EXPLORING TEACHERS' CONCEPTIONS OF POSTPANDEMIC PEDAGOGIES IN THE ESL CLASSROOM

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Abstract

This presentation reports on an ongoing study exploring teachers' conceptions of teaching English as a Second Language (ESL) in a postpandemic era. Since early 2020, ESL teachers have continuously adapted their teaching to the various COVID-19 restrictions imposed at institutional and national levels, including emergency remote teaching (ERT), hybrid teaching, teaching with physical presence whilst adhering to social distancing, mask wearing and test-to-stay (TTS) protocols. While the disruption to teaching since 2020 is already reflected in emerging research literature, little is known about how ESL teachers may have changed their conceptions of teaching English since their return to the classroom and a new 'normal'. This study sets out to investigate the extent to which the experiences of the last two and a half years may have impacted ESL teachers' conceptions of teaching and how they may have developed their own postpandemic pedagogies based on principles of Technology Enhanced Language Learning (TELL). Using a sequential explanatory research design, an online survey was administered, and data collected from over 100 ESL teachers working in public and private education in Cyprus and Greece. Follow-up interviews were also conducted with a smaller sample of these ESL teachers to supplement the survey data. Preliminary analysis of the data suggests that although ESL teachers' conceptions of postpandemic language teaching are largely driven by professional and personal concerns, several attitudinal, conceptual, procedural and institutional conditions are identified as fundamental drivers in teachers' use of technology in the ESL classroom. It is argued that an essential part of the professionalization of TESOL involves understanding these conditions by encouraging stakeholders to conduct further research in their educational contexts with the goal of supporting institutions to develop more sustainable policies and pedagogies in this postpandemic era.

Keywords: COVID-19, English as a Second Language, Teaching Enhanced Language Learning, Sustainable education.