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FACULTY OF LANGUAGE AND COMMUNICATION
UNIVERSITI PENDIDIKAN SULTAN IDRIS

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APPRECIATION

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ABSTRACT

This study is aimed at how ESL teachers in Malaysian primary schools perceived and dealt with challenges while conducting virtual teaching and learning during the COVID-19 outbreak. To gain a thorough understanding of the research, this study used a sequential explanatory mixed method design. The sequential explanatory mixed methods design involved quantitative and qualitative approaches. For quantitative data, the response from 130 respondents who answered the questionnaire was used to analyse the data using descriptive analysis. The descriptive analysis involves SPSS statistics analysis of frequency and percentage. As for qualitative data, a semi-structured interview session with five ESL teachers from primary schools in Klang Valley was conducted. The data were analysed using thematic analysis in which prominent themes were identified. The findings showed that the majority of the primary school ESL teachers had neutral positions on virtual teaching and learning. Besides, it revealed that neither the teachers agreed nor disagreed with all of the statements. The teachers prefer physical classroom teaching and learning. At the same time, teachers were encouraged to conduct virtual teaching and learning in future. In addition, the study helps primary school ESL teachers overcome challenges and conduct effective virtual teaching and learning in a fun and engaging way. It also assists learners in engaging themselves in an interesting way to attend virtual classes in a conducive environment. The implication of the study is the majority of teachers had a neutral stance on the advantages of using online learning in ESL classes but mostly concluded that virtual teaching and learning are not advantageous for primary school ESL teachers or students. At the same time, teachers are also encouraging virtual teaching and learning in the future. So, ESL teachers in primary schools prefer traditional classroom teaching and learning as it is more effective and fruitful.

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PERSPEKTIF DAN CABARAN GURU ESL SEKOLAH RENDAH MALAYSIA TENTANG PENGAJARAN DAN PEMBELAJARAN MAYA

ABSTRAK

Kajian ini bertujuan bagaimana guru ESL di sekolah rendah Malaysia melihat dan menangani cabaran semasa menjalankan pengajaran dan pembelajaran talian internet semasa wabak COVID-19. Untuk mendapatkan pemahaman yang menyeluruh tentang penyelidikan, kajian ini menggunakan reka bentuk kaedah campuran penerangan berurutan. Reka bentuk kaedah campuran penerangan berurutan melibatkan pendekatan kuantitatif dan kualitatif. Bagi data kuantitatif, jawapan daripada 130 orang responden yang menjawab soal selidik digunakan untuk menganalisis data menggunakan analisis deskriptif. Analisis deskriptif melibatkan analisis statistik SPSS kekerapan dan peratusan. Bagi data kualitatif pula, sesi temu bual separa berstruktur dengan lima orang guru ESL dari sekolah rendah di Lembah Klang telah dijalankan. Data dianalisis menggunakan analisis tematik di mana tema-tema yang menonjol dikenal pasti. Dapatan kajian menunjukkan bahawa majoriti guru ESL sekolah rendah mempunyai kedudukan neutral dalam pengajaran dan pembelajaran secara talian internet. Selain itu, ia mendedahkan bahawa guru-guru tidak bersetuju dengan semua kenyataan tersebut. Guru-guru lebih suka pengajaran dan pembelajaran bilik darjah fizikal. Pada masa yang sama, guru digalakkan untuk menjalankan pengajaran dan pembelajaran secara talian internet pada masa hadapan. Di samping itu, kajian ini membantu guru ESL sekolah rendah mengatasi cabaran dan menjalankan pengajaran dan pembelajaran secara talian internet yang berkesan dengan cara yang menyeronokkan dan menarik. Ia juga membantu pelajar dalam melibatkan diri mereka dengan cara yang menarik untuk menghadiri kelas secara talian internet dalam persekitaran yang kondusif. Implikasi kajian adalah majoriti guru mempunyai pendirian neutral tentang kelebihan menggunakan pembelajaran dalam talian dalam kelas ESL tetapi kebanyakannya membuat kesimpulan bahawa pengajaran dan pembelajaran secara talian internet tidak berfaedah untuk guru atau pelajar ESL sekolah rendah. Pada masa yang sama, guru juga menggalakkan pengajaran dan pembelajaran secara talian internet pada masa hadapan. Jadi, guru ESL di sekolah rendah lebih suka pengajaran dan pembelajaran bilik darjah tradisional kerana ia lebih berkesan dan membuahkan hasil.

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LIST OF ABBREVIATIONS

CMCO	Conditional Movement Control Order
EFL	English Language Learning
ESL	English as Second Language
ICT	Information and Technology
LMS	Learning Management System
MCO	Movement Control Order
MOE	Malaysian Ministry of Education
RMCO	Recovering Movement Control Order
SPSS	Statistical Packages for The Social Sciences
VLE	Virtual Learning Environment

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CHAPTER 1

INTRODUCTION

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1.0 Introduction

This chapter provides a general overview of the study. It begins with the background of the study that describes the proposed study, regarding the virtual learning among ESL teachers in primary schools during pandemic COVID-19. Next, the problem statement is presented. This is followed by the significance of the study, the purpose of the study and the objective of the study. Additionally, the research questions, and limitations of the study is discussed. The operational definition is presented to explain the key concepts based on the context of the study and summary.

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1.1 Background of the Study

Especially with the use of information and communications technology (ICT) to better aid and support the teaching and learning process, the 21st-century revolution has brought about significant changes in the field of education. Worldwide education changes that will help students acquire meaningful and productive information, skills, and traits are crucial in the drive to improve education quality and close the global achievement gap. There is a great desire for a system that could equip all learners with higher-order thinking abilities and competencies, so the objectives of education are no longer limited to just teaching fundamental literacy skills (Anagün, 2018).

In an effort to transform the teaching and learning process into beneficial and progressive experiences for learners, many nations have begun to incorporate 21st century skills related to the current economic and social developments, such as collaboration, communication, digital literacy, citizenship, problem-solving, critical thinking, creativity, and productivity, into their curricula and education systems. Learning is now more student-centered than teacher-centered, and students have more possibilities to be independent and in charge of their own learning experiences.

These changes necessitate more opportunities for learners to use ICT; technologies that have no boundaries to knowledge and information, making knowledge and skills in using these technologies a basic necessity rather than a skill to acquire. Despite the vast and varied definitions of 21st century skills by researchers and educators, they generally refer to the skills as what is needed to cope with the current changes, especially in their focus on technology, digital work, and applications of knowledge

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(Anagün, 2018). A systematic literature review by Laar, Deursen, Dijk, & Haan (2017) discovered that digital electronic communication technology is the key factor in a 21st-century learning environment and it is necessary to get teachers to use technology in their classrooms. Hence, a few efforts have been made to incorporate the use of technology and implement online teaching and learning, including providing learning management systems (LMS) as platforms to administer and keep track of the instructional process conducted online.

Changes in our society and technological advancement result in changes in our education in which more considerations should be made for online teaching and learning. The fact that it has a lot of advantages is no longer debatable as quite a number of studies have shown significant proof, as discussed by Doghonadze, Aliyev, Halawachy, Knodel & Adedoyin (2020). This type of learning is known to be helpful in autonomous learning, less expensive than traditional education, more flexible in terms of time and location, and the list goes on.

Aside from that, many people around the world consider the English language to be the lingua franca and the most frequently used and spoken language (Yen & Mohamad, 2020). According to the justification provided by Staley (2005) in the article on English Language History, English is widely spoken and recognised by many people over the world, and the English language is the number one or predominant language in several of the international areas. As a result of the English language's importance and necessity in the current global technology, Staley (2005) also stated that adults and young learners travel between nations to study it. According to Kenneally (2007), among the 6,000 languages spoken by people worldwide, English is thought to be the

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most dominating and conquest-oriented language. This is supported by the fact that half of the population of the arena speaks ten of these languages.

According to the Malaysian Education Blueprint 2013-2025, English is considered a second language in Malaysia and the delivery of English language classes is enhanced by categorising learners based on their competence levels and upskilling all English language subject teachers (Ministry of Education, 2013). Listening, speaking, writing, and reading skills are all part of the English curriculum. Writing has long been seen as an important skill in English since it helps to improve vocabulary, grammar, thinking, planning, editing, and revising. The aspects of writing included generation, vocabulary, sentence structure, grammar, spelling, punctuation, and handwriting. According to Chappell (2011), writing also develops communication and prepares students for future work.

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Despite the fact that there are numerous benefits to conducting virtual learning classes, teachers, schools, and other educational institutions have different perspectives and challenges. In fact, teachers in particular are still struggling to juggle between the traditional teaching method and the virtual method. Therefore, it is important to examine teachers about the challenges in the instructional process as the virtual modality is a whole new level in pedagogy and almost different from the traditional classrooms, especially with the additional skills and abilities to master like ICT literacy, technical competence, pedagogical competence, and virtual yet prompt communication.

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Due to the unexpected closure of all English academies, universities, and schools due to the epidemic of COVID-19, English language teachers are needed as learners are increasing and have begun to encounter serious difficulties in acquiring and improvising their English language skills (Verawardina et al., 2020). This claim was made by Rahman (2020) to break the COVID-19 chain. According to Yen and Mohamad (2020), the decision to close all schools and discontinue using face-to-face classrooms resulted in a survival situation and acclimating to the "new normal." Even though there are ample studies have been conducted on perception and challenges in virtual learning, the measures to deal with them are missing in the research. This study contributes to filling the research gap by investigating the primary schools' teachers' perceptions and the measures taken to overcome the challenges of virtual teaching and learning among Malaysian ESL primary school teachers during the pandemic COVID-19.

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1.2 Problem Statement

During the COVID-19 outbreak, Under the Prevention and Control of Infectious Diseases Act of 1988 and the Police Act of 196, the Malaysian government has imposed a confinement measure called as the Restriction of Movement Order (Prime Minister's Office of Malaysia, 2020), also known as the Movement Control Order (MCO). The decree became operative on March 18, 2020, and it will remain in effect until September 20, 2021. The Movement Control Order (MCO), Conditional Movement Control Order (CMCO), and Recovery Movement Control Order were the first three stages of implementation (RMCO).

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There was to be no official teaching or learning taking place in classrooms during the MCO because all public and private schools, as well as colleges and universities, were to remain closed. As noted by the Organization for Economic Co-operation and Development, children were also encouraged to study at home with parental supervision, which could be difficult given the issues that need to be addressed regarding educational resources at home, parental education levels, and parents' proficiency in the language of instruction (OECD). Where there was no regular classroom, many teachers chose remote learning as a substitute. Instead, technological advancements in teaching and learning led to the development of virtual learning as a channel of communication between educators and students.

However, the unexpected outbreak of COVID-19, hence the sudden implementation of virtual teaching and learning, caused little to no time for teachers to adapt to the method (TUAC Secretariat Briefing), especially the public primary school teachers. They have been practising their teaching by using traditional methods. The unexpected changes lead them to difficulties in handling virtual teaching and learning in the most effective way. Lukas, B.A. and Yunus, M.M., (2021) did research on ESL teachers' experiences and challenges in implementing e-learning during COVID-19 among primary school teachers. It showed the results of challenges and experiences of teachers conducting virtual teaching and learning. Meanwhile, currently the number of COVID 19 cases are increased again in the month November 2023 and the number of deaths also increased. Following with that, the country might will face another pandemic if the number of cases is increasing. Therefore, the researcher recommended more studies to highlight teachers' insights regarding the significance of e-learning.

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Therefore, it is also important to ascertain the challenges of virtual teaching during the COVID-19 outbreak so that further assistance and facilitation can be provided to them. So, this research is useful and provide great input for teachers to handle the challenges and the measures taken to handle the challenges of virtual teaching and learning among Malaysian ESL primary school teachers during the pandemic COVID-19. This research also will be useful in future for not only COVID-19 but for haze issues and outbreak of new viruses.

1.2 Significance of the Research

As this study aims at the perception and also measures taken to handle the challenges by ESL teachers in Malaysian primary schools while conducting virtual teaching and learning during COVID-19 outbreak, results from the findings would be helpful for the school authorities to be aware of the real scenario of virtual teaching and learning and provide accurate solutions for the teachers in future. The findings also be significant for the teachers to realise their potential and challenges involving distance learning, such as lack of technical skills by teachers, the possibility for the quality of teaching and learning to be worse than the traditional method, and a few distractions due to lack of teacher control over the situation (Doghonadze et al., 2020).

