

Attitude Toward Online English Learning, Satisfaction On The Use Of Virtual English Learning Environment, And English Performance Of Junior High Schoolstudents Of Pedro T. Mendiola Sr. Memorial National High School

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Abstract.

This study aimed to find the relationship between and among the students' attitude toward online English learning, satisfaction on the use of virtual English learning environment, and English performance. Descriptive-correlational and descriptive-predictive research designs were used in this study. A total of 150 junior high school students of Pedro T. Mendiola Sr. Memorial National High School enrolled in online classes of School Year 2020-2021 were the respondents of the study. The respondents were selected through stratified random sampling. The data were gathered and analyzed using a closed questionnaire with 5-point Likert Scale. Results of the study revealed that the students have a neutral attitude towards online English learning, and also neutral in terms of interest in computer and adoption of online learning, effectiveness of online learning, and ease-ness in using online learning. The students have high level of satisfaction on the use of virtual English learning environment, in terms of learner interface, learning community, content, and usefulness. The students have a high performance in English. The students' attitude towards online English learning is significantly related to their level of satisfaction on the use of virtual learning environment. The students' attitude towards online English learning has significant relationship with their English performance. The students' satisfaction on the use of virtual English learning environment and their English performance are significantly related. The factors of attitude towards OEL that predict the satisfaction on the use of VELE of the students are effectiveness of online learning and ease-ness in using online learning. None of the factors of attitude towards online English learning best predicts the English performance of the students. None of the factors of satisfaction on the use of virtual learning environment best predicts the English performance of the students. With the findings of the study, it is concluded that the students' attitude towards online English learning and their satisfaction on the use of virtual English learning environment are predictors of English performance.

Keywords: *Attitude toward online English learning, satisfaction on the use of virtual English learning environment, English performance, junior high school students*

I. INTRODUCTION

Background of the Study

Students' attitude and satisfaction towards learning is thought to be two of the most important issues in education today (Borja, 2016) especially in this time of COVID-19 pandemic wherein they were forced to study using online learning modalities. This sudden shift to online classes has brought additional challenges and burdens to both teachers and students especially in the development of English language skills. Since the American colonization, English has become the second language of the Philippines and is primarily used in education, business, and government. Filipinos have been one of the most proficient in speaking the language. However, it is worthy to consider the alarming decline in the English language proficiency of Filipinos as reflected in the latest results of the English Proficiency Index wherein the Philippines dropped further from 20th to 27th spot (Compeau & Higgins, 2020). This new normal of education would significantly affect students' performance in English. Thus, a research on their attitude and satisfaction toward online English learning is important in order to determine whether this shift to online classes has been beneficial to their learning.

Learners' attitude can be defined as a collection of feelings regarding language use and its status in the society. They can nurture or hinder the learning process effectively (Ahmed, 2021). According to Melhim and Rahman (2009), attitudes can be classified into two: positive and negative. Having a positive attitude is taking a decision of acceptance. It is the attitude that reveals the advantages of the subject to take

up its value. On the other hand, the negative attitude is the attitude that reveals the disadvantages of the subject to dismiss it and to weaken its strong attitude. More importantly, Rula (2006) stated that positive attitudes towards a subject affect learning.

However, in a study of *Mahfouz and Salam (2021) regarding students' attitudes toward e-learning during pandemic, students reported that they prefer face-to-face classroom instruction over online learning because it gives them direct contact with the instructors. Moreover, study of Akcil and Bastas (2020) revealed that e-learning attitudes of students during the pandemic is significantly related to their digital citizenship. Students either fear that they will face many difficulties while working online, or they think that academics will not be able to help enough in the process during the pandemic period.*

It is widely accepted that an important predictor of success in a foreign language is students' attitude towards it (Getie, 2020). Student attitudes on learning determine their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education beyond what is required. Moreover, changing students' negative attitudes toward learning is a process that involves determining the factors driving the attitude and using this information to bring about change. Discovering students' attitude about language will help both teacher and student in the teaching-learning process (İnal et al., 2000). Thus, it is deemed necessary to study students' attitudes toward online English learning as this is something new to them. This is also to discover if this shift to online classes influences their English language learning. Another vital aspect of language learning success is satisfaction. In a study of Dhaqane and Afrah (2016), results confirmed that there is a strong relationship between satisfaction of students and academic performance. The study also found that satisfaction promotes both academic achievement and student retention. This is also true in language learning as results of the study of Qutob (2018) found out that there is a positive correlation between students' speaking skills and their satisfaction with the learning materials and their language teacher.

Moreover, on the use of technology in language learning, it helps learners learn on the basis of their interests as it also satisfies both their visual and auditory senses (Ahmadi, 2018). Furthermore, Tomlinson (2012) and Genç İter (2015) said that computer-based activities provide learners rapid information and appropriate materials. They continue that internet materials motivate learners to learn more and provide teachers with teaching resources. In addition, Kobayashi (2010) supported the view that technology brings learning experience to the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning a language. According to Donthu and Gustafsson (2020), there have been very limited studies associated with pandemics leading to lack of preparedness of the different sectors affected. There are numerous studies in line with virtual English learning design and implementation, however, none of them directly address the satisfaction level of students using these technologies especially in the Philippines (Chua & Montalbo, 2014). Therefore, by conducting this study, the researcher hopes to contribute timely insights about the probable impacts of attitude toward OEL and level of satisfaction on the use of VELE on students' English performance. Results of this study may compel school administrators and curriculum implementers to take action and to improve the quality of online English language instruction in their institution and thus improve their students' English performance.

Statement of the Problem

Generally, this study sought to find the relationship between and among attitude toward online English learning, satisfaction on the use of virtual English learning environment, and English performance of the Junior High School students of Pedro T. Mendiola Sr. Memorial National High School. Specifically, this study attempted to provide answers to the following questions:

1. What is the attitude of the respondents toward online English learning in terms of:
 - a. interest in computer and adoption of online learning;
 - b. effectiveness of online learning; and
 - c. ease-ness in using online learning?
2. What is the level of satisfaction on the use of virtual English learning environment of the respondents in terms of:
 - a. learner interface;

- b. learning community;
 - c. content; and
 - d. usefulness?
3. What is the level of English performance of the respondents?
4. Is there a significant relationship between the respondents' attitude toward online English learning and satisfaction on the use of virtual English learning environment?
5. Is there a significant relationship between the respondents' attitude toward online English learning and their English performance?
6. Is there a significant relationship between the respondents' satisfaction on the use of virtual English learning environment and their English performance?
7. Which factor of attitude toward online English learning best predicts the respondents' satisfaction on the use of virtual English learning environment?
8. Which factor of attitude toward online English learning best predicts the respondents' English performance?
9. Which factor of the respondents' satisfaction on the use of virtual English learning environment best predicts their English performance?

Statement of Objectives

Generally, this study aimed to find the relationship between and among attitude toward online English learning, satisfaction on the use of virtual English learning environment, and English performance of the Junior High School students of Pedro T. Mendiola Sr. Memorial National High School. More specifically, this study aimed to:

1. Determine the attitude of the respondents toward online English learning in terms of:
 - a. interest in computer and adoption of online learning;
 - b. effectiveness of online learning; and
 - c. ease-ness in using online learning.
2. Identify the level of satisfaction on the use of virtual English learning environment of the respondents in terms of:
 - a. learner interface;
 - b. learning community;
 - c. content; and
 - d. usefulness.
3. Determine the level of English performance of the respondents.
4. Identify if there is a significant relationship between the respondents' attitude toward online English learning and satisfaction on the use of virtual English learning environment.
5. Identify if there is a significant relationship between the respondents' attitude toward online English learning and their English performance.
6. Determine if there is a significant relationship between the respondents' satisfaction on the use of virtual English learning environment and their English performance.
7. Identify which factor of attitude toward online English learning best predicts the respondents' satisfaction on the use of virtual English learning environment.
8. Determine which factor of attitude toward online English learning best predicts the respondents' English performance.
9. Identify which factor of the respondents' satisfaction on the use of virtual English learning environment best predicts their English performance.

Statement of Hypotheses

In line with the problems of the study, the researcher has come up with the following working hypotheses.

