



Recent Practice of English Teaching: Before and During Covid-19 Pandemic

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Abstract. Almost all elements of education were affected by the epidemics of covid-19, which resulted in significant educational disruption. Teachers and students have experienced a variety of changes that have led them to reconstruct the most recent educational paradigm, which is indeed appealing to discuss academically. This research attempted to conceptually describe the trend in English teaching practice prior to and after the Covid-19 epidemic. According to the evidence, the most frequently noticed difficulty created by the pandemic is the change from direct learning to online learning, which occurs almost immediately. The use of learning management systems (LMS) and social media is being used to fill in the gaps created as a result of school closures. Because of the dramatic shift in the pattern of teaching and learning, new difficulties are constantly being introduced into the classroom. The discrepancies involved shifts in teaching practices in terms of learning media, instructional methodologies, and evaluation methods. In order to mitigate these issues, the majority of suggestions are to ensure a dependable network infrastructure; use user-friendly learning applications; adopt appropriate online learning sources; provide supports; provide feedback; combine asynchronous and synchronous communication; conduct the online assessment through online discussion; and provide students with the opportunity to choose the best method of communication.

Keywords: English Teaching-Learning Issues · Educational issues due to Pandemic · Covid-19 pandemic · Online teaching

1 Introduction

The spread of Covid-19 pandemic in all countries is viewed as one of the most significant disruptions of human history. Pandemic gives enormous impact on education, English learning is not an exceptional [1, 2]. For the sake of mitigating the spread of viruses, The English's teaching and learning implementation are shifted from face-to-face learning into online learning – some are conducted immediately. The limitation of online learning denotes the utilization of internet and other supporting technologies to develop materials for educational and instructional delivery purposes. Since teaching-learning process has changed into online mode, most English educators attempt to adapt recent circumstances through modifying their teaching methodology.

Generally, research of English teaching practices have been conducted through decades [3–5]. However, the emergence of some issues related to teaching practices during pandemic leads researchers to find out the problems and the difference implementation of teaching practice during Covid-19 pandemic. [3] have discussed the practice of English language teaching practice focusing on teaching media, strategies, activities, and assessment. [4] analyzes global perspectives of English language teaching practice in terms of strengths, weaknesses, challenges, and teachers students' attitudes along with pandemic circumstance. [5] explore English teaching practice on college level during the pandemic period. Various studies has portrayed findings related to the challenges, procedures of online teaching, and practical implications of effective teaching during pandemic.

Previous studies also imply that learning practice of English teaching during pandemic become a trending issue to discuss lately. This research aimed at describing the trend of English teaching practice before and during the Covid-19 pandemic. The study is mainly focused on several aspects, namely: the difference of English teaching practice before and during pandemic, problems and solutions encountered by teachers and students during the English teaching-learning processes, the assessment issue, and app preferences.

2 Methods

The study employed conceptual design, used to develop new concepts or interpret the existing literature [6]. This study highlighted on analyzing the empirical and philosophical study. The data were collected through articles surveys. The selected articles included several criteria, i.e., 1) from 4 database namely Google Scholar, Eric, ScienceDirect, and ResearchGate; 2) minimum 25 articles published over the last 5 years; 3) the articles at least indexed by Sinta or Scopus; 4) using five keywords (online learning, offline learning, English teaching practice, apps preference, teaching practice during Covid-19). The data analysis was done qualitatively, following the circular pattern of interactive data analysis: data reduction, data display, conclusion drawing, and verification [8]. Based on the analysis, there were 28 articles were selected which support the research findings.

3 Findings and Discussion

3.1 The Differences of English Teaching Practice: Before and During Covid-19 Pandemic

The practice of English language teaching and learning during Covid-19 pandemic is different from before pandemic circumstances [7]. Teaching and learning activities has changed fundamentally during the COVID-19 pandemic [9]. The alterations mostly are observed around strategies and media used by the teachers. The offline learning before pandemic turns out into internet-based. Online learning, in pandemic situation, is observed to be more complex than the conventional teaching [10]. Teacher who teaches

using conventional teaching (face to face learning) can adopt a variety of learning methods depending on the learning material, task characteristics and learning situation. Meanwhile, in implementing online learning, teachers have several limitations for instance, the activities are limited to share materials, videos, and assignments.

