The Trends of English Language Teaching After Pandemic Covid-19: A Review of Second Language Acquisition Methods for Online Approach

[1]Mohammad Huzaifa Siddiqui, [2]Zeeshan Memon, [3]Nouman Zafar Jatoi,

[4]Tahreem Akhter Surahio

[1] PhD Scholar, Universiti Malaya, mohdhuzaifasid@gmail.com

[2] Institute of English Language and Literature University of Sindh Jamshoro, Pakistan., zeeshanmemon96@outlook.com

[3] M.Phil. Scholar, Institute of English Language & Literature, University of Sindh, Jamshoro, nomanzafar2k14@gmail.com

[4] Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Jalan Sultan Yahya Petra, Kaula Lumpur, Corresponding Author, tahreem@graduate.utm.my

Abstract

The study pursues the shift of trends in English language teaching (ELT) as a second language after COVID-19 in Pakistan. COVID-19 has changed the world in various means, similarly, the teaching methods are also changed. This study encounters the problems ELT teachers and students face following the procedures of Second Language Teaching i.e., English language teaching during online classrooms. For example, teachers need professional training to tackle many students creatively. It becomes challenging for them to follow second language approaches to teach specific skills to students. Teachers can create a natural and motivational environment for the learners in online classrooms if the online classrooms are fully equipped with resources. The aim is to highlight where developed countries enjoy the advantages of online teaching and learning, Pakistan faces disadvantages and several challenges due to poor infrastructure of technology in education and internet unavailability. The study uses a quantitative approach. The questionnaires were distributed among 30 English language teachers affiliated with well-known government/ private institutes of Pakistan, Sindh region. They were given close-ended questions related to their teaching styles and methods in online classrooms for four skills. The responses were analyzed. The results outcomes some key facts as a priority and challenges for the development of a Second language teaching and learning via online approach. The results also emphasize that English language teachers have trouble teaching grammar rules via an online approach. The finding concluded that the online teaching approach requires a bundle of resources i.e., quizzes, PowerPoint presentations, online games, and samples of the writing and reading tasks for sustaining students' motivation for second language learning.

Keywords: Online teaching, Second Language learning, English Language Development, Approaches to Second Language Learning.

Introduction

English has been taught as a second language in Pakistani schools, Colleges, and Universities. It is the language of newspapers, social media, electronic media, and radio.

Acquisition of any language is a skill. Therefore, both students and teachers have to follow the right approach to get the desired results in the target language. It is the unforgiving reality that Pakistani language learners who have been studying English for more than 8 to 10 years cannot communicate

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easily. They mainly are students from the countryside for whom the English language stands as an alien language. One of the reasons is that public schools, colleges, and Universities lack modern approaches/trends for teaching a Second language i.e., the English Language. Technology has changed the dynamic of teachers and students since the introduction of technology-based class structure (Fatima, 2024). However, Pakistani teachers follow such outdated methods that cannot motivate students to be creative and become masters in all four skills of a second language (Warsi, 2004). After the pandemic, the legacy of teaching English has demanded a new scenario for teaching methods. Therefore, the study particularly targets English language teachers who teach English as a second language in different institutes in the Sindh region of Pakistan. It is to see how they perform after covid 19. What steps do they require for the growth of English language teaching via an online approach? This study deals with three-fold issues/problems namely: to enhance the major approaches, methods, and techniques used in English language teaching via online approach in Pakistan, another indispensable area of study is to discuss similarities and differences in the English Language teaching methods, at last this paper tries to attempt the methods used in Pakistan after pandemic Covid 19 via online approach.

Literature Review

English is an international language that signifies learning English, which means meeting the needs of our knowledge and success. The importance of the English language is unavoidable. Paik (cited in Nawab, A., 2012) states English is perceived as an indispensable tool to survive in the global economy; the demands for the English language have grown. English serves as a second language in Pakistan. Now, it has become the official language of Pakistan. Rehman (2001) has written many research articles on the English language legacy of Pakistan. He claimed that today English is taught almost in all schools and Education sectors of Pakistan. In support of it, Shamim (2008) controversially claimed that it is only the medium of elite and private schools in Pakistan. It is because Rehman (2001) reported that students from private schools are hired for high-ranking jobs because of their English language skills. Therefore, the English language is taught and learned in Pakistan for several purposes. In schools and colleges, it is taught as a language and literature i.e., Second Language and English Literature. But in different universities, it is taught as 'Remedial English', 'Functional English', 'English for Specific Purposes', 'Business English', 'English for Academic Purposes', 'International English Language' in the form of IELTS to the students of higher studies. After covid 19, the teaching of a second language has become a challenging task for the second language teachers. Wei (2014) cited that many sites are generated for teachers', and administrations' help because the pandemic has changed all aspects of life. They have trouble in various aspects including internet availability and the transforming nature of teaching methods (Schaffhauser, 2018). Davis (2015) has emphasized on development of teachers' learning new trends because it will have a positive impact on students' learning.

