STUDENT-CENTERED LEARNING STRATEGIES FOR ENGLISH FOREIGN LEARNING (EFL) DURING THE COVID-19 PANDEMIC

Supaprawat Siripipatthanakul[1],
Muthmainnah[2], Ahmad Al Yakin[3]

[1]Manipal GlobalNxt University, Malaysia/Researcher,
[2, 3] Universitas Al Asyariah Mandar/Faculty

e-mail: [1]drsupaprawat@gmail.com , [2]muthmainnahunasman@gmail.com,
[3]Ahmadalyakin76@gmail.com

Abstract

English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a second language (ESL). This systematic review incorporated qualitative document research and content analysis. Purposive sampling was used to look at the content of the papers chosen after a random selection of reliable and accurate sources. Sources from EBSCO, Google Scholar, Scopus, Web of Science, and ScienceDirect were utilized for this systematic review. The data indicate that English has a great reach and influence, and English is taught worldwide during the COVID-19 pandemic. Learners spend more time using social media to study English, and hearing is the skill that improves the greatest when using social media to learn English. Utilizing social media helps students acquire and practice new vocabulary words and reduce spelling errors. YouTube is the most popular social media tool for English language learners. This paper also looks at how vital to change and rethink strategies because English is also taught as a second language for recent immigrants to English-speaking countries, which faces particular challenges. After all, the students in one class may speak many different native languages.

Keywords: student-centered, learning, strategies, English foreign learning, EFL

INTRODUCTION

In most countries, education is the only sector that has been entirely digitized. During the pandemic, online education was the best option for continuing education, particularly in higher education. Due to the COVID-19 epidemic, the challenges and obstacles faced by English language learners (EFL) during the transition to online learning are examined (Mahyoob, 2020). In light of the availability of internet access, students should maintain a physical distance during a pandemic, and group duties are required to assist friends who do not have an online pulse or access. (Allo, 2020). During the Covid-19 pandemic, using online learning, particularly in EFL learning, produced numerous concerns for teachers, students, and parents (Efriana, 2021). Zoom, WhatsApp, and Google Classroom are the most popular learning applications. Internet connectivity and quotas prevent teachers and students from adopting online learning. Students and instructors alike desire face-to-face learning activities in the classroom. Students and instructors alike choose face-to-face learning activities in the classroom. Zoom, WhatsApp, and Google Classroom are popular learning platforms (Sukmawati et al., 2022). During the COVID-19 epidemic, the transition to online instruction has led to extensive use of social media in English language classrooms. During the epidemic, social media has affected the speaking skills of EFL students.

In light of the COVID-19 pandemic and the government's policy to use online learning, EFL teachers must implement online learning and its problems. English as a Foreign Language (EFL) teachers were asked to write reflections on their online EFL teaching practices and difficulties. Due to a lack of preparation and planning, online learning does not operate effectively. The implications for enhanced online learning are highlighted. Future scientific endeavours are directed and supported (Atmojo & Nugroho, 2020). Teachers' Attitudes are essential for understanding how they think, how to teach, how to change, and how to learn to teach (Zheng, 2009). Student-centered college instruction in terms of 1) the power balance in the classroom 2) the function of the course content 3) the role of the teacher against the part of the student 4) the responsibility of learning 5) the purpose and processes of evaluation (Wright, 2011). Teacher-centered instruction results in low language performance. In teacher-centered classrooms, the majority is performed by the teacher, and pupils are always passive absorbers of knowledge, preventing their educational advancement. This unfavorable link between teacher-centered instruction and performance has been scientifically shown (Emaliana, 2017). The teacher facilitates student-centered learning by focusing on students' needs, abilities, interests, and learning styles (Larasati, 2018).

Table 1
Comparison between most prominent 21st-century skills and more subtle but equally compelling capacities

Most prominent 21st -century skills	More subtle but equally compelling capacities
➢ Critical thinking	➢ Creativity
➢ Problem-solving	➢ Inventiveness
➢ Collaboration	➢ Resiliency
➢ Effective communication	➢ Empathy
➢ Global literacy	

Source of table 1 (Overby, 2011).

RESEARCH METHODOLOGY
Narrative synthesis is the process of evaluating related literature and synthesizing data from additional research, which often relies on words and text to clarify and explain the conclusions of the synthesis (Jaipong et al., 2022; Limna, 2022). Typically, qualitative content analysis begins with the methodical transformation of a significant text volume into a well-organized and short summary of immediate results (Siripipatthanakul et al., 2022). The data was collected from October 15th to December 25th, 2022.

