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Research Paper

Issues Concepts and Trends of Virtual Teaching in Post Covid -19 Pandemic Period

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The emergence of the COVID-19 pandemic has required educators and students across all levels of education to adapt quickly to virtual courses. It needs a systematic way of applying psychological principles of human learning to create an effective instructional solutions. Before starting virtual courses it is obligatory to consider which methods and their corresponding learning environments would effectively engage and encourage students to attain the intended learning results. In other words, it is binding to consider what choices about the planning and implementation of the learning experience of teaching English language can lead to student success. Teacher make serious efforts to further utilize the computer power to serve education in post COVID scenario.

This study focused on the teachers' interesting strategies used in teaching English with e-learning classes during the COVID-19 pandemic. This study aimed at answering the following research questions: (1) What are the strategies on English e-learning classes during the COVID-19 pandemic (2) How do these strategies effectively engage the teachers in English online classes? This study scope with qualitative approach. Observation techniques are used to collect data. The outcomes show that The teachers use different strategies because the expected students engage differently, for listening skills the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a songs. So, these Strategies in teaching listening through online classes during the COVID-19 pandemic greatly helped to achieve and fulfil their learning expected outcomes.

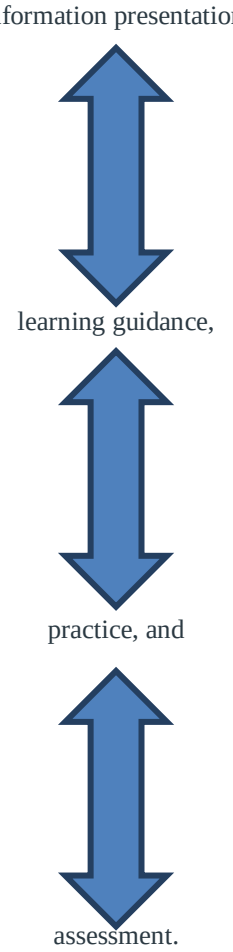
Learning foreign languages, especially English, has been used as a strategic tool and strategy for human resource development at various time in the history of education in this world

A major advantage in such environments is the availability of huge information on the different English language skills in the system that was sharable by teachers and students. The inventionof microcomputers in the late '70s made it possible for businesses, schools, andhomes to enjoy computing. The new small size computers were not restricted to text, but allowed colored graphics, animation, and voice. Input became possible through the mouse, touch screens, scanners, and microphones, in addition, to thekeyboard. Various forms of output became possible (in addition to the black-and white monitor) such as colored monitors, LCDs, colored printers, and speakers.

Niu (2020) stated that the first the new computers were stand-alone and information could not beshared, networking solved this problem. In the late '70s and early '80s Apple computers were the first widely available microcomputers that had most of the earlycourseware, only to be superseded by IBM-compatible computers that gained widepopularity and continued to grow its market share up to present day. Network technologies allowed PCs to communicate and share information and processing power. At first, Local Area Networks (LANs) were developed followed by theWide Area Networks (WANs), and then the Internet made of LANs and WANsstarted to grow rapidly. Today, millions of people use the Internet to pursue variousbusinesses, pleasure, and learning activities. However, a major setback in computer-based instruction is the unavailability of tools that make use of the new multimedia technologies to develop the software. Developers tend to glue togethervarious technologies to build the system and struggle to overcome the incompatibilities of software and hardware.

With regard to learning, there is an ongoing debate on the effectiveness of computers to facilitate learning. Research findings vary: some researchers report considerable improvements in learning levels through

the use of the computer as alearning medium, while others found little or no improvements. Many researchers believe that the benefits are attributed to the way computer-based instruction isdesigned. Alessi and Trollip (2001) emphasize that in order to facilitate learning in an efficient way, the process must include:



Information should be presented using verbal, pictorial, and/or textual representation. Skills to be learned must be modeled, especially the ones that involve following a certain procedure to carry out a task.

Another important approach is the use of examples to illustrate the applications of a concept, rule, skill, or procedure. Learner guidance can be implemented through interaction between the learner and the medium. The learner may answer questions about factual information, apply rules, principles in problem-solving activities, or practice procedural skills. The teaching medium observes the learnergoing through the lesson and corrects errors, as well as giving suggestions andhints. Practice sessions can be offered to improve the learners' speed, fluency, and retention. During these sessions the medium may observe and make short corrective statements. Ending a learning session with tests may prompt the start of a newsession. Finally, Yang,(2020, tests give feedback to the level of learning and quality of teaching. Intelligent programs must assess the learner's knowledge and must decide on theweak areas that need to be enforced. It should offer the learner the chance tocontinue using parts of the program to improve on those specific areas. Additionally, alternative modes of presentation, examples, and drills could also be useful andmay be more suitable to the learner.

Common types of interactive multimedia, as reported by Alessi and Tropllip(2001), include tutorials, hypermedia, drills, simulations, and games. Programs thatpresent information and guide the learner are classified as tutorials. Hypermediaprograms are more open-ended and allow the learners to choose their own pathsthrough the material. Drills are specifically designed for practice to gain speed,fluency, and retention. Simulations are more complex and can be used for directinstruction. In addition to information presentation, they guide the learner and offerpractice sessions. Games are used as discovery environments and may be combined with simulations and drills. They may be used to integrate learning across anumber of areas as is often done in adventure gaming. They can be combined withdrills and simulations.

