

Exploring the Role of Electronic Learning Pedagogical Tools in EFL Classrooms: A Case Study of the Islamia University of Bahawalpur

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Abstract

The exclusive purpose of this activity was to explore the role of electronic learning pedagogical tools in EFL classrooms while learning L2 at the Department of English Linguistics, the Islamia University of Bahawalpur. The learners' questionnaire was developed as a data collection tool. The BS students were the population of the above-mentioned university and the department. The collected data of 209 learners was analysed through the SPSS. The results of the current study showed that the study's participants had the most positive opinions toward the use of electronic learning pedagogical aids in EFL classes. The study themes and current theories of online learning were taken into consideration when analysing the data. Additionally, by employing electronic learning pedagogical tools to reduce the barriers of the electronic learning environment, learning proficiency learners might be able to improve their language learning outcomes. The study concludes that before implementing any electronic learning pedagogical tools, professionals should take into account the needs of EFL students, the curriculum, and the technological proficiency of teaching staff.

Keywords: Electronic Learning, EFL, L2 Classrooms, Pedagogical Tools

Introduction

E-learning The study of teaching and learning through distance, digital, electronic, and online learning—all terminology used as transitions—is known as pedagogy. In other instances, they invariably denote the same subject. However, true pedagogy does not involve

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controlling students. According to Brennan, it is also unrelated to the profession or art of teaching. In its purest form, pedagogy is all about the students and their potential. In its purest form, pedagogy refers to the process of understanding learners to a position where learning may occur. Language is vital in many ways, first and foremost, because it facilitates communication between people, enabling them to exchange ideas. A person's mother tongue, often known as their native language, is their first language. It is the language that a person speaks most fluently or that they have learned from infancy throughout a critical period, and it is often the foundation of their social identity. In certain countries, the term "mother tongue" or "native language" refers to an individual's ethnic group's language rather than their first language. In many nations, speaking one's mother tongue, often known as one's native language, is prized over speaking one's first language. A person's first language is typically the one they acquire at birth, whereas learning a foreign language is the process of learning a second language (Bilotserkovets, M. A., & Gubina, O. Y., 2019).

E-Learning Pedagogical Tools

E-learning is a common tool used by students to evaluate foreign languages and solve linguistic puzzles during pandemics. With these technologies, they can function within their time zone. According to Andersson (2008), electronic learning is the process of delivering foreign language assessment through electronic media and combines instruction with learning activities. It makes learning possible for different students wherever at any time. In a similar Andersson, A., & Grönlund, Å. (2009), asserted that the Internet transcends temporal and spatial boundaries. While learning L2, students employ a variety of educational resources, such as blogs, wikis, email, chat rooms, audio and video conferencing, bulletin boards, and board systems. Because it makes learning a foreign language easier, the use of electronic learning pedagogical aids in an EFL setting is especially valued. It consistently gives students the flexibility to assess their language learning at any time and from any location. With the use of electronic learning resources, students can expand their language proficiency for a range of language-related tasks. According to Coryell, & Chlup (2007), who focused on deep learning in study, learners perceived e-learning as a facilitator of freedom of expression.

Cultural and Traditional Identity through Electronic Learning

Students' attitudes regarding studying EFL in an online learning environment have a big impact on how they experience learning English as second or foreign-language learners. When compelled to learn a language in an online setting, they experience stress and dissatisfaction. Many students encounter difficulties when utilising electronic learning pedagogical tools, which hinders their ability to pick up the language. Conversely, learners are not drawn to electronic gadgets if they believe that conventional learning is more significant than digital learning. According to Huang, P., & Hwang, Y. (2013), mature learners are forced to speak in an e-learning environment for second language acquisition, while young EFL learners are allowed to remain silent until they are ready to communicate. Because it impacts all essential components of language acquisition, electronic learning boosts student motivation and is essential for learning languages, particularly foreign languages. Flexibility is this system's most prominent benefit. However, it also has an impact on how learners perceive language acquisition in the absence of in-person interaction. In a