Additionally, the English teachers cannot provide optimal feedback towards students' assignments as in face-to-face learning. The online teaching is also implemented with creative learning media. Mostly, English teachers have covered multiple modes used [11]. First, English teachers create teaching media in the form of written text and image to deliver the English material. It is further followed by the use video recordings and voice notes which cover moving image, sound, gesture and text [12].

Several researchers who analyse English teaching practice have found some differences of it. A study mentions the implementation of online learning in terms of the learning method, learning media, teaching and learning activities, and grading system [10]. In terms of learning method, it is found that 80% of 5 universities in Indonesia used online learning, 16% of them applied blended learning, and the rest 4% implements offline learning. In terms of learning media, 37% lecturers choose Google Classroom, 24% used Microsoft Team, 8% used Zoom, and followed by other learning media i.e., WhatsApp, Moodle, Edmodo, FBBL and YouTube. Sometimes, the lecturers utilize more than one learning media due to the limited features that cannot fulfil learning needs.

In terms of teaching and learning activities, the conventional teaching before pandemic is usually done through general activities such as presenting material, discussion or question answer session, exercises and evaluations. When teaching during pandemic, the teachers should conduct the learning activities through online without decreasing the learning quality. Based on the results, 80% lectures conduct virtual face to face learning through video conference, and 20% of them only distributed learning materials. The other differences occur from the way of teacher to evaluate and grade the students' performance. When all teachers commonly evaluate directly during conventional teaching, the assessment or grading during pandemic is done through three ways: virtual conferences, video assignments, and computer-based test via LMS.

The implementation of teaching activities are also changed during pandemic in several aspects, such as the activities, classroom management, lesson schedule and teaching strategies [13]. The details of each aspect could be seen in the following explanations:

(a) Learning activities

As what mentioned in [10], conventional teaching usually conducts through material explanation, discussion, exercises, and evaluation. However, during pandemic, 55.3% of teachers give explanations to the theory and do an online discussion with their students, while 44.7% of them only delivers instruction of finishing assignments in the book to the students.

(b) Classroom Management

In the context of online learning during pandemic, 58.9% of the class management is under the supervision of home room teacher while 41.1% do not do class management under teachers' supervision.

(c) Lesson Schedule

The online learning mode forced teachers to consider the learning schedule and adapt to the new situation. Based on the research, most of school manager modify

the schedule of new online class (76.8%), while the other 23.2% of them still use the previous schedule.

(d) Teaching Strategies

In face-to-face meeting before pandemic, teachers commonly applied various teaching strategies for instance, project-based learning, collaborative learning, etc. It is quite different from the practice of teaching and learning activities since the spread of Covid-19. The transition into online class makes teachers elaborate more on teachers' strategy. [13] assert that the teaching strategies used during the covid-19 outbreak are applying video conference, using online chat only (WA group, Google Classroom), or combining both online chat and video conference.

[9] and [7] assert that teacher applied two sorts of teaching strategy, including lecturing and task-based learning strategy. The lecturing strategy is an oral presentation that is done by teachers based on their synthesis of reading, research, and experiences. The lecturing strategy is conducted by giving explanations to the students through Google Meet. It is also implemented by providing summary about the learning materials and followed by teacher's explanations through voice note. Further, teacher adds task-based learning strategies, in which the students are offered task as a proof of participation and appraisal.

Teaching strategies that are commonly applied during online learning i.e. task-based learning, problem-based learning, web-based learning, educational games, and authentic learning [9]. Those strategies are applied in order to support collaboration, cooperation, digital combination and internet participation. Thus, the learning activities are conducted meaningfully.

In college level, the practice of teaching speaking during Covid-19 pandemic is conducted through seven strategies, including: 1) Voice Note WhatsApp, 2) Video Conference, 3) Learning Video, 4) Podcast, 5) Video Assignment, 6) Structure Task/Structure Project and 7) ELSA Speak Application [14]. Implementing strategies during offline and online learning are different. The learning activities in the pandemic situation use technology as the focal tool in teaching. The teachers create class in the application so that they can learn and interact lecturer. However, in offline learning, the learning activities are conducted directly with limited exposure of applications. Further, the task assignments are usually done directly in the classroom when the offline learning; but in online circumstance, the task are conducted via online using Zoom meetings, or other online conference application.