1. There is no significant relationship between the students' attitude toward online English learning and their satisfaction on the use of virtual English learning environment.
2. Attitude toward online English learning has nothing to do with their English performance.

3. The students' satisfaction on the use of virtual English learning environment and their English performance has no significant relationship.
4. None of the factors of attitude toward online English learning best predicts the satisfaction on the use of virtual English learning environment of the respondents.
5. No factor of attitude toward online English learning best predicts the English performance of the respondents.
6. None of the factors of satisfaction on the use of virtual English learning environment best predicts the English performance of the respondents.

Significance of the Study

The results of this study bear significance to the following:

Students. The results are expected to give students knowledge on how to improve their English performance, have a positive attitude toward online English learning, and enhance their satisfaction on the use of virtual English learning environment. As a faculty member of PTMSMNHS, the researcher can say that one of the most common problems of students, especially in public schools is comprehension in the English language. With this pandemic forcing schools to opt for online classes, students' struggle in learning English is now doubled by their attitude in learning in a virtual environment.

Teachers. Results of this study will also be useful to teachers in developing appropriate teaching materials and procedures for use in their online classes. It will provide them information with regards to their students' attitude and satisfaction toward online English learning. This will also offer them chance to reflect on the effectiveness of their teaching practices and styles.

School Administrators. Policy implementation bodies such as inspectors of schools, curriculum designers, trainers, and examination bodies may also find this study useful while considering learners' special needs and problems when it comes to online learning. This research could complement the various efforts of those in the helping professions in gathering numerous remediation techniques for assisting students and also improving online teaching methodology used for students in public high schools.

Department of Education. This study is necessary to support and improve the Department of Education's approach to the new normal in education as a way to uphold its role in delivering quality education for every Filipino while protecting them from the current deadly virus.

Future Researchers. The results of this study are expected to encourage further studies that will particularly focus on students' attitude and satisfaction on the use of virtual English learning environments and their attitude toward online English learning. Once a better understanding of how attitude and satisfaction affect language performance, information becomes available for other researchers to better explore the indicators of English performance.

Scope and Limitations of the Study

The study focused on the level of English performance of the junior high school students of Pedro T. Mendiola Sr. Memorial National High School enrolled during the School Year 2020-2021 as affected by their attitude toward online English learning and satisfaction on the use of virtual English learning environment. Generalizations based on results can only be made as far as the junior high school students of Pedro T. Mendiola Sr. Memorial National High School are concerned. The respondents of this study were limited to the 150 junior high school students of Pedro T. Mendiola Sr. Memorial National High School who are enrolled in online classes. Factors and variables like the types of school, location of schools, school facilities, admission requirements, socio-economic status, etc. were not given attention. Several research instruments were used to gather the needed data in the study, not taking into consideration other instruments which may be existent. Moreover, English performance is limited to the grades of the students in English during the first and second quarter.

II. REVIEW OF RELATED LITERATURE

Among the factors affecting English performance, in this particular study, the researcher focused on attitude toward online English learning and level of satisfaction on the use of virtual English learning

environment. An in-depth and comprehensive review of past related studies resulted to a presentation and discussion of the relevant topics.

Attitude toward Online English Learning

Zhu et al. (2020) state that despite studies being conducted on university students' continuous intention to learn online from the perspectives of learning motivation and capability, perceptions or attitudes, and online learning experiences, only few have examined how the above factors will relate to each other and contribute to students' online learning intention. They conducted a research which explored 94 university students' online learning attitudes and experiences in a blended course. The researchers investigated the changes in the participants' attitudes toward online learning and the relationships between their self-regulated learning capability, online interactions, attitudes, and online learning intention. It was found that the participants' online learning attitudes were generally positive and increased when completing the course. It also revealed that the participants' continuous intention to learn online was significantly predicted by four self-regulatory factors and attitudes, mediated through perceived online social interactions. The analysis of the interviewees' further comments provided more insights about the potential factors contributing to their online learning attitude changes.

Interest in Computer and Adoption of Learning

While learning English, computers can support and facilitate the roles of the teacher in order to enhance students' skills to perform well in reading, writing, listening and speaking activities. Using computers and Internet can improve EFL learners' language abilities, and they also reach real learning experiences. In addition, computers contribute beneficially to learners' learning and development (Kitchakarn, 2015). They gain the opportunity to access useful language resources and communicate with native English speakers through computers and Internet. Moreover, students can learn listening, speaking, reading and writing English through real-world situations (Yang & Chen, 2007). In addition, computers are important in language learning because they help students to think critically in their learning process and make them have active and stable knowledge. That is, they are provided with more creative activities through using computers.

In a study of Cinkara (2013), he investigated the role of students' self-perception of their computer literacy skills. The results revealed that students who regarded themselves proficient computer users also had relatively higher positive attitudes toward the online language course and therefore have better grades from the assessment. This finding is in line with other studies in the field which also alleged that learners with higher level of computer literacy skills displayed more positive attitudes toward online learning (Ushida, 2005; Kobayashi, 2010). After all, positive attitudes of students' and behaviors regarding online learning are important and necessary toward the acceptance and adoption of online learning. According to Buzzetto-More (2008) and Sanders and Morrison-Shetlar (2002), student attitudes toward technology are influential in determining the educational benefits of online learning resources and experiences. Results from this study revealed a positive relationship between the level of student engagement with online resources and their overall academic result. Across the key online activities measured, the time spent on each activity was considerably longer for higher achieving students in comparison to failed students (Wong & Fong, 2014).

Effectiveness of Online Learning

Abou Naaj et al. (2012) conducted a research which considered student satisfaction an important factor in measuring the quality of blended learning. Their study proposed that students' satisfaction is influenced by a combination of factors that include the instructor, the technology, class management, interaction, and instruction. It was pointed out by Murray et al. (2012) in their study analyzing student patterns of access to instructional resources provided in an online course environment that as the number of students learning online increases, the greater the importance of understanding how students engage and interact with course content becomes. It was found that the effect of the face-to-face learning mode has an inverse relationship with preferring to use online learning technology and this suggests that students who prefer to use online learning technology tend to find face-to-face learning mode less effective.

The effect of the online learning mode has a moderate degree of association with preferring to use online learning technology. Also, those motivated by the online learning mode have a moderate positive

relationship with preferring to use online learning technology for female students studying in this first-year accounting unit but this relationship was not significant for the male students. The analysis revealed that there are significant inverse relationships between the importance of social interaction and the preference to use online learning technology, particularly for the male students. Wong and Fong (2014) stated that these inverse relationships indicate that those who prefer to use online learning technology tend to place less importance on opportunities for social interaction. In this study, male students preferring online learning technology tend to place comparatively less importance on opportunities for interaction than female students.

Ease-ness in Using Online Learning

The Technology Acceptance Model developed by F. Davis infers “that an individual’s behavioral intention to use a system is determined by two beliefs: perceived usefulness” and perceived ease of use (Venkatesh & Davis, 2000), the two main components of the model which has been widely used to measure the use of various information technologies and is now being used as a framework to measure the effectiveness of distance education. In the model, perceptions that a particular technology is useful and easy to use influence students’ attitude toward the technology and, consequently, their decision to use it. Compeau and Higgins (1995) conclude that positive learning usage increases with ease of use. Therefore, close attention must be paid to providing simple, interactive, and familiar features in the course design in online courses.

Virtual English Learning Environment

A virtual English learning environment can be described as “a web-based communications platform, that allows students, without limitation of time and place, to access different learning tools, such as program information, course content, teacher assistance, discussion boards, document sharing systems, and learning resources” (Raaij & Schepers, 2008). The emergence of VELEs gave new impetus to delivering subject content to learners and they are remarkably becoming part and parcel of the teaching and learning process (Raaij & Schepers, 2008). The incorporation of virtual learning environments into education has changed the way teaching and learning activities are implemented. Throughout the world, some schools are currently offer certain forms of VELEs or Learning Management Systems (LMSs) such as Blackboard, Desire2-Learn, or open-source VELEs like Moodle (Rienties et al., 2014). Tasks such as the management of educational content, monitoring teaching and learning activities, empowering individuals’ learning can now all be performed in an integrated environment, and the aim of VELEs is to facilitate e-learning and provide a systematic and well-planned approach to teaching and learning activities. Some of the twenty-first century problems of learning and teaching can also be addressed and solved through VELEs.