English Language Teaching and Approaches

English language teaching has always been in continuous change. Day by day; its demand and values increase evoking to generate or production of various methods; online teaching is one of them. The methods of teaching online are practiced in massive adaptations in language classrooms all around the globe. Researchers and linguists concentrate on different approaches, procedures, and methods to make online learning of a second language effective and successful. I will discuss here the methods of English language commonly followed by teachers while teaching a second language online and offline first. These are discussed one by one here. First is the grammar-translation method; one of the classical methods of English language teaching. Previously, it was initiated to teach Greek and Latin. Then it became the most dominant to learn foreign languages. Though it is a traditional method, however, its importance is undeniable because an explicit knowledge of grammar is crucial in many respects. It allows pupils to monitor their output. In addition, it helps to trigger the important process of learning and noticing new structures of language in their language input. The grammar

translation method is used to comprehend the rules underlying the sentence constructions, to analyze sentences in their constituent parts, and to generate new sentences based on the grammar taught (Dendrinos, 1992). Another is the direct method; the directed method was initiated in the 19th century. It flourished in the reaction to the grammar-translation method because the grammar-translation method was not that effective in making students use the target language communicatively to realize the communication gap. The direct method became popular. Third, we discuss here, is an audio-lingual method. The audio-lingual method was formulated during the Second World War in the United States of America. However, it evokes a sudden need for conversation in a great number of languages to speak fluently. The grammar translation method did not enable learners to speak the target language. So, there appears new paradigm shift in language teaching. This time more focus was on a drill. Richards Rodgers (2007) states that the objective of the audio-lingual method is to attain conversational proficiency in several foreign languages.

Fourth is Suggestopedia, Suggestopedia suggests that language can be acquired only when the learner is receptive and has no mental hindrances. It was formulated by Lozano in the 1970s and refers to the specific set of learning recommendations derived from suggested logy. It is concerned with the nonconscious influence that learners respond to. Furthermore, he believed that we are capable of learning much more than we think. He and his followers strived to present vocabulary, reading, and role plays in drama with classical music in the background and learners sitting in comfortable chairs. In this regard, they became '' suggestible''. Fifth is the silent way, The Silent Way was formulated by Caleb Gttegno in the early 1970s. It is a discovery learning approach. In this approach, learners are responsible for their learning and they usually encourage interaction. The teacher gives clues to the learners in the class. In the discussion, learners rested on the cognitive rather than the affective domain. Richard & Rodgers (2001) clarified that silence is considered the appropriate instrument for learning and learners concentrate on the task to be accomplished and the potential means for its accomplishment. It is a problem-solving approach to learning. Sixth is the community language learning method, Community Language Learning was formulated by Charles A. Curran (1970). In this method, attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the learners. The community language learning method is based on counseling techniques. Teachers are counselors who train learners to internalize language structures. The total physical response method was originated by psychologist James G Asher in 1970. Winitz (cited in Larsen Freeman D, 2000) says in the 1960s& 1970s research gave rise to the hypothesis that language learning should start first with understanding and later proceed to production. It is based on structuralism or grammar-based views of language. In total physical response, mental and physical involvement both are encouraged. The main principles of total physical response: This approach encouraged to presentation of language not word by word rather than in chunks. A relaxed atmosphere is preferable in order to lessen the anxiety of the learners. It suggests learning through observing actions and performing the actions spontaneously. The activities used in the classroom are imperative drills, role plays, and slide presentations. Communicative language teaching was developed in the late 1960s. It mushroomed in the 1970s. Its purpose was to create authentic language use. Linguists and researchers were discontented with foreign language instruction's audio-lingual and grammar-translation methods. They designed a syllabus to achieve the communicative goals of language teaching. The communicative language teaching approach was initiated when the traditional syllabus failed to improve learner's ability to use a language in real-life situations.