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language course, it reduces social interaction even though it is quick and lively. It is a form of cooperative learning that also lessens the amount of time teachers spend supervising EFL students. New students learn about linguistic and cultural distinctions in a language classroom using electronic media. Kanuka, H. (2006), states that studying English in an electronic learning environment seems to be quite difficult for native speakers of Pakistan. L2 speakers struggle in their language learning process and lack confidence. According to Naresh, B., & Reddy, B. S. (2015), it is also connected to unease, discontent, uncertainty about oneself, fear, and anxiety. Anxiety among the students seemed to be a major obstacle to learning a foreign language. Similar to this, several scholars have examined the relationship between anxiety and success in various contexts related to learning a foreign language, including Bailey (1983), Japar, M., Fadhilah, D. N., & Syarifa, S. (2019), MacDonald, C. J., & Thompson, T. L. (2005). For EFL students, there are several potential causes of anxiety in the foreign language classroom. They are unable to understand the second language. It influences how they see the application of pedagogical technological learning technologies Gutiérrez-Santiuste, E., Gallego-Arrufat, M. J., & Simone, A. (2016), defined perception as whatever that students can see or understand. The senses are exposed to this concept. On the other hand, foreign language learning in online classes with lots of obstacles might become a nightmare for learners. Students may only have two or four hours a week to practice a new language in an online course, which exacerbates the situation.

Review of the Literature

By providing access to information that would not be available in traditional classrooms and fostering a richer learning environment, electronic learning enhances the learning and teaching process (Habul-Šabanović, 2016). This is one of the arguments in favour of using e-learning pedagogy. This viewpoint supports that of numerous other researchers who support the restoration of the online learning environment for English as some foreign language students. There has been much debate concerning the usage of electronic learning pedagogical aids in English language acquisition classes. Several studies have recommended reevaluating the part that students' adoption of technological education plays in this. It's debatable whether or not students should use online resources for studying English. The issue has centred on whether or not to adopt E-pedagogy since the development of direct English language learning in the 20th century. This method has a big influence on how English is taught online these days. Nonetheless, several academics have started to challenge the ban on e-learning pedagogy and have advocated for the appropriate pedagogical application. Some believe that electronic learning pedagogical tools should be used in language learning classrooms, and some people disagree. Therefore, to prevent misunderstandings regarding the methods of instruction and to guarantee that electronic learning pedagogical tools are utilised to their maximum potential, the problem of their usage in language learning classrooms must be addressed. English language teachers and government officials in Pakistan are baffled by the use of electronic learning pedagogical tools in second-language classrooms. They don't have a thorough plan that outlines the why, how, and when of using online educational resources in English language instruction. According to Shea, C. O., Lillis, D., Shea, S. O., & Collins, P. (2005, June), e-learning has emerged as a crucial component of education and is seen to offer particular advantages for the online learning process. Similar

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to this, using e-learning pedagogical tools in a language classroom is crucial for second language acquisition. Online learning can facilitate active learning, according to Simuth, J., & Sarmany-Schuller, I. (2012), It has been suggested that the use of E-learning technology by students is a useful way to improve L2 acquisition in the early stages of learning. Studies by Strong, R., Irby, T. L., Wynn, J. T., & McClure, M. M. (2012), and Tanveer, M. (2011), for instance, contend that online learning improves students' motivation and attitudes toward learning. However, Tsabedze, V., & Ngoepe, M. (2020), research revealed that when using a web-based learning environment, students did not feel comfortable producing knowledge on their own. Additionally, Górska, D. (2016), pointed out that students could be reluctant to employ e-learning pedagogy in a language course. The reality is that certain media advocate for language learning using web-based or online educational programmes. However, others advise against using it since they believe it to be deceptive to language learners.

Historical Perspective

At the start of the 20th century, foreign language learning via E-learning pedagogical tools attained more appreciation and improved a lot, particularly through some well-known personalities such as Sidney Pressey, Donald Bitzer, and Elliott Mosie. PLATO invented in 1924 by Sydney Pressey was a standard-based online learning process. While term E- first coined by Elliott Masie in 1999 not only changed the traditional system but also introduced a web-based teaching and learning system. The era of 2000-2005 was an age of advancing technology. In the span of these five years, there were several achievements in this field. i.e.2006-2010 the era known was of rapid development of technology. After 2011 and onwards there was a modern time in the history of technology. The use of an Online or web-based education system in foreign language acquisition is a debatable issue among intellectuals. Some of them believed that the E-learning system would not help learners to understand EFL and to reach fluency. Contrary to these other reformers such as Piaget and Vygotsky highlighted the importance of E-learning pedagogy in the EFL setting. Keengwe, J. (2005), have redesigned the pedagogies of distant learning by broadening its scope and strengthening its interconnectivity. Different pedagogical models for electronic learning are Open Education, Distributed Learning, Learning Communities, and Communities of Practice. Keengwe, J. (2005), witnessed open or flexible learning as a new way of characterizing online education.