Previous studies on VELEs focus on several issues such as perceived usefulness of VELEs, students’ attitudes, perceptions of VELEs, and success and motivation in blended learning environments. Moreover, a considerable number of studies demonstrate that learning performance is affected positively by VELEs (Stricker et al., 2011) when compared to traditional instruction. VELEs have numerous benefits such as their effect on independent learning (Barker & Gossman, 2013), motivation to learn (Forteza et al., 2015), interaction and communication among learners (Hettiarachchi & Wickramasinghe, 2016; Vuopala et al., 2016), and on student satisfaction (Forteza et al., 2015). Some studies on VELEs presents data with respect to potential gender differences regarding electronic learning, distance education and VELEs. Gender based differences might have an effect on the way the learners perceive VELEs, or their achievement or motivation might be affected (Hamutoglu et al., 2018).

Aside from potential differences among different sexes, year of study is another factor that might affect use of VELEs. It is expected that students at higher grades are more mature and experienced. Therefore, when the fact that “the success of any virtual learning environment depends on the adequate skills and attitudes of learners” (Lee et al., 2001) is taken into consideration, it might be necessary to investigate the role of year of study. It has been said that awareness of the capabilities of the system and prior experience with computer and web use are positively related to perceived ease of use of the system, which in turn is positively related to student acceptance of the system. The use of VELE has contributed a lot to the education system. Several previous studies have presented results pertaining to the contribution of VELEs to the quality in education (Hettiarachchi & Wickramasinghe, 2016), students’ motivation (Beluce & Oliveria,

2015) and satisfaction (Forteza et al., 2015), learning performance (Stricker et al., 2011), interaction and/or communication among students, and between students and teachers (Barker & Gossman, 2013), and so forth.

Learner Interface

In the context of new normal of education at the Pedro T. Mendiola Senior Memorial National High School, teachers are using Google Classroom and Google Meet to facilitate online English learning process. In 2014, Google Apps for Education (GAPE) launched Google Classroom. The application is free to use for teachers and students which makes it an ideal fit for developing countries, where the budgets are limited. It can act as a learning management system in schools, colleges, and higher education institutes. Teachers can effectively utilize classroom time using Google Classroom. Google Classroom has copious facilities which are beneficial for its users. A few of them are user friendly, cost free, cell phone friendly, and time saving. Using Google Classroom is really easy. Based on Janzen (2014), "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications".

Learning Community

A mixed-methods study by Alhamami (2017) investigated language learners' intention to attend a class and learn a foreign language in face-to-face and online settings using Ajzen's theory of planned behavior (TPB). Results from their study showed that language learners' intentions are shaped by their attitudes toward the language-learning environment, the beliefs of people around them, and their beliefs about their abilities to perform in the language-learning environment. Understanding these three factors can help predict students' intentions to engage or not engage in learning a foreign language in online and face-to-face settings. A comparison of the results from both groups suggests that language learners prefer FLL classes to OLL classes.

Content

Learner-content interaction is a process of individual learners elaborating and reflecting on the subject matter or the course content. Some studies indicated that the amount of interaction that learners have with the content is most important to student satisfaction in web-based learning, in comparison with learner-learner interaction and learner-instructor interaction (Chejlyk, 2006; Keeler, 2006). This was confirmed in the study of Kuo et al. (2013) wherein they found out that design of online content may be the most important contributor to student satisfaction. Online learners may spend most of their time reading and digesting content through thinking, elaboration, and reflection. Organization of content, document layout, and ease of accessing online content may influence learners' interaction with course content. Inclusion of media tools or interactive videos (Havice et al., 2010) may stimulate learners' motivation to learn and in turn increase student interaction with course content.

Usefulness

Considering teachers' satisfaction on the use of online platforms such as Google Classroom, Harjanto and Sumarni (2019) found out that teachers regularly used Google Classroom as a resource to store and share the document materials. Besides, after the lesson, some teachers also liked to post the materials that had been presented in the class as a review, so that students may access them once the classroom learning session ended. Follow up exercises and projects were also included to track their progress. Meanwhile, students are satisfied using it due to the likelihood of collaboration such as in participating in online discussions wherein students can comment on others' ideas as there were numerous various opinions. What is more, students could also discuss the projects or assignments progress. Having a Google Classroom as the platform, help the educator to record the discussions' results which later would be used to assess their performance. Another teacher also agreed that the use of Google Classroom was helpful for students' engagement. This was because students were precisely informed of the tasks uploaded on Google Classroom as this app is able to give notification through e-mail account of the students thus enabling them to automatically access the app.

English Performance

English has always been one of the major official languages of the Philippines as it is used in commerce, law, and is the primary medium of instruction in education. Filipinos has been recognized globally as one of the largest English-speaking nations and proficiency in the language is also one of the country's strengths that has helped drive the economy and even made the Philippines the top voice outsourcing destination in the world, surpassing India in 2012 (Cabigon, 2015). However, data from international companies conducting the countries' proficiency in the English language globally shows a consistent drop in the country's ranking since 2016. From 13th place in 2016, the Philippines slid to 15th spot in 2017, to 14th place in 2018, and then to the 20th spot in 2019 (Baclig, 2020). Moreover, results conducted by the 2018 Programme for International Student Assessment (PISA) revealed that among 79 participating countries and economies, the Philippines scored the lowest in reading comprehension (San Juan, 2019). In recent years, there has been a continuous growth in online learning and the COVID-19 pandemic made this method of learning essential in educational settings. The pandemic disrupted the educational sector in unprecedented ways and caused significant challenges. In comparison to the traditional face-to-face learning modality, online courses face low student persistence and as a result, low completion rates (Bovermann et al., 2018).

Theoretical Framework

This study is anchored on the Yield Shift Theory (YST), a new causal theory of the satisfaction response. According to Briggs et al. (2011), Yield Shift Theory is deductive nomological model to explain the onset, magnitude, and direction of satisfaction responses. Two kinds of statements comprise the theory: assumptions abducting mechanisms that could cause observed variations observed in satisfaction responses; and propositions, which are functional statements of cause-and-effect between causal and consequent constructs, that must be derivable from the assumptions by internally consistent deductive logic. YST posits that individual hold multiple goals (desired states or outcomes), ranging from basic survival goals like drawing breath to esoteric self-actualization goals like achieving mastery of a musical instrument.

The human mind, however, has limited cognitive resources, and so at a given moment can only process some subset of an individual's goals. Goals currently the subject of cognitive processing are said to be active goals. YST assumes that a cognitive mechanism automatically ascribes some level of utility to an active goal – a sense of how “good” it might be if the goal were to be attained. YST also assumes that a cognitive mechanism automatically assesses the likelihood that an active goal may be attained. YST further assumes that a cognitive mechanism synthesizes the yield for an active goal that is proportional to its utility, but reduced in inverse proportion to the likelihood of its attainment. Thus, an active goal with high utility but low likelihood could have a yield equivalent to a different active goal with low utility, but high likelihood (Briggs et al., 2011).

Conceptual Framework

The conceptual paradigm presents and highlights the different concepts and their relationships as reflected by the theory that supports the study. The figure below shows the conceptual framework of the study. As shown in the paradigm, the attitude of the respondents toward online English learning in terms of interest in computer and adoption of online learning, effectiveness of online learning, and ease-ness in using online learning is expected to have significant relationship on the level of satisfaction on the use of virtual English learning environment and English performance as evident in the studies of Rula (2006) and Cinkara (2013). Further, this study posited that the level of satisfaction on the use of virtual English learning environment in terms of learner interface, learning community, content, and usefulness has a significant effect on the respondents' English performance as similar to the studies of Dhaqane and Afrah (2016) and Qutob (2018).

