

# RETHINKING ENGLISH LANGUAGE TEACHING THROUGH TELEGRAM, WHATSAPP, GOOGLE CLASSROOM AND ZOOM

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## ABSTRACT

Teaching and learning have changed for teachers throughout the globe in 2020 due to the global pandemic. The decision to close schools and institutions of higher learning during the Movement Control Order (MCO) phase has caused novel challenges to teachers in confirming continuousness of the teaching and learning process. Teaching and learning process are just not confined within the four walls of a classroom but this process can be extended without being in the classroom. This study investigated ESL teachers' strategies on English Language teaching during the movement control order at selected secondary schools in Malaysia. A descriptive case study design was employed in developing the study. Eight ESL teachers participated in the study on voluntary basis. Open ended questions were given to the teachers through WhatsApp to obtain feedback regarding their teaching strategies during the Movement Control Order (MCO). Thematic analysis was used to analyse teachers' feedback obtained through the WhatsApp.

The findings from the study showed that the ESL teachers have resorted to Telegram, WhatsApp, Google classroom and Zoom as to engage the students in the learning process during the movement control order. Teachers used various Apps such as Quizziz, Padlet and Kahoot to conduct online assessment after the teaching process ends. The findings indicate that the teachers have good mastery and knowledge of planning, executing, interacting, engaging and assessing students based on the apps used for instruction. Other related findings namely problems teachers encountered engaging students through the apps used, anxious over finishing the tasks in a short time and students' attitude to cooperate were reported. The findings have some implications in terms of rethinking the English language teaching.

**Keywords**— English language teaching; mobile learning; ESL teachers, mobile communication apps

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## INTRODUCTION

The outbreak of the Coronavirus (2019-nCoV) has forced the government to close schools and institutions of higher learning during the Movement Control Order (MCO) phase. This has caused novel challenges to teachers in confirming continuousness of the teaching and learning process. The Coronavirus has also affected teachers' lives specifically anxieties and concerns for students as how to reach out the best strategies for distance learning. The Malaysia Education Blueprint [1] was developed with the hope to build a system that is critical for schools to enable teachers and principals to emphasize on their main business of delivering effective teaching and learning. One of the shifts focuses on partner with parents, community, and private sector at scale where by every parent has to support their child's learning through a parent engagement toolkit and online access to their child's in-school progress. In other words, the shift clearly states that in future, parents are expected to work more closely with teachers to improve their child's performance. This initiative is taken to promote adult literacy, ICT and parenting skills.

As stated in Wave 2 [2] of the Malaysia Education Blueprint [1], the need to accelerate system improvement namely ICT innovations especially for distance and self-paced learning has been mentioned and emphasized clearly. Teachers, parents, students and the community have work as a team to support and help the students flourish. The vital support extended would significantly influence each student's long-term success during the movement control order. Parents' involvement and partnership with the teachers can help strengthen to empower students' performance. Being at home is key in making the restrict movement order successful. But it is not necessary for the education to be bounded and limited to physical classrooms and tutorial specifically. Learning is a life-long, never ending process for students, teachers, parents and the community as a whole. Despite the outbreak of the pandemic, teachers can still reach out to students as we live in the digital era. Teachers are the mediator of knowledge and to transfer the knowledge to the students, teachers can continue to put in their effort in

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educating and developing the potential of the students by rethinking English language teaching. The movement control order should not be the reason for discontinuing learning process instead teachers can opt for alternative efforts in the form of utilizing virtual learning if possible or other learning tools in the form of Google classroom, Zoom, WhatsApp, Telegram and many others to leverage learning. Mastering English language has always been an issue among graduates and this is evidence and witnessed at the workplace in the Malaysian context. Traditional examination methods, curriculum content, teachers not proficient to teach English language, teaching and learning strategies have been expressed for the deterioration of the language and the recent one to be blamed would be the movement control order that has obstructed mastery of the language. The English Language Standards and Quality Council was introduced to assist elevate the standard of English in the country.

The Roadmap for English Language Education Reform in Malaysia [3] is a joint effort with Cambridge English and with the Ministry of Education's English Language Teaching Centre assigned to produce learners who are able to interact and communicate in English. CEFR was established to align international standard which also one of the elements in the Malaysia Education Blueprint [1] as an initiative to sustain the level of education in Malaysia.