The differences of English teaching practice occur from the way of evaluating students' competencies. During the pandemic, the practice of online learning creates other issued to be solved and demands English teachers to change the way of giving assessment. Due to the online assignments, all teachers need to do online assessment to evaluate students' performance [15]. Teachers conduct the online assessment by some strategies, i.e., administering online multiple-choice test via google form or WA, assess speaking skill using video calls or voice notes, and get immediate feedback.

Taking into account to the aforementioned statement, [16] propose that teachers still run the formative assessment and summative assessment but in different step. The formative assessment during pandemic is done by giving students online exercises and directly scoring on the learning management systems. Further, the summative assessment

is applied at the end of the course by giving the final exam. The different between offline and online learning when pandemic situation is only in terms of the form of the test. The assessment could be making videos, PPT slides, collaborative writing on google docs (reading and writing skills). Meanwhile, speaking skill is assessed through a video call. The practice of assessment method during pandemic is also done through some various ways such as oral exam online, seminar papers, live exams, and presentations and reports [17].

The face-to-face classes is done quite creative by conducting debates, group discussions, and many other cooperative activities within the classroom and teacher are mostly explaining the theory and put it into meaningful activities [11]. The explanations about the topic is usually done on the board and the books as the main sources. Meanwhile, in the online teaching, all of them should be modified and redesign. The first action in supporting the English and teaching practices during pandemic is that put the learning materials in to a repository or LMS so that students can accessed it. In addition, the other changes emerge in finding the tools which allowed students to interact and communicate with teacher.

The practice of English teaching and learning before pandemic shifted during the Covid-19 pandemic. There is a tendency showing that the shifted of English teaching and learning practices during pandemics occurred in some aspects i.e., teaching strategies, learning media, learning method, learning activities, and assessment/grading technique.

3.2 Apps Preference of English Teaching Practice

The English teaching practice during Covid-19 pandemic is supported by the utilization of various learning tools. Some Learning Management System (LMS) and social media provides opportunities for teacher and students to enables online discussion, presentation, submit assignments, and other online activities. However, from many learning platforms or application, there are some of them becoming students' or teachers' preference by considering its advantages and disadvantages. The English practice in Taibah University is done through several applications. Both students and teachers used alternative tools including WhatsApp (72%), Emails (53.60%), Zoom (33.50%), and Google Classroom and Microsoft team (24%) [25]. It implies that the most preference from students and teacher is WhatsApp. WhatsApp is used to help them sending or receiving assignments, and conducting online class while the other tools are applied to ease assessment method. Moreover, 24% teachers apply LMS for conducting online class namely Google Classroom, 5% teachers more preferred to Zoom as online video conference, or WhatsApp group to assist students' who cannot follow the online conference [29].

Meanwhile, Google Classroom (37%) is used the most in learning activity, then followed by Microsoft Team (24%) and other media such as Zoom, WhatsApp, Moodle, Edmodo, FBBL, and YouTube [10]. Teachers usually prefer to use more than one learning platforms, for instance they utilize Google Classroom to do share learning activities/assignments and WhatsApp as supporting tool that help them to do online discussion. The reason why teachers apply some tools because sometimes one application could not provide all learning needs.

Further, students mention that the most popular LMS applied by teachers and students is Google Classroom. The other LMS which become the alternative tools are Schoology,

Edmodo, Lipgrid, Edpuzzle, Moodle, Quizziz, Kahoot, Padlet, Jamboard and iSpring. Further, the social media preference used by teachers and students WhatsApp, Telegram, Email, Facebook, Instagram, and Twitter. Among all of them, WhatsApp becomes the most popular option for teachers and students [33, 34]. In contrast with this statement, students more prefer online slide presentations with audio than online discussion or chat groups [35].

Based on the explanations, it tends to show that the most preferred LMS used by teachers and students are Zoom and Google Classroom. While the most preferred social media is WhatsApp.

3.3 The Assessment Issues

The risk of online learning influences many aspects of English learning practice, including assessment. Doing online assessment objectively is a difficult thing [27]. The transition of face-to-face learning into online learning demands teachers to redesign their way to assess and evaluate students' performance. Teachers find various challenges when conducting online assessment i.e. lack of question quality, leading students to achieve poor performance due to the technological skills, and lack of certainty & direct monitor [30]. The other possible issue when conducting online assessment is the internet connection that distract students to access the exams.

