

Instructional Strategies for TEFL Online Learning

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Abstrack

The impact of the COVID-19 outbreak has led to the closure of educational institutions around the world, prompting the exploration of instructional strategies for online teaching in higher education. This case study develops effective online teaching methods without compromising the quality of student learning. Ideas for online education in developing countries, including maintaining the voice of the instructor, practicing vocal functions, and sharing resources before class, are considered. These strategies support improved student learning, with suggestions for collaboration between the Higher Education Commission and the telecommunications industry to address internet issues. Factors such as student feedback, flexible teaching and grading policies, and support from teaching assistants, play an important role in improving distance learning. TEFL certification is becoming an important component in job applications for teaching English abroad, offering the ability to teach English as a foreign language in various countries.

Keyword : TEFL, Online Learning, Covid-19

INTRODUCTION

A. Background of The Study

Educational institutes have closed worldwide due to the outbreak of COVID-19. The research paper explores different instructional strategies. These instructional strategies can help in implementing online teaching in higher education. The case study develops various methods for online teaching without compromising student learning. These methods will help in designing successful online study sessions. The study formulated different notions for online education in developing countries. It includes maintaining slow voice and practicing vocal functions by teachers. Furthermore, sharing resources before the class will help in creating interactive online classes. These strategies play fundamental role in enhancing student learning. The study suggested that Higher Education Commission should make collaborations with telecommunication industries. This will help in overcoming Internet-related issues. There are multiple factors that help in enhancing remote learning. These factors include getting feedback from students, offering flexible teaching and assessment policies. Recording online lectures and getting support from

teaching assistants are also vital features. These instructional strategies will serve as an excellent tool in running online classes.

A Teaching English as a Foreign Language (TEFL) certification is an internationally recognised qualification to teach English abroad and a critical component of your international teaching job application. TEFL (Teaching English as a Foreign Language): This will allow teachers to teach English in a country where English is not the native language.

DISCUSSION

A. Instructional Strategies for TEFL Online Learning

This section discusses different instructional strategies. These strategies will help in transforming traditional one-on-one learning to remote learning.

1. Voice and pitch management

One of the prominent features in online teaching is the voice of the teacher. Literature shows that effective communication between students and teachers is very important. Keeping voice pitch high and practicing vocal functioning like pauses, intensity variation is essential. In traditional class teaching, body language, eye contact, and physical gestures are significant teaching tools. However, in online teaching, teachers should focus more on their voice and vocal functions. A recent study suggests that speaking gently is beneficial for students. It helps students in writing essential lecture points (Bao, **2020**). It can be suggested here that universities should give training to their faculty members. Teachers should know about importance of maintaining slow voice and practicing vocal functions. This will ensure effective learning for students during online teaching.

2. Formulating teaching strategies to enhance online class interactions

Greater interactivity in online course will enhance the overall online class success rate. Literature depicts that more student and teacher discussion can result in higher interactivity (Townsend et al., **2002**). Online class participation can be one way of

enhancing student involvement in lecture. Moreover, discussing case studies and asking questions can result in higher student involvement (Smith & Diaz, **2004**). Thus, universities should arrange meetings with their colleagues. Through these meetings, devise them methods to develop more interactive online classes. Practicing these methods will encourage student presence and improve learning abilities. Teachers should prepare lectures beforehand and share case studies and questions with students.

1. Developing student learning abilities in online classes

Online classes are completely different from the traditional in-class lectures. In traditional in-class lecture, teacher feels more control over student behavior. To deal with this concern, study shows that teacher should devise different activities. Such activities which can enhance student learning skills in online classes (Bao, **2020**). Moreover, teachers should ask challenging questions from students during online classes (Smith & Diaz, **2004**). These practices will help in establishing better learning abilities for students. Moreover, these approaches will ensure that students are more focused in classes. Besides these, getting feedback from students about these online classes can enhance the capacity of online classes.

2. Teaching unit—think critically, practically, and creatively for online study success

Teaching staff should devise learning material, which is more creative. In other words, student should be offered with more innovative and practical work. Study shows that development of critically analyzing learning materials is difficult in traditional teaching method. Furthermore, thinking out of the box abilities is difficult task in traditional class settings (Persky & Pollack, **2010**). However, in online classes, staff can assign individuals with real world case study. Then, they can ask students to give their ideas and opinions. This will help in developing student abilities and enhancing online study success rate.

