

**ENGLISH LANGUAGE TEACHING AND LEARNING BEFORE,
DURING, AND AFTER PANDEMIC: EXPERIENCES OF LECTURERS
AND STUDENTS AT THE ENGLISH EDUCATION STUDY PROGRAM
OF SRIWIJAYA UNIVERSITY**

A THESIS

by

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Magister Program of Language Education



**FACULTY OF TEACHING TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2024

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DECLARATION

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Certify that this thesis entitled “**English Language Teaching and Learning before, during, and after Pandemic: Experiences of Lecturers and Students at the English Education Study Program of Sriwijaya University**” is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commanded by the Ministry of Education of Republic Indonesia, Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, May 2024

The Undersigned,



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DEDICATON

This thesis is wholeheartedly dedicated to:

My beloved family who always endlessly loves and supports me.

MOTTO

“All good thoughts, utterances, and deeds are wonderful blessings”

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First and foremost, all praises to the Almighty God for His countless kindness and blessings so that I could finish this thesis as a requirement to complete my Magister Program of English Language Education of Sriwijaya University. Throughout this thesis completion, I also received endless support and assistance from many precious people which made this thesis possible. Therefore, I would like to express my sincere gratitude to:

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At last, I sincerely wish that they will always be happy, healthy, and blessed.

Palembang, May 2024

The writer,

A handwritten signature in black ink, appearing to read 'Fanny Tifano', with a stylized, cursive script.

Fanny Tifano

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ABSTRACT

As the COVID-19 pandemic unfolded, educational institutions worldwide were closed to prevent the transmission of the virus. As a result, teaching and learning activities that previously took place in person had to be conducted entirely online. As the pandemic receded, face-to-face meetings resumed. This sudden shift also occurred in higher education. Therefore, the present study aimed to: (1) investigate how English was taught and learned at the English Education Study Program of Sriwijaya University during three periods: before, during, and after the pandemic; and (2) identify the positive and negative changes brought by the pandemic to English language teaching and learning in the post-pandemic period. A phenomenological study was employed as the research design. Data were collected through in-depth interviews with eight participants including three lecturers and five students, observations, and document review. The findings of the study showed that the activities of English language teaching and learning in these three periods did not much differ. The most noticeable differences were primarily platforms and applications used to conduct classes. Additionally, the positive aspects emerged were the flexibility and efficiency of conducting classes (online, offline, hybrid, or blended) by considering both educators' and learners' availability as well as the enhancement of digital skills and knowledge. Meanwhile, the negative influences included students' laziness which led to passive participation in the classroom and over-reliance on the internet, such as using *AI* tools and *Google Translate* which resulted in cheating and plagiarism.

Keywords: *pandemic, English, teaching, learning, higher education.*

A thesis by Magister Program of Language Education, Faculty of Teacher Training and Education, Sriwijaya University, 2024.

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CHAPTER I

INTRODUCTION

This chapter presents (1.1) the background of the study, (1.2) the problems of the study, (1.3) the objectives of the study, and (1.4) the significance of the study.

1.1 The Background of the Study

The COVID-19 outbreak has influenced lives worldwide. The virus was first discovered in Wuhan, the capital city of Hubei Province, China, following reports of a cluster of severe pneumonia cases of unknown cause at the end of December 2019 (Lauer et al., 2020; Prompetchara et al., 2020; Qiu et al., 2020). Due to the rapid transmission of the virus, the World Health Organization (WHO) announced it as a Public Health Emergency of International Concern (PHEIC) on January 30, 2020 (He et al., 2020; Lauer et al., 2020; Wu & McGoogan, 2020), and subsequently declared it a worldwide pandemic on March 11, 2020 (World Health Organization, 2023). Consequently, measures, such as quarantine, city lockdowns, social distancing in public areas, and facemask usage mandatory were implemented to control the spread of the virus (Wang et al., 2021).

