions of English online teaching in COVID are measured by

Item 7. There are students (122 + 113 = 245) who agree with the statement "My English textbook content is authentic" and students (51 + 64 = 105) who are in disagreement with the statement. As with "My English textbook content is authentic," students (50) said they disagreed with this statement. Student perceptions are illustrated by the mean score of 3.27 and the standard deviation of 1.280.

COVID students' perceptions of English online teaching in COVID are reflected in Item 8. When it comes to "My teacher provides me with an English newspaper during COVID-19 to help me improve my English," students (71 + 121 = 192) are in agreement, whereas students (42 + 60 = 102) are in disagreement with this statement. During COVID-19, my English teacher provided me with an English newspaper to help me improve my skills. Students (106) also said they disagreed with the statement, "My English teacher provides me with English newspapers to enhance my knowledge during COVID-19." in the same way. Most of the students (192) agreed that their English teacher should provide them with English newspapers to help them improve their English proficiency, as evidenced by the mean score (3.61) and the standard deviation (1.217).

During COVID, students' attitudes regarding English online instruction are measured via Item 9. There are students (103 + 139 = 242) who agree with the statement, "My English teacher recommends that I watch English programs during COVID-19," while students (49 + 31 = 80) disagree with the above statement, as shown by the data presented above My English teacher advises that I watch English-language programming during COVID-19. According to the survey, 78 per cent of the students said they were unconvinced. Most of the students (242) surveyed agreed that their English teacher had recommended that they watch English programs during COVID-19 based on the mean score (3.57) and the standard deviation

(1.189).

During COVID, item 10 measures students' perceptions of English online teaching. Some students (92 + 145 = 247) strongly agreed with the statement, "My teacher explains English subject through online media during COVID-19," however, some students (60 + 26 = 86) strongly disagreed with the statement. More than seventy-seven per cent of pupils (77) stated that they were undecided. Most students (247) agreed that their teacher should explain the English curriculum via online medium during COVID-19, as evidenced by the mean score of 3.78 and the standard deviation of 1.282.

Attitude toward English online teaching at COVID is indicated by Item 11. The above data explains why students (152 + 108 = 260) agree with the statement, "My English teacher delivers English reading material according to my syllabus during COVID-19." "My English teacher gives English reading material according to my syllabus during COVID-19," the students (54 + 32 = 86) disagreed. According to students (64), they are unsure of their response to the remark. The standard deviation (1.469) and the mean score (3.59) illustrate this clearly. Students (260) in COVID-19 agreed that their English teacher provided reading material consistent with their curriculum.

As part of COVID, this item measures students' perceptions of online English teaching. Regarding assignments given by my instructor, most students (156 + 83 = 239) agree with the statement, "Assignments supplied by my teacher during COVID-19 were not graded appropriately." Additionally, 53% of students said they were unsure whether they agreed or disagreed with the statement. The mean score (3.29) and standard deviation (1.273) indicated that the majority of students (239) agreed that assignments given by their teacher during COVID-19 were not appropriately evaluated.

The student's attitude toward online English teaching during COVID is captured in Item 13. In the above-mentioned data, 81 + 112 = 193 students agree that "English learning via online medium is effective during the covid-19 pandemic," whereas the students (74 + 44 = 118) disagree. As a result, 89 students said they were unsure of their answers. It is clear from the mean score (3.46) and standard deviation (1.276) that the majority of students (193) believe that learning English online during the covid-19 pandemic is effective.

During COVID, the student's attitude toward online English teaching is measured by Item 14. There is a significant difference between the percentages of students who agree and disagree with the following statement: "The English learning schedule is very supportive during the covid-19 pandemic." During the COVID-19 pandemic, the English study schedule is a lifesaver. Similar to the statement, "I read about COVID-19 disease during COVID-19," 109 students (26.8%) said they were UD about it. The mean score (3.59) and standard deviation (1.275) are shown in the graphs. Most students (201) agree that "The English learning schedule is very supportive during the covid-19 pandemic," according to our findings.

