Online learning: A comparative analysis of teachers' perceptions of the academic transition before and during the pandemic

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Abstract:

Around the world, the COVID-19 epidemic has had an impact on up to 1.2 billion young people (Li & Lalani, 2020. It has caused challenges to the world's educational system by interfering with student learning, disrupting assessments, delaying or cancelling public entry tests, and replacing students with inferior substitutes (Burgess & Sievertsen, 2020). In March 2020, the Indian government issued a nationwide order for lockdown, which resulted in the complete closure of all institutions and universities in India. In India, a big number of schools and universities have quickly adopted digital online learning platforms despite little forewarning and little past experience. Covid-19's online instruction and learning methodology has taken the role of the conventional Chalk and Talk (in-person learning) model (Bao, 2020; Dilucca et al. 2020; wang et al., 2020). Educators developed online content and resources that would be useful for many semesters to come as the pandemic spread, resulting in an ongoing demand for distance learning. The importance of examining and evaluating this forced change from the viewpoint of teachers, therefore, demanded research. This study investigates and encases the academic transition of traditional classroom to effectiveness of online learning on the academic discourse during the Covid-19 pandemic. In order to conduct the research, a questionnaire was circulated and interviews were conducted with teachers at select Gujarat State Universities and Colleges where the B.A. English course is taught. This paper presents the results of the comparative analysis of the academic discourse before pandemic and the effectiveness of online learning during the pandemic.

1. Introduction

Given that English is the most widely used language for communication, it is covered in almost every grade from kindergarten through high school. Nunan, Baird and Baird (2018), Deniz et al. (2016), and Nunan (2003) Since English has a long history of being a universal language (Li et al., 2020), teaching and learning it during a pandemic can be difficult. Numerous studies that examined various facets of emergency online teaching in a variety of subject areas and educational settings were conducted after the Covid-19 pandemic. Studies have examined how Covid-19 affects various facets of education, from science to geography, in the literature (see, for example, Schultz & DeMers, 2020; Naji et al., 2020). Due to the unanticipated nature of urgent online teaching, research has concentrated on a variety of educational topics, such as the accessibility of digital instructional resources and tools (Dhawan, 2020), the effects of the Pandemic on teachers (Talidong & Toquero, 2020), instructors' teaching practises, strategies, and activities (König et al., 2020; Mahmood, 2020; Noor et al., 2020; Rapanta et al., 2020 (Zhang et al., 2020). The current study attempts to compare the teaching methods employed before and

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after the pandemic. and the changes in their attitudes and behaviours during the COVID-19 pandemic are presented in this paper. The following are responses and perspectives provided by a total of thirty faculties from various colleges regarding their knowledge of online learning modes, resources, and software prior to the pandemic and changes in their beliefs and behaviours as a result of the COVID-19 pandemic.