Techniques of English Language Teaching Approaches
This portion discusses the approaches generally followed in classrooms for English language teaching. I will discuss the general parameters to measure the approaches of each of the methods developed above. The grammar translation method is the first introduced method for teaching a second language in instructed classrooms. Now, it has received lots of criticism. Because it mainly

focuses on the translation of the target language into the learners' first language. The teacher makes the groups and asks students to memorize or cram the vocabulary and rules of the target language. After criticism of the grammar-translation method, linguists developed a monolingual method of teaching a second language i.e., the direct method. In this approach, teachers employ various techniques such as reading passages aloud, and performing plays or dialogues in target language learning, and also students are encouraged to answer the question in full sentences so that they produce new vocabulary of the target language. Along with the direct method, the audio-lingual method was also introduced in the 1950s to train the military forces to use oral language. The audio-lingual method requires more practice of dialogues. Moreover, language is first heard and drilled before being seen in its written form. Dendrione, (1992) states the goal of the lingual Method is to develop native language habits in students through a stimulus-response-reinforcement phenomenon. The techniques that Suggestopedia enhances is counseling and Learning is provided cheerfully and peacefully. The learners retain information from whom they have credence then they will be much more responsive to his/her deciding their limitations and suggesting how easy it will be to succeed. Furthermore, the learners engaged in such activities which are designed to help them learn new materials. However, these activities require dancing, singing, dramatizations, and various games. In addition, learners are not permitted to focus on the form of linguistic message rather than heeds towards communication. Students are encouraged to visualize; they are asked to close their eyes and they feel the situation described by the teacher. In comparison to it, the techniques that are followed in the Silent method are; Sound color chart, word chart, and Fidel charts. For example, On the word chart, colorful words are written for the learning of the learners. In the Fidel charts the teacher and learners, point to the color-coded Fidel charts so that students associate the sounds of the language with their spelling. In the sound color chart, the chart required blocks of color, each one representing a sound in the target language. In communicative language learning, the tape-recording conversation technique can be followed mainly. This technique is applied to record student-generated language as well as allows community learning to come about. The teacher gives the students the target language translation in appropriately sized chunks. Each chunk is recorded and the final tape is recorded with only the target language on it. In total physical response, the Teacher gives commands to learners to act because the action makes the meaning of the commands clear. The crucial technique of total physical response applied in the class is the use of the command. The series of commands are given in sequence. Whereas, community language teaching advocates the use of language materials authentic to native speakers of the target language. The teacher assigns learners newspaper articles to talk about the article. She also assigns the learners some tasks that require live radio or television broadcasts to make them familiar with real-life communication. Language games: in the community language teaching games are very often used. In this approach, role play as a technique is used to practice the target language.

Eclectic Approach
The English language teaching methods are followed in chronological order starting from the grammar translation method and reaching the Eclectic approach which motivates to use pluralistic approach to language teaching and yet linguists are in search of new methods. Gao (2011) said that the holistic and comprehensive nature of the eclectic approach challenges the teacher to ensure the classroom environment either fulfills learners' needs or not, also he/ she follows the lesson plan based on certain pedagogical rules and theories or not. Goa (2011) also observes that Eclecticism is the teaching method that combines all language skills. The Eclectic is a pluralistic approach, first used by Larsen Freeman (2000) and Mellow (2000). This approach was started because one method or approach is not enough to use because one method creates a sense of boredom among the learners so they may not learn in full spirit. Wali (2009) stated that principled eclecticism should not serve methods but learners. Thus, it is up to the teachers' discretion to choose procedures and techniques inside the classroom.

Methodology

This study is based on a quantitative approach. The participants were distributed with a Google survey form. The survey form consists of close-ended questions related to their experience of online second language teaching, the age group they teach, and the subject they teach via the online approach.

Sampling

I have chosen 30 second-language teachers from Pakistan for the data collection. They are affiliated with different institutes i.e., private and public schools, colleges, and universities. Figure 1 indicates the participants' ratio and affiliation. Tables 1, 2, and Figure 2 indicate the age group and subjects which are taught. The data is analyzed with a quantitative approach. Where I generated the result in percentages, ratios, and numbers.

Data Analysis

The selected responses from the survey form are inculcated in tabulated form.