As a part of COVID, Item 15 measures students' general perceptions of English online teaching. In light of the information presented above, it is clear that students (102 + 143 = 245) agree with the statement, "My teacher gives me self-writing activities through an online medium during COVID-19," while students (45 + 42 = 87) disagree with the statement above. Students (68) also stated that they were unsure of their feelings about the statement. Most students (245) in COVID-19 agreed that their teacher gave them self-writing activities online, as evidenced by the mean score of 3.86 and the standard deviation of 1.353.

Attitude toward English online teaching

during COVID is indicated by Item 16. To summarize, students (171 + 118 = 289) agree with the statement, "My teacher provides me English material before online English class during COVID-19," while students (34 + 45 = 79) disagree. Thirty-two students said they were undecided about the above statement, as well. With a mean score of 3.71 and a standard deviation of 1.159, most students (289) agreed that their teacher provided them with English material prior to their COVID-19 online English class.

The student's attitude toward online teaching English is captured in Item 17 of the COVID. Some (103 + 163 = 266) agreed with the statement, "I consult with my teacher in case of difficulty in learning English through online medium during COVID-19," while others (34 + 29 = 83) disagreed. It is a similar story with 71% of the students who responded to this question. During the COVID-19 test, most students (266) agreed that they should consult with their teacher if they had difficulty learning English using an online medium. The mean score was 3.74, and the standard deviation was 1.231.

Findings and Conclusion

The findings of the study derived from the results and interpretation of the data are as under;

1. According to the results, most students (235) believe that learning English in school is fun and interesting.
2. Most students, 329, said that chapters in their English textbook were easy to comprehend.
3. More than two-thirds of students (287) said that the part in their English textbook is confusing or difficult to understand.
4. Most students (163) stated that the English textbooks used in COVID-19 did not aid their language learning.
5. Most students (184) disagree with the assertion, "My instructor uses exciting activities to interact during COVID-19".
6. In COVID-19, most students (254) believe that the English teacher uses examples to help pupils better grasp.
7. According to most students (245) surveyed, my English textbook content is authentic.
8. When asked if their English teacher gave them access to English newspapers during COVID-19, most students (199) said yes.
9. A large majority of the students (242) said they were encouraged to watch English shows during COVID-19 by their English teacher, according to the results.
10. Most students (247) stated that their teacher used online media to teach English during COVID-19.
11. Most students (260) said their English teacher delivered reading material following the syllabus during COVID-19" in the study.
12. The study indicated that most students (239) said their teacher did not correctly evaluate assignments during COVID-19.
13. The majority of students (193) thought that "English learning via online medium is helpful during the covid-19 epidemic," according to the results.
14. Results demonstrate that most students (201) agree with the statement that "The English study schedule is highly supportive during the covid-19 epidemic".
15. According to the survey, more than two-thirds of students (245) said their teacher provided them with online self-writing assignments during COVID-19.
16. Most students (289) stated that their teacher provided them with English content prior to online English lessons in COVID-19.

17. Most students (266) stated that they sought help from their teacher when they encountered difficulties while learning English online during COVID-19.

After the research was completed, it was found that educational institutions were well-informed about the condition of sickness spreading suddenly and unexpectedly.

In COVID-19, students said their English textbook is engaging because their English teacher uses examples to help them understand. Whereas their English textbook content is authentic, their English teacher provides them with English newspapers, their English teacher delivers English reading material, and their English textbook helps them increase their knowledge of English. A clear majority of students in COVID-19 are supportive of English online instruction. During the COVID-19 pandemic, most teachers said they provided English newspapers to their students to educate them better. On the other hand, some teachers believe that teaching materials are easy to understand, others believe that the textbook is not clear to pupils, and others believe that online learning has no effect on understanding.

References

Asch, S. E. (1956). *Studies of independence and conformity: A minority of one against a unanimous majority*. *Psychological Monographs, 70.*

Atmojo, P., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal, 13*(1), 49-76.