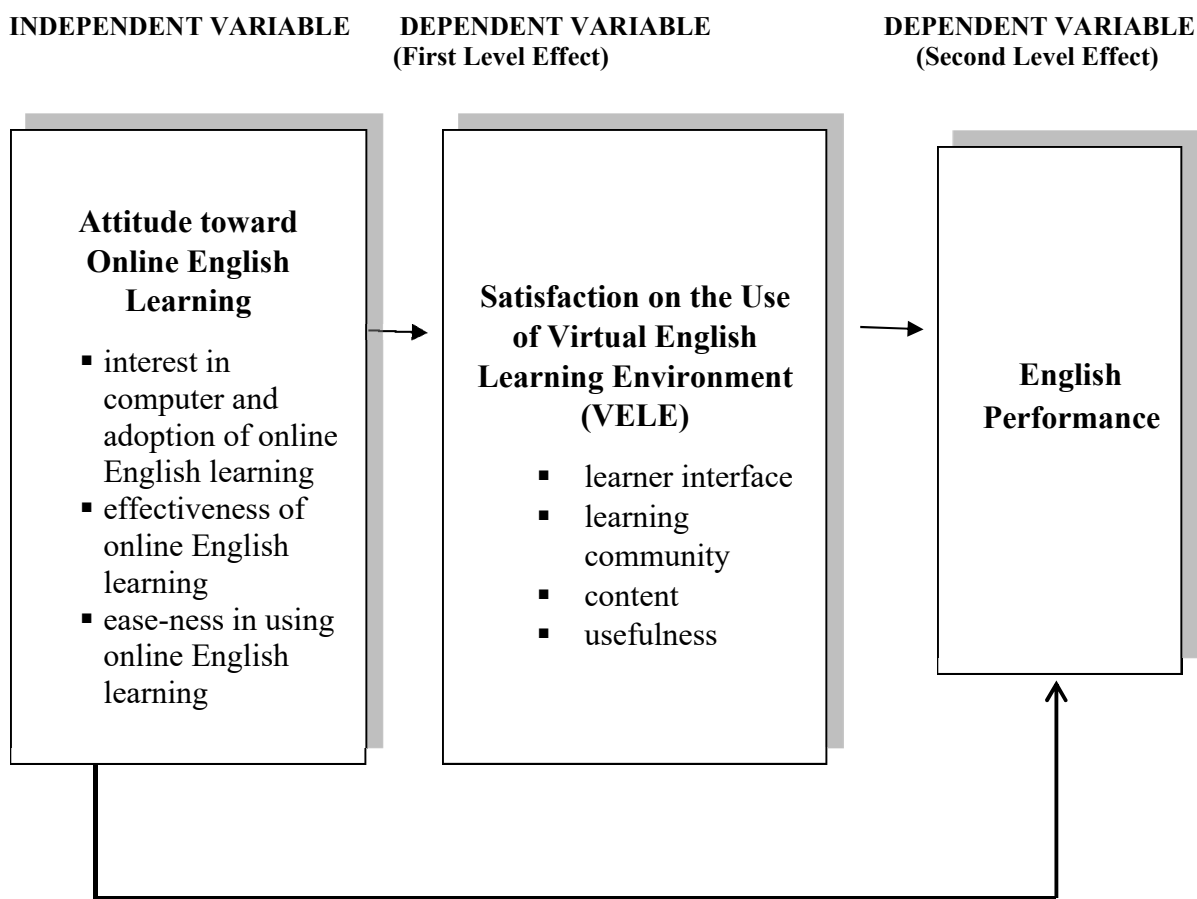


Fig 1. Research paradigm.

Operational Definition of Terms

For better understanding of the study, the following terms were operationally defined.

Attitude toward online English learning. In this study, it consists of three themes and each theme is accompanied with several items, which were subjected for the collection of data from the respondents. In this particular study, attitude toward online English learning was measured using Students' Attitude toward Online Learning Survey by Ullah et al. (2017). Means scores were computed and separated as follows:

- 1- Very Negative
- 2- Negative
- 3- Neutral
- 4- Positive
- 5- Very Positive

Attitude of the students toward online English learning environment has the following factors:

Interest in computer and adoption of online learning. This pertains to students' interest in understanding online lessons in English without getting familiar with appropriate guidance and their being interested to learn English using online modalities.

Effectiveness of online learning. This refers to the students' belief on their expertise in using computer and the belief in the effectiveness of computer-mediated English learning and that their productivity in English can be enhanced through online learning.

Ease-ness in using online learning. This pertains to the comfort that the online English educational resources offer as experienced by the students. This also refers to the provision significant information and other benefits offered by having online learning in English.

Satisfaction on the use of virtual English learning environment. Conceptually, this pertains to the fulfillment of one's wishes, expectations, or needs, or the pleasure derived from online learning environment. As it is used in the study, this refers to the level of satisfaction the students on the use of virtual English learning environment in terms of learner interface, learning community, content, and usefulness. Satisfaction

on the use of virtual English learning environment was measured using Virtual English Learning Environment Scale by Chua and Montalbo (2014). The scale below was used:

- 1 – Very Lowly Satisfied
- 2 – Lowly satisfied
- 3 – Moderately satisfied
- 4 – Highly satisfied
- 5 – Very Highly Satisfied

Satisfaction on the use of virtual English learning environment has the following factors:

Learner interface. It refers to the students' satisfaction on the virtual English learning environment that their English teacher uses. This includes satisfaction on the appropriateness of the virtual environment in terms of appearance and applicability.

Learning community. This pertains to the satisfaction as experienced by the students in terms of accessing the shared lesson/content using an online platform. This also includes comfort in sharing and communication using virtual environment.

Content. It refers to the satisfaction of the students as provided by the virtual environment by having up-to-date and sufficient content and content that exactly fits their needs.

Usefulness. It refers to the satisfaction provided by the virtual environment to students as it can enhance students' performance, can enable them to accomplish tasks more quickly, and can improve delivery of instruction.

English performance. This is the average of the numerical rating of the respondents in their English subject during the first and second semesters of SY. 2020-2021 and was measured using the scale below:

65-74	Beginner
75-79	Developing
80-84	Proficient
85-89	Highly Proficient
89-100	Advance

III. METHODS

This chapter presents the methodology of the study which includes the time and place of the study, research design, sampling procedures, respondents and methods of data collection, research instruments, statistical treatment, and analysis of data.

Research Design

With the nature of the problems of the study, descriptive-correlational and descriptive-predictive research designs were used. Descriptive-correlational design was used as this study tried to find association between and among the students' attitude toward online English learning, their level of satisfaction on the use of virtual English learning environment, and their English performance. Further, descriptive-predictive research design was used in finding out which factors of the independent variables significantly influence the dependent variables under investigation in the study.

Time and Place of the Study

The study was conducted at Pedro T. Mendiola Sr. Memorial National High School in Bagong Sikat, San Jose, Occidental Mindoro, Philippines during third grading period of the S.Y. 2020-2021.

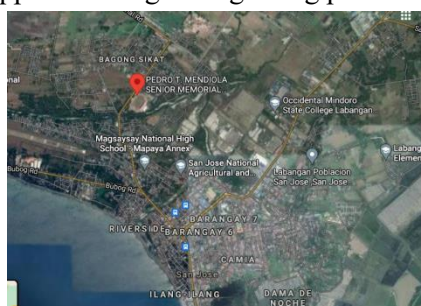


Fig 2. Research site (Source: <https://www.google.com/maps>).

Respondents and Sampling Techniques

The respondents of this study were the 150 junior high school students of Pedro T. Mendiola Sr. Memorial National High School enrolled in online classes of School Year 2020-2021. They were selected using proportional random sampling technique considering that they belong to different year levels. With the total of 150 samples, the present study satisfied the requirements needed to test the significance of the hypotheses listed in the previous chapter of this paper.

Research Instrument

The following are the research instruments that were used in gathering the data needed in addressing the problems posted in the study:

Firstly, in order to determine the respondents' attitude toward online English learning, the researcher used a closed questionnaire designed by Ullah et al. in 2017. It has three themes namely: interest in computer and adoption of online learning; effectiveness of online learning; and ease-ness in using online learning.

Secondly, in measuring the level of satisfaction of the students on the use of virtual English learning environment, a 23-item survey questionnaire developed by Chua and Montalbo (2014) was utilized using the four (4) factors namely, learner interface, learning community, content, and usefulness.