Data Analysis of the Participants

Figure 1: Indicates the Participants affiliated Institutes
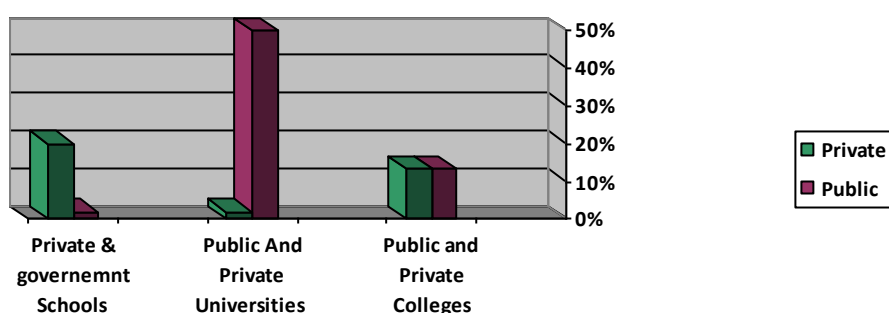
The participants who are English Language teachers in Pakistan, are affiliated with different institutes including government/public schools, colleges, and universities. 20% of teachers are from private schools, and 13.3% are from public and private colleges. The major ratio was from government universities which is 50%.

Table 1: Indicate ELT students' taught Age group

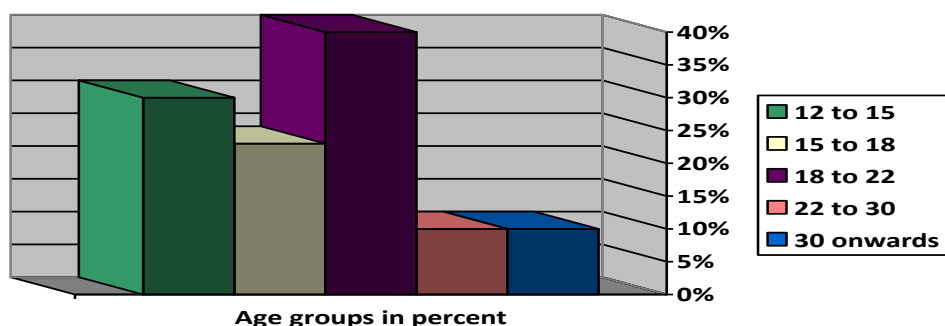| Responses of Second Language Teachers for The Age Group They Teach				
12 to 22 age group 18 to 30 age group	15 to 22 age group 22 to 30 age group	30 onwards age group	15 to 18 age group	12 to 15 age group 18 to 22 age group
1 Response	2 Responses	3 Responses	5 Responses	8 Responses

Figure: 2 Indicate the percentage ratio of the age groups taught by SLT

Table 2 Subjects taught by 30 SLT

S.NO	Subjects Taught and Responses.
1.	English as a subject (6), Remedial English (2), English Grammar (1), Compulsory English (1)
2.	Listening and Reading Skills (1), English as a second language, TEFL, Business writing, ESP (Law and Criminology) (2), English for specific purposes, Academic writing (1), Phonetics and Phonology (1)
3.	Sociolinguistics, Morphology and syntax, English - I, English - II, English - III
4.	English Literature (2010) for O-Levels, English Language (1123) for O-Levels (1)

Data Analysis of the Questions from the Responses

Table 3: Indicates the responses of Teaching Skills followed by SLT via Online Approach