Another important question we are often faced with is when to use computersto improve learning. Many believe it is more effective when other media haveshortcomings. Example situations in which computer-

based instruction can be useful is when the use of other means of learning are either expensive or dangerous,such as in the case of simulators to train pilots, when safety is in concern as inchemistry laboratories, or the need for 3-D and other computer effects that are notsupported by other media. Other reasons could be intended learners' special needssuch as visual or auditory disabilities.

In recent years the powers of computers have increased exponentially andthe technology related to developing multimedia systems is continually advancing.These advancements, coupled with that of network technologies, made it possibleto build virtual learning environments that can simulate real-life situations and provide a safe, controlled place to learn. Such environments simulate the real world,providing the students with the context for the learning process to take place. Theycan represent a virtual laboratory in which experiments can be conducted; virtualworlds in any time and place; or virtual office, plant, or store for a company. Theseallow the student to control the learning process, develop an ability to solve highlevel problems, make learning a personal experience, model the complexities anduncertainties of working in the real world, and can also accommodate a wide rangeof student learning styles.

Another newcomer to the world of education is the virtual university thatbecame possible with the advances of the Internet and the World Wide Web. Theseoffer the learner anywhere in the world a variety of courses and study programs that s/he can access and interact with in the comfort of her/his home. All realuniversity services and functions are simulated on the Internet so that no physicalinteraction will be needed to complete a program. Such a setup allows learning toreach any person, anywhere, at any time; facilitates group learning; and makes awide body of learning material timely available.

In recent years multimedia computing has expanded from being a researcharea to become a field of study taught in universities. It became important forstudents to learn the development and application of this technology in the field ofeducation and many others, and at the same time researchers continue to offersolutions and improvements.

In post COVID scenario many universities have started projects, written papers, and organized meetings and workshops dealing with the development of "virtual teaching."Analysing what is really done or meant with this, we may find the following activities:

- Teaching materials—programs, syllabi, courses, assignments, etc.—are postedto the intranet/Internet in a way that allows students to access them fromanywhere at anytime.
- All the course and teaching materials could be accessible by all branches of theuniversity and other partner universities in order to deliver them simultaneouslyto different students at different locations.
- Study programs could be as selectable and flexible, as they on one hand meetthe demands of quality education; on the other hand, they meet exactly theneeds and goals of the students.
- All university services and functions (such as administration, library, social life,meetings with staff and lecturers, cafes and so on) are simulated on the Internetso that no physical interaction will be needed any more to complete a study program.
- A central institution offers combinations of study programs or courses fromdifferent universities to create one's own curriculum (broker institution).

The above mentioned are just some representative features of a virtual teaching. They don'tclaim to be complete coverage of such features. In reality, VUs and related featuresprogress and change so dynamically that it is hard to make any ultimate list offeatures.

The Information Age and the ICT developments provided an opportunity fornew levels of multi-institutional, multistate and multinational collaboration to providepostsecondary education and training through existing and emerging global networks. Collaborating institutions can deliver modules, courses and degrees toindividuals and groups of learners who interact with faculty and with organizedlearning materials, in both real-time and delayed-time (asynchronous) modes. Thisenriched educational environment envisioned by many academic leaders is capturedin the phrase "the virtual teaching".

In our ever-continuing changing life due to COVID and ongoing technology application to allspheres of the life of the society, sustainable self-development is a key to competitiveness in the information age.

With application of new and modern information communication technology,more and more possibilities become accessible to each member of the society.Worldwide use of the Internet makes it possible for educators and learners to reacheach other without barrier of space and time. In its turn, it opens the door to continuingeducation, sharing experience and knowledge, learning as often as the moderntechnology demands for new and new skills.

Many virtual programs, at the present stage, serve only alimited population, which makes it unfair to state that they have reached the basicgoal, "learning anytime and from anyplace."

An important issue is recognition of diplomas and degrees achieved through"virtual system." There is a great distrust about the quality of education via"virtual programs." Concerning this issue, very little progress is made to grantrecognition of degrees awarded through virtual universities. Definitely, first of all,there should be developed, defined and established clear and sound criteria fordegrees to be recognized. Probably, there is also a

need for classification of fields,where students are allowed to get degrees, and fields where it is not possible tocompletely study via virtual universities—i.e., fields of study like medicine, biology,chemistry, etc., where virtual education is very hard, if not impossible.

Another issue is social justice. With total emphasis on ICT and Internet access,again education remains a privilege of children with better family income, support andtechnological awareness, especially in countries where the Internet is still treated asa privilege rather than a daily means of communications.

Very little is known about the number of students and employers who make useof online course offerings. However, individuals who are poor, minority and whoseparents are less educated have less access to the Internet either at home or at school;thus, disparity between those who can benefit from virtual education and training andthose who cannot is created. In addition to having limited experience with technology,traditionally underrepresented students may benefit more from the traditionaldelivery systems than the virtual campus .

As of yet, no one is regulating the quality and relative utility of each of theseproviders, and as such, whether or not virtual education and training truly "levels theplaying field" is yet to be determined.

Another serious issue is social, cultural and psychological aspects—how toprevent that distance learning will not cause further isolation of a human being fromthe society. Just recall your college years spent at a traditional university environmentand remember how much you have benefited from attending courses along withother fellow students; how much you have learned about various cultures, people and countries studying along with other fellow students from different countries; how youmastered teamwork through joint assignments and projects.

Though it should be also understandable that virtual teaching in post COVID era are demands ofthe time, it is dictated by tremendous demand for facilities and possibilities for adultsto participate in ever-lasting education without disrupting from industry.

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