

Responses of the English-Language-Teaching Community to the COVID-19 Pandemic

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Abstract

The global pandemic brought on by the COVID-19 virus has had a profound and disruptive effect on English-language instruction. To prevent the spread of the virus, teachers and students were required to suspend in-person instruction. This resulted in the widespread implementation of synchronous and asynchronous online instruction. Clearly, this period has posed significant challenges for both teachers and students, but it has also provided a rare opportunity to examine the potential benefits of online instruction in English-language education. This study, a systematic thematic review of empirical studies related to English-language teaching and the COVID-19 pandemic, identifies and analyses the most important knowledge generated by the English-language teaching community during the pandemic. It concludes with a discussion of the pandemic's lessons learned and potential areas for future research.

Keywords - English-Language-Teaching Community and COVID-19 Pandemic

Introduction

The global pandemic caused by the COVID-19 virus has had a disruptive and profound impact on every aspect of human life. It has affected where we can go, how we can get there, who we can meet (and how close we can get to them) and, therefore, how we teach and learn. At one point during the pandemic, over one billion students, representing more than 98% of the world's student population, were impacted by school closures mandated to stop the virus's spread (UNESCO, 2020a). As a result, teaching and learning shifted away from physical, in-person (or face-to-face) learning contexts to virtual, online learning environments. This has created significant difficulties for language teachers and students. They've had to cope with the individual and societal repercussions of the epidemic on their daily life and well-being (Macintyre et al., 2020). Although

English-language teachers and students have experienced many of the in addition to the same obstacles as their peers in other disciplines, there are issues unique to language. education.

Review of literature

One literature study has already been done, despite the fact that the epidemic has only been affecting education for a little over a year and a half at the time of this review. Akbana and others The research on emergency remote teaching (ERT) and ELT was evaluated by (2021). When instruction is temporarily moved online because of unforeseeable events like natural catastrophes or conflict, the term "ERT" is used (Hodges et al., 2020). It is referred to as online foreign language and second language instruction in this study for COVID-19. Akbana and colleagues' review concentrated on synthesizing publication information from the literature, including the research context and methodology, and analyzing the affordances and constraints of ERT reported in the identified papers. This thorough and organised analysis shows some important things about the new literature. Akbana and his colleagues, for example, found that the literature gave "neither a completely positive nor a completely negative picture of the effects of ERT for language students" (p.114).

It seemed to say that the need to do ERT caused to teachers' professional growth, like getting better at using technology, and to students' academic skills getting better. But the books and articles had several gaps. The bad effects of ERT may not have been talked about enough. Also, not many studies looked at how language lessons were taught during the pandemic. So, Akbana and his co-workers asked researchers to Check out how different ways of teaching online affect students. Their work gives us important information about how the ELT community reacted at first. to ERT. Since October 2020, however, more articles about the The COVID-19 pandemic and ELT reports have been made public. They cover a larger area. area, different levels of education, different ways to do things, and a wider variety of ways to teach online. So, the current review is necessary.

We thought it would be best for the community if we only looked at peer-reviewed studies in journals indexed by Web of Science and SCOPUS. Because of this, had to go through a strict review process. We hoped that this limitation would make the studies that were considered for inclusion more valid and reliable. The search for the literature was done on June 15, 2021. In the beginning, we looked for Web of Science and SCOPUS, two online databases, to find peer-reviewed studies published since January 2020 that had the keywords COVID-19, coronavirus,

and pandemic, along with each of the following terms: ELT, language teaching, language teacher, language learning, and language learning teacher. Learner of a second language, teacher training, TESOL, ELT, EFL, and ESL. So as not to miss anything – We did manual searches, especially for those that could happen because of delays in the database. During the review period, six journals were known to have special issues related to COVID-19. (TESOL Journal, SYSTEM, Foreign Language Annals, and European Journal of Teacher Education, Journal of Education for Teachers, and Asia-Pacific Education Researcher) and eight other top journals in ELT and/or computer-assisted language learning Language Teaching Research, TESOL Quarterly, ELTJ, RELC Journal, and Language Teaching Language Learning and Technology, CALICO, CALL, ReCALL). These searches by hand resulted in 10 more articles.

