



A SURVEY ON THE ADVANCES ON TEACHING METHODS DURING COVID SCENARIO IN INDIA

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Abstract

Due to the covid pandemic, the Indian education system has shifted from face-to-face instruction to an online teaching environment. The new education shift has both assets and liabilities. Online education has created various methods and approaches for effective language teaching. Various operative tools like applications, websites, LMS, and online courses have been used effectively for comprehension of the content. In India, MHRD has created various e-resources and online learning resources like SWAYAM, Virtual labs, talk to teachers, and E-Kalpa to render knowledge to Indian language learners in online education. The study surveys to investigate the student's engagement, motivation, challenges, and opportunities in higher education. Respondents of the study will be higher education English language students and teachers and the data will be interpreted quantitatively. The study will identify the online tools, strategies employed in language teaching and examines the impact of learning tools in language learning. The data will be collected through the questionnaire. The study will reveal the latest trends in ELT tools that were used by the English language teachers who were the respondents in this study.

Keywords: Indian education, E-resources, New-normal, online education, language learning.

Introduction

In India classroom education has shifted from traditional teaching to virtual education due to the pandemic of corona virus. Flipped classrooms have become prevalent and it created adaptive methods and strategies for the effective rendering of the content. Applications, websites, LMS, and online courses became adaptive instructional tools in online teaching. There are pros and cons to online teaching. Although online

teaching is flexible, efficient, and convenient both for learners and teachers. Pandemic has created many challenges, opportunities, and learning probabilities for the students to acquire knowledge during the pandemic period. ECLAC reports put forth that the education rate has fallen from 3.6% to 9% due to the economic recession and education has seen a downfall among poor people. ECLAC also reports that people in vulnerable conditions during a pandemic will drop their education and higher education. Hence, primary importance should be rendered in the pandemic education policies.

Pandemic Education in India

The Indian government has offered various courses (diploma and degree programs), online courses, television programs, applications for higher education. In higher education, India offers various courses like AICTE, UGC, CEC, NCERT, and IGNOU through which learners can enroll in online education platforms and degree programs. Platforms like NPTEL offer free courses. However, online education has offered great learning opportunities, whereas learners' academic achievement is highly dependent on the learners' individuality. YouTube plays a primary role in pandemic education because of its ease and adaptability. TNSCERT is a YouTube channel, which provides 3390+ videos in the education sector and can be accessible to a wide range of audiences. TN-Workplace in Facebook creates a discussion forum for the learners, where the instructors can discuss their innovative approaches. The approach can be used by other instructors for effective language teaching. SWAYAM Prabha television program offers 32 channels for higher education.

The Rationale of the Study

The study identifies the student involvement, willingness and motivation, difficulties and positive attribution in the college education through online modes. purpose of present study is to identify and analyze various tools, applications, and language activities distinctively used in English language teaching and learning. However, Online education is highly reliant on easiness, adaptability, flexibility, and accessibility. It investigates the learners' motivation, attention, engagement, and cognition towards language learning towards the pandemic situation. The study circulated the questionnaire to language learners and instructors and the data were analyzed quantitatively. It analyses the influence of multifaceted English language learning tools to overcome the challenges in online teaching and learning.

Review of Literature

Technology integration in English language education is the encouraging methods of teaching and learning materials, which assist the learners in increasing their language achievement and motivation to study English via an online platform (Ayu, 2020). Students face obstacles when the educational system shifts in response to the pandemic since the language learners are expected to be self-sufficient and independent (Muliyah, et al., 2020) According to Aminatun (2019), the advancement of technology benefits the improvement of many facets of education. The deployment of virtual learning via an online platform, on the other hand, has both negative and positive effects on students' perceptions and attitudes. Internationally, online learning continues to grow because students and teachers are at ease and perceive the opportunity of methodical and approachable alternative learning probabilities (White, 2008). Virtual learning programs and the use of

various educational applications and places were suggested by UNESCO (United Nations Educational, Scientific, and Cultural Organization) so that teachers could deliver their lectures to their respective pupils remotely (Bansal, 2020). According to Jose and Abidin (2016), online discussions may motivate participants to improve their grammar learning and awareness.