During applying online assessment, feedback and evaluation cannot be delivered directly, which may cause another issue. For instance, if the assessment method used video project, teachers should watch the whole minutes in order to evaluate it objectively. Meanwhile, there may be hundred projects are waiting to be assessed as well. Meanwhile, in terms of writing skills, the issue that may occur is difficulties to maintain plagiarism/originality of students' writing and lack of time management [14]. Teachers, in most cases, must work double to check the content, coherence, and many dimensions of writing to make sure its genuineness; while at the same time, they may possess other things to do or prepare.

3.4 The Challenges and Solution of English Teaching Practice During Pandemic

The English learning and teaching seem running well during pandemic by the utilization of online learning. However, it keeps creating issues due to the transition of learning method occurred quickly. The most observed issue is around knowledge and preparation of in order to the online learning. Several researchers display that the English teaching practice during pandemic pass several barriers. The challenges are encountered by teachers and students. In students' perspective, they mention barriers around difficultness to access online material, difficultness on online exams due to the lack of internet speed, lack of skills in using learning platforms, inadequate of online learning equipment, and limited time to do real English practice with teachers and classmates [18–24].

Most students in a rural area also do not possess gadgets and computers to follow the learning process. Some of them can occupy the electronic devices, yet they are somehow blocked by access to internet [26]. Another issue also occurred on their psychological viewpoint. Students somehow are observed to feel stressful, demotivated, and hard to

keep their concentration [27]. They are also confused to do the assignments due to lack explanation.

Further, in teacher's perspectives, the challenges around English teaching practice during online learning are lack of ability in using online learning tools, limited access to control the learning process, and difficult to ensure students' comprehension toward learning materials [18]. It seems that not all teachers have a good capability in operating online tools, making them feel confused in preparing learning media for their teaching activities. These problems also found by [22] who note that students' challenges during English teaching are bad network, less focus and understanding on the materials, finishing large numbers of task and the expensive of internet packages. Meanwhile, teachers find various obstacles, for instances have difficult in delivering material, limited time to control students' behavior, difficult to do assessment, and incapable to monitor as well as maximize students' achievement [22, 28]. The issues of teaching practice encountered by teachers occurred from three aspects, i.e. technology issue, course content and students [29]. In English teaching, the difficulties occur in every language skills, for instance writing, speaking and reading skills, especially when teacher teach linguistics, it is difficult to teach students through online about phonetics, allophones, and morphemes [25].

In order to solve the problems or challenges, various solutions are suggested to ensure the practice of English teaching running smoothly. Teachers must prepare learning activities as attractive as possible with creative learning media [18]. It is useful to attract students' attention during learning process. In order to solve the issue of low ability in using media platforms, teachers can choose the tools which have simple operations, WhatsApp for instance. If students have a lack participation or motivation in following the online class, teachers can contact the students or their parents to find the best results.

Moreover, teachers can do blended learning in order to reduce detrimental impacts of online learning, and keep maintain a good interaction to the students [22]. Those solutions also asserted in some researches mentioning that ensuring reliable network infrastructure; using friendly learning applications; adopting appropriate online learning sources; providing supports; giving feedback; combining asynchronous & synchronous communication; doing the online assessment through online discussion; and giving students opportunity to choose best way to communicate are most anticipated reactions employed to mitigate these issues [20, 30, 31]. Other solutions such as giving training to teachers, applying different teaching method to create meaningful learning, providing accurate feedback, giving reasonable time for students in finishing assignments can also be utilized [27].

4 Conclusion

The data and discussion led to the conclusion that there was a significant difference in the English teaching practice before and after the pandemic. Learning media, instructional methodologies, and assessment methods all changed as a result of the variances in teaching practices. The question of assessment challenges, problems, and solutions is also brought up in the context of the Covid-19 pandemic in English teaching practice. In light of the fact that the teaching practice was conducted online, students and teachers were asked to select their preferred online tools. The three most beneficial technologies were

Zoom, Google Classroom, and WhatsApp. Following these findings, future researchers are encouraged to examine the English teaching practice during the Covid-19 pandemic in greater depth, while teachers are encouraged to use this information as a source of extra knowledge in order to solve their challenges related to online teaching.

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