Finally, in order to determine the level of English performance of the respondents, their grades in the English subject from first to third quarter was used.

Data Gathering Procedure

As part of the standard protocol and school requirement, the researcher made an official communication addressed to the school head to seek approval in conducting the study. The researcher asked for the consent of the class advisers first then of the research participants before conducting an orientation through Google Meet on the nature of their participation to the research. All of the respondents agreed to participate in the study. After the permission letter has been released, the researcher personally conducted the study among the students in coordination with their class advisers. Respondents were assured that the data gathered would be used solely for the purpose of the study and would be kept with utmost confidentiality. Online platforms were used in gathering the data.

Data Analysis

In order to measure and interpret the data gathered, descriptive statistics such as weighted mean was used to determine the students' attitude toward online English learning, their level of satisfaction on the use of virtual English learning environment, and their level of English performance. Relationship between and among the variables was tested using the Pearson Product-Moment Correlation. Finally, to test which indicators of independent variables significantly predict the dependent variables, Multiple Linear Regression analysis was used.

IV. RESULTS AND DISCUSSION

This chapter contains the presentation of tables from statistically processed data including the interpretation, implication, and discussion of the statistical results, as answers to the questions posted in Chapter 1 of the current study.

Attitude toward Online English Learning

Students' attitude and satisfaction towards learning is thought to be two of the most important issues in education today (Borja, 2016). They can nurture or hinder the learning process effectively (Ahmed, 2021). According to Melhim and Rahman (2009), attitudes can be classified into two: positive and negative. Having a positive attitude is taking a decision of acceptance. It is the attitude that reveals the advantages of the subject to take up its value. On the other hand, the negative attitude is the attitude that reveals the disadvantages of the subject to dismiss it and to weaken its strong attitude. In the context of this study, students' attitude toward online English learning was measured in terms of: interest in computer and adoption of online learning; effectiveness of online learning; and ease-ness of using online learning. These are discussed in the succeeding paragraphs.

Interest in Computer and Adoption of Online Learning

The weighted mean in Table 1 shows the attitude toward online English learning of the students in terms of interest in computer and adoption of online learning. It can be gleaned from the table that the students' attitude toward online English learners in terms of interest in computer is neutral as reflected in the overall mean of 3.36. This implies that, for the students, it is fairly easy for them to prefer online English learning despite the least face to face interaction among students and teachers. Moreover, they are also interested in to learn English online (3.95) and they find it easy to understand online English lessons (3.58). The indicator which has the highest mean of 3.95 interpreted as positive is "*I am interested to learn English using online modalities*". This implies that positive attitudes of students' and behaviors regarding online learning are important and necessary toward the acceptance and adoption of online learning (Ushida, 2005; Kobayashi, 2010).

The indicator which has the lowest mean of 2.39 interpreted as negative is "*I am discouraged to use English online learning because of slow computer and poor internet connection*". This confirms the results of the study conducted by Pastor (2020) that majority of students are not yet ready for synchronous learning modality as they are worried about the poor internet connectivity. Consistent with previous studies (Henaku, 2020; Rotas & Cahapay, 2020; and Baticulon et al., 2020), students voiced out unstable internet connectivity as one of the main challenges they face during the transition to online learning. Comparing the developed world to the developing countries when it comes to online distance learning, it was found out that developing countries encounter more problems such as poor internet connectivity (Aung & Khaing, 2016). According to the news article of Tamayo (2021) in The Manila Times, a nationwide survey by Pulse Asia from February 22 to March 3 shows that 42 percent of the respondents said intermittent internet connection is still a problem at home.

Table 1. Students' attitude toward online English learning in terms of interest in computer and adoption of online learning.

Indicators	Mean	Description
It is difficult for me to understand online lessons in English without getting familiar with appropriate guidance.	3.58	Positive
It is difficult for me to prefer online English learning on regular basis due to least face to face interaction among students and teachers.	3.34	Neutral
I am discouraged to use English online learning because of slow computer and poor internet connection.	2.39	Negative
I often avoid online English learning as it promotes social isolation.	3.55	Positive
I am interested to learn English using online modalities.	3.95	Positive
Overall Mean	3.36	Neutral

Scale: 1.00-1.50 Very Negative 1.51-2.50 Negative 2.51-3.50 Neutral
3.51-4.50 Positive 4.51-5.00 Very Positive

Effectiveness of Online Learning

Another factor of attitude toward online English learning is students' perceived effectiveness of it. The mean analysis in Table 2 discloses that the students' attitude toward online English learning in terms of its effectiveness is neutral as reflected in the overall mean of 3.50. This implies that students' satisfaction is influenced by a combination of factors that include the instructor, the technology, class management, interaction, and instruction (Abou Naaj et al., 2012). Moreover, the indicator that got the highest mean is "*the online English learning provides students with chances to cope with missed lectures*" as reflected in the mean value of 3.87 which is interpreted as positive. This is because students of PTMSNHS are taught using asynchronous approach wherein they are given recorded videos of the lessons which gives them the luxury of studying at their own pace. Moreover, asynchronous learning provides students with chances to revisit lessons they did not fully understand which leads to increased productivity in English. This confirms the claim of Millar (2015) that asynchronous learning allows the learners to access information at their own pace and at their own convenience.

Table 2. Students' attitude toward online English learning in terms of effectiveness of online learning.

Indicators	Mean	Description
My expertise in using computer ensures the effectiveness in computer-mediated English learning.	3.27	Neutral
The online English learning provides me with chances to cope with missed lectures.	3.87	Positive
My productivity in English can be enhanced through online learning to strengthen educational concepts.	3.79	Positive
The online English learning is economic in terms of time for us students and teachers.	3.51	Positive
The students and teachers' interaction is weak through online English learning.	3.23	Neutral
The quality of teaching and learning can be increased through online English learning because it integrates various types of media.	3.76	Positive
The online English learning offers maximum engagement of students.	3.07	Neutral
A number of problems were created by online English learning rather than its solution.	3.33	Neutral
The access to education increases through online English learning.	3.75	Positive
A maximum amount of time is consumed while learning English through online learning.	3.43	Neutral
Overall Mean	3.50	Neutral
<i>Scale: 1.00-1.50 Very Negative 1.51-2.50 Negative 2.51-3.50 Neutral 3.51-4.50 Positive 4.51-5.00 Very Positive</i>		

Further, the indicator that got the lowest mean is “*online English learning offers maximum engagement of students*” (mean=3.07). This implies that students receive moderate interaction with their classmates and teachers. This finding calls for an intervention as Prammance's (2005) claim that student-teacher interaction in an online environment is a key to student learning and satisfaction.

Ease-Ness in Using Online Learning

The mean result in Table 3 reveals the students' attitude toward online English learning in terms of ease-ness in using online learning. The table discloses that the respondents' attitude toward the said factor is neutral as revealed in the overall mean of 3.34. This implies that, for the students, it is quite easy for them to learn English courses and acquire significant information using the internet, and that it does not make them slaves of technology. It is student-friendly for students to search for online English educational resources on the web as reflected in the highest mean of 3.84 which is interpreted as positive. This finding implies that the learning management system that the teachers use in PTMSMNHS does not require too much physical and mental effort from the students as it is easy for them to become skillful at using online English learning system.

This may be rooted to the great expansion of available learning materials on the web that the education sector produced to help support student learning during the closure of schools (Reimers, 2020). However, the indicator that got the lowest mean is “*the expression of thoughts and ideas as a hectic job in terms of writing English via online learning*” (mean=2.76) which is interpreted as neutral. This implies that students are not having too much difficulty in doing writing tasks in English via online learning since they are taught using both asynchronous and synchronous learning which gives them the flexibility to conveniently do written tasks according to their preferred study time and manipulation of study location compared to the limited time provided during face-to-face classes as well as the confinement to the four walls of the classroom.

Table 3. Students' attitude toward online English learning in terms of ease-ness in using online learning.