Education is one of the essential sectors affected by the pandemic. UNESCO (2023) claims that the COVID-19 outbreak has impacted more than 1.5 billion learners and youth globally. In any humanitarian crisis, school closures and educational disruptions are unfortunately common (Reuge et al., 2021). Therefore, due to the virus outbreak, resulting in numerous school closures, educational activities had to continue via online learning platforms (Clark et al., 2021).

As the pandemic affected education worldwide, Indonesia was not an exception. The COVID-19 pandemic indirectly caused a rapid and drastic transition in teaching and learning activities, necessitating lectures to be conducted online (Natalya & Halim, 2021). Consequently, most higher education institutions had to adopt online learning during the pandemic to maintain their operations (Yulian & Ruhama, 2021) and pedagogical practices (Muhaji et al., 2023). Hence, due to the

COVID-19 outbreak, the world of education has experienced three different phases of pre-pandemic, during pandemic, and post-pandemic.

Before the world encountered the COVID-19 outbreak, teaching and learning activities were commonly carried out in physical classrooms. Prior to the pandemic, lecturers always taught directly and delivered materials in front of the class, continued with class interaction and feedback, and usually ended with an assignment (Sujarwo et al., 2020). Accordingly, Ndlovu et al. (2022) noted that face-to-face learning was the primary method of instruction, allowing students to engage in-person with each other during and after classes.

On the other hand, according to Hart et al. (2019), virtual learning had expanded very quickly over the past 15 years. Moreover, Yükselir and Yuvayapan (2021) claimed that until the pandemic occurred, online learning had been implemented as a supplementary tool to face-to-face classes. Similarly, Nikade and Chukwudi (2022) argued that before the pandemic, Internet-Enhanced Teaching and Learning (IETL) had existed in advanced countries and had been applied to assist teaching and learning activities in universities.

Contrarily, during the pandemic period, educational activities were conducted entirely online. Virtual teaching and learning became the best option during the COVID-19 outbreak, as learners were required to study from home to avoid crowds as the media of virus transmission (Haryati & Andriani, 2022). Various online platforms were used to facilitate English virtual classes, such as *Google (Meet, Classroom, Drive, and Forms)*, *Edmodo*, *WhatsApp*, *Zoom*, *Schoology*, university online learning system, and others (Fitria, 2020). Additionally, e-learning websites, learning applications designed by educational institutions, and social media were also utilized.

As the pandemic has slowly faded, full-time online classes were gradually shifted back to physical classrooms. Face-to-face classes have resumed assisted by technology integration previously utilized during the pandemic (Khaerani et al., 2023). This phase appears to represent a new paradigm of more flexible educational activities, incorporating online education services from the pandemic period. Similarly, Rahmayanti (2022) mentions that, after two years of pandemic, several

higher education institutions are conducting hybrid classes to adapt to the post-pandemic era. Therefore, the integration of technology in education will continue to be employed in the coming period.

There are several previous studies conducted around the topic of the present study. Firstly, an experimental study conducted by Podoliak (2022), which lasted for one semester, consisted of three main phases: initial (preparation), educational (implementation of selected teaching approaches), and final (test results collection and analysis). The aim of the research was to compare three methods of teaching a foreign language in higher education—face-to-face, virtual, and blended—and to determine which method yielded the best result. The findings revealed that blended learning approach was the most effective among the three, based on the pre- and post-test results of three different groups. At last, the author argues that blended learning is proven to be an effective approach for teaching foreign languages in higher education.

Secondly, a qualitative research study conducted by Al-Salem and Dubois (2023) notes that English Language Teaching (ELT) has experienced significant changes due to the rapid adoption of remote and hybrid learning approaches during the pandemic. Based on surveys, observational data, and standardized test scores assessing learners' performance and teachers' effectiveness in remote and hybrid ELT settings, the study concludes that it is extremely necessary to recognize and adapt to the continuous impacts of remote and hybrid learning in ELT. This adaptation is essential to sustain high-quality instruction and foster a meaningful learning environment for learners by employing certain strategies for best practices.