Research Questions

1. What are various digital tools and applications employed by the teachers in online English language classrooms?
2. What are the engagement and attention levels of students in an online language classroom?

Objective

The study aims to analyze the effectiveness of digital tools in learners' motivation, content comprehension, and engagement. It also investigates the attentional strategies, and language activities employed in English language teaching by learners and language teachers.

Research Setting and Samples of the study

The study is accomplished in the Vellore region in India, where English is a second language. The participants of the study are 60 (male and female) students. Higher education language learners were selected for the present study to identify the attitude of learners towards online education in higher grade learning.

Method

The method employed in the study is the survey method. The study circulated a questionnaire among the students of higher education. The questionnaire contains both descriptive and Likert scale questions to measure the respondents' attitudes towards online English language education. The survey has questions related to learners' engagement, attention, motivation, content comprehension, and strategies used in online language education. The survey is circulated among bachelor's degree students, master's degree students, and research scholars. The survey is formulated in google forms and it is circulated among the students of higher education in the Vellore region. The data was analyzed and interpreted quantitatively to measure the respondents' attitudes towards online language education.

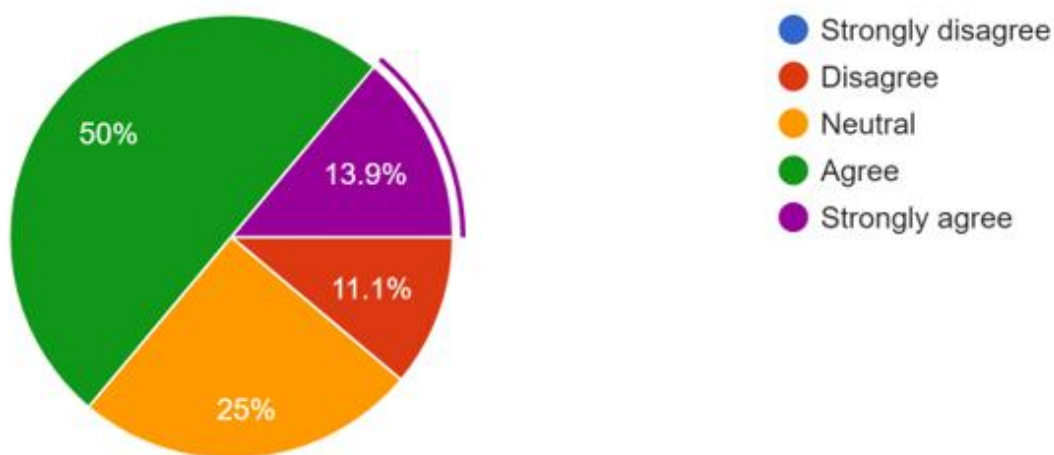
Data Analysis

Survey Questions	1	2	3	4	5
1. Is it difficult or easy to use the virtual language learning tools like Laptop, Mobile phones, tablets, iPad, LMS, video meeting apps, android learning applications, etc.?	2	10	17	14	17
2. How often do you get so focused on language activities given in your classroom?	0	10	17	15	18
3. What is your engagement level during online classes?	8	5	15	18	14
4. My level of content comprehension during an online class is relatively high when compared to traditional classroom teaching.	3	10	16	15	16