Indicators	Mean	Description
It is student-friendly to search for online English educational resources on the web.	3.84	Positive
It is easy to do assignments and reading lecture's web notes is	3.68	Positive

manageable.		
The expression of thoughts and ideas is a hectic job in terms of writing English via online learning.	2.76	Neutral
It is easy to read from printed English learning materials instead of electronic medium or internet.	2.93	Neutral
The use of online English learning is easier and better than using English books/journals in the library.	2.89	Neutral
It is easy to become skillful at using online English learning system.	3.82	Positive
It is difficult to learn English courses through online portal.	3.51	Positive
It provides better platform for English learning via direct interaction among students and teachers rather than by using computer.	3.01	Neutral
It is difficult to acquire significant information using the internet.	3.65	Positive
The online English learning makes the students slaves to technology.	3.71	Positive
Overall Mean	3.34	Neutral

Scale: 1.00-1.50 Very Negative 1.51-2.50 Negative 2.51-3.50 Neutral
3.51-4.50 Positive 4.51-5.00 Very Positive

However, this finding contradicts to the results of the study of Millar (2015) wherein majority of their respondents preferred physical copies of textbooks than digital ones. This might be due to the fact that since the closure of schools, a great number of online learning materials such as videos on YouTube, blogs, and other types of media were produced by the education sector which might have supported students on their online learning.

Summary of Students’ Attitude toward Online English Learning

The summary in Table 4 shows that in the overall perspective, the students’ attitude toward online English learning is neutral (3.40). This implies that, for the students, using online English learning is fairly effective, easy, and interesting. Attitude is highest in the effectiveness of online learning (mean=3.50) but least in ease-ness in using online learning (mean=3.34). Both are interpreted as neutral. This coincides with the study of Gopal et al. (2021) which revealed that the highest factor which affects students’ attitude in online learning during the pandemic is instruction’s quality followed by course design and environment. Moreover, the least attitude in ease-ness in using online learning might be due to the abrupt shift to online classes which made the students underprepared in using online learning platforms as this is something new to them. This finding is in agreement with the study of Alipio (2020) which revealed that students’ readiness for online learning during pandemic is low for low-income students and those living in rural areas.

Table 4. Summary of the students’ attitude toward online English learning.

Factors	Mean	Description
Interest in computer and adoption of online learning	3.36	Neutral
Effectiveness of online learning	3.50	Neutral
Ease-ness in using online learning	3.34	Neutral
Grand Mean	3.40	Neutral

Scale: 1.00-1.50 Very Negative 1.51-2.50 Negative 2.51-3.50 Neutral
3.51-4.50 Positive 4.51-5.00 Very Positive

Level of Satisfaction on the Use of Virtual English Learning Environment

Multiple approaches define and assess student satisfaction. Rubin et al. (2013) extended research which defines social, cognitive, and teaching presence as being essential to the student learning experience and, thus, student satisfaction. They determined that learning management system (LMS) features greatly impact perceptions of community according to the inquiry framework. Following are the levels of satisfaction of the students on the use of virtual English learning environment in the identified factors.

Learner Interface

The weighted mean analysis in Table 5 presents the students’ level of satisfaction on the use of virtual English learning environment in terms of learner interface. It can be gleaned from the table that the respondents’ level of satisfaction on the use of virtual English learning environment in terms of learner interface is high as reflected in the overall mean of 3.80. This implies that majority of the respondents are satisfied with the learner interface of the online learning platforms that their teachers are using. In the context

of this study, these online platforms are Zoom, Google Classroom, and Google Meet. They find the virtual English learning environment that teacher uses as user-friendly, easy to navigate and the buttons and links used in the virtual English class are well-placed.

The indicator that got the highest mean is *“The VELE (Zoom, Google Classroom) that my teacher uses is user-friendly”* with a mean value of 3.93 which is interpreted as high. This implies that students are satisfied with Google Classroom and thus shows that it is effective as an active learning tool. This confirms agreement with the study of Shaharane et al. (2021) on the effectiveness of Google Classroom in terms of ease of access, communication and interaction, usefulness, and instruction delivery. Similar results were observed in the study of Muslimah (2018), Al-Marroof and Al-Emran (2018), and Filho (2018) in using Google Classroom in language teaching and other fields. In terms of videoconferencing, this finding coincides with the results of Fatani (2020) where teachers and students reported easier navigation and fewer interruptions, connection dropouts, and audio-visual problems using Zoom.

Table 5. Level of students’ satisfaction on the use of virtual English learning environment in terms of learner interface.

Indicators	Mean	Description
I like the look and feel of the virtual English learning environment (Zoom, Google Classroom) that my English teacher uses.	3.65	High
The colors, background, and layout that my English class uses are appropriate.	3.72	High
The buttons and links used in my virtual English class are well-placed.	3.88	High
The fonts (style, color, saturation) used in my virtual English class are easy to read.	3.68	High
The virtual English learning environment (Zoom, Google Classroom) that my teacher uses is easy to navigate.	3.89	High
The VELE (Zoom, Google Classroom) that my teacher uses is user-friendly.	3.93	High
I am satisfied with the interface of the VELE (Zoom, Google Classroom).	3.83	High
Overall Mean	3.80	High

Scale: 1.00-1.50 Very Low 1.51-2.50 Low 2.51-3.50 Moderate
3.51-4.50 High 4.51-5.00 Very High

However, although interpreted as high, the indicator that got the lowest mean is *“I like the look and feel of the virtual learning environment (Zoom, Google Classroom) that my English teacher uses.”* This can be attributed to the fact that using these online platforms is something new to the part of the students. This serves as a reminder for teachers to make their virtual English learning environment more interactive by using fun Zoom or Google Meet backgrounds, and utilizing the clap, raise hand, Q and A, breakout rooms, and polls buttons. This way, students get to manipulate or interact more with the VLE and thus increasing their satisfaction.

Learning Community

The mean analysis in Table 6 shows the students’ level of satisfaction on the use of virtual English learning environment in terms of learning community. It can be gleaned from the table that their level of satisfaction on the use of VLE in terms of learning community is high as reflected in the overall mean of 3.81. This implies that the VLE makes it easy for students to share what they learn with the learning community and to access the shared content from the learning community. The indicator the got the highest mean is *“The VELE system makes it easy for me to share what I learn with the learning community”* with a mean of 3.91 which is interpreted as high. This implies that the use of Google Classroom and Zoom provides students with ease in accessing contents and sharing their ideas. In addition, this might be attributed to the availability of asynchronous and synchronous communication platforms such as Facebook Messenger and

email wherein teachers are one chat or one email away from their students. Moreover, this is in consonance with the study of Alhamami (2017) wherein results revealed that online language learners' intentions are shaped by their attitudes toward the language-learning environment and their beliefs about their abilities to perform in the language-learning environment.

However, although interpreted as high, the indicator that got the lowest mean is “*The VELE makes it easy for me to discuss questions with my teachers*” with a mean value of 3.66. This implies that some of the students are having difficulty reaching out to their teachers with regards to asking questions. This can be attributed to the students' hesitancy in asking since everyone can see their questions posted in the chatrooms of the VLE. Moreover, this agrees with the claim of Shaharane et al. (2021) that Google Classroom is task-oriented and optimized for assignments, not learning-oriented and optimized for people.

Table 6. Level of students' satisfaction on the use of virtual English learning environment in terms of learning community.

Indicators	Mean	Description
The VELE makes it easy for me to discuss questions with my teachers.	3.66	High
The VELE makes it easy for me to access the shared content from the learning community.	3.87	High
The VELE system makes it easy for me to share what I learn with the learning community.	3.91	High
Overall Mean	3.81	High

Scale: 1.00-1.50 Very Low 1.51-2.50 Low 2.51-3.50 Moderate
3.51-4.50 High 4.51-5.00 Very High

Content

The weighted mean analysis in Table 7 presents the students' level of satisfaction on the use of virtual English learning environment in terms of content. It can be gleaned from the table that their level of satisfaction on the use of VELE in terms of content is high as reflected in the overall mean of 3.85. This implies that for the students, the VELE is simple and understandable, provides up-to-date content, is appropriate, and is presented in a structured manner.

The indicator that got the highest mean is “*The VELE is simple and understandable*” with a mean value of 3.90 which is interpreted as high. This finding agrees with the study of Eom et al. (2006) which revealed that the more organized and logical the course layout, the more likely students will be satisfied with their learning in the course. Moreover, in online learning environments the instructor's most important role is establishing his presence and personality in the course content, discussions, and activities (Shea et al., 2003).