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1.3 Purpose of the Study

The purpose of this study is to explore the virtual teaching and learning among ESL teachers in Malaysian primary schools during the pandemic COVID-19. This would entail the perceptions and measures taken to handle the challenges faced by ESL teachers in Malaysian primary schools to teach their students. The challenges cover a few other areas in the teaching and learning process. Further examination of the phenomenon was done and identified the measures taken to handle the challenges of ESL teachers towards virtual teaching and learning in primary school during pandemic COVID-19. The level of interest and attitudes that teachers have in virtual teaching, as well as their students' learning, are very important in providing a detailed description of the perception and measures taken to handle the challenges in virtual teaching and learning during pandemic COVID-19. This research will help the ESL teachers in primary schools come up with solutions for the problems that are crucial to enable effective virtual teaching and learning during pandemics in the future. By conducting this research, the primary school teachers can overcome the issues that they are facing during virtual teaching and learning, and the school management can prepare better facilities for the teachers.

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1.4 Research Objectives

1. To examine Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during pandemic COVID-19.
2. To investigate the measures taken to handle with the challenges of virtual teaching and learning among Malaysian ESL primary school teachers during pandemic COVID-19.

1.5 Research Questions

The following research questions guide the study.

1. What are Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic COVID-19?
2. What are the measures taken by the Malaysian ESL primary school teachers?

1.6 Limitations of the Study

This study centres on Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic COVID-19 outbreak, and only about 130 respondents were participated for analysis due to time constraint. Meanwhile, only five teachers were interviewed to investigate the measures taken to handle the challenges. Therefore, the result is not used to represent the whole population, and a larger sample size have resulted in different findings. The questionnaire also elicits

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general information about aspects governing virtual English teaching as a whole (usefulness of online teaching and learning; the ease of using online teaching and learning; teachers' attitude towards online learning). Hence, the findings may not adequately reflect the challenges of any of the four basic English language skills (listening, speaking, reading, and writing).

1.7 Theoretical Framework

In this research, there are few general theoretical perspectives that have guided research on this virtual learning and teaching. Each theory gives evidence for supporting the uses of virtual learning and teaching. These theories are behaviourism theory, constructivism theory, engagement theory and theory of connectivism by (Goldie, 2016). Because of the emphasis on producing engaged, active learners through the use of virtual reality, behaviourism, constructivism, and engagement theory of learning are the key foci of this study. According to this theory the behaviour of teachers and students are in deeply involved. According to Yunus (2018), behaviourism focuses on changes in individuals' observable behaviours. The modernization, contextualization, and transformation of activity procedures through the use of new tools is another potential impact on teaching and learning that is highlighted by this activity theory. Additionally, constructivism is a theory that describes how humans learn and gain information. It implies that people create knowledge and meaning based on their experiences. Learning is viewed as an active process in which the learner makes sense of sensory data. Success in this century depends on developing active learning environments.

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A foundation for learning in technologically advanced situations is provided by the theory of engagement. The Kearsley and Shneiderman 1998 theory of learning synthesises a number of components from earlier theories of learning. As students seek to learn, there are three fundamental ideas that guide us: relate, create, and give. In addition, teachers and students collaborate to create knowledge in an open and flexible curriculum. The integration of concepts from self-organization, complexity, network, and chaos theories is known as connectivism. According to a connectivism perspective, knowledge is dispersed through connection networks rather than being possessed by any one person. In relation to this study, the applications serve as a medium for communication and virtual teaching and learning between teachers and students. Additionally, it affects how instructors and students behave throughout online instruction and learning.

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1.8 Definition of terms

The following section highlights the key terms used to clarify the concepts related to this study. The definitions of virtual learning, ESL teachers, COVID-19, perception and teachers' challenges are provided below:

1.9.1 Virtual Learning

Clark & Mayer in Mayer (2018) define virtual learning as instruction delivered on a digital device to support the learning process. In this study, this term is used

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interchangeably with online learning, online lessons, and remote learning in which teachers and pupils are not physically present in a traditional classroom. The instructional process is conducted and assisted with the use of ICT and social media.

A type of learning called virtual learning is one that is improved by the use of computers and/or the internet both inside and outside of the walls of the educational institution. Most of the time, the instruction is done online. Since the learning activities are conducted online, the teacher and students are geographically apart (in terms of place, time, or both). Distance learning takes place in a virtual learning environment with online education and tutoring that can be completed at the student's own leisure (asynchronous) or in real time (synchronous).

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1.9.2 ESL Teachers

English as a second language refers to learning English in a certain country where English is the main language and is dominantly spoken. All learners in Malaysia speak English as a second language as well. Their mother tongues are Malay, Mandarin, and Tamil. Therefore, it is quite confusing for second language learners to acquire grammar rules as they tend to scramble with their first languages. Most of them tend to directly translate from their mother tongue.

ESL teachers work with children for whom English is not their first language, also known as English Language Learners (ELLs). ESL instructors work with ELLs to help them develop spoken and written English fluency.

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1.9.3 COVID-19

A new coronavirus pandemic known as COVID-19 was initially discovered in Wuhan, China, at the end of 2019. The abrupt pandemic outbreak has devastated the global economy and claimed thousands of lives. The SARS-CoV-2 virus is the infectious disease known as coronavirus disease (COVID-19). The majority of virus-infected individuals will experience a mild to severe respiratory disease and will recover without the need for special care. However, some people will get serious illnesses and need to see a doctor. So, schools, colleges, and other educational institutions are also instructed for immediate closure to control the mass infection.

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1.9.4 Teachers' Perception

A teacher is a person who aids students in acquiring information, skills, or virtue. They are often referred to as school teachers or educators. According to Oxford dictionary the meaning of perception is the process of becoming aware or conscious of a thing or things in general, the state of being aware, consciousness, and understanding. The process of understanding becomes a mediated experience, as it requires the use of the senses in order to process data. So, here the teachers' perception meaning, the teachers' consciousness and understanding towards virtual teaching and learning.

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1.9.5 Teachers' Challenges

A teacher, also called a school teacher or formally an educator, is a person who helps students to acquire knowledge, competence or virtue. Meanwhile, according to the online McMillan Dictionary, challenges can be defined as "to test someone's skill and abilities". According to Merriam Webster challenges also can be said the act or process of provoking or testing physiological activity by exposure to a specific substance. Teachers are facing ample challenges in their teaching career. For example, lack of time for planning, load of paperwork performance pressure and so on. In this study, teachers' challenges mean teachers' state of being ready to cope with the implementation of virtual learning.

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1.10 Summary

This chapter gives a general overview of the study. It provides the background of the study, the statement of the problem, purpose of study, research objectives, and research question. After that, the theoretical and conceptual framework that underpins the study is also presented. The chapter ends with the definition of related terms, limitations of the study, as well as the significance of the research. In the next chapter, the researcher will provide more information about the literature of previous studies related virtual learning among ESL teachers in primary schools during pandemic COVID-19

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CHAPTER 2

LITERATURE REVIEW

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2.1 Introduction

This chapter provides an overview of previous research on teachers about conducting virtual classes during pandemic. It presents the theoretical framework for the study, followed by related literature on virtual teaching, the pros and cons in the implementation of virtual teaching, the challenges faced by ESL teachers, as well as the reality of virtual teaching implementation during the COVID-19 outbreak. Finally, this chapter addresses the gap in the literature and how it will add to the body of research related to virtual teaching and learning.

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2.2 Theoretical Framework

In this research, there are a few general theoretical perspectives that have guided research on this type of virtual learning and teaching. Each theory provides evidence to back up the use of virtual learning and teaching. These theories are (Goldie, 2016) behaviourism theory, constructivism theory, engagement theory, and connectivism theory. The main focus of this research is on behaviourism, constructivist learning, and engagement theory of learning because of the focus being placed on creating active learners who are immersed in the material due to the use of virtual reality. Salsich (2018) identifies constructivist learning as one of the most effective methodologies for the majority of student learners. The Theory of Constructivism by Jean Piaget (1975) is built on the work of Jean Piaget.

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The behaviour of teachers and students is deeply involved. So, the theory based on behaviourism by B.F. Skinner forms the foundation of this study. According to Skinner (1979), he stated that when there is a change in behaviour, behaviourism is considered to have occurred as the effects depend on an individual's behaviour. He also mentioned that the external environment must be designed effectively and positively to motivate learners as the positive consequences will be repeated. According to Yunus (2018), behaviourism focuses on changes in individuals' observable behaviours. Besides that, positive reinforcement allows learners to learn and contribute actively to the class (Onalan, 2018). When learners learn in a positive atmosphere, the learners will be physically and mentally present in the classroom. Furthermore, behaviourism is used to build motivation (Skinner, 1979). Differentiations in the course of behaviour are referred to as motivation. The stronger the intensity of behaviour, the greater the level

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of motivation produced (Skinner, 1979). Richards & Rodgers (2016) also mentioned that some learners are motivated by the good progress in the activity and good behaviour from others. Batubara, I. H., Nur, K., Lubis, A. T., & Arianto, N. (2021), also mentioned this in his studies regarding Effectiveness of learning using social media during the COVID-19 pandemic in higher education that discusses changes in a person's behaviour based on a new experience.

Besides, the notion of constructivism describes how humans learn and gain knowledge. It implies that people derive wisdom and meaning from their experiences (Sranamkam, 2014). It implies that we use what we have learnt to apply to the questions. As a result, learning is a constructivist process. Among its numerous characteristics are active learning, discovery learning, and knowledge construction. New information is actively created or constructed and connected to past knowledge. The Vygotsky theory advocates for learning environments where students actively participate in their education. Learning is an active process in which students independently discover ideas, concepts, and information (Park, 2019). Active learning urges teachers to delegate some of their customary authority to students while being student-driven, teaching pupils how to learn in collaboration with their peers (Salsich, 2018).

On the other side, students now have a greater sense of control over the course and development of their education. According to Vander Ark (2019), this instructional approach is essential given the difficulties that incoming college students experience. Success in the twenty-first century depends on instilling in pupils a sense of ownership over their education and motivating them to use knowledge in novel ways. Instead of

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having pupils listen and memorise, active construction learning settings emphasise collaboration and creation. Instead, it is believed that learning is an active process in which the learner makes sense of sensory data (Hein, 1991). The more conventional way of expressing this concept uses the phrase "active learner," which emphasises that the student must take action and that learning requires more than just accepting what is already known. It also calls for interaction with the outside world. (1980; Vgotsky; 1991; Hein).

The Theory of Engagement is a widely adopted constructivist framework for learning in technology-based environments. It synthesises a number of components from earlier theories of learning created by Kearsley and Shneiderman (1998). According to the engagement theory, learning is effective when students feel the teachings to be interesting, engaging, and meaningful. This is because they will be able to remember and apply the information to different situations. According to broad definitions, engaged learning occurs when students actively participate in their education, their activities entail active cognitive processes, and they emotionally commit to the learning activities (Kearsley & Shneirderman, 1998). The three basic ideas of relate, create, and donate are crucial for learners to learn from. For example, students are able to debate and support their positions on a subject or question that has been brought up in relation to the first principle, which is about learning as learners learn collaboratively. Create is project-based learning where students identify, plan, and complete their work as part of their individual learning process. Donate is authentic learning, where the activities should be relevant and practical.

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Connectivism includes the idea of continuous growth of knowledge as new and unique connections offer new interpretations and understandings to produce new knowledge, in contrast to constructivism, where the emphasis is on individual learners creating meaning (Starkey, 2010). According to this connectivist idea, teachers serve as learning specialists for today's students, who are seen of as co-creators of information through connections in an open and adaptable curriculum. The integration of concepts from self-organization, complexity, network, and chaos theories is known as connectivism (McGregor, 2019). According to the connectivism theory, knowledge is distributed through connection networks rather than being possessed by any one person, and in order for a learner to gain knowledge, he must be able to connect with others and move through those networks. As a result, learning is facilitated by connectiveness and connections within networks. According to Siemens (2005), learning occurs in dynamic core element contexts that are out of an individual's control. Siemens emphasised that links between unique knowledge sets and connections that allow people to know more are the foundation of learning, which is rooted in databases or organisations rather than in individuals. In relation to this study, the applications provide a platform for communication and virtual instruction between teachers and students. Meanwhile, it influences how teachers and students behave in relation to online teaching and learning. These four theories are all tied to the current study and to one another.