### **LITERATURE REVIEW**

Teachers have to keep abreast with the latest rapid changes and far-fetched development in the information technologies and how these developments have impacted various fields of life. Today, teaching and learning demand the use of technologies. As a matter of fact, most of the learning institutions including schools have tried to adapt the teaching and learning process by integrating technologies in their subjects. English language is not exceptional instead has embraced the challenge to infuse technology for the purpose of meaningful teaching. Students have the access to their mobile phones and they can use this application in the educational settings. According to [4], some researchers have endeavored to attest the suitability and applicability of mobile learning as one of the ways to rethink teaching and learning. With technology, learning can take place at anytime and anywhere [5]. Technologies have positive impact in language learning for teachers and also the students. This is because technology equips the learners with rules and instructions to be adhered so that students can also access information that the teachers may missed during the teaching and learning process. Students are exposed to the wireless portable devices including MP3 Players, smart phones (iPhone, Android) that could help them to seek information needed for this generation. According to [5], mobile learning has the potential to be used for study related purposes.

English language teaching history language teaching includes face to face instruction where by the learners get the opportunity to meet their teachers in the classroom setting.

Next, is the distance learning education that depends on technology to support the learners and learning. According to [6], distance learning education relied on the print-based model of teaching and subsequently, multimedia teaching was infused with the practice of broadcast media, cassettes, and micro-computers. The third generation was on the new interaction communication technologies [7]. Distance education offers a range digital technology, digital libraries utilizing basic communication tools such as email, virtual learning and application of social networking. These are known as 'social media' and according to [8], it depends on unrestricted digital content that is controlled and criticized by the community of users rather than individuals. Teachers have been exposed to blended learning that requires face-to-face instruction and online. Blended learning is carried out to deliver an inclusive learning experience. For example, the teacher can provide the learners with a list of reading list or online resources that they can use and practice to widen their understanding of certain topics, or ask the students to go online to attempt discussion posted via online. The face-to-face instruction and online material are viewed as two modalities that complement one another. Teachers have also been exposed to flipped learning, in other words, it's also called as a flipped classroom. There is an equal gap between face-to-face elements and technology where learning is concern. Usually, in a flipped classroom, the teacher posts an online reading materials or tasks for the learners to read and explore before attending the class. Once the learners meet the teacher in the classroom, a debriefing session is conducted by the teachers before the materials posted are discussed and explored in-depth. Most of the time, the learners are expected to co-construct the knowledge learned online in the classroom.

The movement control order has forced the teachers the use the wireless technologies for the teaching and learning purpose. Not all the students can afford to have laptops except for mobile phones. Students come from different backgrounds, some are well to do socio-economically and some could not afford to have one. Mobile phones are well-known as means of revolutionizing education and can be used an alternative to transform within the four walls of a classroom into anytime and anywhere education. Mobile learning refers to the benefits a learner can gain when learning as it is not confine to any specific location. Mobile learning is just not limited to laptops but now it can be used with smartphones and tablets. One of the advantages of adopting mobile learning is that learners can learn at anytime and anywhere.

### **USING MOBILE FOR LANGUAGE TEACHING**

Mobile phones can be used for variety of purpose including personal use, to keep in touch with family members, for steering business, listen to songs, reading online materials, emailing, browse the internet, play online games and others. Teachers can use mobile for language

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teaching purpose [9] inside and outside the classrooms. The Text Messaging feature is special as it allows and promotes vocabulary learning. This is proven in a study conducted by [9] which showed that Short Message Service (SMS) text messages can be explored to receive and send out vocabulary items at spaced intervals accordingly that would increase student retention. For example, teachers can text the words students have been exposed in the classroom for students to recall and review so that students can study those words outside the school context. When teachers send out the words learnt in the classroom several times, chances for students to recall and remember would increase.