Table 7. Level of students' satisfaction on the use of virtual English learning environment in terms of content.

Indicators	Mean	Description
The VELE provides up-to-date content.	3.86	High
The VELE provides content that exactly fits my needs.	3.83	High
The VELE provides sufficient content.	3.81	High
The VELE is appropriate and is presented in a structured manner.	3.85	High
The VELE is simple and understandable.	3.90	High
The duration of the VLE is just right.	3.84	High
I am satisfied with the content of VELE.	3.85	High
Overall Mean	3.85	High

Scale: 1.00-1.50 Very Low 1.51-2.50 Low 2.51-3.50 Moderate
3.51-4.50 High 4.51-5.00 Very High

However, although interpreted as high, the indicator that got the lowest mean is “*The VELE provides sufficient content.*” This implies that some of the students feel that the contents uploaded in the VELE are lacking or that it is only bounded on the primary instructional resources for the course. This finding encourages teachers to provide additional or supplemental contents so as to improve students’ comprehension and satisfaction. This is based on the study of Asraf et al. (2013) wherein results revealed that supplementary reading program has improved the students’ attitudes towards language learning and improved their language proficiency.

Usefulness

The mean result in Table 8 reveals the level of satisfaction on the use of virtual English learning environment in terms of usefulness. It can be gleaned from the table that the respondents’ level of satisfaction on the use of VELE in terms of usefulness is high with an overall mean of 3.86 which is interpreted as high. This implies that, for the students, the virtual English learning environment is useful in their classes, can enable them to accomplish tasks more quickly, and can make their assignments/tasks easily done. The indicator that got the highest mean is “*The VELE is useful in my class*” with a mean value of 3.90 which is interpreted as high. This implies that the students are highly satisfied with the VELE since they perceive that it is useful in their classes.

This finding is in agreement with Sahin and Shelley (2008) who highlighted the critical role of perceived usefulness in student satisfaction from Web-based learning environments. If students believe that the distance education course is useful, they will be more likely to enjoy that class. Moreover, the literature suggests that perceived usefulness and perceived satisfaction may increase students’ use of Internet resources (Lee et al., 2005; Mitchell et al., 2005). Though interpreted as high, the indicator that got the lowest mean is “*The VELE can improve students’ performance*” with a mean of 3.81. This implies that some of the students perceive the VELE as just a tool to access their course contents but not to improve their learning performance. This can be attributed to the fact that some language learners prefer face-to-face classes over online classes as revealed in the study of Alhamami (2017).

Table 8. Level of students’ satisfaction on the use of virtual English learning environment in terms of usefulness.

Indicators	Mean	Description
The VELE can improve students’ performance.	3.81	High
The VELE can enable students to accomplish tasks more quickly.	3.88	High
The VELE can improve teaching.	3.85	High
The VELE can make assignments/tasks easily done.	3.86	High
The VELE is useful in my class.	3.90	High
Overall Mean	3.86	High

Scale: 1.00-1.50 Very Low 1.51-2.50 Low 2.51-3.50 Moderate
3.51-4.50 High 4.51-5.00 Very High

Summary of Satisfaction on the Use of Virtual English Learning Environment

The summary in Table 9 presents the level of satisfaction on the use of virtual English learning environment. It can be gleaned from the table that the respondents’ level of satisfaction is high as reflected in the grand mean of 3.83. This implies that the students of PTMSMNHS are highly satisfied in using the VELE provided by their English teachers. Satisfaction on the use of virtual English learning environment is high in terms of usefulness (mean=3.86) and content (mean=3.85) but least in learner interface (mean=3.80). This finding coincides with the study of Simpson (2012) which concluded that perceived usefulness, course quality, and diversity in assessments were the factors that most influenced student satisfaction with their online course. Moreover, taking into consideration the least satisfaction in learner interface and learning community, Bashir (2019) argued that learners and instructors have to interact and manipulate interfaces so as to communicate with one another and engage with learning activities.

Table 9. Summary of students’ satisfaction on the use of virtual English learning environment.

Factors	Mean	Description
Learner Interface	3.80	High

Learning Community	3.81	High
Content	3.85	High
Usefulness	3.86	High
Grand Mean	3.83	High

Scale: 1.00-1.50 Very Low 1.51-2.50 Low 2.51-.3.50 Moderate
 3.51-4.50 High 4.51-5.00 Very High

English Performance

Based on Table 10, the respondents are highly proficient in English as reflected in the overall mean of 86.20. This indicates that students are doing well with their English class but efforts may be done to improve it further. The high standard deviation (6.876) indicates that performance of students greatly varies. There are students who have high grades in English but there are also several who have low grade or performance in English. This implies that although DepEd has noted gains in English proficiency of students in public schools, still there is a need to invest in teacher training to further improve student performance in English (Olaivar, 2012).

Table 10. Level of English performance of the students.

Indicators	Mean	Description
First Quarter	85.50	Highly Proficient
Second Quarter	86.91	Highly Proficient
English performance	86.20	Highly Proficient

Scale: 65-74 Beginner 75-79 Developing 80-84 Proficient
 85-89 Highly Proficient 89-100 Advance

Relationship between Attitude toward Online English Learning and Satisfaction on the Use of Virtual English Learning Environment

The correlation analysis in Table 11 shows that with an r-coefficient of 0.898 and a p-value of 0.000 under 1% level of significance, the attitude toward online English learning of the respondents has significant relationship with their satisfaction on the use of virtual English learning environment. This indicates better attitude toward online English learning increases satisfaction on the use of virtual English learning environment. Thus, the hypothesis which states that there is no significant relationship between attitude toward online English learning and satisfaction on the use of virtual English learning environment is rejected.

This finding agrees with Chang and Chang (2010) that learning satisfaction has been associated with the individual’s feelings and attitudes toward the education process and the perceived level of fulfillment connected to the individual’s desire to learn, caused by the learning motivation.

Table 11. Relationship between attitude toward online English learning and satisfaction on the use of virtual English learning environment.

Variables	r-coefficient	p-value	Interpretation
Attitude toward online English learning vs. satisfaction on the use of virtual English learning environment	0.898**	0.000	Significant

Legend: **p-value < 0.01 = Significant

The finding indicates that better attitude on effectiveness of online learning increases satisfaction on learner interface, content, and usefulness. The quality of learner-interface in E-learning is crucial to the success of other forms of interaction such as content-learner interaction and learner-teacher interaction (Bashir, 2019). For example, it will influence how learners access and interact with learning materials and quizzes, engage in discussion forums, interaction with peers and instructors, thus affecting their attitude on the effectiveness of online learning.

Relationship between Attitude toward Online English Learning and English Performance

Table 12 presents that there is no significant relationship between attitude toward online English learning and English performance as reflected in the r-coefficient of 0.098 and a p-value of 0.233 under 5% level of significance. This indicates that attitude toward online English learning will not increase nor

decrease the English performance of the students. With this, the hypothesis on the relationship between the two variables is accepted.

Table 12. Relationship between attitude toward online English learning and English performance.

Variables	r-coefficient	p-value	Interpretation
Attitude toward online English learning vs. English performance	0.098	0.233	Not significant

Legend: p-value < 0.05 = Not significant

This finding agrees with the results of the study of Das, et. al. (2014) that attitude and academic achievement of secondary students have very low negative relation. This is also consistent with the study of Borja (2016) wherein results revealed that students' attitude toward English learning is not significantly related to their English competence.

Relationship between Satisfaction on the Use of Virtual English Learning Environment and English Performance

The analysis in Table 13 presents that there is a significant relationship between satisfaction on the use of virtual English learning environment and English performance of students as reflected in the correlation coefficient of 0.191 and a p-value of 0.019 under 5% level of significance. This indicates that satisfaction on the use of virtual English learning environment slightly increases the English performance of the students. Then the hypothesis stating relationship between the two variables is rejected. This is consistent with the study of Rajabalee and Santally (2021) wherein they analyze the relationship of learner satisfaction and performance in an online module. Results of their study revealed that students were generally satisfied with the learning design philosophy of the online module, irrespective of their performance levels.