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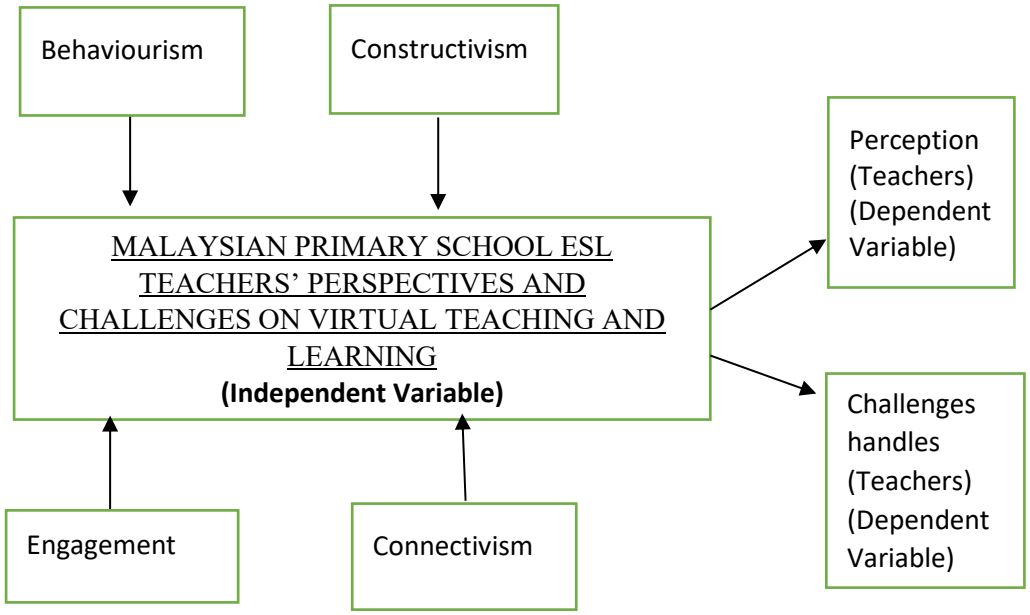
2.3 Conceptual Framework

A conceptual framework is a framework that clarifies the organisation and logical flow of the topic to be addressed (Camp, 2001). The conceptual framework provides a comprehensive explanation of how the research problem will be investigated and examined throughout the study by the researcher (Liehr & Smith, 1999). The conceptual framework, which is organised logically to help offer a picture or visual display of how concepts in a study connect to one another, describes the relationship between the primary concepts of a study from a statistical perspective (Grant & Osanloo, 2014). It is the simplest method for a researcher to propose a solution to the stated issue (Liehr & Smith, 1999; Akintoye, 2015).

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Figure 2.1

Shows Conceptual Framework.



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The aim of the study is to determine the perceptions and challenges handled by ESL teachers in primary schools through virtual learning in teaching and learning. In this study, there are three main variables to be considered, which are the topic of virtual learning, the perception of ESL teachers, and challenges handled. The conceptual framework's independent t variable represents virtual learning. Therefore, the focus of this study is on teaching and learning through virtual learning, which is used as a main tool during pandemic COVID-19. Meanwhile, the dependent variable is ESL teachers' perception of virtual learning, which is considered important as they are the ones transmitting the knowledge to students during this pandemic. Besides that, another dependent variable is the challenges handled by ESL teachers during virtual teaching and learning. The use of virtual teaching and learning embeds behaviourism theory, constructivist theory, engagement theory, and connectivism. The teachers' perceptions and challenges handled during the teaching and learning through virtual learning conducted by primary school teachers is the final element in this study. These variables will help achieve the research objectives.

2.4 Past Studies on Virtual Teaching and Learning

2.4.1 Virtual Teaching and Learning in Malaysia

Virtual teaching, which in this study is used interchangeably with online learning (also known as e-learning or digital learning) and online lessons, can be defined as instruction delivered on a digital device with the intention to support the learning process (Clark & Mayer, 2016). It has become more popular due to the integration of technology into

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our lives, causing the migration from conventional teaching and learning methods and materials to the use of computer-based media such as video conferencing, animations, and e-books, as well as different kinds of educational software.

The Malaysia Education Blueprint (Pelan Pembangunan Pendidikan Malaysia) 2013–2025, in which the standardised curriculum that was implemented in 2011 was reviewed (in 2017) for ongoing education improvement, introduced the use of ICT in education in Malaysia. The Malaysian Ministry of Education also seeks to close the education gap in the country by increasing the standard of education to be on par with that of industrialised nations and developing a workforce that is more digitally literate and equipped with 21st century knowledge and skills.

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The Ministry of Education has developed a number of virtual learning platforms for ICT integration at the school level (in both primary and secondary schools), including the former Frog VLE (Virtual Learning Environments) and the current learning management system (LMS), Google Classroom. Both of these platforms allow teachers to digitise their instruction. However, the main barrier to implementing virtual teaching and learning is instructors' perceptions of the lengthy time requirements, which discourages them from doing so (Cheok et al., 2017).

Technology is employed in every part of life, yet as Cheok et al. (2017) pointed out, it is not taught in the classroom. Actually, it's just a planned activity that's timed for the convenience of the teachers and the school. The fact that instructors must maintain hard copies of their lesson plans, reports, and evaluations despite the so-called

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digitization of education multiplies their labour. As a result, the constant switching between in-person and online environments demotivates the teachers who must successfully integrate technology into their instructional practises.

2.4.2 Factors Governing Effective Virtual Teaching and Learning

Virtual learning is no longer a recent development in the field of education. In reality, the prevalence of technology in our daily lives has driven home the importance of a digital classroom and digital learning. For instance, quite a few research (Kumar et al., 2020; Cheok et al., 2017; Norazlin, 2018; Thi et al., 2017) on teachers' readiness to give online lessons discovered a significant result indicating good feedback and acceptance from the teachers. Despite obstacles including a lack of time, money, and abilities, teachers believed that virtual learning was helpful in pique student interest and make their jobs as teachers easier (Cheok et al., 2017). They are equipped to introduce virtual learning into their classrooms with the proper training, support, and aid from the authorities.

Another researcher, Froelich (2009), creating lessons around the activities of the students might pique their interest in attending and participating in the sessions. However, occasionally teachers disregard this issue and build the flow according to what they intend to do or want to do (teacher-centered). Therefore, in order for a virtual lesson to be successful, teachers must be prepared to create lessons that meet these requirements while also ensuring that the teaching materials are arranged and delivered

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in accordance with the standards (Martin et al., 2019), which is the yearly scheme of work for the Malaysian context.

Other than that, it's crucial to give students plenty of opportunities to interact while taking classes online. Teachers must have the interpersonal skills necessary to engage students in meaningful conversation and provide timely, accurate information and criticism. In terms of time management, teachers should be able to finish the procedures controlling virtual teaching within the allotted time, starting with lesson planning and ending with assessment and reflection. Virtual lesson design and planning can take a lot of time, especially for novices or people who struggle with ICT tools (Martin et al., 2019), but it is a component that must be addressed to guarantee that virtual courses go well.

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Last but not least, to promote virtual learning, teachers' fundamental technological skills are also essential. Specifies technical competencies for technology use that are independent of pedagogy, as cited by Martin et al. (2019), and which encompass technical knowledge and competency in the use of contemporary tools and technology.

2.4 .3 The Implementation of Virtual Teaching During the Covid-19 Outbreak

The abrupt emergence of the coronavirus pandemic, also known as COVID-19, in early 2020 shocked the whole world. In December 2019, Wuhan, China, reported it for the first time, and then it suddenly began to spread across the globe. As a result of the

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widespread outbreak, governments and authorities in many nations have reacted with harsh measures like travel restrictions, lockdowns, and the closure of buildings and facilities like shopping centres, theme parks, government offices, universities, colleges, and schools as part of the effort to control the virus' spread, which further harms and disrupts our economy and society.

There are currently 107 national school closures, and over 60% of the student population worldwide has been impacted, according to UNESCO data at the time of writing. The TUAC Secretariat Briefing on April 16, 2020, confirmed that during the pandemic outbreak, educators were asked to provide students with instructional materials and give instructions directly using remote digital tools, with the expectation that students could complete their coursework at home under the supervision of their parents.

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Despite the favourable feedback on virtual learning, some teachers believed that a shortage of time prevented them from implementing online learning (Cheok et al., 2017), since they had to juggle both the old traditional teaching style and the new virtual teaching approach. Since teachers have been given ample opportunity to explore, master, and ultimately conduct the lessons online as an alternative to the teaching and learning process, the goal of this study is to identify the measures taken to deal with the challenges they face when conducting virtual teaching, just as they have been doing since their first day of confinement during the COVID-19 outbreak.

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Assessments for lesson planning, instructional communication, time management, and technical proficiency provide challenges for teachers. These four areas are also the focus of this study because they are in line with the eight roles of an effective online teacher proposed by Goodyear et al. (2001) and the seven principles of effective pedagogical practises for online teaching as summarised by Bailey & Card (2009), both of which are listed in Table 2.2.

Table 2.2

The Comparison of Aspects Governing Online Teaching

Areas of online teaching in the instrument adapted from Martin, Budhrani & Wang (2019)	The seven principles of effective pedagogical practices by Bailey & Card (2009)	The eight roles of an effective online teacher proposed by Goodyear et al. (2001).
• Lesson planning	• Active learning	• Designer • Researcher • Manager administrator
• Lesson communication	• Encourage contact between students and faculty • Team-effort learning • Communicate higher expectation	• Content facilitator • Advisor / counselor • Assessor
• Time management	• Appropriate and timely feedback • Time management	• Process facilitator
• Technical competence	• Provide diverse delivery system	• Technologist

Apart from that, (Anwar, 2020) also conducted a research study considering students' voice as an important factor and part of online learning. The primary goals of his investigation were to discover the viability of web-based learning and difficulties, as well as obstacles, that advanced education understudies in Pakistan face. The

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complete example size was 126 advanced education understudies, separated into 64 undergraduate and 62 post-graduate understudies. The researcher presumed that internet learning helps in giving training and remembering medical issues, but it can't be considered as a substitute for regular learning. In spite of the fact that most of the respondents had an appropriate framework for going to online talks, they still discovered traditional learning much better and more compelling.

Meanwhile, in order to understand the benefits, drawbacks, opportunities, and challenges of online learning during the COVID-19 pandemic, (Shivangi, 2020) conducted a research study. They discovered that the main benefit of virtual learning was time flexibility, while the main disadvantage was technical issues. They came to the conclusion that one requirement for virtual learning is a strong Information Technology infrastructure.

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At the same time, in order to determine the pupils' academic progress in the tenth grade, Baig (2011) conducted a research study. It was discovered that students were able to perform better with virtual learning than with conventional learning because in virtual learning, sharing of resources is possible outside of the classroom and features like user centre, user control, and learning process became centric, whereas in conventional training, sharing of resources is restricted to the classroom.

In the list, with a sample size of 307 students, (T.Muthuprasad & Jha, 2020) also conducted a study on agricultural students' perceptions of and preferences for online learning. It was discovered that the majority of the students demonstrated a need for

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online education as a component of completing the syllabus, and most of them also identified smartphones as the tool for attending lectures online.

In the wake of the pandemic, according to Otieno Monica Auma's research from 2020 examined the fundamental elements that affect effective online learning and examined how teachers perceived the usefulness of the medium. It was a descriptive survey with 150 randomly selected instructors as the target group. So, the primary data collection tool for the study was a survey questionnaire. Descriptive and inferential statistics were used in the data analysis, and tables were used to present the results. Despite the numerous difficulties that limited the efficiency of virtual teaching, the study's findings revealed that teachers had a favourable opinion of it. The mainstreaming of virtual learning into the educational curriculum is encouraged by recommendations.