Teachers can use the Text Messaging feature to promote writing among the students. Many students dislike writing because they faced difficulty in expressing ideas, limited vocabulary and lack of ideas, and lack of interest in writing [10]. Students find writing a daunting and boring task due to the limited experience of the language and their failure to perform was due to insufficient development of the writing skills [11]. However, if students are to consider writing in a form of textual communication, then students would be more confident to write. Students prefer to update their status on social networking sites and this is obvious from the instant messages (IMs) sent by them. This indicates that students could actually write and share their views through the status updates. Teachers can cultivate and encourage students to write short essays through instant message (IMS). By doing so, teachers can make students practice shorted texts in order to develop their writing skills. One of the activities teachers can use via the instant messages (IMs) is the circular writing in which teachers create a group for the students to create story and each student is required to contribute one text message at a time. In the circular writing activity, each student should contribute by writing one or two sentences, this is followed by another student, who would then text and send another text and so on till all the students contribute their writing parts to complete the story. Teachers can use this circular activity using different genres of writing namely descriptive, narrative, instructions or report writing.

Teachers can use the mobile as a means to share audio materials. Mobile phones come with special features like Bluetooth, music, graphics and photos. Teachers can send worksheet and self-record the audio to explain the tasks to students' mobiles. Students on the other hand have to listen and follow up the instructions given as many times as they want. Students have the chance to pause, replay and rewind the audio shared by their teachers.

Teachers can use the mobile phone to assist them in teaching as well. Teachers can use the mobile phones to teach the grammar component. Teachers can instruct the students to use their phone apps to self-record sentences or conversations with focus on grammar rule. Teachers can also instruct students to work in pairs by assigning a task where by the students have to find and share a picture. Then, based on the picture selected, the students have to construct sentences using a target language structure. Teachers can

assign students to construct sentences based on Present Tense, Present Continuous Tense and Present Perfect Tense. Not only that, teachers can also post power point presentation in a PDF format that contains only pictures. Students have to select three to four words in order to describe the pictures. Teachers can use the mobile phone to practice dictation. Teachers can self-record a comprehension passage and let the students listen and then get feedback from the students on what they have understood of the passage. By doing so, the students get the opportunity to share with the teachers on their ability to comprehend the comprehension passage. Teachers can teach pronunciation using the mobile. Teachers can text students a recorded passage and instruct them to recognize the vowels, consonants or diphthong sounds.

WhatsApp and Telegram are free communication messenger apps that can be downloaded for free. WhatsApp and Telegram have great influence in the education world today. According to [12], language teaching and learning is incomplete with the integration of ICT in education today. The current trend that has emerged in the ICT world today is known as the social network. [13] defines social network as networked tools viewed that would permit people to meet, communicate and share views, interests and artifacts with each other. This social network platform has paved ways in terms of collaboration and communication between teachers and students. Almost every human makes use of the social network in today's millennium. Some view the social network as a source of learning and collaborating. There are a number of social networks to name for example twitter, face book, Instagram, snapchat that have been impressively well known in the communication world [14]. Today, WhatsApp and Telegram are free communication messenger apps have been used extensively by the teachers for teaching and learning purpose in the wake of the Covid19 virus. Teachers use the WhatsApp and Telegram are free communication messenger apps to post the tasks, notes, instructions and homework for the students to attempt from home. These apps are helpful due to the special features like videos, audio media message, text messaging and sending images or pictures to each other [15]. These two apps permit the users to send text messages to the teachers and their peers for learning purpose.

Google classroom allows teachers to form an online classroom space in which they can just not teach but also manage all the documents that they want the students to attempt. Materials are stored on Google Drive and it allows teachers to edit in Drive's apps, such as Google Docs, Sheets, and so on. What makes Google classroom unique is that the teacher and student interface developed and designed specifically intended for teachers and students to collaborate and make learning experience more meaningful. Teachers can also teach through Zoom known as a web conferencing tool. Teachers have been using Zoom to conduct their online classes, to interact with their students, post learning materials in the form of worksheets and handouts, conduct online meetings with other teachers to deliver key issues regarding

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teaching and learning or sharing resources, instruct students to share their presentation and at the same time, teachers can also provide feedback to students during presentation.