Table 13. Relationship between satisfaction on the use of virtual English learning environment and English performance.

Variables	r-coefficient	p-value	Interpretation
Satisfaction on the use of virtual English learning environment vs. English performance	0.191*	0.019	Significant

Legend: p-value < 0.05 = Significant

Factors of Attitude toward Online English Learning that Best Predicts Satisfaction on the Use of Virtual English Learning Environment

The regression analysis in Table 14 shows which factor of attitude toward online English learning best predicts satisfaction on the use of VELE. It can be gleaned from the table that effectiveness of online learning ($\beta=0.721$, $p=0.000$) and ease-ness in using online learning ($\beta=0.271$, $p=0.000$) are the best predictors of satisfaction on the use of VELE. This implies that better attitude on the effectiveness of online learning and ease-ness in using online learning will increase the satisfaction on the use of virtual English learning environment. The model is supported by a high r-square (.833) which explains the percentage of variability in the dependent variable and high F-value (365.829) which indicate the good-fit of the model.

The null hypothesis stating that none of the factors of attitude toward online English learning best predicts the respondents' satisfaction on the use of virtual English learning environment is rejected. The finding indicates that students' satisfaction on the use of virtual English learning environment comes from the students' attitude on the effectiveness of online English learning and ease-ness in using online English learning. This coincides with the study of Bangert (2006) wherein he identified four factors related to student satisfaction in online courses, including: student and faculty interaction and communication, amount of time on task, active and engaged learning, and cooperation among classmates. All of these are indicators of effectiveness of online learning that were measured in this study.

Table 14. Factors of attitude toward online English learning that best predicts satisfaction on the use of virtual English learning environment.

Attitude toward Online English Learning	Beta Coefficient	Significance	Description
Interest in computer and adoption of online	-.021	.644	Not Significant

learning			
Effectiveness of online learning	.721	.000	Significant
Ease-ness in using online learning	.271	.000	Significant

$R^2=.883$; $F=365.829$; $p=.000$

Factors of Attitude toward Online English Learning that Best Predicts English Performance

The analysis in Table 15 presents the factors of attitude toward online English learning that best predicts English performance. It can be gleaned from the table that none of the factors of attitude toward online English learning predicts the respondents' English performance. This indicates that none of the factors of attitude toward online English learning can increase nor decrease the English performance of the students.

The null hypothesis stating that none of the factors of attitude toward online English learning best predicts the English performance of the students is accepted. This finding implies that This contradicts with the results of the study of Cinkara (2013) wherein students with higher online language learning attitude scores were observed to have done better throughout the course and therefore had better grades.

Table 15. Factors of attitude toward online English learning that best predicts English performance.

Attitude toward Online English Learning	Beta Coefficient	Significance	Description
Interest in computer and adoption of online learning	-.184	.149	Not Significant
Effectiveness of online learning	.134	.474	Not Significant
Ease-ness in using online learning	.161	.264	Not Significant

$R^2=.045$; $F=2.316$; $p=.078$

Factors of Satisfaction on the Use of Virtual English Learning Environment that Best Predicts the English Performance of Students

Table 16 shows which factor of satisfaction on the use of virtual English learning environment best predicts the English performance of students. It can be gleaned from the table that none of the factors of satisfaction on the use of virtual English learning environment predicts the English performance of students. This indicates that satisfaction on the use of virtual English learning environment will not increase nor decrease the English performance of students. The null hypothesis stating that none of the factors of satisfaction on the use of virtual English learning environment best predicts the English performance of the students is accepted.

Table 16. Factors of satisfaction on the use of virtual English learning environment that best predicts English performance.

Satisfaction on the Use of Virtual English Learning Environment	Beta Coefficient	Significance	Description
Learner Interface	.377	.119	Not Significant
Learning Community	-.222	.203	Not Significant
Content	.033	.899	Not Significant
Usefulness	.003	.990	Not Significant

$R^2=.060$; $F=2.330$; $p=.059$

This finding contradicts the study of Strang (2017) wherein he found that when students are encouraged to complete online activities such as self-assessment quizzes, this promotes their learning and engagement and hence result in higher grades.

V. CONCLUSIONS AND RECOMMENDATIONS

This chapter enlists the major findings derived from the analysis of the pertinent data collected and gathered, the conclusions based on the findings, and the suggestions derived from the conclusions, as well as the limitations of the study.

Summary of Findings

The following are the findings of the study.

1. The students have a neutral attitude toward online English learning (grand mean=3.40), and also moderate in terms of interest in computer and adoption of online learning (mean=3.36), effectiveness of online learning (mean=3.50), and ease-ness in using online learning (mean=3.34).
2. Generally, the students have high level of satisfaction on the use of virtual English learning environment (grand mean=3.83), and in terms of learner interface (mean=3.80), learning community (mean=3.81), content (mean=3.85), and usefulness (mean=3.86).
3. With a mean grade of 86.20, the students have a highly proficient English performance.
4. The students' attitude toward online English learning is significantly related to their level of satisfaction on the use of virtual English learning environment ($r=.898$, $p\text{-value}=.000$).
5. The students' attitude toward online English learning has no significant relationship with their English performance ($r=0.098$, $p\text{-value}=0.223$).
6. The students' satisfaction on the use of virtual English learning environment and their English performance are significantly related ($r=.191$, $p\text{-value}=.019$).
7. The factors of attitude toward online English learning that predict the satisfaction on the use of virtual English learning environment of the students are effectiveness of online learning ($\beta=.721$, $p=.000$) and ease-ness in using online learning ($\beta=.271$, $p=.000$).
8. None of the factors of attitude toward online English learning, interest in computer and adoption of online learning ($\beta=-.184$, $p=.149$), effectiveness of online learning ($\beta=.134$, $p=.474$), and ease-ness in using online learning ($\beta=.161$, $p=.264$), best predicts the English performance of the students.
9. None of the factors of satisfaction on the use of virtual English learning environment, learner interface ($\beta=.377$, $p=.119$), learning community ($\beta=-.222$, $p=.203$), content ($\beta=.033$, $p=.899$), and usefulness ($\beta=.003$, $p=.990$), best predicts the English performance of the students.

Conclusions

In line with the findings of the study, the following conclusions are drawn.

1. The students have either positive or negative attitude toward online English learning in terms of interest in computer and adoption of online learning, effectiveness of online learning, and ease-ness in using online learning.
2. The students are highly satisfied on the use of virtual English learning environment in terms of learner interface, learning community, content, and usefulness.
3. The students have a highly proficient English performance.
4. The students' attitude toward online English learning affects their satisfaction on the use of virtual English learning environment.
5. The students' English performance has something to do with their attitude toward online English learning.
6. The higher the students' satisfaction on the use of virtual English learning environment, the higher their English performance.
7. Effectiveness of online learning and ease-ness in using online learning predict the satisfaction on the use of virtual English learning environment of the students.
8. None of the factors of attitude toward online English learning best predicts the English performance of the students.
9. None of the factors of satisfaction on the use of virtual English learning environment significantly influence the English performance of the students.

Recommendations

Based on the results of the study, the following are hereby recommended.

1. Meaningful online activities are recommended to be provided by the English teachers to heighten the students' attitude toward online English learning which could include interactive strategies using friendly online learning environment like online course-management software canvas.
2. The high level of students' satisfaction on the use of virtual English learning environment will be maintained by introducing more engaging activities that are appropriate to their learning abilities.

3. Since the students' attitude toward online English learning is significantly related to their level of satisfaction on the use of virtual English learning environment, teachers should consider using engaging and interactive learning content to improve students' attitude toward online English learning. This will lead to students' satisfaction on the use of virtual English learning environment, and will consequently improve their academic performance in English.
4. Further research may be conducted regarding other factors of attitude toward online English learning such as computer literacy and availability of online learning gadgets and resources. Further research may also be conducted regarding other factors of online learning satisfaction such as learner-learner interaction, learner-content interaction, learner-teacher interaction, as well as teachers' online teaching styles.
5. More trainings for the teachers on the use of VELE are also hereby recommended.

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