Historical View of English Language in Pakistan

Because of British meddling in this region, English first arose on the subcontinent in the 16th century, before the division of Indo-Pakistan. Their culture, language, artwork, and architectural design were all brought across. India officially recognised the English language as a social and political language in 1835 thanks to Macaulay's actions. Both Pakistan and India were unable to break free from the English language web when they gained their independence from the British in 1947 because the language was so ingrained in these nations' social and political structures that they had to keep trying to communicate in it. The economic need for the English language led to its introduction to the Subcontinent. Interactions with locals helped people acquire the language, which was then later taught in some schools by non-native speakers. English was mostly taught by Indians because there

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was little communication between the populace and native English speakers. After Indo-Pakistan gained its independence, there was less engagement with English-speaking people. Complex language concerns developed in Asia during the British colonial era, when numerous national and ethnic activities emerged and became distinctive. At that time, linguistic diversity was added to regional tongues, and language began to express an individual's recognition. The majority of people spoke Hindi and Urdu, which originated from the respective religions of its speakers—Hinduism and Islam, respectively (Nartiningrum, N., & Nugroho, 2020). Languages were connected to religions, and as English became popular, it was seen as a neutral language and gained political standing in India. Despite numerous objections, English continued to be the dominant language in the nation. The application of General Haq's "Islamization" and "urbanisation" policies following his military seizure of the Government led to a decline in the language ascendancy. In 1978, the nation's language strategy was first attempted by any monarch, with a strong emphasis on Urdu and a mandate for all English-medium institutions to convert from English to Urdu (Qureshi, I. A., Ilyas, K., Yasmin, R., & Whitty, 2012). The people's response to the policy was divided, and the Urdu policy was put into effect. But, following the assassination of Gen. Zia ul Haqq, English was once again taught in schools and was used for official purposes in the nation. General Musharraf began teaching and learning in English after realising its value in education. English was classified as an international language, and following administrations backed Musharraf's position. (Mehboob, 2002). Moreover, characterises English's prominence in Pakistan as a prerequisite for completing education, landing a "white-collar job," and succeeding in socioeconomic life. English socioeconomic city with authority over all governmental branches.

Prohibition of E-learning in a Language Classroom

Online learning platforms in an EFL context have drawn the attention of numerous language theorists and academics. According to Nguyen, Q. L. H. T. T., Nguyen, P. T., Huynh, V. D. B., & Nguyen, L. T. (2020), native Pakistani speakers found studying English in an online learning environment to be quite difficult. L2 learners struggle in the language learning process because they lack confidence and study skills. Students get anxious about it. Nugroho, A. D. (2020), investigated the affective state of anxiety, which includes trepidation, tension, unease, and suffering from uncertainty. Furthermore, according to Nugroho, A., & Mutiaraningrum, I. (2020), it is connected to emotions including stress, anxiety, self-doubt, discomfort, and irritation. Much research has been done on the relationship between anxiety and success in learning a foreign language in different contexts. For instance, Pituch, K. A., & Lee, Y. K. (2006), and Poongodi, A., & Periasamy, J. K. (2020), are just a few of the studies that have examined this relationship. For this reason, it is not permitted to use electronic learning pedagogical aids in language classrooms. According to Saleem, M. A., & Rasheed, I. (2014), there have been several arguments made regarding the use of electronic learning pedagogical tools in second-language classrooms. In contemporary times, there has been a surge in the use of ICT for academic purposes, and the proliferation of web-based technology has led to the rise of electronic learning. According to Saadé, R. G., & Kira, D. (2009), an IT specialist at Bloomsburg University of Pennsylvania, online learning is any kind of instruction that integrates efficiency, self-motivation, and technology in a classroom setting. However,

