

Challenges Faced in Imparting Knowledge during Pandemic Situation

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Abstract

Education plays a vital role in improving self and shaping an individual's character. Teachers have been making much effort to develop the learner's knowledge. Notably, during the pandemic, teachers learned several technological tools to teach their students. They were creating video lectures for the learners to understand the concept better. In the learning process, mental power is essential to grasp the teaching content effectively. The pandemic situations gradually changed the mind of the students; their inner psyche got perturbed. Their approach towards learning becomes minimal because of their online examination and evaluation pattern. As they practiced this kind of pattern, they expected this to implement to come out with flying colors. Once back to the pavilion, bringing them into the actual classroom learning environment is complicated. Physically, they could not sit for long, and mentally and they could not concentrate for a long time. The above statement is very challenging for a teacher, who has to teach the lessons, complete the syllabus on time, understand within the stipulated time, and bring them back both physically and mentally to the class. Challenges are always there when the teachers face different types of learners in a single classroom. Besides, teachers have more responsibility to sculpt their inner psyche and maintain that to develop their learning.

Keywords: Challenges, Education, Inner Psyche, Pandemic, Teacher.

Introduction

Education is crucial in one's life. Educationalists take many steps and suggest several techniques to develop learners' skills. Second language learning took place before independence. During the pre-independence and post-independence era, educationalists and the government of India adopted several teaching methodologies to enhance students' language proficiency. Techniques adapted according to the requirements of the students and the changes that happened in the job market. Recently, the teachers' teaching with the help of technology to promote technical knowledge and get outer exposure. Yet, during the pandemic period, teachers were able to teach only through technology. They used e-learning tools for teaching, assessing, conducting examinations, and evaluating answers. Teachers used Google Gmail, Google Classroom, Whatsapp, Video Lectures, YouTube Link, Kahoot, Padlet, Mentimeter, Microsoft Teams, Webex, Google meets, Zoom, and so on to teach and facilitate them in the learning process. Teachers' are also aware of using new technology tools and updating themselves; because of this, the learners can learn many things. Video Lectures are highly helpful for the limited proficiency learners; they repeatedly listen until they understand the content.

The learners received innumerable materials, including audio and video materials. This technical support learning immensely helped in many ways during the pandemic days. Today Z-generation learners felt comfortable and happy to learn through technology. As they are using mobile, they feel good to know through technology. However, everything has two sides, like a coin. Though it helped a lot in learning in a pandemic, it also has disadvantages. Particularly, students in rural areas get poor internet, so they cannot regularly follow the classes. Sometimes, they could not attend the end semester examination too. In some cases, only one mobile or laptop with that two children have to study. So, it isn't very easy for the students and the parents. Some are in the position of not buying new mobiles for their children, and in India, we had an incident that a girl committed suicide because she could not attend the classes. In her home, three children have to study with one mobile, her parents unable to afford more than one. So the girl committed suicide. Like this, many tragic incidents happened in this pandemic situation.

Review of Literature

Challenges always occur in the teaching-learning process. Mainly, imparting language knowledge is the most challenging task for language teachers. There are a lot of challenges faced in the second language learning process. Generally, Students have fear, psychological barriers, family background, the vernacular medium of instruction, think about others' opinions; like this, many challenges have been facing the teaching second language classrooms. Pandemic days brought double challenges to the teachers as well the students.

Students were facing many difficulties in learning the text. Yet, technologies give vast support, problems occur. Lynch (2004) stated that MOOCs increased awareness of online teaching and learning, making the learners involved in education. Alturise (2020) studied learners' satisfaction with e-learning tools during the pandemic. The study found that learners' faced obstacles and challenges and needed improvement in the online learning applications. Coiro, Knobel, Lankshear, & Leu (2008) said that online applications and digital literacies need development and improvement for better outcomes.

Methodology

The study was conducted for the Second Year B.Sc Nautical Science cadets studying in Academy of Maritime Education and Training (AMET) Deemed to be University, Chennai, Tamilnadu, and India. They studied the first semester in offline mode during the year 2020.

During the transition of online classes, their experiences were observed and recorded through research questions. Forty cadets participated in this study and recorded their inner experiences of online classes.

- a) **Background study of the Cadets:** All the participants studied in CBSE till 12th standard. They did not experience online classes previously. They took offline or fact-to-face examinations. So, online classes are new to them.
- b) **Research Instrument:** Questions designed in Google forms and shared among cadets to get the experiences of the online learning experience, online tools used in the classes, problems faced during the sessions.

Research Questions:

- 1) Do you like to get materials from Whatsapp or Google classroom?

- 2) Did you face an unstable network during classes?
- 3) Are you able to follow the online classes?
- 4) Did you like the online tools used in the online classroom?
- 5) Which tool do you like the most? (Kahoot or Padlet)

The above questions are samples from the questionnaire, and the outcomes are discussed below findings.

Findings and Discussion

Research Question 1: Do you like to get materials from Whatsapp or Google classroom?

80% cadets like to get their materials from Whatsapp and 20% cadets like to get from Google Classroom. Whatsapp is very comfortable for them since they are using mobile regularly. So, they prefer Whatsapp.