3. Transforming a large-class lecture course to a smaller modules in online classes

A big class lecture can be divided into smaller modules or discussions to ensure concentration. Teaching staff should prepare online classes materials of less than 30 min. This can be done by splitting a big single task into multiple small tasks

(Bao, 2020). This will help student to remain attentive and focused during online classes. Moreover, this strategy will help in improving student learning abilities in online classes.

4. Recording online lectures and providing self-learning material

Prior to the online session time, teaching support staff should send email. This email should contain all preclass specific reading material. Teacher can ask students to submit a short brief explanation of what they understood after reading the material during online session. This will help in improving online class discussion. Additionally, student will take part in answering questions if they have read the material already. Furthermore, students should be provided with online class recording. This recording will be beneficial for students who missed or did not understand any part of the lecture.

1. **Kinds of Instructional Strategies for TEFL Online Learning**

1. Synchronous Instruction

Synchronous instruction replicates live, traditional coursework as closely as an online class can. Professors adopt tools and online instructional methods that support real-time learning and discussion. Dr. James Groves, an associate professor of Engineering and the University of Virginia, discussed some of the benefits of synchronous instruction in an interview with OnlineEducation.com.

“We believe that a key element of education is intellectual engagement by students with others – faculty instructors, teaching assistants, and fellow students,” said Dr. Groves. “The live sessions offer the opportunity for student mixing, and we believe that the additional perspectives of the larger, more diverse student body benefit all of our students.”

When it comes to teaching online courses, technology matters. Instructional methods both depend on and inform how, and when, content is delivered Professors teaching large classes may find tools that allow student audio to interrupt lectures disruptive, and those that integrate live, two-way video at-will impractical. Technologies that allow instructors to maintain audio and video control while giving students a chance to ask questions and engage in discussion using a live chat

might offer a common ground. Asynchronous discussion boards are another, perhaps more structured means of addressing questions and discussions. Small classes, however, can often accommodate live, two-way audio and video, which provides an even more personal, classroom-like learning experience.

Professors teaching synchronous courses are not limited to just content delivery method: they can combine them with additional technologies to accommodate a wider range of learners. The following tools are just some of those that support real-time communication:

- streaming video platforms
- Live chats, individually or course-wide
- Web conferencing tools
- Telephone availability
- Virtual office hours

Each of these tools encourages live participation and interaction, though some online professors also capture and upload lecture videos and chat transcripts for students who occasionally miss class. Purely asynchronous courses, however, rely heavily on such materials.

2. Asynchronous Instruction

Online courses that allow students to view lectures, access materials, and collaborate with teachers and peers on their own schedule are called asynchronous courses. Lectures might be pre-recorded or presented on a program like Microsoft PowerPoint, perhaps with instructor voice-over. These delivery methods allow students to review and re-review lessons as necessary. These options could be quite helpful to students who cannot attend scheduled sessions, hope to minimize live group projects or discussions, or want to work through lessons at their own pace.

Programs that use asynchronous content delivery methods require a different approach to teaching—one that depends heavily upon the technologies used. As with synchronous instruction, characteristics like class size and instructor preferences can influence which tools are used in an asynchronous online classes. Many employ more than one technology, which could include the following:

- Downloadable pre-recorded lectures
- Microsoft PowerPoint presentations with or without voice-over
- Forums and discussion boards
- Email communication
- Google Drive and similar collaborative tools
- Tools for off-hour support, like virtual tutoring centers and virtual resource centers

Each of these delivery formats allows instructors to overcome teaching challenges, but few programs adopt just one approach to teaching. Professors pull from a much larger instructional toolbox. Teachers and students both benefit from knowing how various teaching methods work online, and in what circumstances.

CONCLUSION

This article established various instructional strategies for online learning. These instructional strategies can be practiced by higher educational institutes. These approaches will facilitate in delivering online education effectively. The case study was developed through analysis of Pakistani universities online education. First, teachers should maintain slow voice speech and practice vocal functions. Second, teachers should develop interactive online classes and share class materials. Third, HEC should make collaborations with telecommunication industries to overcome Internet-related issues. Fourth and fifth, teachers should enhance students learning abilities and get their feedback. Sixth, teachers should think more critically, practically, and creatively. Seventh, teachers should offer flexible teaching and assessment policies. Other includes setting up backup plans, transforming a large-class lecture course to a smaller modules, recording online lectures, and allocating teaching assistants. Moreover, this article is a tool to help higher educational institutes to run online classes smoothly. This study particularly focuses on developing countries. It helps developing countries in implementing and preparing strategies for remote learning. This study can help in a successful online teaching migration during outbreaks like COVID-19.

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