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according to Chang (2010), there is now a greater need for web-based teaching and learning in L2 classrooms due to the low cost of the Internet and the accessibility of technology. Furthermore, using electronic learning resources for EFL instruction has been used for a while. The media used in English language schools has changed throughout time. To put things straight, Nughoro (2020) believed that online learning is gradually replacing traditional classroom instruction, particularly in language courses. For example, it causes difficulties for language learners. English language learning methods shifted from face-to-face to online classrooms after the pandemic, according to Atmojo and Nughoro's study on the usage of online pedagogical tools in EFL classes. This methodological variation improves the way EFLs view the online learning platform.

Target Language Learning Via E-Learning

According to research by M. Tanveer (2011) at Majan University, students think that electronic learning gives them more control over their education, offers a range of activities, and so on. On the other hand, there have been complaints of technology abuse at the price of L2 acquisition. However, several research seems to agree that learning a language using an online platform can lead to a multitude of opportunities for practical use. For example, learning a language in a regular classroom might take a long period, and students would need to attend university. As opposed to this, e-learning resources just offered the lectures without physically being there at the university. Additionally, a comprehensive classification of online learning resources utilised in Ukrainian university education was conducted by several experts working in Ukraine on the subject of ICT application in the higher education system. According to a study by V. Bykov from 2005, ICT was crucial for learning target languages. Knowledge development was accomplished by creating situations that were as close to real life as possible, and the utilisation of electronic resources had to create an atmosphere where students were ready to ask questions. E-learning was gradually replacing traditional-based learning methods. The Center for Distance Learning was founded by educational authorities in 2016. Web-based instructional tools made it easier for students to understand the material delivered in the second language. Employing e-learning pedagogical in these circumstances also gives teachers and EFL students practical ways to apply e-learning pedagogical tools in L2 instruction. The online language learning strategies and attitudes of both successful and failed online language learners were investigated in Shahi, M. J. (2016), study. 346 university language learners who were enrolled in an online English course required by E-learning participated in the study. They were divided into two groups: those who learned the language successfully and those who did not. There was a notable variation in the opinions of affection in online learning. The findings imply that students with limited English proficiency acquire online learning skills and experiences in self-directed learning. According to Settha Kauma (2016), kids might not be prepared to learn English online.

The Position of Electronic Learning in L2 Learning Theories and Methods

The advancement of electronic learning is linked to technological advancements as well as lower computing costs. The earliest type of electronic educational computer-based training (CBT) was developed in the late 1800s and early 1900s. For convenience, I have focused my attention on multimedia instructional design principles. Researchers like Richard and Mayer,

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John Sweller, and Roxana Moreno developed a set of multimedia instructional design principles that enhance effective electronic learning. These concepts have been put to the test in daily electronic learning environments. I also reviewed some of the most recent Ecology concepts from a Bibliometric study, which identified the most commonly used concepts associated with the use of computers in learning contexts, such as computer-assisted instruction (CAI), computer-assisted learning (CAL), computer-based education (CBA), learning management system (LMS), self-directed learning (SDL), and massive open online courses (MOOC). In addition, I evaluated some of the most current ideas based on EFL/L2 acquisition.

Krashen's Hypothesis about SL Acquisition

Concerning SL/EFL acquisition Krashen published his five theories regarding language learning in 1982. The acquisition learning distinction is the first one. The natural order hypothesis is the second. The input hypothesis comes in third. The monitored hypothesis comes in fourth, and the effective in a daily electronic learning context hypothesis comes last. Among the theories, the acquisition learning distinction is the most well-known. The acquisition learning theory states that learners pick up the L2 language in their early years. Krashen's idea holds that language acquisition does not become less possible with age. His idea of outsider discourse has also been applied by EFL students.

E-pedagogy Principles for EFL learners

When technology is used in the classroom, students can develop their creativity, think more broadly, and reach new heights. The concepts of e-pedagogy, as developed by (Kanuka, H. 2006), include encouraging students to collaborate and establishing contact between EFL learners and teachers. Students should receive more feedback, the classroom should be made pleasant and supportive, expectations should be clearly stated, and teachers and students should have the necessary e-learning training. Moreover, Keengwe, J. (2005), research confirms these ideas.