ELT has shown that technology can be the main way for teaching and learning to take place. The literature shows how teachers and students used digital technologies to teach and learn online in both asynchronous and synchronous ways. teaching. But it also shows that there aren't any models, strategies, or rules for teaching. available to teachers when they plan and carry out activities for language learning and sequences online. Even though we have a few anecdotes and some ideas for good practises, Most studies that have looked at how teachers do their jobs have been case studies. teacher or a very small group of teachers (for example, Cheung, 2021a, 2021b; Moorhouse and Beaumont, 2020; Yi and Jang, 2020). So, there needs to be more research to find out good online practises in English as a Second Language (ELT), with a focus on teaching skills like reading, Writing, speaking, and listening, as well as making and using tests, are all skills that are taught. Second, the pandemic has shown how hard, complicated, and varied teaching can be. in ELT online. At first, it was hard for teachers to change how they taught. The speed with which The change was a factor, but teachers' lack of skills for online teaching seems to have been a bigger problem. also played a part. Even though studies show that teachers got better at (Gao and Zhang, 2020) The "trial and error" method of online teaching was used during the pandemic. During this time, the way things were often done was stressful and probably isn't the best way to go forward. Instead, we need to learn more about the skills that are needed to teach languages online well. Even though scholars have come up with ways to divide the skills needed to teach languages online (Compton, 2009; Hampel and Stickler, 2005; Stickler et al., 2020), teachers' skills need to be understood in a more nuanced way. at different levels of education, need to do different parts of their jobs. different kinds of students and in different parts of the world. So, professional digital

competency frameworks need to be made for ELT that are specific to the situation. These should explain what the tech skills, teaching skills, and social skills that teachers need to have. How to teach well in complex and different face-to-face, online, and blended settings (Instefjord & Munthe, 2017; Moorhouse, 2021). The making of these frameworks must go hand in hand with a bigger focus on online teaching when training teachers. professional development programmes. We also try to get teachers involved in PLCs. reflective practise and self-study based on evidence to develop and improve their own and how their teaching teams work

In the first round, there were 267 articles that were found. In the second round, we read the titles and abstracts and threw out studies that had nothing to do with ELT and the COVID-19 pandemic. Also, we only included papers with hard evidence. After 103 articles were left after the second round. In the third round, we read every paper and got rid of the ones that didn't fit. We saw that some studies talked about the pandemic but didn't say much about it. Responses to it, but they were left out. Also, some studies looked at general teacher training or the teaching of languages other than English; these were the things that were cut. also left out. Lastly, a few articles that weren't written in English were excluded. The authors couldn't say for sure what was in and how good the papers in languages were. because they can't speak any language besides English. The final group of 55 papers that were looked at for this study is shown in Table 1. details and a short summary of what each paper is about and what it means). We read the papers again. and took out the following information: the month and year of publication, the country, the educational context, the research method, the study's goals, its main findings, and what they mean. The The first four parameters were clear and could be given as numbers (see Figures). 1 to 3 and Table 2) But the goals, results, and implications had to be carefully looked at. to find themes and trends and put them into groups.

The reviewed literature reports on English-language teachers' pedagogical responses to the dramatic and rapid changes necessitated by the pandemic and the associated challenges and opportunities for teachers and students. For most teachers, this meant a shift from in-person instruction to fully online modalities. The literature highlights the swiftness of this change and documents that teachers were generally inexperienced (Moorhouse and Beaumont, 2020; Moser et al., 2021) and ill-prepared (Atmojo and Nugroho, 2020; Marchlik et al., 2021) and struggled, at least initially, to reconceptualise and conduct language teaching online (Cheung, 2021b; Farrell and Stanclik, 2021). This rapid change, the wider effects of the global health crisis and concern

for students' wellbeing placed substantial stress on teachers (Macintyre et al., 2020). The literature suggests that the reconceptualization often involved trial and error and continuous adaptations as it became clearer that the pandemic would not be resolved quickly. Teachers tried new technologies and pedagogies, reflected on them, developed competency and adjusted their practices (Farrell and Stanlik, 2021; Gao and Zhang, 2020). Notably, professional development addressing ERT was limited (Sumardi and Nugrahani, 2021; Tafazoli, 2021), although some teachers developed professional learning communities (PLCs) (Chung and Choi, 2021; Cowie, 2021) or engaged in evidence based reflective practice (Farrell and Stanlik, 2021) to support their or their teaching teams' development.

Concluding Remarks

In this study, we have reviewed the scholarship on the ELT community's responses to the COVID-19 pandemic. This period has been immensely challenging. As we read the articles, we were amazed by the resilience and innovation shown by teachers and students as they adapted to new ways of teaching and learning. This review has presented the salient themes treated in the literature and identified the gaps in our knowledge in the hope that others will continue to explore the impact of this period on the ELT community. The effects of the pandemic have been dramatic and are potentially long-lasting. The widespread use of technology for teaching and learning could fundamentally change the educational landscape. Indeed, as we begin to find ways to live with the virus, moving from the pandemic to an endemic situation, new technologies and pedagogical model have begun to be conceptualized and adopted. For example, hybrid teaching, also known as flex, through which students can synchronously join a class remotely or in-person, is becoming common in certain contexts. This presents new challenges and opportunities for ELT. Scholars must explore this rapidly evolving field, while at the same time remembering lessons learned from our collective experiences and responses to ERT in ELT since the beginning of the COVID-19

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