5. I frequently turn on the laptop/system for attending online classes and for learning (e.g., writing/reading papers, reading, or seeking for information), but I always end up doing all irrelevant things like watching TV/YouTube, using Facebook other social media, reading/seeing magazines, or playing/visiting online games sites).	5	10	9	21	15
6. I often have attention problems while attending online classes.	4	7	7	21	21
7. I will switch on the laptop/computer for learning and attending online classes, but often visit entertaining websites/blogs/videos or play games, watch YouTube, listen the news) instead of using a learning-based application.	5	10	19	13	13
8. I often spend much of my learning time on the online entertainment apps other than online classes and learning.	2	9	16	18	15
9. I frequently click the weblinks of attentive/interesting advertisements, pictures, or weblogs without my consciousness while using laptop to search for information for my language learning activity or during online classes.	9	11	10	19	11
10. If I encounter difficulties while doing language activities like using the Internet to learn and write the language, I will unconsciously open other programs, websites, or use my smartphone.	8	16	10	16	10
11. I always try different learning styles/strategies to aid in effective language learning and to stay focused on online language classes while attending the online classes.	10	6	7	19	18
12. I have acquired and developed my vocabulary skills through English language activities and by attending online classes?	11	6	17	16	10
13. I visit sites/blogs/wikis or use laptop/mobile applications which are relevant in English language activity during my online classes.	2	13	9	20	16
14. I can study and learn the English language on my own with the help of online applications and tools.	8	13	9	14	16
15. I have developed my language competency and grammar through language activities that were given in an online classroom	5	12	12	18	13
16. I will frequently use dictionaries and thesaurus to improve my online content comprehension and language learning.	10	13	10	15	10
17. I have engaged myself in all the language activities during the online classes.	4	14	9	18	15
18. I am attending online courses in MOOC, Coursera, SWAYAM, and	15	10	3	15	17