L2 Learners' Attitude Towards E-learning Pedagogical Tools in EFL Setting

Management and ESL students who are not accustomed to online training have criticised e-learning and other computer-based instructional resources. The high levels of anticipated problems in the no- and low-experience groups were caused by the instructors' lack of practical understanding of how communication occurs and the kinds of activities made feasible by that communication Kanuka, H. (2006), claims that because of the advantages of not having to travel long distances for instruction, online learning is quickly replacing traditional classroom settings. Improved cognitive capacity is necessary for learners with cognitive impairments to handle complicated information and multifaceted learning tasks. Furthermore, unique components like movies, text downloads, and online exercises are commonly included in online courses. When utilising electronic learning tools, students need to be able to click, drill down, and produce new words. Furthermore, because there are no set class schedules or prerequisites for participation in the classroom, Keengwe, J. (2005), claims that online learners have a great deal of discretion when it comes to cognitive requirements. Therefore, to ensure that they finish all of the classes, students need to control and self-

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regulate their studies by creating a learning strategy. According to Chang's (2013) research, on a Standard English proficiency exam, students who employed self-monitoring outperformed those who did not in terms of learning advantages. The third problem has to do with computers and online anxiety. Nugroho, A. D. (2020), asserts that a learner's success is significantly harmed by computer anxiety. Students get agitated when a computer or network system malfunctions since it can prevent them from attending lectures. This causes stress for lower-skilled pupils, who then lose focus on their academic work. Working with teaching and learning peers, Nugroho (2020), found that task selection and selected transmission in a language-learning classroom positively correlated. Moreover, the success of an electronic learning programme depends heavily on the teacher's proficiency and experience in facilitating online learning activities.

Research Objectives

The main objectives of this recent study are:

- To investigate the perceptions and views of L2 learners regarding the usage of electronic learning pedagogical tools in EFL classrooms.
- To point out the challenges and opportunities for the students through the use of electronic learning pedagogical tools.

Research Questions

The research aims to answer the following questions:

- What are the perceptions and views of L2 learners regarding the usage of electronic learning pedagogical tools in EFL classrooms?
- What are the challenges and opportunities for the students through the use of electronic learning pedagogical tools?

Research Design, Sample, Cite and Tool

The sole purpose of the research project was to investigate the role of electronic learning pedagogical tools in EFL classrooms. For this purpose, the students of BS English Linguistics, IUB were selected as the research sample and the students' questionnaire was used as the only data collection tool in this research. The collected data was analysed through SPSS.

Data Analysis

Table N.1: I think in the target language classroom; electronic learning pedagogical tools are useful for L2 learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	30	14.4	14.4	14.4
Disagree	5	2.4	2.4	16.7
Neutral	6	2.9	2.9	19.6
Agree	116	55.5	55.5	75.1

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Strongly Agree	52	24.9	24.9	100.0
Total	209	100.0	100.0	

Table 1 clarifies the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, 14.5% (n=30) strongly disagreed with the very first research statement, 2.4% (n=5) disagreed with the above statement, 2.9% (n=6) remained neutral in their opinion, 55.5 (n=116) agreed with the statement and 24.9% (n=52) strongly agreed.

Table N.2: I perceive that at home, I can use e-learning pedagogical tools to form and understand a large vocabulary collection

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Disagree	8	3.8	3.8	4.3
Neutral	7	3.3	3.3	7.7
Agree	95	45.5	45.5	53.1
Strongly Agree	98	46.9	46.9	100.0
Total	209	100.0	100.0	

Table 2 explains the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, .5% (n=5) strongly disagreed with the 2nd research statement, 3.8% (n=8) disagreed with the above statement, 3.3% (n=7) remained neutral in their opinion, 45.5 (n=95) agreed with the statement and 46.9% (n=98) strongly agreed.

Table N.3: I think using E-learning pedagogical tools in EFL settings improved my pronunciation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	8.1	8.1	8.1
Disagree	4	1.9	1.9	10.0
Neutral	25	12.0	12.0	22.0
Agree	88	42.1	42.1	64.1
Strongly Agree	75	35.9	35.9	100.0
Total	209	100.0	100.0	

Table 3 explicates the answers of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, 8.1% (n=17) strongly disagreed with the 3rd research statement, 1.9% (n=4) disagreed with the above statement, 12.0% (n=25) remained neutral in their opinion, 42.1 (n=88) agreed with the statement and 35.9% (n=75) strongly agreed.

