Is it Again a Traditional Classroom? An Investigation of Methods, Techniques and Teaching Aids Used by the ESL Teachers in Online Teaching

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Abstract - The COVID-19 global pandemic has disrupted the conventional way of teaching-learning process, so that the traditional classroom transferred into an online classroom. As a result, the ESL teachers were expected to integrate various digital multimodal texts to develop the language proficiency of the learners. The focus of this study is to investigate the methods, techniques, and teaching aids used by ESL teachers in online teaching to enhance the L2 acquisition of learners. This study was conducted using a sample of ESL teachers (N=50) in the government schools through snowball sampling and 20 randomly selected students who learned English from the teachers who responded to the questionnaire. A short questionnaire was administered with the teachers as a Google Form and focus group discussions were conducted with them. An interview schedule was used to collect data from the students. Data were analysed qualitatively and quantitatively. Analysis of data revealed that the majority of ESL teachers use teacher-centred methods in online teaching. Group discussions, group activities and peer evaluations were not implemented in the online teaching learning process. The majority of the ESL teachers were limited to the whiteboard, marker, and textbooks. Only a few ESL teachers used digital multimodal texts such as PowerPoint presentations, web pages, movies, cartoons, video language games, e-posters, and e-books. Based on the findings, it is obvious that even though the online platform provides various digital multimodal texts to facilitate the ESL learners, most of the teachers tend to use the traditional way of teaching English. In conclusion, it is recommended that ESL teachers should be better trained to conduct more successful online ESL lessons integrating relevant digital multimodal texts effectively.

Keywords: Online teaching, ESL teacher, Digital multimodal Texts

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