Teachers today can explore variety of online learning resources or tools to reach out to their students for teaching and learning purpose. For students who cannot access the Internet, teachers can opt for asynchronous distance learning at different places during different time. Teachers who opt for asynchronous distance learning would not meet the students face to face. Teachers can post their recorded teaching based on topics stipulated in the English language syllabus on YouTube for the students to access. Teachers can depend on technology such as email, video recordings, audio recordings and e-materials to ensure asynchronous learning takes place. This asynchronous learning makes students independent and self-motivated as they do not rely or depend for much guidance from their teachers to complete the tasks assigned. On the other hand, synchronous e-learning includes online learning that allows the teachers to interact with the students online on a planned and fixed time. This allows the teacher and students to interact face to face in real-time. Students in synchronous e-learning can pose questions to teachers and can get feedback to the questions asked instantaneously via instant messaging.

### **METHODOLOGY**

The study was a qualitative one as it was an attempt to understand human experience and describe the phenomenon under study from the perspective of the participants [16]. A qualitative case study focuses on holistic description and analysis of a single instance, phenomenon, or a social unit [16]. Case study research design was deemed suitable for the purpose of this study. For this study, the case study refers to eight ESL teachers teaching and learning strategies to develop students' language skills during the Movement Control Order, more specifically teaching that took place at a distance learning environment [17]. Eight ESL teachers participated on voluntarily basis to share their teaching processes including the tool they used to interact with the students. Eight teachers from a national secondary school in Perak, Kuala Lumpur, Melaka, Kedah and Selangor volunteered to be the participants in the study comprising eight female teachers. All the teachers are TESL (Teaching English as a Second Language) graduates with six to thirty years of teaching English experience. The teachers' actual names are replaced with pseudonyms, namely A, B, C, D, E, F, G and H to preserve their anonymity.

Most of the styles are intuitive. However, we invite you to read carefully the brief description below.

Table 1 Breakdown of teacher sampling

Location of school	Number of Teachers	Years of Teaching Experience	Gender	Age
Perak	2	Teacher A (6)	F	30
		Teacher B (30)	F	54
Kuala Lumpur	3	Teacher C (14)	F	38
		Teacher D (26)	F	50
		Teacher E (15)	F	40
Melaka	1	Teacher F (13)	F	38
Kedah	1	Teacher G (10)	F	34
Selangor	1	Teacher H (14)	F	38

The teachers were contacted through WhatsApp's to obtain information regarding their implementation on teaching and learning during the MCO. Open-ended questions were asked specifically looking at the teachers' role and responsibilities to ensure the effectiveness of the teaching and learning process. The document analysis in this study refers to the procedures involved in analyzing and interpreting the data generated from the examination of documents and records relevant to this study. The documents analyzed for this study were documents such as the students' task sheets, activities and the teachers' lesson plans. These documents were important to support the teachers' claim pertaining to their teaching and learning activities.

### **FINDINGS**

This section reports the findings on the eight teachers' pedagogical strategies to teach English language using different mobile applications and tools at a distance learning environment due to the Movement Control Order (MCO) announced recently. The findings were reported based on each teacher's preference and adoption of mobile application in the form of Telegram, Zoom, Meets, Google Classroom and WhatsApp.

#### **CASE STUDY 1 (TEACHER A)**

Teacher A who teaches in one of the schools in Perak shared that she has utilized whatever sources that her students are exposed too. Her school has allowed all the teachers including her to use any apps, online tool or mobile to implement teaching and learning activities during the MCO. She shared that her school extended autonomy to the teachers to use WhatsApp's, Telegram, Google classroom and Zoom as a means to ensure the implementation and success of instruction. As for her, she used Google Classroom to upload her teaching materials that include power point presentation on each lesson, her teaching videos, assignments designed for the students and also projects for students to complete. Besides that, she shared that she has used various Apps such as Quizziz, Padlet and Kahoot to conduct online assessment after the teaching process ends. She feels that by using these Apps and Google classroom,

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students can learn without being in the classroom at anytime and anywhere. One problem surfaced during teaching and learning online platform was her inability to use Zoom because not all the students could come and attend class online at the same time. Access to internet was also another problem she faced as some of her students come from rural area. She also mentioned that some teachers have used Zoom and it seemed to effective as it worked for them. Her school has instructed her and other teachers to implement online teaching right after MCO was announced which was the week after the school holidays.