Table N.4: I think using e-learning pedagogical tools in EFL settings improves my pronunciation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1.0	1.0	1.0
Disagree	38	18.2	18.2	19.1

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Neutral	45	21.5	21.5	40.7
Agree	82	39.2	39.2	79.9
Strongly Agree	42	20.1	20.1	100.0
Total	209	100.0	100.0	

Table 4 illuminates the reactions of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, 1.0% (n=2) strongly disagreed with the 4th research statement, 18.2% (n=38) disagreed with the above statement, 21.5% (n=45) remained neutral in their opinion, 39.2 (n=82) agreed with the statement and 20.1% (n=42) strongly agreed.

Table N.5: I think using e-learning pedagogical tools in EFL situations develops my productive skills i.e. speaking and writing

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	35	16.7	16.7	16.7
Disagree	2	1.0	1.0	17.7
Neutral	5	2.4	2.4	20.1
Agree	93	44.5	44.5	64.6
Strongly Agree	74	35.4	35.4	100.0
Total	209	100.0	100.0	

Table 5 discloses the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, 16.7% (n=35) strongly disagreed with the 5th research statement, 1.0% (n=2) disagreed with the above statement, 2.4% (n=5) remained neutral in their opinion, 44.5 (n=93) agreed with the statement and 35.4% (n=74) strongly agreed.

Table N.6: I think using e-learning pedagogical tools in EFL conditions cultivates my passive skills i.e. listening and reading

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Disagree	8	3.8	3.8	4.3
Neutral	12	5.7	5.7	10.0
Agree	97	46.4	46.4	56.5
Strongly Agree	91	43.5	43.5	100.0
Total	209	100.0	100.0	

Table 6 reveals the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, .5% (n=1) strongly disagreed with the 6th research statement, 3.8% (n=8) disagreed with the above statement, 5.7% (n=12) remained neutral in their opinion, 46.4 (n=97) agreed with the statement and 43.5% (n=91) strongly agreed.

Table N.7: I catch limited opportunities to practice the foreign language through e-learning tools in the target-language classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Disagree	35	16.7	16.7	16.7
	Disagree	2	1.0	1.0	17.7
	Neutral	5	2.4	2.4	20.1
	Agree	93	44.5	44.5	64.6
	Strongly Agree	74	35.4	35.4	100.0
	Total	209	100.0	100.0	

Table 7 divulges the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, 16.7% (n=35) strongly disagreed with the 7th research statement, 1.0% (n=2) disagreed with the above statement, 2.4% (n=5) remained neutral in their opinion, 44.5 (n=93) agreed with the statement and 35.4% (n=74) strongly agreed.

Table N.8: Using e-learning pedagogical tools makes my instructive milieu more comfortable

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5
	Disagree	8	3.8	4.3
	Neutral	11	5.3	9.6
	Agree	93	44.5	54.1
	Strongly Agree	96	45.9	100.0
	Total	209	100.0	100.0

Table 8 reveals the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, .5% (n=1) strongly disagreed with the 8th research statement, 3.8% (n=8) disagreed with the above statement, 5.3% (n=11) remained neutral in their opinion, 44.5 (n=93) agreed with the statement and 45.9% (n=96) strongly agreed.

Table N.9: The extraordinary proportion of computer illiteracy in rural regions makes learning a foreign language difficult

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.0	1.0
	Disagree	63	30.1	31.1
	Neutral	5	2.4	33.5
	Agree	69	33.0	66.5
	Strongly Agree	70	33.5	100.0
	Total	209	100.0	100.0

Table 9 discloses the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, 1.0% (n=2) strongly disagreed with the 9th research statement, 30.1% (n=63) disagreed with the above statement, 2.4% (n=5) remained neutral in their opinion, 33.0 (n=69) agreed with the statement and 33.5% (n=70) strongly agreed.