(Madaki, 2020) conducted research on COVID-19 and e-learning in secondary schools in Nigeria. It was a descriptive research design. The population of this study was 247 principals and 3102 teachers from 190 public secondary schools in Kaduna State. A sample of 37,830 principals and 247 teachers from 190 secondary schools in Kaduna State. The findings of the study revealed that the factors that mitigated against students' compliance with virtual learning during the COVID-19 lockdown included poor budgetary allocations to the education sector, illiteracy of many parents, erratic/epileptic behaviour, poor infrastructure in the schools, and a lack of facilities in the teaching and learning. Poor family background and a lack of ICT knowledge among

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teachers also lead to this issue. So, the researcher mentioned that the government should play a vital role by increasing budgetary allocation to the education sector.

In response to the COVID-19 epidemic, Mayoob, M. (2020), conducted a study on the difficulties faced by English language learners (ELL) at Science and Arts College, Alula, Taibah University, Saudi Arabia, during the transition to virtual learning in the second semester of 2020. This study's contribution is to examine how new experiences in online learning are going for the students and to determine whether or not virtual learning is actually feasible. The main issues that affect and have an impact on online EFL learning during COVID-19 are determined to be connected to technological, academic, and communication difficulties. The study's findings indicate that the majority of EFL students are dissatisfied with continuing their virtual education since they are not making the promised linguistic development.

The obstacles and opportunities of virtual teaching placement during the COVID-19 pandemic in Chile were studied by Sepulveda-Escobar, P., and Morrison, A. (2020). This interpretive case study, which examined the difficulties and opportunities of this virtual teaching experience, involved 27 Chilean English as a Foreign Language (EFL) teacher candidates. The findings show that among the elements that most significantly impacted the participants' personal learning processes were things like the absence of direct engagement with learners and the abrupt shift in environment. Despite the difficulties, student instructors expressed hope that this exceptional experience will, at least in part, benefit their preparation as teachers and their future jobs.

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A Google Form Questionnaire was utilised to gather information from 385 secondary school pupils in Delhi, ranging from grades 8 to 12, according to Khan, M. A., Kamal, T., Illiyan, & Asif, (2021). The investigation was conducted during January and February 2021. Online classrooms took the role of traditional classrooms, which had a huge impact on the close contacts between teachers and students and led to a paradigm shift in the teaching-learning process. In light of this, it's critical to look at how students view online learning and the challenges they encounter during the ongoing COVID-19 outbreak. The outcomes of the Logistic Regression show that factors such as Internet speed, prior ICT experience, family income, mother's degree, and room count all have a positive effect on online classes. According to the study's findings, students generally have positive opinions toward taking virtual classes as a way to continue their academic progress despite the epidemic. They still had a few problems with their virtual studies, though. The results of this study will motivate policymakers and educational institutions to handle online classes better by adopting the most recent approaches and routinely retraining teachers and students to increase the effectiveness of the teaching-learning process.

According to Khatoony, S., & Nezhadmehr, M. (2020), technology has created a major opportunity for language teachers to use virtual applications and tools to improve learners' proficiency in difficult situations such as the coronavirus epidemic. As a result of the advancement of learning tools, EFL teachers are now faced with a variety of obstacles in language teaching. So, they have researched the difficulties EFL instructors encounter while attempting to use virtual instruction amid coronavirus epidemic conditions, particularly in Iran. 30 EFL teachers who worked in English language

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schools in Iran took part in the study in order to reach its objectives. To stop the virus's adverse effects, several institutes have been shut down. The results showed that although Iranian EFL teachers are capable of using the programmes and platforms successfully, they encounter a number of difficulties, such as a lack of relevant reading material, students' disinterest in and lack of motivation for online classes, and a lack of funding and support from language schools. In contrast to these problems, the findings of a poll examining the effectiveness of technology in Iran reveal that many Iranian teachers support its adoption and have said that it can be helpful in these circumstances by bridging the gap between students and teachers. The study's conclusions can also be utilised by EFL instructors, shareholders, policymakers, and organisations to assess how well they performed in pandemic scenarios.

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Another research by Ramli, K., Assaiqeli, A., Mostafa, N. A., & Singh, C. K. S. (2022) is to find out how gender disparities influence students' perceptions of the benefits and challenges of implementing online learning in ESL courses. The study included 60 undergraduate students from a private university in Perak, Malaysia, who enrolled in English language classes as part of the university's transition to online learning. Data was collected utilising a customised questionnaire in the form of a Google Form in this study, which takes a quantitative approach. The data was analysed using the SPSS software and an independent sample t-test. Overall, the majority of students believed that implementing online learning presented them with obstacles. The students, on the other hand, expressed unbiased views on the advantages of incorporating online learning into ESL classrooms. According to the findings, gender differences have little bearing on students' perceptions of the benefits and challenges of

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online learning. According to the data, students have difficulties studying online, and lecturers need to improve their teaching approaches and tactics for online learning. It is also suggested that the institution's management provide better resources and technological assistance for effective online learning.

Meanwhile, according to Wen, K. Y. K., & Kim Hua, T. (2020), policymakers can use the findings of this study to plan the curriculum by taking into account teachers' ICT skills and access to infrastructure and online resources. Apart from the courses already organised, the education system could introduce additional webinars to allow more teachers to learn how to use and manage all the online technology for education. The value of these technologies should be recognised by school administrative personnel. To ascertain that the school culture encourages instructors to collaborate in the development of their technical abilities. The government should provide instructors with the basic tools they need to conduct online instruction. Learning to teach effectively is especially important for instructors who work in remote regions. The government should take action. Ensure that every school's internet connection is constantly stable. By conducting this study, it is hoped that researchers will be able to better understand how difficult it is for our teachers to teach fully online even though doing so is essentially required of them and whether or not they will be able to handle distance learning if the pandemic causes schools to remain closed. This study will also make it possible for school administrators and other relevant authorities to pinpoint issues that need to be resolved in relation to the adoption of virtual learning.

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Lukas, B. A., & Yunus, M. M. (2021) investigated the challenges ESL teachers faced in implementing e-learning during COVID-19. This research was conducted using a qualitative approach, and this case study involved 20 primary ESL teachers. To explore teachers' e-learning experiences and difficulties with teaching the English language, data was gathered through in-depth interviews. According to the results, the majority of teachers felt that using e-learning was effective, but there were a number of drawbacks, including teachers' readiness to adopt e-learning, accessibility to mobile devices and Internet connectivity, classroom management in terms of low student participation, and assessment. The researcher suggested additional research in order to highlight teachers' understanding of the value of e-learning. The study's findings can help ESL instructors, stakeholders, policymakers, and institutions develop useful tactics for using online resources for education in pandemic situations.

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Overall, the COVID-19 Pandemic shifted the entire education process online, particularly ESL (English as a Second Language), which has been converted to e-learning in the majority of institutions worldwide. Other issues of using technology in traditional teaching and learning have been investigated and covered by several studies and projects previously. So, this study will focus on the teachers' perceptions and also investigate the measures taken to handle the challenges of virtual teaching and learning among Malaysian ESL primary school teachers during the pandemic COVID-19. This study also contributes to filling the research gap by investigating the primary schools' teachers' perceptions and the measures taken to handle the challenges of virtual teaching and learning among Malaysian ESL primary school teachers during the pandemic COVID-19.

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2.5 Chapter Summary

In this chapter, several important discussions have been made, and the theoretical framework governing the current study was also explained in detail. Previous studies related to virtual learning were highlighted and compared to the current scenario and reality of virtual learning during the COVID-19 incidence. The following chapter discusses the research methodology, which includes the research design, sampling and samples, research instruments, procedures for data collection, data analysis, and limitations of the study.

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CHAPTER 3

METHODOLOGY

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3.1 Introduction

This chapter describes the research methodology in the research. It includes the research design, research sites, samples, sampling procedures and research instrumentation. Also, a pilot study is conducted to test the feasibility of the research instruments used in this study. The validity and reliability of the instruments, procedures for data collection and data analysis are also discussed.

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3.2 Research Design

The researcher was employed a sequential explanatory mixed method design to obtain a comprehensive insight into the research. The sequential explanatory mixed methods design is characterised by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell, 2003). A mixed method design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative data at the interpretation stage of the research process within a single study, to understand a research problem more completely (Creswell, 2003).

This chapter provides a description of the instruments and methods that used to investigate the perceptions of ESL teachers in Malaysian primary schools while conducting virtual teaching during the COVID-19 outbreak and the measures taken to handle the challenges of virtual teaching and learning. Justifications provided for the sample and sampling methods used, as well as how participants were sampled and the criteria for inclusion. This is followed by a further elaboration on the instrument as well as data collected and analysed.

The rationale for mixing quantitative and qualitative methods is to capture the details among ESL teachers' perceptions during virtual teaching and learning and also the measures taken to handle the challenges. When used in combination, quantitative and qualitative methods complement each other and allow for a complete analysis (Tashakkori & Teddlie, 1998). It can be especially useful when unexpected results arise from a quantitative study (Morse, 1991 as cited in Creswell, 2003). In this case, the

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qualitative data collection was used to examine these surprising results in more detail. The straight-forward nature of this design is one of its main strengths (Creswell 2008).

Other than that, the questionnaire itself could serve as guidelines for teachers to identify things required of them to be prepared for the challenges of implementing online lessons since the aspects scrutinised in the questionnaire are almost similar to the seven principles of effective pedagogical practises for online teaching as discussed in Bailey & Card (2009):

1. Encourage contacts between students and faculty.
2. Enhance better learning in a group or team.
3. Encourage active learning using structured exercises, projects, and discussions.
4. Give appropriate and timely feedback for learners to benefit from the lesson.
5. Time management is vital for both teachers and learners.
6. Communicate higher expectations.
7. Provide diversity in the teaching and learning process.

The research was conducted in two phases. In the first phase of the study, a quantitative research method took place where an analysis on the perception of ESL teachers towards virtual teaching and learning during pandemic COVID-19 in primary schools was measured using a cross-sectional survey. It was conducted as a data collection technique to obtain the viewpoints of Malaysian primary school teachers on this particular research.

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Surveys have the potential to provide us with information obtained from quite a large sample of individuals. The major purpose of surveys is to describe the characteristics of a population (Fraenkel & Wallen, 2000). As such, to elicit data from teachers, a set of questionnaires was developed. Details of the questionnaire items are addressed later in the chapter. The quantitative data collected from the questionnaire and analysed using descriptive statistics.

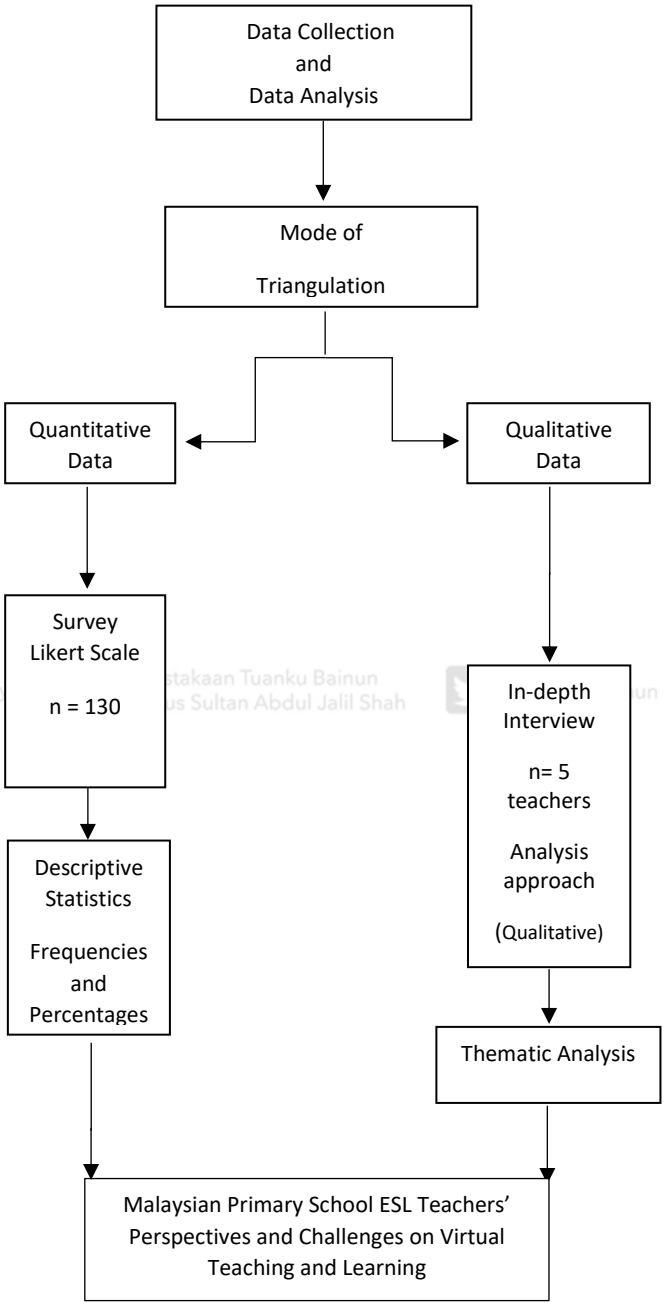
In the second phase, a qualitative approach was used to collect data. An interview session was conducted with the teachers. An interview session was carried out to obtain the measures taken by teachers to handle challenges in virtual teaching and learning during a pandemic. COVID-19. Thematic analysis was carried out on the qualitative data and data collected from the interviews. Figure 3.1 shows the framework of the process of data collection and data analysis.