| which method (s) do you prefer teaching writing skills online? Choose more than one.	Responses In % Total 100%	which method (s) do you prefer for teaching speaking skills online? Choose more than one.	Responses In % Total 100%
1. you bring samples and teach them with direct rules.	35.5%	1. you allow learners to memorize dialogues through mimicry.	9.7%
2. you provide samples and assign them writing tasks in groups.	48.4%	2. You mainly correct students' errors when they speak.	45.2%
3. You focus on literary texts, more emphasis on accuracy means errors are not allowed in grammar usage.	29%	3. you assign presentations to students.	61.3%
4. You focus on students' practice and reinforcement.	51.6%	4. you show videos related to topics and allow discussions	64.5%
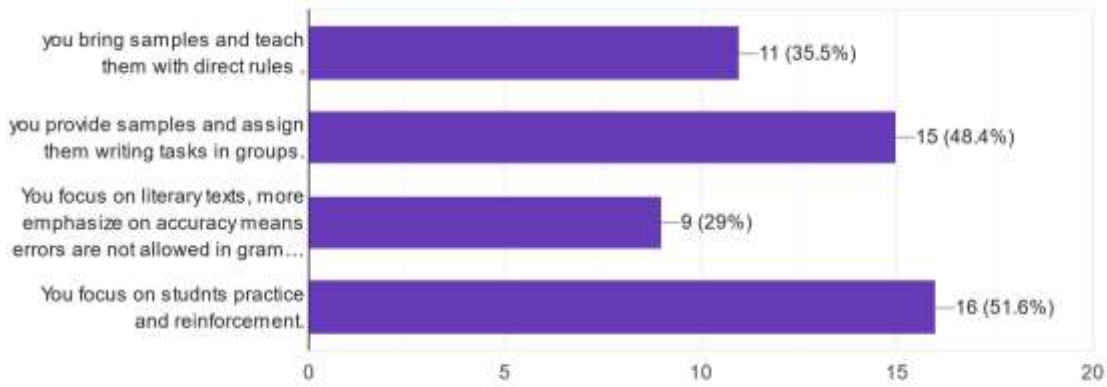
Figure 3: Data Analysis in Number and Percentage for Closes Ended Questions
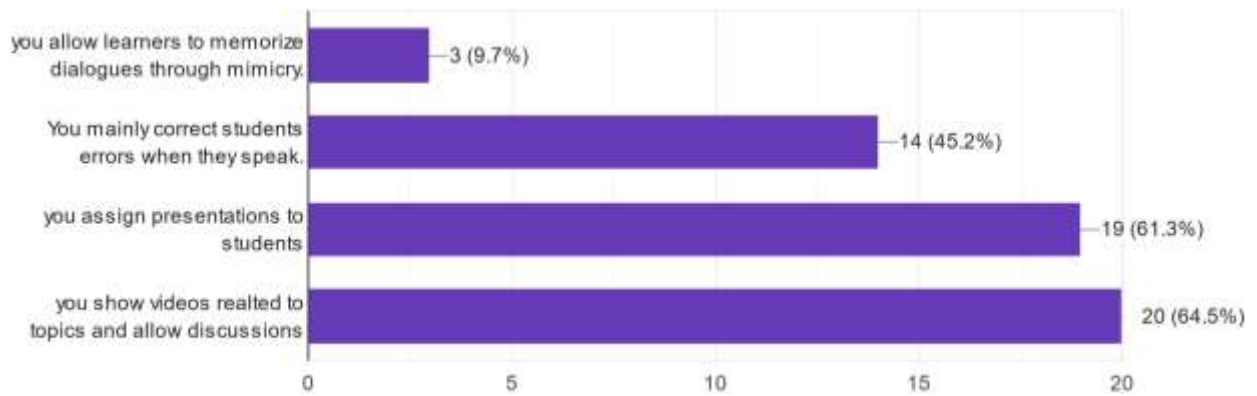Figure 3: Number and percentage of Responses of SLT for Teaching Writing Skills via Online Approach

Figure 3.1: Number and percentage of Responses of SLT for Teaching Speaking Skills via Online Approach

S. No	QUESTIONS FROM SLT	Sometimes % And (numbers)		Always % And (numbers)		Often % And (numbers)		Rarely % And (numbers)		Most of the time % and (numbers)	
1.	Do your student (s) understand the subject matter via online approach of language teaching?	Total 99 %	Total (30)	Total 99%	Total (30)	Total 99%	Total (30)	Total 99%	Total (30)	Total 99 %	Total (30)
		19.8 %	6	19.8 %	6	19.8 %	6	9.9 %	3	29.7 %	9
2.	Do your student(s) understand spoken instructions clearly via online approach?	13.2 %	4	23.1 %	7	9.9%	3	3.3 %	1	49.5%	15
3.	Do your students take an interest in quick quiz activities via an online approach in second language learning?	23.1 %	7	33%	10	16.5 %	5	6.6 %	2	19.8%	6
4.	Are your students actively involved in PowerPoint presentations via an online approach in second language learning?	36.3 %	11	16.5 %	5	19.8 %	6	9.9 %	3	16.5%	5