2. Objectives
1. To evaluate the teacher's experience with online teaching.
2. To evaluate the effectiveness of online learning during the pandemic from the teacher's perspective.
3. To evaluate the pattern of assessment carried out during online learning
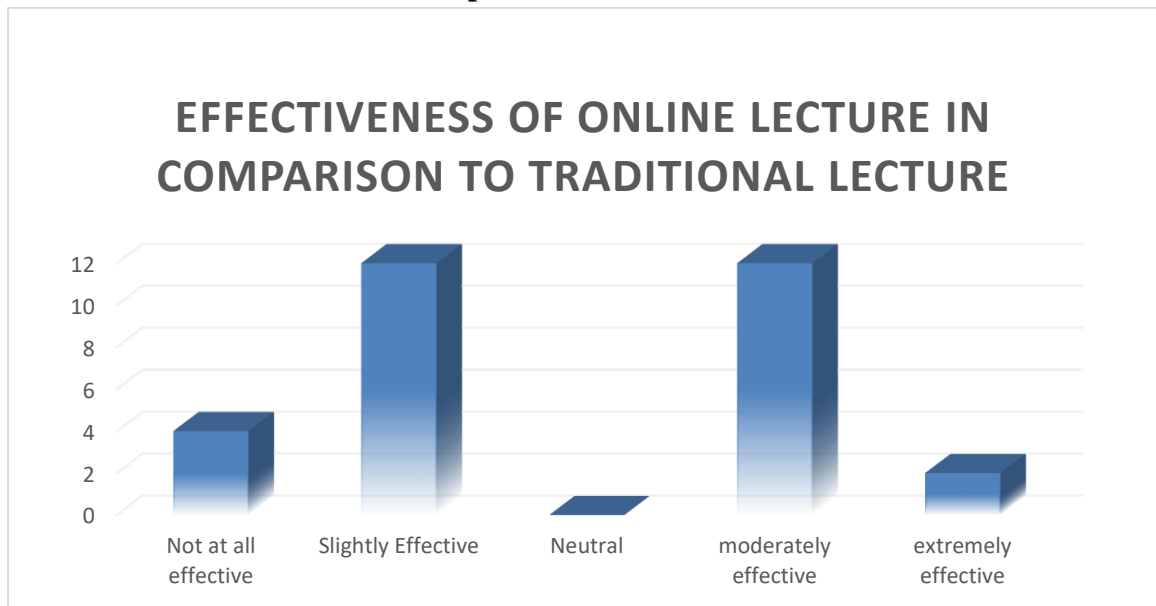
3. Research Methodology
Researchers are currently assessing the teaching and learning techniques used by different universities in Gujarat during the COVID-19 pandemic. To solve the problems associated with the research objective, the researcher employed the quantitative method. The data was gathered using a self-administered survey that was completed online and submitted to Google Forms via Google Drive. Thirty B.A. English teachers were selected from various colleges at Maharaja Sayajirao University in Baroda and Gujarat University in Ahmedabad. This paper presents the results of a comparative analysis of teachers' teaching strategies prior to the pandemic and the changes in their attitudes and behaviours during the COVID-19 pandemic. The following are opinions expressed by a total of thirty professors from different colleges regarding their teaching methods prior to the pandemic and the changes in academic performance and behaviour as a result of the COVID-19 pandemic.

## 3. Classes conducted before pandemic
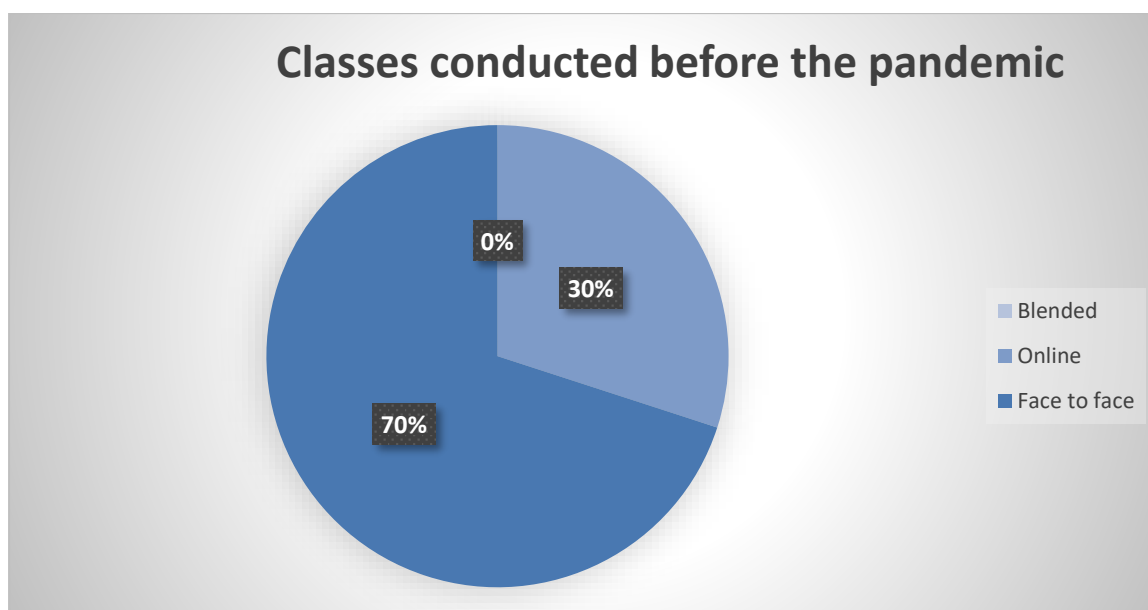
When respondents were asked where they held classes prior to the pandemic, 21 said face-to-face classes were held, while 9 said online classes were held. The pandemic hence gave a paradigm shift to the teaching- learning scenario.

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4. Effectiveness of online lecture in comparison to traditional lecture

According to the chart above, 12 of survey participants were satisfied with their skill level, while 2 were extremely satisfied. 12 were pleased, while 4 were disappointed.