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Figure 3.1

Shows the Framework of the Process Data Collection and Data Analysis



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3.3 Research Site

The research was conducted in about 10 schools in Selangor, Malaysia. There are 10 districts altogether, with 662 schools, as shown in Table 3.1. However, only 2 districts were selected randomly to conduct the research. They are Klang and Petaling Perdana, as shown in Table 3.2. From these two districts, five schools from each district were chosen randomly. The study was conducted in the context of urban and rural schools based on the researcher's accessibility to these schools and interest as it allows the researcher to obtain the necessary data to address the research questions.

Table 3.1

Number of primary schools in Selangor State

Districts	Number of Secondary Schools
Gombak	69
Hulu Langat	88
Hulu Selangor	50
Klang	92
Kuala Langat	54
Kuala Selangor	70
Petaling Perdana	89
Petaling Utama	57
Sabak Bernam	46
Sepang	38
Total	662

Source: http://moe.gov.my

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Table 3.2

Number of primary schools selected in Selangor Districts

Districts	Number of non-residential secondary schools selected
Klang	5
Petaling Perdana	5
Total	10

The collection of data in the second phase was rigorous involving qualitative content analysis procedures. As such, the researcher chose a school in Klang district for easy accessibility, time and cost effective. Moreover, it was convenient and easy for the researcher to approach the participants whenever necessary.

3.4 Sample and Sampling Procedures

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In a research study, choosing a study sample is an important step in any research project since it is rarely practical, efficient, or ethical to study whole populations (Korb, 2012). Therefore, an appropriate sample is significant to provide data that is valid and reliable.

Respondents in the research were teachers in primary schools from two districts in Selangor state. In the first phase of the study, the sampling procedures for the quantitative research methods followed the random approach based on the theory of probability. In a random sample, all members have an equal chance of selection in a population, and the researcher is able to draw a representative sample from the population so that the results of studying the sample can then be generalised to the population.

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On the contrary, in the second phase of the study, the qualitative research methods follow a random purposive sampling procedure. According to Fraenkel and Wallen (2000), random purposive sampling is the least rigorous technique, involving the selection of the most accessible subjects, and it is the least costly to the researcher, in terms of time, effort, and money.

The following sub-sections discuss the details of the samples and sampling procedures for both the quantitative and qualitative research methods.

3.4.1 Teacher Samples

In the first phase of the study, the quantitative research method was carried out, involving a cross-sectional survey to elicit information from Malaysian primary school ESL teachers who experienced virtual teaching and learning during the pandemic. COVID-19. Respondents were Standard One to Standard Six teachers in 10 schools in two districts of Selangor. Therefore, five schools in each district were selected based on the researcher's accessibility factor, which enables the researcher to adjust her visitation within the school hours.

The researcher decided on a sample size of 200 in view of the response rate factor. As such, respondents were as many as 20 from each school, from standard one to standard six, with a total of 20 respondents in a school. For five schools in a district, the number of respondents will be 100. The selection of respondents from the schools in each district was based on a simple random sampling method comprising both

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genders from various races and different social backgrounds. Unfortunately, due to time constraint and some other difficulties, the researcher was only able to collect the total data of 130 respondents. The demographic information of the participants were collected merely for research records. The respondents do not have to give their names, so their identities were kept private. The questionnaires were distributed online via social media and applications like Facebook, Whatsapp, emails, and Telegram since it is the quickest way to reach a large number of respondents in no time at a very low cost. The data from the questionnaires were used in the SPSS statistics software version 20.0 to analyse teachers' perceptions in three aspects.

In the second phase of the study, the qualitative content analysis research method was been carried out, involving interview sessions. Participants were selected based on purposive sampling. They were from different standard ESL teachers. So, the participants in this phase of study consist of teachers from Standard One to Standard Six from a school, which totalled five teachers.

3.5 Instrumentation and Materials

Instruments were constructed to collect relevant data from teachers. Quantitative data was collected using a survey questionnaire developed for teachers. As for qualitative data, an interview protocol for teachers was devised. The following sub-sections discuss the instruments in detail.

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3.5.1 Questionnaire

The questionnaire for teachers was built on and developed based on scholars' views in the relevant field. The specific content of the items for the variables involved were developed based on the operational definitions developed for the research, virtual teaching and learning, informal interviews and discussions with primary school teachers, and also adaptation of certain items for the instruments used by other researchers in the same field by Retno Puji Rahayu* & Yanty Wirza (2020). The content of the questionnaire was validated by experts in the relevant field. The expert validates the questionnaire was Dr Charanjit Kaur Swaran Singh from UPSI. Dr Charanjit Kaur Swaran Singh is an Associate Professor in Language Education and Deputy Dean of the Academic and International at the Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris. She obtained her PhD in TESL from Universiti Putra Malaysia where her research focused on portfolio assessment in second language education. She held administrative post as the Deputy Director (Teaching & Learning) of the UPSI Education Research Laboratory (UERL) (2016-2018). (Attached in the APPENDICES)

The questionnaire for teachers takes the form of a fixed-format self-report measure (Sayfa, 2013). The type of fixed format used is the Likert scale, which can measure broader attitudes and values (Gamst, 2005). A response choice of a 5-point Likert scale were used. The 5-point Likert type scale ranges from "strongly disagree," score 1, to "strongly agree," score 5, and a neutral response as the midpoint of the scale (Gamst, 2005). This scale allowed respondents to register the extent of their agreement

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or disagreement with a particular statement of advantages, feasibility, and teachers' goals. Also, it represents a particular trait of the respondents (Vanek, 2012).

3.5.1.1 Questionnaire for Teachers

The questionnaire for teachers comprises four sections: Section A to Section D. The content of each section is shown in Table 3.3. As the research is all for ESL teachers regarding virtual teaching and learning, so all the questions are related to the virtual classes and teaching.

Table 3.3

Questionnaire for Teachers

Section	Content	No of items
A	Demographical Details	5
B	The advantages of virtual teaching and learning (ATL)	5
C	The feasibility of virtual teaching and learning (FTL)	5
D	Teachers' goals on virtual teaching and learning (TGTL)	5

The demographic section, which is Section A of the questionnaire, seeks to gather information about respondents' gender, age range, level of education, teaching experience, and platform used for virtual teaching and learning. Then, Section B, the advantages of virtual teaching and learning, five items. Section C, the feasibility of

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virtual teaching and learning, has five items. Section D, five items, teachers' goals for virtual teaching and learning. Details of the items are shown in Table 3.4.

Respondents expressed their views using a five-point Likert scale. The scores followed the point value of strongly disagreeing = 1, disagreeing = 2, fairly agreeing = 3, agreeing = 4 and strongly agreeing = 5.

Table 3.4

Sample of the questionnaire items

Variables	**No of items**	**Sample Question**
Demographical Details	5	*Gender, age range, level of education, teaching experience, platform used*
The advantages of virtual teaching and learning (ATL)	5	*Online teaching and learning improve my performance.*
The feasibility of virtual teaching and learning (FTL)	5	*It is easy to operate an online learning system.*
Teachers' goals on virtual teaching and learning (TGTL)	5	*I will use the online learning system in my English language classroom even after the pandemic of Covid19.*
Total	20	

A complete sample is shown in APPENDIX A

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3.5 Interview Protocol

An interview protocol was developed involving five questions concerning the research questions addressed. The interview protocol developed is shown in APPENDIX B. The following interview questions focused on measures taken to deal with the challenges of virtual teaching and learning during the pandemic COVID-19. The questions seek measures taken to handle the challenges of virtual teaching and learning.

Probing questions were asked to generate spontaneous and rich descriptions of the measures taken to handle the challenges of virtual teaching and learning and issues related to it. It may be pertinent to mention that although the questions developed guided the composition of the interview formats, it was expected that in the process of investigating these questions, others would arise.

3.6.1 Interview Data

To gauge the internal validity of the data, the participants were asked to check the transcribed verbatim if they are satisfied with the information they provided. They signed "The Letter of Member Check" once the transcribed verbatim has satisfied the samples. The Letter of Member Check is shown in APPENDIX E.

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To check the reliability of the data collected, verbatim units related to the themes and sub-themes were identified. Member checking by two peers was carried out for five sets of verbatim transcripts. The members signed "The Letter of Member Check." They compared the verbatim units with the transcribed verbatim to see whether they agree or disagree with the selection of verbatim units by the researcher.

3.7 Pilot Study

A pilot study was carried out to test for reliability and feasibility of the survey questionnaire. The following sub-sections discuss details of the pilot study.

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3.7.1 Survey Questionnaire for Teachers (SQ)

A pilot study was conducted to test the feasibility of the instruments used in this study. Forty teachers of different standards from schools selected randomly were involved in the pilot study. The researcher explained to the teachers the instructions for rating the items in the questionnaire. The teachers completed the questionnaire in Google Form at home through an online survey form sent to them by Facebook, WhatsApp, e-mail, and Telegram, and the researcher collected the questionnaire data from the online survey form.

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3.7.1.1 Results of Teacher's Survey Questionnaire (SQ)

The results of the reliability analysis carried out during the pilot study are presented in Table 3.5. The coefficient alpha value for the SQ instrument is.92. The alpha value for the various variables ranges from.85 to.92, which indicates a strong level of internal consistency among the variables in the scale. The corrected item-total correlations for all items in the variable the advantages of virtual teaching and learning (ATL) were examined. All 5 items in the variable were maintained as the correlation values ranged from.47 to.78.

In the variable "the feasibility of virtual teaching and learning (FTL), five items were examined. The values of the corrected item-total correlation coefficient range from.29 to.81. So, there is no negative value for all these items, and none of the questions are eliminated.

The item analyses were conducted for five items in the variable. Teachers' goals in virtual teaching and learning (TGTL) have correlation values of.65 to.89. None of the items were eliminated as the coefficient alpha value for each of the variable ranges demonstrates a strong internal consistency of value items.

As a result of the item analyses conducted, the total number of 15 items for the SQ instrument was maintained as the coefficient alpha value of the SQ instrument is.92,

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which is a high value of internal consistency. As such, the SQ instrument is found to be reliable.

Table 3.5

Coefficient Alpha Value of SQ

Variable	Alpha Value (No. of Items)
The advantages of virtual teaching and learning (ATL)	**.798 (5)**
The feasibility of virtual teaching and learning (ETL)	**.849 (5)**
Teachers' goals on virtual teaching and learning (TGTL)	**.907 (5)**
INSTRUMENT (SQ)	**.92 (15)**

3.8 Data Collection Procedures

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Data collection procedures followed five phases: (i) survey questionnaire (ii) analysis of perception of ESL teachers in virtual learning during pandemic Covid-19 (iii) individual interviews (iv) analysis of interview. The following sub-sections discuss the relevant steps involved.