### **CASE STUDY 2 (TEACHER B)**

Teacher B on the other hand has used Zoom to make online teaching and learning possible. Each lesson lasts for forty minutes. She shared that her school has sent out emails to all the parents informing them to carry out teaching and learning through Zoom. Students were informed earlier as to prepare them with the right tool to access Zoom including mobile phones and laptops. Many students could not use laptops because they could not afford to have one instead, they opted to use their parents' mobile phones. The school has prepared a schedule to be online designated accordingly based on the subjects and period allocated during normal school days. Parents were reminded to get their children ready ten minutes prior to the class lesson and after ten minutes, each teacher has been told to lock the meeting due to security issues. The teacher shared when she used the Zoom app, students could view and access teacher's power point slides and notes. At the same time, she shared that she could post PDF documents for students to download, save and attempt at their own pace or during the online learning. She liked the using the Zoom app because of the clarity of the audio that allows for maximum attention from the students. She mentioned that before she could begin the lesson online, she would remind the students to mute mic as not to interrupt the lesson. Students are allowed to unmute the mic when they have questions to ask, when they are called by the teacher to respond to her questions or when the students want to remind the teacher if any of the students have been logged out or offline or not in the call during the class. Students could share answer through the share screen and the teacher would then cross check if the answers are acceptable or not. The teacher said that after she has taught them, she would instruct the students to go to Google to continue with Kahoot and Quizizz to assess students' understanding on the lessons taught. The teacher added that students showed great excitement and were motivated to answer the questions posted online via Kahoot and Quizizz. Before she ends the class on Zoom, the teacher shared that she usually assigns students with some homework to be attempted during their free time. The teacher agreed that the COVID19 crisis has forced her and many of her friends to rethink about teaching that has to be carried out without meeting the students face-to-face which she found to be a very challenging task.

### **CASE STUDY 3 (TEACHER C)**

According to Teacher C, most of the teachers from her respective school has been using Google classroom, Zoom App and WhatsApp for the teaching and learning purposes. She further adds that her school has instructed all the teachers to have a WhatsApp group with the parents for communicating and relating matters regarding academics, extra homework and most importantly for interaction purpose. She also shared that the online classes through Google classroom, Zoom App and WhatsApp are doable to conduct home-learning sessions. Through the WhatsApp, the teacher assigned students some work and also quizzes. In return, the students abide the teacher's instruction by completing the work and will WhatsApp the teacher again upon completing the task or work given. The teacher shared that even if the students struggled to complete or they were unable to complete the work, they would still text the teacher through WhatsApp so that the teacher can explain again. So, all the students are required to join the class WhatsApp group created by the teacher. She also mentioned that she does not force or make it compulsory for the students to join the WhatsApp group. If the students are not interested to join the WhatsApp group created for learning purpose, they are free to withdraw and for those students who are interested and strive to learn, they will keep in touch with the teachers by joining the WhatsApp group. The teacher shared that she would teach to her best to acquaint students with knowledge albeit incorporating new online learning environment.

### **CASE STUDY 4 (TEACHER D)**

Teacher D used Google classroom, Zoom App and Flip grid to conduct her online classes. She shared that these online learning platforms were effective as she was able to involved as many students as could in the learning session. She also added that she would not want to create something bombastic for the students because she would not want to burden students with other constraints such as time, Internet access and speed and phone memory storage. She expressed what matters the most is the students' involvement and their participation in the online learning session. In order to make online learning success, parents played similar important role in ensuring their children are ready to attend the online classes with the teaching arrangement prepared by the teachers. Parents' support and cooperation play a critical role in helping both teachers and students succeed academically.

### **CASE STUDY 5 (TEACHER E)**

Teacher E shared the [www.ytlfoundation.org/learn](http://www.ytlfoundation.org/learn) effort to offer free mobile phone and 12-month YES 4G data plan for the B40 category students is an action that need applaud. Many students come from low socio-economic background and therefore they could not afford to have an android phone suitable for online learning. She shared that she conducted