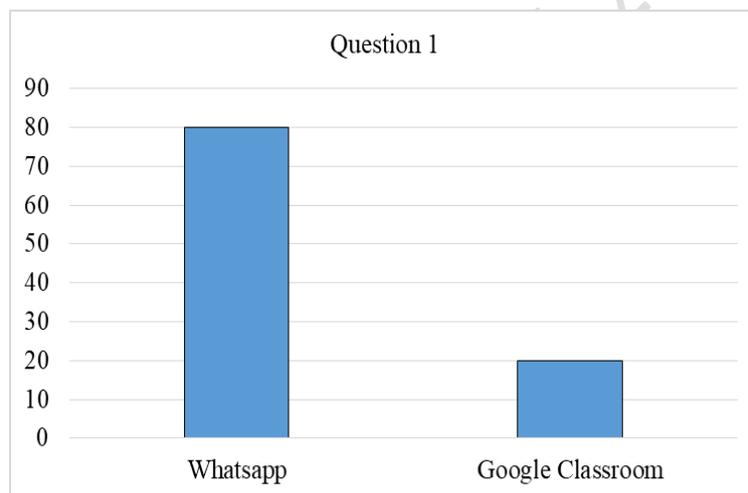


Fig.1

Research Question 2: Did you face unstable network during classes?

40% cadets received stable network whereas 60% cadets received unstable network.

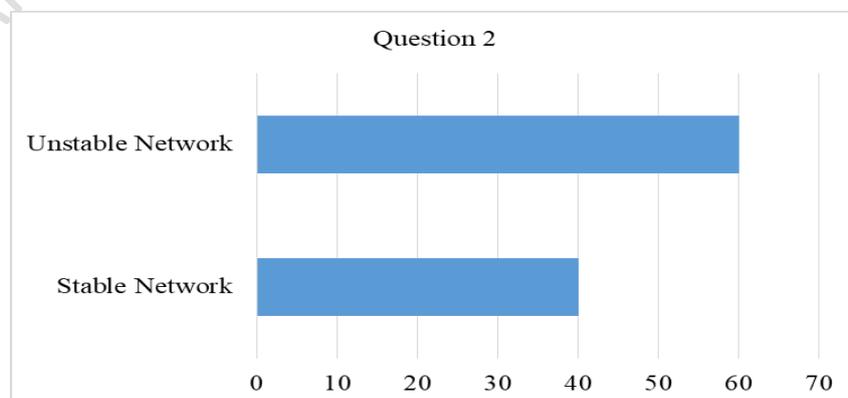


Fig.2

Research Question 3: Are you able to follow the online classes?

52% cadets said yes for the given question and 48% cadets recorded no for the research question.



Fig.3

Research Question 4: Did you like the online tools use in the online classroom?

91% cadets liked the online applications and 9% cadets recorded that online tools they did not like or not find useful.

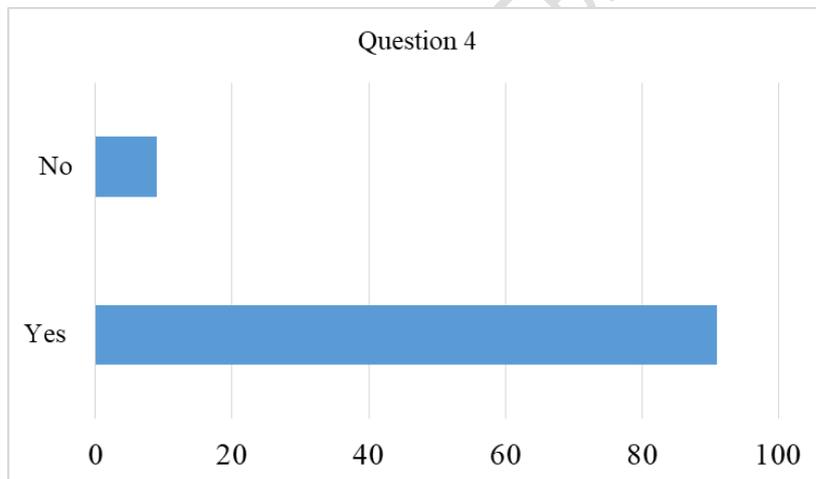


Fig.4

Research Question 5: Which tool do you like the most? (Kahoot or Padlet)

52% cadets said yes for the given question and 48% cadets recorded no for the research question.

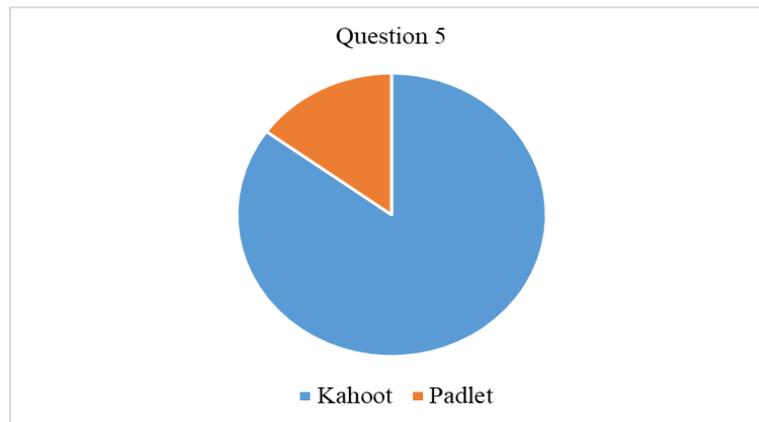


Fig.5

From the above responses, it is clear that students like to learn and try to follow the classes yet face technical problems, which was the obstacle for them in understanding the text. In addition, prolonged online classes also brought discomfort and laziness in learning.

Conclusion

This study explores challenges faced during a pandemic for (SLL) Second Language Learners. First, students' interest level gradually decreases because of the online classes. Then their online classes can be managed and motivated, but they keep on following the same for a year, bringing discomfort, laziness, less interest, and less involvement.

References

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