3.8.1 Survey Questionnaire

Response rates are a major concern in all research. To ensure maximum questionnaire returns within the specified period for the research, the researcher personally distributed through Facebook, WhatsApp, emails, and Telegram and data gathered from the school teachers as planned.

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3.9 Data Analysis

3.9.1 Questionnaire

In order to answer the quantitative research questions created for the study and to define the demographic profile of the research respondents, descriptive statistical analyses were performed. The information gathered from the questionnaire was presented and summarised using descriptive statistics in the form of frequency counts and percentages. The SPSS statistics programme version 20.0 was used to analyse survey data in order to ascertain how Malaysian primary ESL teachers felt about online teaching and learning during the pandemic. COVID-19. For characterising data, descriptive statistics are important. Since descriptive statistics establish the foundation for conducting inferential statistical tests to compare variables, they are a crucial part of the initial data analysis process. As part of proper research practise, it is crucial to give the most pertinent descriptive statistics utilising a methodical approach. Stoltzfus, J., Yellapu, V., & P. Kaur (2018).

Table 3.6

Quantitative and Qualitative Data Analysis Instruments

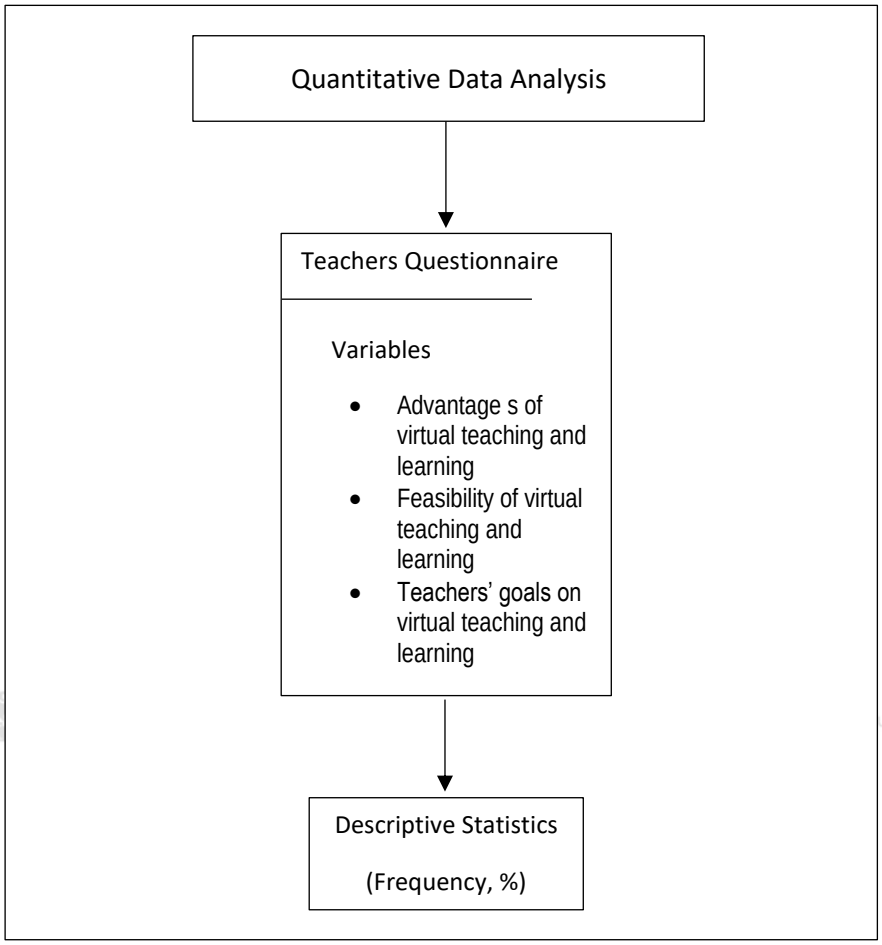
Research Question	Instrument	Data Analysis
1. What are Malaysia ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic Covid 19?	Survey - Questionnaire	Analysed by using SPSS software version 2.5
2. How do Malaysian ESL primary school teachers handle the challenges of virtual teaching and learning during the pandemic Covid 19?	Semi Structured Interview	Thematic Analysis

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Figure 3.2

Shows the quantitative data analysis involved.



3.9.2 Interview verbatim transcript

Interview Protocol

In the second phase of the study, the researcher focused on the individual in-depth interview session. It was conducted with five teachers in the school and recorded in the counselling room. Six checked questions were asked during the interview session and carried out over a duration of 30 minutes.

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The researcher took note if the interview is conducted smoothly and the recording is going on without any interruption for the first interviewer. This procedure is necessary to ease the researcher's tension and nervousness. After the interview session, the tape recorder was replayed to find out if the recording is clear. The researcher did not face any technical problems with the audio instrument, so the researcher handle audio instruments during the interview with other teachers smoothly.

Based on the interview experience, all questions easily comprehended by the participant. None of the questions improvised or eliminated later on. The questions were measured the characteristics that investigated. Moreover, it has been used by experts in the relevant field. As such, it provides a valid measure. This helped to elicit rich descriptions of measures taken to handle the challenges in virtual teaching and learning during the pandemic COVID-19.

Data from the second phase of the study was gathered through individual interviews and was put through a thorough analysis process. Data analysis was focused on participant values and how they viewed the world. It was analysed via thematic analysis techniques, which involved routinely reviewing, synthesising, and contrasting the data with newly developing themes (McMillan, 1996).

The interview sessions' audio recording was first listened to by the researcher. The researcher converted the audio recording of each interview into written discussion for

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each subject in order to obtain raw data. The participants were then shown the verbatim transcripts by the researcher to see if they agreed with what was written there. Participants were asked to sign "The Letter of Member Check" after reaching an agreement. This is done to evaluate the data's internal validity.

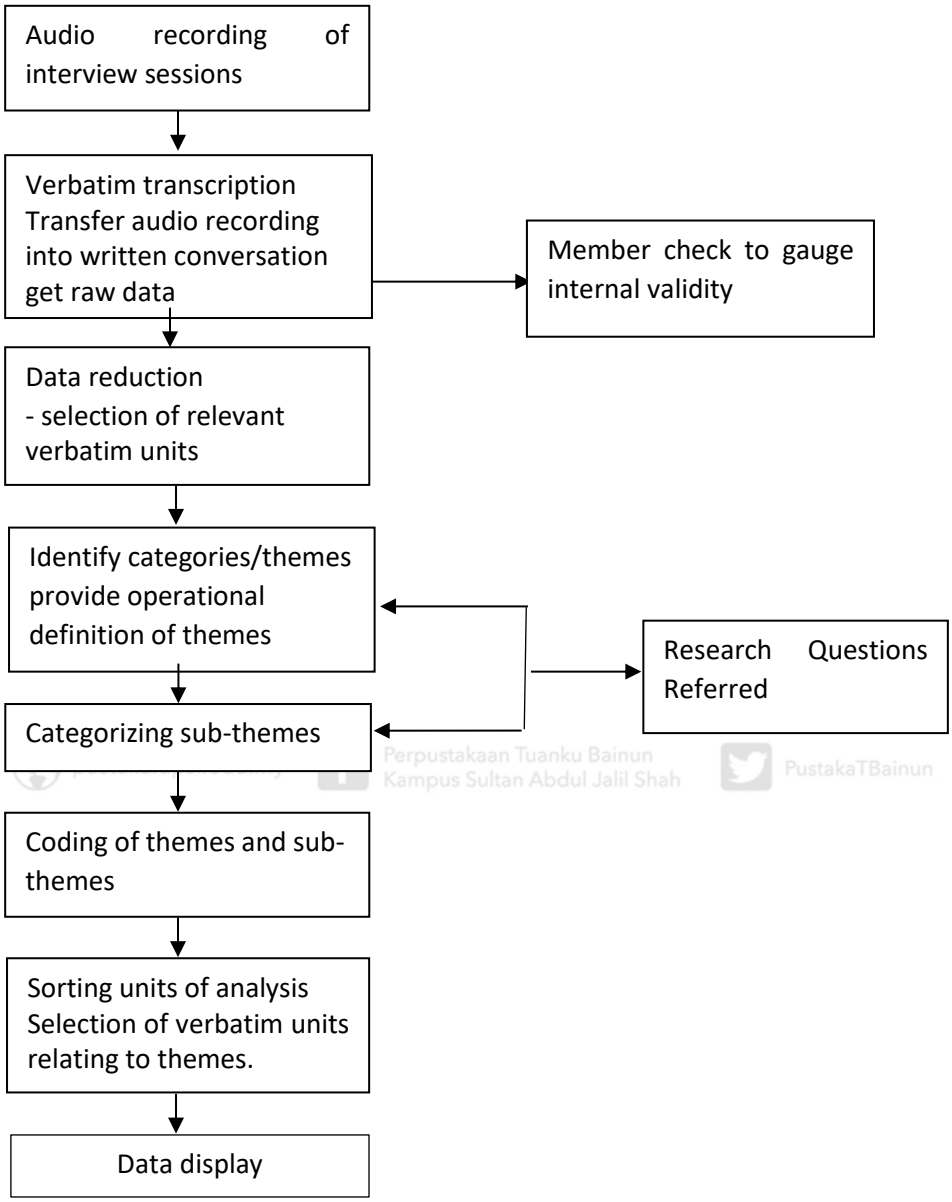
Then, data reduction was done. Here, the researcher chooses pertinent information in accordance with the study questions. Then, categories were created for each study topic using themes and sub-themes. The primary themes were used to categorise the sub-themes. Additionally, included were the codes for the themes and sub-themes. The researcher chose verbatim units related to the identified themes and sub-themes, and this step is followed by sorting the analysis unit.

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Figure 3.3

Shows a flow chart for analysis of interview data.



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3.10 Ethical Considerations

3.10.1 Anonymity and confidentiality

Confidentiality refers to the condition that the researcher knows but must protect the identity of research participants, whereas anonymity is a situation where the identity of individuals is unknown (Creswell, 2014). In this study, all research participants were acknowledged with the details of their research. The objectives and structures of this study were clear to the research participants. Besides, all the participants were treated confidentially in terms of their names and race for research purposes only. General codes such as P1, P2, P3, and so on were created in order to protect their privacy.

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3.11 Chapter Summary

This chapter describes a sequential explanatory mixed method design to gain a comprehensive insight into the virtual teaching and learning in the COVID-19 pandemic – perspectives and challenges of Malaysian primary schools' ESL teachers. A quantitative and qualitative research method were conducted as procedures for collecting, analysing, and mixing both types of data within a single study. Research techniques such as cross-sectional surveys and individual in-depth interviews were conducted to collect research data.

In the first phase of the study, samples were comprised of teachers from Standard One to Standard Six in selected primary schools in the Selangor district,

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whereas in the second stage, six teachers from another school were selected. They are English language teachers and participated in an in-depth interview.

The instruments for quantitative data collection include questionnaires and descriptive statistics. The questionnaire was tested through relevant validity and reliability test procedures during the pilot study. Analyses of quantitative data involve descriptive statistics (frequency counts and percentages). Thematic analyses were carried out on the in-depth interview data. Analyses of data collected from various techniques in this study and allowed the researcher to attain information on the current study, which is perception and measures taken to face the challenges in virtual teaching and learning during a pandemic COVID-19.

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CHAPTER 4

RESULTS AND FINDINGS

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4.1 Introduction

This chapter provides the result of the data collected that included the analysis and report from semi- structured interview. An analysis of quantitative data was carried out by using SPSS version 21 to determine the significant difference between strongly agree, agree, not sure, not agree and strongly not agree on the issue of research participants. A semi-structured interview involved five participants was conducted to identify Malaysian ESL primary school teachers' challenges and measures taken towards virtual teaching and learning during pandemic COVID-19.

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4.2 Discussion of Quantitative Findings

The sub-sections which follow will address the findings of the quantitative data collected.

Research Objective (RO): To examine Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during pandemic COVID-19.

Research Question 1 (RQ 1): What are Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic COVID-19?