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her online learning through Google Classroom. She usually posts the tasks for her students so that they could attempt it online. She also uploaded all her teaching and learning materials for her students to access, download, print and then compile or paste them in their exercise books. She conducts the online class for an hour. As for the assessment, she assigned students with some projects, mini research on current issues. She has instructed her students to participate in the Extensive Reading Programme where by each student will be assigned with a reading task for example story book, online stories, novel and short stories. Then, the students have to do a review based on the story they have read. After that, the teacher would ask them questions regarding the plot of the story, setting, characters and themes found in the story they have read. Also, the teacher mentioned that she has assigned students with genre of writing namely narrative, descriptive, imaginative, factual and persuasive. Students then must write the essay by following a proper essay layout by stating the thesis statement. Each essay written must have five body paragraphs. So, students must post their work in the Google classroom platform prepared by the teacher. She further divulged that she also used the Google classroom to conduct online tests and quizzes for her students. Google classroom has special features that allow the teacher to set time, day and date for the students to complete a task, a test or quiz. Students were reminded to complete the task assigned on Google classroom within the time frame given. If students failed to follow the time, then they would be logged out automatically.

### **CASE STUDY 6 (TEACHER F)**

Teacher F has used different apps to teach for different levels of students. Teacher F is proactive and creative in many ways. According to teacher F, she used the google forms to create quiz and worksheets for her students to practice. She has used the Google forms to conduct listening activities for her students. She shared that she has used Jamboard to conduct brainstorming sessions with her students. She explained that Jamboard is an interactive whiteboard developed by Google. She finds Jamboard very interesting activity as it could elicit views from the students. She shared that she used Jamboard task for her students so that she could get some feedback on the topic posted. For example, she mentioned that she would post a topic and set a time for her students to come online. She would give the instruction to her students to post and share three points on pros and cons of a topic. Once she has given the instructions, she mentioned that she could virtually see her students posting their sticky notes. As a teacher, she would decide on the colors, for example green for pros and pink for cons. Then, the students have to leave their initial at the end of their point delivered. At the end of the Jamboard activity, the teacher would organize the information shared and posted by the students into PDF. The teacher would then forward the students views posted on the Jamboard for the students to finally write out the essay.

Next, the teacher shared that she used the Telegram App to teach vocabulary and also conduct quizzes upon teaching it. She mentioned that Telegram App has the voice note that is suitable for speaking lessons. She further adds that when her students are on the Telegram App, she would give them instructions stating the time the students have to online. Students work four in a group for the speaking task. The teacher has spelled out that she appoints each student to speak and record for two minutes and after that the student has recorded, she or her must send out the recorded speech to her. Next, the teacher would compile all the four students recorded audio on the speaking topic and forward it to the students for them to listen to what their friends have shared. The next is Task B in which the teacher would be monitor as the students speak and respond to one another. The time given to the students is ten minutes so that the teacher could add up the voice note time frame and tell them how much time the students actually have spent. Once the discussion is over, the teacher would give feedback on their speaking performance. One of the weaknesses reported for using the Telegram App was for listening. When the student sends out the voice note immediately after the recording, the students who have listened to the friend's answer could not use their interrupt skills to disagree or agree. The students could just respond, reason and conclude. The teacher mentioned that she used Telegram App to conduct vocabulary quizzes. Usually the teacher snips out passages and highlight words. Based on the passage, the teacher would create quizzes using the Telegram App platform for her students to attempt. Students have to choose the best word that has the same meaning as in the passage. The passage given would give some hints on contextual clues. The quiz has answer and immediately after students have answered, they would be given the correct answer. The Telegram App allowed the teacher to track the number of students who have attempted the quiz. Not only that, the teacher could record students' names and the number of correct answers.

The teacher has used Google classroom to assign tasks for her students. The teacher used the Google form to give students reading, listening and writing tasks. As for the extend writing, the teacher mentioned that she would mark students' essays and later she would provide feedback to them. As for the report writing, the teacher shared that she would print the worksheets and personally message the students to give feedback. The teacher shared that the google form contains google sheets that is properly organized and helps her to collect her students' responses in a more organized manner. As for the reading and listening activities, the teacher usually carries out the activities in the form of quizzes. On the other hand, students can get the scores immediately for the reading and listening activities. The teacher shared that her students are very accountable towards their own learning and they always personally message her to ask for comments relating to their report writing task. Students always ask her questions as to why their analysis or synthesis levels in writing is not accepted. The teacher

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concluded she has used various apps and online learning tool to facilitate students' learning. She concurred that she has completed her teaching and now she is focusing mostly on practice session. She shared that she always shared and forwarded interesting and useful learning materials like videos on MUET to her students. The only problem she faced while implementing these online activities is just the lack of participation from some students. The teacher shared that she would not want to force or put pressure on her students who show lack of interest to participate online activities. The teacher expressed that she was aware of her students' low socio-economic family background that have hindered these students from joining the groups set for speaking activities. She also mentioned some issues which students would not share with her.