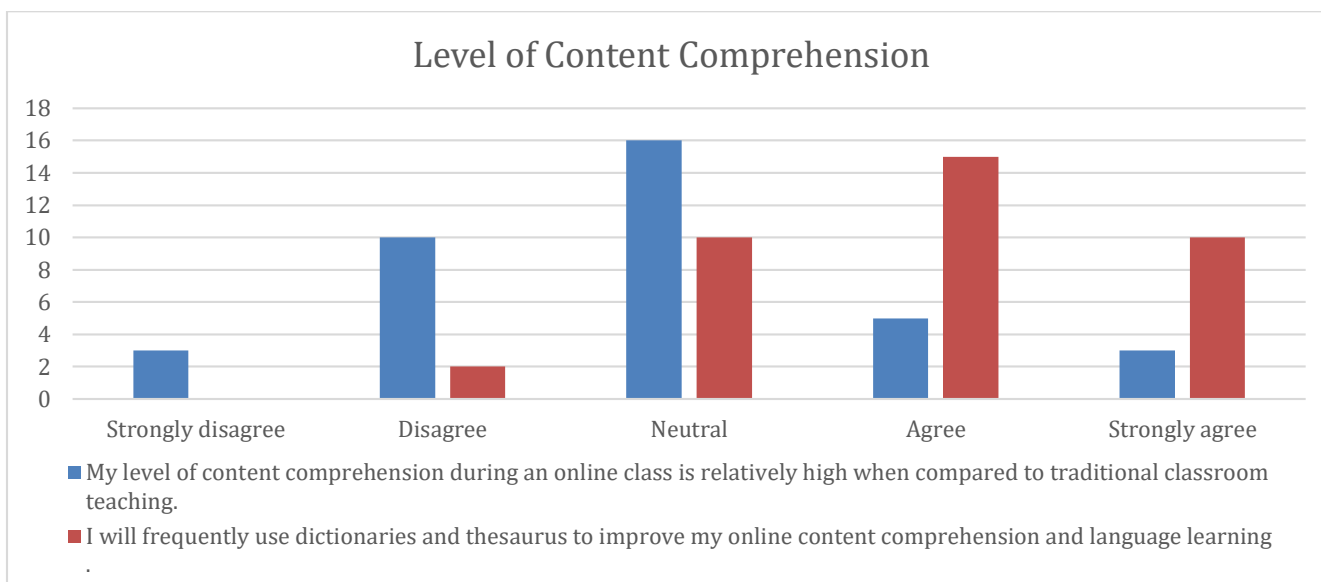
Learner Engagement and Attention

Attention plays a primary role in students' engagement in an online English language classroom. From the survey, it is evident that the learners tend to distract in an online learning mode and the learners use effective attentional strategies to focus on online language education. The attentional strategies are, interacting with the instructor, switching off the smartphone, closing the additional tabs, focus, and concentration, deep learning, completing assigned tasks and writing activities, searching academic-oriented videos, and listening. These two fundamentals to improve attention in an online class are self-interest and increased one's focus on the subject. Active participation in all the language activities will increase learning ability and attention. The pie chart shows the engagement level of the learners in an online language classroom. 13.9% of the learners affirm that they actively take part in all the language-based activities in online classes. 50% of the learners agreed that they take part in the online classes. 25% of the learners remain neutral and 11.1% affirms that they don't take part in language activities often in online classes.

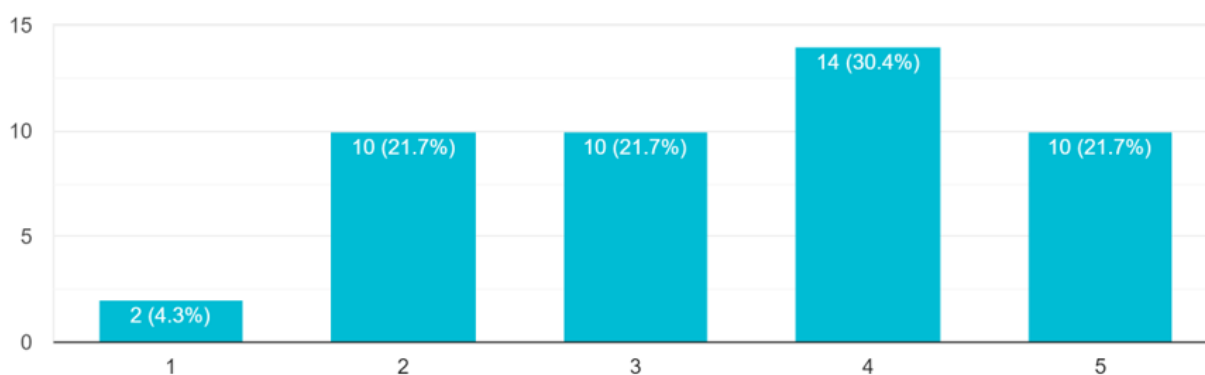


Level of Content Comprehension

Content comprehension holds primary significance in an online classroom. Language learning is relatively better when students comprehend the content effectively. The survey confirms that 27% of the learners strongly affirm that they use content comprehension strategies and use dictionaries and thesaurus for effective comprehension in online language education. 40% of the learners affirm that they use the dictionary in online language learning. 6.5% of the learners affirm that their content comprehension is high in online learning, whereas 10.9% agree that their comprehension is better than traditional language learning mode. 21.7% of the learners say that their content comprehension is relatively poor in online language learning. The chart below explains the content comprehension of higher education language learners.



Ease and Accessibility



Online education is more flexible and has easy accessibility. The survey confirms the following inferences. 21.7% of the online learners strongly affirm that the online mode of teaching is highly reliant and easy when compared to traditional offline teaching. Over 30.4% affirm that online tools have easy accessibility. 26% of the learners deny the flexible and adaptive nature of the online modes like application, LMS, etc.

Applications and Platforms Employed in Language Teaching

In online language teaching various applications, websites and LMS were used for effective learning and teaching. In higher education, various online modes were used to render a better learning experience. Learning management systems like Google Classroom, Edmodo and Moodle were effectively used in online language education. Video communication tools like Meet, Zoom and MS Teams were used for interactive online classes. Websites like Podcasts, Online dictionaries, thesaurus, Google earth, travel blogs, and Magic board were used for students' engagement and language learning. Language activities like online spelling games, online pronunciation games, jumbled sentences, Students interaction, Quiz, Word finding, Dialogue delivery, Roleplay, self-introduction, listening and writing dialogues and assessment on listening, Verbal reasoning, Posting emojis, Statistical Surveys, Reading books, comics, Listening, speaking, Comprehension questions, Debate, Novel reading, Comics creating, Group discussion, Presentations, Verbal reasoning, logical

interpretation, Creating Comic strips from novels, Watching the video and writing the interpretation, Paraphrasing, Passage comprehension, listening activities, and LSRW Activities are used in an online language learning classes for effective learning and content comprehension.