Table 5: SLT Responses for their trouble in Teaching SL via Online Approach

S.NO	Being an English Language Teacher, you have trouble in...	Responses in Numbers	Responses in % Total 200%
1.	Teaching grammar rules via online approach	7	22.1%
2.	Conveying lengthy descriptions of English via online approach	12	38. 4%
3.	Understanding the conversations in different accents via an online approach	6	19.2 %
4.	Teaching writing skills via an online approach	10	32 %
5.	Adopting some digital tools during the online classroom.	5	15.7 %
6.	Internet connectivity via online teaching.	20	64%
7.	Giving oral presentations via online teaching	3	9.7 %

Findings

The findings fall into three categories. The first finding of the research is about the subjects participants teach. The second is about the common techniques followed by second language teaching teachers in Pakistan via an online approach. Third is about what are the problems that second language teachers commonly facing in Pakistan? According to the findings of this research, Various subjects are taught via an online approach related to English language teaching. Private and Public schools of Pakistan treat English as a second language; a subject and offer English language and literature to the students of Grades 6, 7, and 8 who are underage 12-15. College studies in Pakistan offer English to learners of age 1-18 merely for their academic development. So, the courses they offer are limited either to grammar teaching for 'Good',i.e., Professional product of writing and

speaking skills. Higher Studies offer courses related to the career development of youngsters who can compete for global needs. Teachers teach English as English 1, 2, and 3 in different years of undergraduate. Also, they teach Business English and English for specific purposes to undergraduates of different fields. Every child must clear the assessment results with 'Pass' marks.

When it comes to teaching writing skills via an online approach, participants focus on practice and reinforcement. As the findings provide data 51.1% prefer practice and reinforcement in writing skills. It means 16 participants out of 30 responses say 'yes' to the option. For this purpose, 48% of the participants said that they provide samples and assign them tasks via online teaching (Indicated in Table 3). For speaking skills, 20 English language teaching teachers choose the option of, 'showing videos and creating an interactive classroom via an online approach'. The total percentage ratio is 64.5% as written in Table 3 and Figure 3.1. The other method they choose is PowerPoint presentations. It is also written in Table 3 and Figure 3.1.

Second-language teachers face a number of problems in teaching English via online approach in Pakistan. The topmost problem they indicate is internet connectivity. It may be because of load shedding of light in various states of Pakistan. They also face issues in teaching grammar rules and providing lengthy descriptions via an online approach. There is one positive outcome of the data analysis. Teachers responded that students most of the time understand the subject matter and spoken instructions via an online approach.

Discussions

English language teaching has taken a new turn for the teachers. The development of teaching methods is digitally oriented nowadays. It is marked as online learning now days after COVID-19. However, online teaching the assessments are conducted physically most of the time. This is like students attempting questions in their exams and writing down answers after detailed study on camera at home making English language teaching challenging for students as well as for learners in Pakistan. The scenario is more critical specifically for higher grades. After online learning, they have to appear in exams physically most of the time. Students in Pakistan are more oriented towards learning English for career development rather to take it purely a second language learning for natural scenarios. The learners' as well as teachers' objective is set. For them, teaching and learning English is for assessments and official purposes. Therefore, the development of English is limited and set. The curriculum is more focused on grammar teaching, also teaching lengthy paragraphs, and understanding the conversations in typical and official ways is the utmost priority and objective even in online classrooms. It is not completely biased but the crucial point is that the overall development is target-oriented. This makes learners shy, and full of anxiety towards learning English. Teachers can't make a natural classroom out of instruction that is if a teacher teaches English for a specific purpose, that specific purpose is not acquired but rather directed to be learned even via an online approach where students and teachers already are facing technical issues. Sometimes, they don't have internet. And sometimes issues in understanding the system. if it is business English, the course only focuses on official letter writing, and creating resumes, and the listening skills, speaking skills also reading skills of business are missed somewhere. It is because students have to appear in exams and they have something to write or to attempt. So, teaching writing skills via an online approach becomes quite tough for learners as well as for teachers.

Conclusion

This research provides the surface study of the development of the English Language via an online approach in Pakistan. The study is helpful for the researchers and curricular designers who are working on the population of Pakistan including the learners and teachers. The study has limits because it is conducted on a small population of 30 English language teachers from various institutes of the Sindh Region, Pakistan. So, it can be extended with recent questions and problems faced by second language learners and teachers. However, the systematic responses are very useful and

highlight the top most issues faced by teachers of second language via online approach. The study also highlights the teachers' need for resources for successful teaching through online methods.

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