Quantitative analysis is the process of collecting and analysing numerical data. In this research, quantitative instruments were involved to examine Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic COVID-19. Google form was used in data collection as quantitative instruments. The questionnaire for teachers was built on and developed based on scholars' views in the relevant field. A response choice of a 5-point Likert scale was used. The 5-point Likert type scale ranges from "strongly disagree," score 1, to "strongly agree," score 5, and a neutral response as the midpoint of the scale. The questionnaire is an adaptation of certain items from the instruments used by other researchers in the same field by Retno

Puji Rahayu* & Yanty Wirza (2020). The content of the questionnaire was validated by experts in the relevant field. The questionnaire for teachers comprises four sections: Section A to Section D. The demographic section, which is Section A of the questionnaire, seeks to gather information about respondents' gender, age range, level of education, teaching experience, and platform used for virtual teaching and learning.

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Then, Section B, the advantages of virtual teaching and learning, five items. Section C, the feasibility of virtual teaching and learning, has five items. Section D, five items, teachers' goals for virtual teaching and learning.

Table 4.1

A. Demographic Information

Gender

	Frequency	Percent
Male	21	16.2
Female	109	83.8
Total	130	100.0

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Age

	Frequency	Percent
20-29	29	22.3
30-39	41	31.5
40-49	42	32.3
50 years above	18	13.8
Total	130	100.0

Education

	Frequency	Percent
Diploma	8	6.2
Degree	88	67.7
Masters	33	25.4
PHD	1	.8
Total	130	100.0

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Platform

	Frequency	Percent
Google classroom	43	33.1
Google Meeting	41	31.5
Kahoot	1	.8
Zoom Cloud Meeting	1	.8
WhatsApp Group	33	25.4
Others	11	8.5
Total	130	100.0

Experience

	Frequency	Percent
1-5 years	33	25.4
6-10 years	21	16.2
11-15 years	24	18.5
16-20 years	22	16.9
21-25 years	13	10.0
26-30 years	9	6.9
More than 30 years	8	6.2
Total	130	100.0

A total of 130 primary school English teachers responded to the survey, of whom 109 (83.8%) were female and 21 (16.8%) were male. The age of the majority of the respondents was 30 to 50 years old, which is 63.8%, and the teaching experience of them was 1 to 20 years. These figures show that the average respondents were experienced teachers and with more than 10 years of teaching experience, they were teachers of DG41 and DG42, who are supposed to be able to direct and positively manipulate the instructional process on their own. In fact, they play an important role in guiding younger and newer teachers in the profession. Most of the respondents are degree holders, with a percentage of 67.7%, which is 88 of them. Second, master's

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degree holders account for 25.4%, or 33 people. But not least, most of the respondents had used Google Classroom as the medium for virtual teaching and learning, with 33.1% of them using it. Meanwhile, 31.5% of respondents, including 41 respondents, used Google Meeting as a platform to teach students online. 25.4% of respondents used WhatsApp, followed by Kahoot at 8%, Zoom Cloud Meeting at 8%, and others at 8.5%. It demonstrates that respondents are at ease using Google Classroom and Google Meeting as online teaching and learning platforms.

Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic COVID-19

Teachers' perceptions towards conducting online lessons is represented by statements B1 to D5. This survey allowed respondents to register the extent of their agreement or disagreement with a particular statement of the advantages, feasibility, and teachers' goals towards virtual teaching and learning during the pandemic COVID-19. Also, it represents a particular trait of the respondents as online teaching and learning also requires a more critical and careful process as it involves another important variable to consider that is the use of media and ICT.

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A. The advantages of virtual teaching and learning (ATL)

No.	Item	Strong disagree (%)	Disagree (%)	Neutral/Not sure (%)	Agree (%)	Strongly Agree (%)
1	Online teaching and learning improve my performance.	1.5	13.1	35.4	40	10
2	Online teaching and learning are effective in getting students' participation	7.7	39.2	28.5	22.3	2.3
3	Online teaching and learning are easy.	9.2	36.2	29.2	20	5.4
4	Online teaching and learning help in employing varied teaching aids.	3.1	8.5	18.5	56.2	13.8
5	I am flexible with online teaching and learning hours.	4.6	11.5	21.5	50.0	12.3

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The items from one to five are based on the advantages of virtual teaching and learning (ATL). There were 40% of teachers who agreed that they had improved their teaching performance through virtual teaching and learning. It is depicted in the first item. Meanwhile, 51% disagree with the effectiveness of getting students' participation in virtual teaching and learning. 36.2% of primary school ESL teachers disagree that virtual teaching and learning are easy, but 56.2% agree that virtual teaching and learning help in employing varied teaching aids. 50% of teachers agree that they are flexible with their virtual teaching and learning. It can be concluded that virtual teaching and learning are not advantageous for primary school ESL teachers or students. It shows that they faced challenges in virtual teaching and learning.

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B. The feasibility of virtual teaching and learning (FTL)

No.	Item	Strong disagree (%)	Disagree (%)	Neutral/Not sure (%)	Agree (%)	Strongly Agree (%)
6	It is easy to operate an online learning system.	3.1	25.4	33.8	29.2	8.5
7	The interaction with the online learning system is clear.	9.2	30.0	35.4	20.0	5.4
8	The online learning system is flexible to interact with students.	4.6	26.2	26.9	34.6	7.7
9	It is easy to be competent in the use of the online learning system.	3.8	26.2	32.3	32.3	5.4
10	The online learning system is more useful in the future.	2.3	9.2	25.4	36.9	26.2

The items from questions six to ten are based on the feasibility of virtual teaching and learning (FTL). The ease with which teachers can operate an online learning system is neutral for 33.8% of teachers, while 29.2% of respondents agree. Simultaneously, 35.4% of teachers are neutral about the interaction with the online learning system, while 30% disagree. It is showing that interaction between primary school ESL teachers and students is not effective through virtual teaching and learning. This followed item number 8, where teachers reported agreement (34.6%) on the statement that the online learning system is flexible for interacting with students. Item 9 recorded that teachers are neutral and agree (64.6%) with the statement that it is easy to be competent in the use of the online learning system. Item 10, with the statement that the online system will be more useful in the future, recorded the majority of the teachers' agreement and strongly agreement, which is 63.1%. According to the above statement and reports,

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teachers agree that virtual teaching and learning will be more useful in the future with better facilities.

C. Teachers' goals on virtual teaching and learning (TGTL)

No.	Item	Strong disagree (%)	Disagree (%)	Neutral/Not sure (%)	Agree (%)	Strongly Agree (%)
11	I will use the online learning system in my English language classroom even after the pandemic of Covid19.	2.3	20.0	30.8	37.7	9.2
12	I will use the online learning system to post activities (forum) for my students.	1.5	9.2	23.1	56.2	10.0
13	I will adapt my teaching and learning activities in the English language classroom to take advantage of the online learning system's capabilities.	0.8	7.7	27.7	53.1	10.8
14	I will encourage my students to learn to use the online learning system.	1.5	5.4	22.3	58.5	12.3
15	I will use the online learning system in the future	0	6.2	30.8	45.4	17.7

The items from questions eleven to fifteen are based on teachers' goals for virtual teaching and learning (TGTL). 37.7% of teachers reported agreement on the online learning system in the English language classroom even after the pandemic of COVID-19, and 30.8% of teachers are still not sure where they found the virtual learning and teaching to be only partly advantageous for them. The majority of teachers reported

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high agreement (56.2%) on the use of online learning systems to post activities (forum) for their students due to the students' response that they could continue their work at home. 63.9% of teachers reported agreeing or strongly agreeing with item 13 and stating they will adapt their teaching and learning activities in the English language classroom to take advantage of the online learning system's capabilities. Concerning the encouragement of their students to learn to use the online learning system for item 14, the survey recorded (58.5%) agreement. The final item, 15, reports that 45.4 percent of teachers agree that they will use the online learning system in the future.

4.3 Discussion on Qualitative Findings

The sub-sections which follow will discuss the findings of the qualitative data collected.

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4.3.1.1 How do Malaysian ESL primary school teachers handle the challenges of virtual teaching and learning during the pandemic COVID-19?

To resolve the research question, an analysis was carried out using the data collected from the in-depth interview sessions. An interview session lasting thirty minutes was held involving five participants, ranging from standard 2 to standard 6 teachers. The in-depth interviews were carried out for about 5 to 10 minutes with each participant during and after school hours, whenever appropriate. Participants answered five questions based on the challenges of virtual teaching and learning and the measures taken to handle those challenges. The interview was tape-recorded. The recordings were then

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transcribed. The themes and sub-themes were categorised for each interview question. The codes for themes and sub-themes were generated.

The discussion is based on participants' views on the five questions asked during the interview session, but analysis was done for two questions, which are the challenges faced by teachers during virtual teaching and learning and the measures taken to handle them. The interview verbatim is attached in APPENDIX D while the themes and sub-themes of the interview transcription are attached in APPENDIX E.

Responses based on the five questions from all the five respondents are being recorded and summarized.

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Category 1: Challenges

These are the **challenges faced by primary school ESL teachers in virtual teaching and learning during pandemic COVID-19.** They have mentioned during the interview.

The following interview focused on the challenges and the measures taken to deal with the challenges of virtual teaching and learning during the pandemic COVID-19. The questions seek measures taken to handle the challenges of virtual teaching and learning. Probing questions were asked to generate spontaneous and rich descriptions of the measures taken to handle the challenges of virtual teaching and learning and issues related to it. As the government announced Movement Control Order (MCO) during

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the pandemic virtual learning and teaching became compulsory for teachers and students.

1.**What are the problems that you face while teaching and learning online?**

Participant 1:

:Okay, that is a challenge question because students have no interest, some students have no interest and some students have difficult in assessing the internet. : Parents attitude towards they are quite supportive of children for not coming in because sometimes the thing is what we came to know is the parents have to share the data with

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Participant 2:

: Okay, there are several problems that I faced while teaching online. One of them is the student engagement : I think I have problems managing my time in terms of marking my students work.

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Participant 3:

: Okay, sometimes the students are not in the suitable places.

: sometimes they have internet problems.

: one more will be some other like the mischievous children.

Participant 4:

: First of all, I think network is a very big issue since I have number of students

: And besides that, students, they really don't know how to handle the technologies without parents beside.

: Besides parents who are working, they seem to be having troublesome to be beside their kids to guide them throughout the online class.

Participant 5:

: Pupils won't be on time.

: Then, technical error, Internet connection, then sound problem, the app problem, so many

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There are challenges faced by primary school ESL teachers during virtual teaching and learning during the COVID-19 pandemic. Five teachers were interviewed for this study. Findings from this study suggest that the majority of the respondents faced challenges but were willing to overcome them, especially during COVID-19. According to those teachers, they are facing challenges in a few aspects. There is poor internet connection, poor technology management, and a lack of interest and character among students. Students who are from rural areas and poor families mostly have this issue. The place where they are staying lacks facilities for Wi-Fi or internet service. According to (Shivangi, 2020) the main disadvantage was technical issues. Being primary school students, the students are not well versed in technology. This is one of the reasons students can't engage themselves in virtual teaching and learning. At the same time, students' engagement in virtual learning is also one factor in the challenge. They were unable to participate in the virtual class due to a lack of technology. Aside from that, a lack of parental guidance makes it difficult for teachers to conduct virtual teaching and learning. According to the teachers, parents are busy with their work and are not capable of guiding their children to attend the virtual class. Meanwhile, (Madaki, 2020), also mentioned about this in his studies that literacy of many parents, erratic/epileptic behaviour, poor infrastructure in the schools, and a lack of facilities in the teaching and learning also challenges in virtual teaching and learning. In addition, teachers are facing challenges in teaching when students are not in a proper place to study. Students with a small number of siblings who share living quarters drop out of virtual classes. Meanwhile, time management is also one of the challenges for teachers in virtual teaching and learning. Teaching a few classes on the same day is also one factor that encourages teachers to conduct virtual teaching and learning. So, the past studies are also corroborating with some the current findings on the challenges.

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Category 2: Measures taken to handle

These are the statements made by teachers regarding the measures taken to handle the challenges in virtual teaching and learning during pandemic COVID-19.

2.How do you solve the problem?