RESULTS
Random sampling was the first stage and showed 21,900 articles that matched this systematic review. The second stage showed 25 papers that were selected for content analysis. This systematic review article summarized the importance of student-centered learning strategies

for English foreign learning (EFL). This essay combines a narrative synthesis with a thorough literature review. In addition, the following databases were searched and summarized from PubMed, Google Scholar, Scopus, Web of Science, and ScienceDirect by random sampling. Studies that explicitly characterized student-centered, learning, strategies, English foreign learning and EFL. Three separate reviewers reviewed search results, gathered data, and rated the studies' quality to summarise and report the findings.

DISCUSSION

Based on the new technology effort in education, English as a Foreign Language (EFL) instructors' views toward ICT is crucial. Teachers' perceptions of technology, their experiences with it, and the cultural conditions surrounding its introduction to schools impact their attitudes about technology and its subsequent proliferation in their educational practice (Albirini, 2006). Active learning or student-centered learning is a type of (grammar) language training in which the student is the focal point, and the teacher has a minor influence. On the other hand, teacher-centred or passive learning takes place in an environment where the teacher plays the central role. Teacher-centered paradigm is an industrial production in which the student is a "product" with "exit skills" or "outcomes." In addition, the learner-centered approach entails self- and lifelong education, which requires teachers to alter their conventional roles from tellers to coordinators and material consumers to instructional material providers (Nonkukhetkhong et al., 2006; Zohrabi et al., 2012).

During the Covid-19 outbreaks, teaching and learning were implemented online to avoid spreading the disease. Studying from home utilizing digital technology, as pushed by Education 4.0, became a pressing concern (Lengkanawati et al., 2021). Due to the COVID-19 epidemic, teachers and students have evacuated their physical classrooms and relocated to emergency distance education settings. Consequently, maintaining the quality of education has become difficult throughout this transformation. There is an effect of emergency distance education on the development of language abilities (reading, writing, listening, and speaking) among Turkish pre-service English as a foreign language instructor (EFL) (Kawinkoonlasate, 2020). As a result of Education 4.0's drive, digital homeschooling has become an important topic for further study. Technology has been used for many years to enhance the quality of language learning and instruction. However, the COVID-19 pandemic has pushed technology incorporation into various language learning environments. The abrupt transition to online education presented instructors with various new issues (Ghanbari & Nowroozi, 2021). A strong emphasis on the classroom and a limited internet presence characterizes English language instruction in Japanese colleges. Therefore, the transition to emergency remote teaching in response to COVID-19 was incredibly demanding for the English as a Foreign Language (EFL) teaching staff's ability to help one another through the use of various online aids and the formation of peer support groups (Cowie, 2021).

CONCLUSION

In countries where English is not usually a native language, there are two distinct models for teaching English: educational programs for students who want to move to English-speaking countries and other programs for students who do not intend to move but who want to understand English content for education, entertainment, employment or conducting international business. The implementation's effectiveness in teaching

English at the institutions remains controversial, as it may exacerbate difficulties already troublesome in traditional English education. Before the increase in demand for alternate learning methods caused by the Covid-19 epidemic, online language study was an increasingly popular and valuable language acquisition. As a technology that allows students to continue learning without undue danger of exposure to the virus, it has become the new standard for students worldwide. As a result of the increasing prevalence of online learning in reaction to this international calamity, it is now recognized as a powerful instrument and strategy that can overcome the inherent dangers and limits of on-campus education. Due to the availability of internet connection, students should maintain a physical distance during a pandemic, and group responsibilities are required to aid classmates who do not have an online pulse or access.

Students expect information and assignments to be explained in advance. The instructor's presentation of information and instruction for online education was not user-friendly. During the Covid-19 pandemic, online learning, particularly in EFL education, generated various concerns among teachers, students, and parents. Zoom, WhatsApp, and Google Classroom are the most widely used educational applications. Internet connectivity and quotas impede teachers' and students' adoption of online learning. Both students and instructors desire face-to-face classroom activities. In the classroom, face-to-face activities are preferred by both students and instructors. The prominent learning platforms are Zoom, WhatsApp, and Google Classroom. Online education was employed during the Covid-19 outbreaks to prevent the spread of the disease.

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