Limitation

1. The study is limited to the Vellore region in Tamil Nadu focusing on ESL learners.
2. The survey is circulated only to higher education learners who are pursuing bachelor's degrees and master's degrees.
3. It only addresses the English language teaching and learning in pandemic period and the survey also collects various online modes in language teaching.

Future scope

1. Extensive research can be done throughout Tamil Nadu and India to address the challenges in online language education.
2. Research can also be conducted to measure students' attitudes towards other fields like science, mathematics, and engineering.

Conclusion

Online classes have both advantages and disadvantages in English language learning. The survey results show that online education is mode flexible, adaptable, convenient and it is easily accessible. However, it requires both teachers and students to have adequate technology and internet literacy, high-speed internet access for it to be capable of imparting quality education. Students affirm that they feel comfortable in online education and for knowledge building, online modes offer various applications and web tools for effective learning. Online education provides learner autonomy, but effective learning and comprehension are highly dependent on individuals. Learners affirm that online classes were interesting and keep them engaged in learning due to various applications, websites, and language activities.

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Appendix: Survey with Likert scale

English Language Activities and Learner Engagement During the New-Normal in India

1. Email
2. Name
3. Designation
4. Name of College/ Institution
5. What do you prefer for English language teaching?
 - Online teaching
 - offline teaching
6. Is it difficult or easy to use the virtual language learning tools like Laptop, Mobile phones, tablets, iPad, LMS, video meeting apps, android learning applications, etc.?
7. Did you miss the traditional offline teaching?
8. How often do you get so focused on language activities given in your classroom?
9. What is your engagement level during online classes?
10. My level of content comprehension during an online class is relatively high when compared to traditional classroom teaching.
11. I frequently turn on the laptop/system for attending online classes and for learning (e.g., writing/reading papers, reading, or seeking for information), but I always end up doing all irrelevant things like watching TV/YouTube, using Facebook other social media, reading/seeing magazines, or playing/visiting online games sites).
12. I often experience problems/issues in focusing/attention while attending online classes.
13. I will switch on the laptop/computer for learning and attending online classes, but often visit entertaining websites/blogs/videos or play games, watch YouTube, listen the news) instead of using a learning-based application.
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16. If I encounter difficulties while doing language activities like using the Internet to learn and write the language, I will unconsciously open other programs, websites, or use my smartphone.
17. I always try different learning styles/strategies to aid in effective language learning and to stay focused on online language classes while attending the online classes.
18. I have acquired and developed my vocabulary skills through English language activities and by attending online classes?

19. I visit sites/blogs/wikis or use laptop/mobile applications which are relevant in English language activity during my online classes.
20. I can study and learn the English language on my own with the help of online applications and tools.
21. I have developed my language competency and grammar through language activities that were given in an online classroom
22. I will frequently use dictionaries and thesaurus to improve my online content comprehension and language learning.
23. I have engaged myself in all the language activities during the online classes.
24. I am attending online courses in MOOC, Coursera, SWAYAM, and NPTEL for effective learning.

Descriptive Questions:

1. What are the attention strategies you use to engage yourself during the online classes?
2. What are the attentive English language activities that happen in online classes?
3. Which activities of the English language classroom have you found with less engaging?
4. What does the teacher do to make your class attentive?
5. Why did you miss the traditional teaching method?
6. What are the advantages of online classes?
7. List the technological tools that were used in your online classes:
8. List the English language activities that were used in your online classes:
9. Overall feedback about online classes