Lastly, a library-based study conducted by Faridah (2022) argues that the shift from face-to-face to digital learning during the pandemic has created profound impacts on learners, educators, parents, and policymakers. By employing the Systematic Literature Review (SLR) method, the study systematically classifies the mentality of online learning, ELT challenges, and suggested strategies from pre- to post-pandemic, particularly in Indonesian context. These challenges are divided into four sections: technical, pedagogical, socio-economic, and institutional and governmental policies. Additionally, the study provides a clear overview of the ELT

reality from pre- to post-pandemic, serving as both a literature for EFL educators to improve their professionalism and a consideration for education stakeholders.

The main period of the COVID-19 outbreak, lasted for approximately two years and caused the sudden shift from face-to-face learning to full online learning, has brought significant changes to contemporary education, especially to English language teaching and learning. Due to the sudden circumstances caused by the pandemic, its impacts on education—particularly on universities, educators, and learners—became a primary interest for researchers (Coman et al., 2020). Hence, the current study was conducted because there were still limited research studies depicting the practice of English teaching and learning in the three phases of pre-, during, and post-pandemic in higher education, particularly those identifying potential changes emerging due to the COVID-19 pandemic within its practice in the post-pandemic period. The English Education Study Program of Sriwijaya University was selected as the site of the study since it is one of the higher education institutions experiencing the three phases of pre-, during, and post-pandemic now. Another reason is since the researcher is an alumnus, it offers great flexibility to reach students and lecturers to collect data.

The present study aimed to explore lecturers' and students' experiences regarding: (1) how English teaching and learning were conducted before, during, and after the pandemic period in terms of pre-, main, and post-activities, and (2) the changes emerged due to the COVID-19 pandemic that were brought to English teaching and learning in the post-pandemic period. Finally, the findings of the study were intended to provide a clear description of how English language teaching and learning were conducted in the pre-, during, and post-pandemic periods and to explore the changes in English language teaching and learning in the post-pandemic phase, in order to diminish the negative changes and maximize the positive changes to improve English language teaching and learning practice in higher education in the future.

1.2 The Problems of the Study

Based on the background of the study, the problems aimed to be explored were formulated into two research questions:

- (1) How was the English language teaching and learning at the English Education Study Program of Sriwijaya University before, during, and after the COVID-19 pandemic period?
- (2) What are the positive and negative changes, brought by the teaching and learning experience during the pandemic, to the English language teaching and learning in the post-pandemic period, at the English Education Study Program of Sriwijaya University? Why?

1.3 The Objectives of the Study

Concerning the research questions, the objectives of this study were to find out: (1) how English language teaching and learning at the English Education Study Program of Sriwijaya University were conducted before, during, and after the COVID-19 pandemic period; and (2) the positive and negative changes brought by the teaching and learning experiences during the pandemic to English language teaching and learning in the post-pandemic period at the English Education Study Program of Sriwijaya University.

1.4 The Significances of the Study

The present study was carried out to enrich literature for the educational field, particularly to improve English language teaching and learning practices in the post-pandemic period. Therefore, it is hoped that the findings of this study will be advantageous for lecturers, students, higher education institutions, and further researchers. For lecturers, this study may offer insights related to English Language Teaching (ELT) in the post-pandemic period, including pre-, during-, and post-activities, such as what teaching approach to employ and what applications or technologies to utilize. For students, this study may provide ideas to maximize their English language learning as they grow to be more active and autonomous learners in the post-pandemic phase. For higher education institutions, it is expected that the

results of this study may be useful for creating new policies or revising existing ones regarding teaching and learning activities in the post-pandemic period. For future researchers, it is hoped that a variety of related studies with novel research designs, instruments, and participants will be explored and conducted to provide more sources and insights for future English teaching and learning. At last, it is sincerely hoped that this study will be beneficial to all its readers.

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