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Table N.10: Patrons must address internet connection issues by offering financial or technical assistance to L2 learners.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	35	16.7	16.7	16.7
Disagree	2	1.0	1.0	17.7
Neutral	5	2.4	2.4	20.1
Agree	93	44.5	44.5	64.6
Strongly Agree	74	35.4	35.4	100.0
Total	209	100.0	100.0	

Table 10 reveals the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, 16.7% (n=35) strongly disagreed with the 10th research statement, 1.0% (n=2) disagreed with the above statement, 2.4% (n=5) remained neutral in their opinion, 44.5 (n=93) agreed with the statement and 35.4% (n=74) strongly agreed.

Table N.11: Authorities must ensure that digital and non-digital learning content is widely circulated among students

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Disagree	8	3.8	3.8	4.3
Neutral	9	4.3	4.3	8.6
Agree	94	45.0	45.0	53.6
Strongly Agree	97	46.4	46.4	100.0
Total	209	100.0	100.0	

Table 11 discloses the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, .5% (n=1) strongly disagreed with the 11th research statement, 3.8% (n=8) disagreed with the above statement, 4.3% (n=9) remained neutral in their opinion, 45.0 (n=94) agreed with the statement and 46.4% (n=97) strongly agreed.

Table N.12: L2 Learners' practices with various online sources for the learning process should be recorded to develop better learning techniques

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	36	17.2	17.2	17.2
Disagree	4	1.9	1.9	19.1
Neutral	5	2.4	2.4	21.5
Agree	91	43.5	43.5	65.1
Strongly Agree	73	34.9	34.9	100.0
Total	209	100.0	100.0	

Table 12 reveals the responses of 209 students of BS English Linguistics registered at the Islamia University of Bahawalpur, 17.2% (n=36) strongly disagreed with the 12th research

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statement, 1.9% (n=4) disagreed with the above statement, 2.4% (n=5) remained neutral in their opinion, 43.5 (n=91) agreed with the statement and 34.9% (n=73) strongly agreed.

Results and Findings of the Study

Q.NO. 1: What are the perceptions and views of L2 learners regarding the usage of electronic learning pedagogical tools in EFL classrooms?

The perceptions and views of L2 learners regarding the usage of electronic learning pedagogical tools in EFL classrooms reveal that the majority of the students supported the view in terms of 'agree' and 'strongly agree'. It indicates that the students of the Islamia University of Bahawalpur are very interested in the use of electronic devices for the sake of improving their various linguistic skills in L2 settings. The results of the study seem to be very similar to Horwitz (2001), who argues that many language learners feel anxiety instinctively in the use of electronic devices but they feel satisfied while getting their linguistic ends. According to this study, second language learners worry about digital destruction but think that electronic learning pedagogical tools are important in forming their opinions in language courses. However, some obstacles prevent ICT from realising its full potential. These include technological illiteracy, certain students' extremely limited educational backgrounds, a lack of trust in utilising digital technology, a lack of time and digital resources, inexperienced teachers, and others. To increase the effectiveness of the ICT learning environment, teachers and students need to be provided with the proper training, tools, and time resources.

Q.NO. 2: What are the challenges and opportunities for the students through the use of electronic learning pedagogical tools?

A sizable portion of the sample responded "agree and strongly agree" when asked about the potential problems that using electronic learning pedagogical tools will present for the students. The majority of respondents had a very positive outlook and said that EFL teachers should routinely increase their students' comprehension of educational technologies and make use of professional development opportunities. Furthermore, Bates (2005) provided a useful framework for the selection and application of technology in online education. His ACTIONS framework addresses accessibility, affordability, pedagogy demands, user-friendliness, organisational challenges, innovation, and speed. Educational institutions will be able to decide which e-learning technologies to utilise and how to use them appropriately by solving these difficulties.

Conclusion

The results and recommendations of the present investigation provide and suggest two possible conclusions. Above all, the results show that the study's participants had the most positive opinions toward the use of electronic learning pedagogical aids in EFL classes. The study themes and current theories of online learning were taken into consideration when analysing the data. Additionally, by employing electronic learning pedagogical tools to reduce the barriers of the electronic learning environment, learning proficiency learners might be able to improve their language learning outcomes. The study concludes that before implementing any electronic learning pedagogical tools, professionals should take into

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account the needs of EFL students, the curriculum, and the technological proficiency of teaching staff.

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