Baker, C. (1992). *Attitudes and language (Vol. 83).* Multilingual Matters.

Brown, H. D. (2000). *Principles of language learning and teaching (4ᵗʰ Ed.).* White Plains, NY, Addison Wesley Longman.

Crystal, D. (1997). *The language that took over the world.* http://wwwdavid crystal.Com/Dr-articles/English39:pdf

Dornyei, Z. (2001). *Motivational strategies in the language classroom.* Cambridge University Press.

Eagly, A., & Chaiken, S. (1995). Attitude strength, attitude structure and resistance to change. 413–432. Mahwah, NJ: Erlbaum.

Ellis, G. (1996). How culturally appropriate is the communicative approach? *ELT Journal, 50*(3), 213-218.

Firdevs, K. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences, 7,* 84.

Fatiha, M., Sliman, B., & Yahia. (2014).Attitude and Motivation in learning English as a Foreign Language. *International Journal of Arts and Arts.* 11-128.

Galderisi, S., Heinz, A., Kastrup, M., Beezhold, J., & Sartorius, N. (2017). A proposed new definition of mental health. 407-411.

Graddol, D. (1997). *The future of English.* The British Council.

Gömleksiz, N. (2010). An evaluation of students' attitudes toward English language learning in terms of several variables. Firat University Faculty of Education, Department of Education Sciences, 23119, Elazig, Turkey

Hughes, C. (2020). Much has been written about the COVID-19 pandemic's nefarious effects on learning. 69-72.

Harapana, H., Itohd, N., Yufifika, A., Winardif, W., Keamg, S., Te, H., Megawatii, D., j, Hayati, Z., Abram, L., Wagner, l., & Mudatsir, M. (2020). CORONA virus disease 2019 (Covid-19): A literature review. *Journal of Infection and Journal Health, 13, 667-673.*

Kelman, H. C. (1938). Compliance, identification, and internalisation: Three processes of attitude change. *Journal of Conflict Resolution. 2*(1), 51–60.

Khalid, A. (2016). A Study of the Attitudes and Motivational Orientations of Pakistani Learners toward the Learning of English as a Second Language. 1-19.

Lee, J., Lim, H. Allen, J., & Choi, G. (2021). Effects of Learning Attitudes and COVID-19 Risk Perception on Poor Academic Performance among Middle School Students. *Sustainability, 13,* 5541. https://doi.org/10.3390/su13105541.

Lakshmi, A. (2013). High School Students' Attitude towards Learning English Language. *International Journal of Scientific and Research Publications, 3*(9),

Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning, 50*(1), 57–85.

Patston, T. J., Kennedy, J., Jaeschke, W., Kapoor, H., Leonard, S. N., Cropley, D. H., & Kaufman, J. C. (2021). Secondary

Education in COVID Lockdown: More Anxious and Less Creative—Maybe Not? *Front. Psychol. 12.*

Renato, A. S. (1998). Attitudes to Science: An Update. *Studies in Science Education, 11,* 1984, 26-59.

Santana, J. C., García-Santillan, A., & Escalera-Chavez, M. E. (2017). Variables affecting proficiency in English as a second language. *European Journal of Contemporary Education, 6*(1), 138-148.

Spiteri1, J. (2021). Quality early childhood education for all and the Covid-19 crisis: A viewpoint. 1-6.

Spolsky, B. (2000). Anniversary article: Language motivation revisited. *Applied Linguistics, 21*(2), 157–69.

Uekusa, S. (2019). Disaster linguicism: Linguistic minorities in disasters. *Language in Society 48*(3), 353–375.

Zaman, A., Shahid, S., & Hussain. (2011). Anxiety and Attitude of Secondary School Students towards Foreign Language Learning. *International Conference on Education and Educational Psychology (ICEEPSY 2011).* Procedia - Social and Behavioral Sciences 29 (2011) 583 – 590.