### CASE STUDY 7 (TEACHER G)

Teacher G shared that when the government announced the MCO restrictions, many teachers faced anxiety thinking how to conduct the teaching and learning process smoothly. She also mentioned that to ensure successful instruction, it all depended on the teacher whether she or he plans to carry out the teaching or not. She mentioned that she conducted her teaching and learning process through the Zoom App, Meet App and also the Google classroom. As for the Google classroom, she shared that she could invite all her students to be there. The Google classroom is quite flexible as it allows teachers to create variety of teaching materials for their students. She also mentioned that she realized some teachers did not put effort to conduct the online classes. According to her, there are pool of good students who could access for internet easily without any disruptions. These students need attention from the teachers and by developing good materials online for teaching, the students could benefit more.

### CASE STUDY 8 (TEACHER H)

Teacher H divulged that her school started the online teaching right after the MCO was announced. She did not waste time and really looked forward to teach online. Despite the lockdown, she mentioned that she has to prepare lesson plans on a daily basis as instructed by her principal and the lesson plans prepared are usually checked by the principal. She used Google classroom for all her classes. According to the teacher, she used the Google Meet App to assign students with some work and mark students work on producing videos. About ninety percent of her students abide the online teaching and only ten percent of her students would give lame excuses on not participating the Google classroom. She mentioned that she cannot force students who would not want to join the online learning session. Apart from that, teachers are also asked to join online courses to get the certificates for their continuous professional development. She also shared that teachers in her school interact with other teacher through the Zoom App and later the teachers interacted via the Meets App. She shared that she missed

school and preferred to work in school as compared to work from home because she shared it's not fun to work from home. She hopes to get back to school as soon possible to resume her teaching and learning for her students. She also shared that ten percent of the students who refused to participate for the online teaching were back to their hometown. These students have no access to the internet due to poor coverage and also, they have no access to books for revision.

The table below summarizes the teachers' online teaching approach during the MCO period.

Table 2 Breakdown of teachers' online teaching approach

Location of school	Online teaching approach	Years of Teaching Experience
Perak	WhatsApp, Telegram, Google classroom & Zoom Zoom	Teacher A (6) Teacher B (30)
Kuala Lumpur	Google classroom, Zoom App & WhatsApp Google classroom, Zoom App & Flipgrid Google classroom	Teacher C (14) Teacher D (26) Teacher E (15)
Melaka Kedah	Google classroom & telegram Zoom App, Meet App and also the Google classroom	Teacher F (13) Teacher G (10)
Selangor	Google classroom, Zoom & Meets	Teacher H (14)

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### Discussion and Suggestions

The feedback obtained from the eight teachers revealed that students are motivated by the use of Apps employed by the teachers. Mobile phones, computers, power point slides and internet permit students to access online materials instantly [18]. In the cases of all the teachers, it was obvious that the online tasks posted required students to respond and in return teachers have to provide feedback towards the tasks attempted. Analysis of the lesson plans submitted by the ESL revealed that it was important to state the learning outcomes to be achieved for the distance learning implemented during the closure of schools due to Movement Control Order (MCO). According to the teachers, the lesson plans designed during MCO were checked and endorsed by the school principals. This indicate the importance of the school authority to ensure continuity of teaching and learning during crisis such as the Covid19. (refer Appendix A). When the teachers assign students in respective WhatsApp groups, students automatically take charge of their own learning. This finding is supported by [19] who claim that when teachers resort to technology to teach English, the students are believed to be more motivated and would try to participate and connect with the teacher as much as possible. All the eight teachers agreed that technology and internet play an important role to ensure the success of the online learning. According to [19], technology has a vital role in the process of instruction and this could be enhanced by time through considerate planning, execution of teaching as to enable students to learn more efficiently. Teacher A and F utilized Telegram as a means to carry out their teaching and learning process. Both teachers agreed that Telegram to teach vocabulary and also to conduct quizzes upon teaching it.