5. Assessment systems during COVID-19
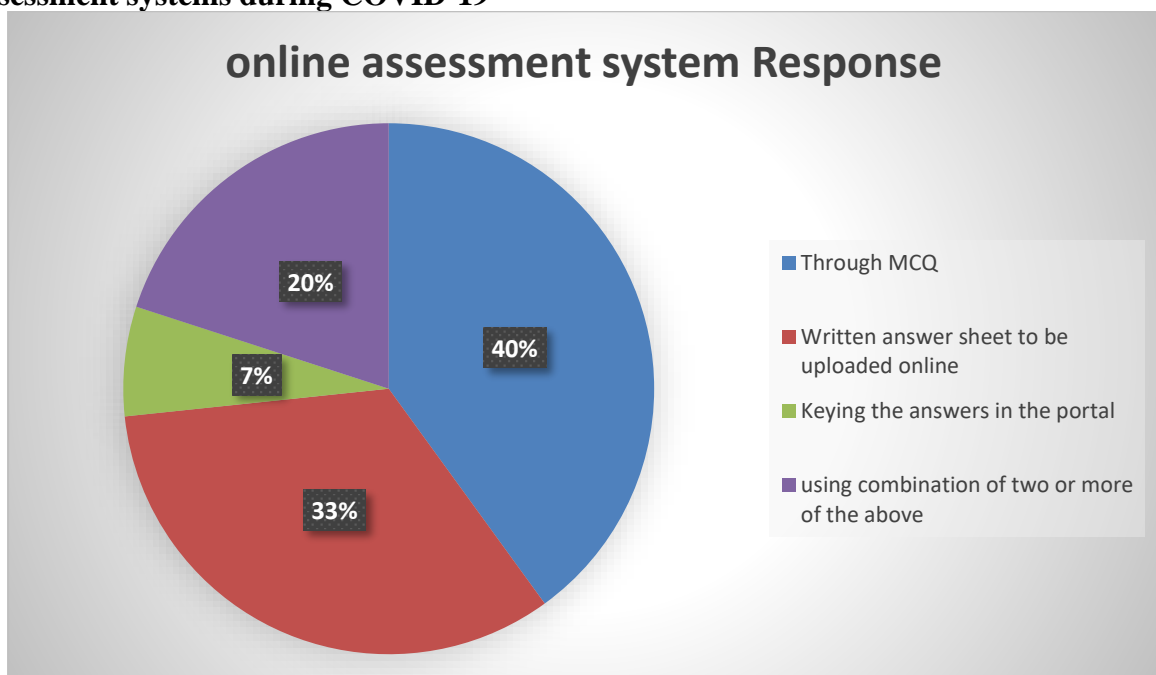
According to the above chart, the most common online assessment system used during COVID was the MCQ system. 40% said they used the MCQ system, while 20% said they used a combination of the system, such as a written answer sheet to be uploaded online or keying the answers in the portal.

6. Perception regarding the effectiveness of student's learning

Teacher's perceptive about student's learning with online learning highlights a majority denial when asked if they had constant internet access. Moreover, a majority of respondents disagreed when asked if their student performed better in online classes. Furthermore, when asked if online learning addressed collaborative learning faculties strongly disagreed. The respondents completely denied to the statement that their students performed better in online classes. The teachers' strongly disagreed to the statement that sufficient interaction could be had with them in online classes. The teachers majorly disagreed to

the statement that they were consistent in attaining interest and student participation in the online classes. When they were asked if high-quality learning took place without face-to-face classroom interaction, they strongly disagreed.

7. Conclusion

During the COVID-19 pandemic, when most countries were shut down, technology was a godsend because it allowed us to continue with our daily activities like work, school, and commerce. The current study's framework was the creation and adoption of teaching and learning procedures by English departments. The expansion of online teaching and learning has many unfavourable effects. Additionally, the way in which students are evaluated has changed, with more MCQ-based questions and an emphasis on classwork to homework ratios. Teachers learned that students faced a variety of challenges, such as poor internet connectivity, and that traditional classroom settings were preferable to online ones for concentration. Students are unable to interact with one another, their questions are answered less frequently, and there is no high-quality learning going on due to disruptions in their home environment and a lack of concentration in online classes. There could be a lack of self-discipline when it comes to teaching and learning. We can hence conclude that though online learning became a boon to the then disrupted academic discourse, it can never be as efficient as the face-to-face classroom. Hence, we can say that technology can never replace the academic dissemination of a teacher.

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