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These findings are in line with [20] who agreed that Telegram engages students for a flipped learning and blended learning mode. [20] divulged that the features on Telegram allowed for incoming and outgoing message to appear on several times that would alert both students and educators to be aware of. Also, all the eight teachers conducted the online learning at a distance learning environment and this concur with [20; 25] who also propagate that learning process is just not limited within the four walls of classroom instead learning process can carried out even outside of the classroom environment setting. Teachers can still engage students in the learning process through Telegram. Telegram allows the teachers and students to interact without any borders, Students can post questions and get the feedback from the teachers [20]. Another interesting finding regarding using the Telegram to assess students' performance is also supported by [20] who shared that teachers can access and view all the postings and audio recorded on the phone. Teachers are allowed to conduct an analysis in terms of frequency each student has posted/responded. Not only that, each time when the student posts his/her comments on speaking or writing activity, teachers can also assess the student's work to monitor and assess his/her performance. In the case of teacher F who have utilised Telegram for speaking task, her teaching can be divided into pre-learning activity in which students have to understand the instructions and steps they have to follow. The next stage is that, students have to activate their schema to respond to the teacher of their understanding on the speaking topic assigned and finally when the students have completed Task A and Task B, they have to respond, reason and conclude. This finding is supported by [20] reported that students need the time to think and respond to the questions asked by the teacher. So, when the students are prepared with the answers, they would then share and post the feedback on Telegram. Telegram is a good choice to stay connected with the students because students could not meet the teachers due to the MCO restriction. In other words, [20] term this as blended learning as to the instruction would still take place synchronously and asynchronously in a distance and virtual learning environment. It is obvious that the teachers in this study have resorted to use different apps to conduct Quizzes (via Telegram, Google classroom), post open-ended questions, conduct speaking and writing practice, sharing power point and PDF materials via Zoom, Google classroom, Zoom and Telegram and also to make announcement on related matters of academics. These findings are in line with [20]. Teachers are proactive and creative in their teaching approach and have accepted the ministry's aspiration to maintain continuousness of teaching despite the MCO announcement. The ministry encouraged the teachers to use numerous online and suitable social media platforms to plan, execute and assign homework and assignments to students. As for the students who could not access the internet, teachers can still teach asynchronously by mailing the questions to the parents, give students the time frame to complete the work, or plan interesting activities that would require students to use textbooks, workbooks, activity books, review books, newspapers and other supporting materials where by the students will just sit at home and attempt the tasks without missing on learning. Teachers can post activities to assess students' mastery of the content via asynchronous learning [22].

The study implicates that teachers need appropriate training to use modern technology in English language

teaching. Also, the ministry of education must infuse blended learning flipped learning into the English language syllabus with a combination of modern technology as a way to develop students' language skills. Students who are from low income socio-economy background should be given English language teaching portal school-home connection to allow students to interact with teachers during times of crisis like COVID19.

It is important for teachers to embrace and keep abreast with the latest development in technology as to modernize teaching methods for English language. Teachers can explore various mobile applications that would enable them to connect with their students and not just adopt and depend on traditional methods of teaching English language. The special features on the mobile application or the apps allow students to send instant messages, audio-recording, storage capacity, use of videos and photos by default, attach icons and edit icons. Teachers can use these features as one of the benefits of technology for teaching purposes. Teachers can use technology to maximize students' learning and facilitate distance learning environment practice for teaching and learning. One of the main aims of utilizing the technology is to enable the students to participate and engage actively in learning the language and also as a way to inspire them to attain English language skills in an applied manner and practical way [23; 24; 27]. This could be achieved with collective efforts and support extended by the ministry of education, schools, communities and teachers to inculcate technology into teaching and learning [28]. When teachers are able to master and equip themselves with the last development in technology for instruction, they could also motivate and encourage students towards an active learning and mastery of higher order thinking ([21; 26]. In terms of future considerations, it is obvious that mobile communication applications will be fundamental to facilitate students' learning at a distance learning environment specifically to teach English. As such, intervention of technology would help in enhancing the teaching of English language and improve students' mastery of the language skills.

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