This study also examines the measures taken by the primary school ESL teachers to handle the challenges faced by them. The data collected from the interview shows that the participants have experienced difficulties in virtual teaching and learning and learned how to handle it.

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Participant 1:

:Okay. If the children have computer or phone, **I will actually guide them throughout. It means those who have phone, I will actually show them using the phone how to go about**. And **those who have laptop are also actually show them through my Google App how to go about.** So, for those who can, they can understand. And I don't use English most of the time. **I use another language BM; therefore, children can understand what I'm going to do, but it is a short-term deal for them**. So, I have to keep on emphasizing method of using laptops and phones to them.

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Participant 2:

: Okay, for that, for attendance, one of one of my I prepared prizes for them.

: If they achieve some, let's say they attend my class once I give them two marks, if they got ten, I will give them prize.

: And then I can send the work through WhatsApp and they will complete it with the help of the parents. And then I will check and give it back

Participant 3:

: Okay, what we did was we discussed the management of the school and then we came up with the rules that the students have to switch on the camera and have to be in front of the camera all the time during the class and answer when being asked if not, they will be demerit.

: ask them to complete their homework in the Google sheet or after the class.

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Participant 4:

: I help them through more YouTube videos.

: Besides that, I had flexible class hours.

: Some who can't follow, I'll send them videos so that they can at least watch the videos and do online quiz. Since there's online quiz, students seem to be more interested to join the online class compared to before this.

Participant 5:

: I'll post all the activities and exercises in the WhatsApp group.

: we'll give time, let's say for one week and they're able to finish it. And mostly not all, at least 90% they can finish it and hand over on time.

According to the study, the teachers had taken few measures to handle the challenges of virtual teaching and learning. Teachers used virtual teaching and learning to create flexible time to teach their students. Apart from that, they allow students to do work after class, so the students will not rush to do their work. Teachers also give students extra time to finish their work. Meanwhile, according to another teacher, she handles the challenges by demeriting students' marks if they are absent without reason. One of

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the teachers mentioned that they discussed this with the management and created rules and regulations whereby students should be on their cameras while class is ongoing and they are not allowed to turn them off. If they disobey the rules, discipline action will be taken against the students. Teachers handle the issue by instructing students to do work in a Google Sheet, post exercises and notes through WhatsApp, and conduct compulsory teaching and learning through Google Meetings. Additionally, teachers send students YouTube videos to learn from and quizzes based on the videos. Teachers also handle the challenges by giving extra marks for the quizzes and exercises they give during the virtual class. Apart from that, teachers also give gifts to students to attract their attention towards virtual teaching and learning. According to teachers, primary school students are always excited and happy if they are appreciated by receiving extra marks and gifts. Teachers also mentioned that they teach students the correct way to use their phones in order to participate in virtual teaching and learning. This is because the students are lacking in technological knowledge. Lastly, those teachers interviewed also mentioned that using a different language (basically Malay) helped them handle the challenges. According to them, using different language is the short-term solution for them to attract students' attention. The behaviorism is related to this which by measures taken by teachers where they give positive reinforcements such as gifts to their students. It was also mentioned in Khatoony (2020) that Iranian teachers support adoption of technology. Iran reveal that many Iranian teachers support its adoption and have said that it can be helpful in these circumstances by bridging the gap between students and teachers. According to the past studies, there is a research corroborate with current studies by rewarding students to attend the virtual teaching and learning.

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4.4 Summary

In this chapter, the results of the data are provided. An analysis of the data was carried out using SPSS version 25 to determine the perception of primary school ESL teachers towards virtual teaching and learning during pandemic COVID-19. The research was carried out through a questionnaire. Data was also gathered through a semi-structured interview. The interview transcript and analysis were attached. (See APPENDIX D for interview verbatim). Its purpose is to ascertain the teacher's difficulties and the measures taken to address them.

Overall, the majority of the primary school ESL teachers had neutral positions on virtual teaching and learning. It's also showing that they neither agreed nor disagreed with all of the statements. The most reported finding is that teachers are convenient with physical classroom teaching and learning. Meanwhile, teachers are encouraging virtual teaching and learning for the future if it is compulsory and implement the measure that they figured out to face the challenges with better facilities. In short, the data answered the two stated research questions.

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CHAPTER 5

DISCUSSION, CONCLUSION AND SUGGESTIONS

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5.1 Introduction

This chapter presents the discussion of findings of this study. The discussion is based on the two research questions: 1) What are Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic COVID-19? 2) How do Malaysian ESL primary school teachers handle the challenges of virtual teaching and learning during the pandemic COVID-19?

Implications of the study and recommendations are made based on the findings. The pedagogical implications of the findings are also provided.

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5.2 Research Summary

This study focused mainly on Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic COVID-19 outbreak. The challenges of virtual teaching and learning and measures are taken to deal with were being focused among primary school ESL teachers.

5.2.1 Aims

This study aimed how ESL teachers in Malaysian primary schools perceived and dealt with challenges while conducting virtual teaching and learning during the COVID-19 outbreak. Perception of primary school ESL teachers, challenges of virtual teaching and learning and measures are taken to deal were being focused.

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5.2.2 Research Questions

The two research questions were: 1) What are Malaysian ESL primary school teachers' perceptions towards virtual teaching and learning during the pandemic COVID-19? 2) How do Malaysian ESL primary school teachers handle the challenges of virtual teaching and learning during the pandemic COVID-19?

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5.2.3 Research Methods

The instrument chosen in this study were a survey - questionnaire and a semi-structured interview session. The descriptive analysis involves SPSS Statistics analysis of frequency and percentage for questionnaire and thematic analysis for a semi-structured interview involving five participants was conducted to identify Malaysian ESL primary school teachers' challenges and measures taken to deal towards virtual teaching and learning during the pandemic COVID-19.

5.3 Summary and Conclusions of Quantitative Findings

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The findings of the research showed that there were great perceptions among primary school ESL teachers on virtual teaching and learning. Participants could show agreement and disagreement on the advantages, feasibility, and teachers' goals towards virtual teaching and learning during the pandemic COVID-19. The majority of the primary school ESL teachers had neutral positions on virtual teaching and learning. It's also showing that they neither agreed nor disagreed with all the statements. The most reported finding is that teachers are convenient with physical classroom teaching and learning. Meanwhile, teachers are encouraging virtual teaching and learning for the future if it is compulsory and implement the measure that they figured out to face the challenges with better facilities. In short, this is one of the best ways to gain knowledge on primary school ESL teachers' perception of virtual teaching and learning.

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5.4 Summary and Conclusions of Qualitative Findings

The semi-structured interview showed that primary school ESL teachers were challenged in virtual teaching and learning during the pandemic COVID-19 as it was the first attempt for every one of them. Teachers have faced challenges in a few aspects and they managed to handle them using a few ways. In short, these findings will help other primary school ESL teachers to manage the challenges they might face in future during other forceful situation where they need to have Virtual Teaching and Learning such as haze or other diseases appeared.

5.5 Implications of the Study

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The findings of the study suggest that the English language needs to be taught in a fun, engaging, and interactive way through virtual teaching and learning for a better understanding. It is difficult to cater to different learning styles. The majority of teachers had a neutral stance on the advantages of using online learning in ESL classes but mostly concluded that virtual teaching and learning are not advantageous for primary school ESL teachers or students. At the same time, teachers are also encouraging virtual teaching and learning in the future. So, ESL teachers in primary schools prefer traditional classroom teaching and learning as it is more effective and fruitful. Interactive learning is a chance for 70% of young learners to avoid passive retention (QA Education, 2017).

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Furthermore, teachers encountered difficulties in virtual teaching and learning. Due to the severe pandemic, learners are forced to stay at home and mostly attach to technology such as mobile phones, laptops, and computers, especially in the process of teaching and learning. Therefore, virtual teaching and learning were mandatory for them to educate the students. According to the study, the teachers had taken few measures to handle the challenges of virtual teaching and learning. In short, teachers and students can have meaningful and interactive face-to-face teaching and learning that promote better understanding.

5.5.1 Theoretical Implications

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The study was related to the theory's behaviourism theory, constructivism theory, engagement theory and theory of connectivism (Goldie, 2016). The main focus of this research is on behaviourism, constructivist learning and engagement theory of learning because of the focus being placed on creating active learners who are immersed in the material due to the use of virtual reality. According to this theory, the behaviour of teachers and students are in deeply involved. According to Yunus (2018), behaviourism focuses on changes in individuals' observable behaviours. This activity theory also highlights the possible impact on teaching and learning using new tools as channels for modernizing, contextualizing, and transforming activity procedures.

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Next, teachers and students are co-creators of knowledge via connection in an open and flexible curriculum. Connectivism is the incorporation of principles discovered by self-organization and complexity, network, and chaos theories. From a connectivity viewpoint knowledge does not reside in any individual but is distributed through connection networks. So, relating to this study, the apps are a platform for teachers and students to connect and to conduct the lesson through virtual teaching and learning. Moreover, it is also contributing to the teachers' and students' behaviour throughout virtual teaching and learning.

5.5.2 Implications on Education Community

The findings of this study serve as a basis for education on improving effective virtual teaching and learning among ESL teachers in primary schools. It was in line with the fourth objective in the English Language Management Guide: helping English language teachers manage and implement teaching and learning processes more effectively and efficiently (Ministry of Education, 2019).

Next, the findings of the teachers' perceptions and interviews showed that teachers are comfortable with physical classroom teaching and learning. At the same time, teachers are also encouraging virtual teaching and learning for the future and have figured out a few measures to take for the challenges they have faced. It is because virtual teaching and learning are not advantageous for primary school ESL teachers or students. It shows that they faced challenges with virtual teaching and learning. So,

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teachers agree that virtual teaching and learning will be more useful in the future with better facilities. They also agreed that they will use the online learning system in the future after gaining better knowledge.

5.5.3 Implications on Public Community

The results of this study demonstrated that improved internet access, a fun learning environment, and appropriate coaching increase students' interest in virtual teaching and learning. For both teachers and students, the environment serves as a foundational learning platform. Therefore, a successful learning outcome is produced by a suitable setting.

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In today's society, social, structural, and physical fairness are prioritised by the public community. Active participation and contact during traditional classroom instruction are healthy. This study confirms that social and favourable environmental conditions play a significant role in community empowerment through social engagement.

The study's findings also provided some educational implications for the teachers as well as for school management. First and foremost, it is crucial for teachers to enhance their teaching methods, such as through clearer directions and assistance with completing virtual homework and exercises. In order to encourage students,

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interaction and a deeper knowledge of the teachings need to be applied. Teachers should also take into account using teaching tactics that give all students a chance to interact with each other and provide better learning materials.

5.6 Future Research

Based on the findings of the study, a few recommendations are provided for further studies. This study is limited to a few primary school teachers in Klang Valley. Therefore, the result does not represent the whole primary school system in the country. There is a need for further study to include a larger sample of subjects from different schools and states. The findings can be generalised by involving larger samples of research participants. Moreover, this study should be conducted among primary school students for more results.

In short, the result of the study supports the idea of utilising virtual teaching and learning among primary school ESL teachers and students, but as mentioned, with better facilities, knowledge, and environments in the future. In the current situation, traditional teaching and learning play a more important role in the success of both students and teachers.

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5.7 Summary

During the COVID-19 pandemic, primary school ESL teachers faced challenges in virtual teaching and learning, according to this study. Even though it was mandatory for the teachers and students to have virtual teaching and learning, it was not really successful for some because of a few issues. According to this study, if the important basic necessities are well improved, virtual teaching and learning can be successful in the future. Moreover, all the teachers will commit themselves to teach the students, and the students will also show their interest in their virtual learning. Primary school ESL teachers have their own perceptions of virtual teaching and learning. They also overcame the challenges by using some methods in order to have better teaching and learning. All those should be taken into consideration so that we can have effective virtual teaching and learning for primary school students in the future. The government and also primary school management should encourage teachers by giving them courses, suitable material, and proper facilities for future virtual teaching and learning. Meanwhile, parents at home should support the students' plans to study virtually in the future if the government implements it in an emergency.

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APPENDICES

APPENDIX A

Section A: Demographical Details

Gender:

Male	
Female	

Age Range:

20 - 29 years old	
30 - 39 years old	
40 - 49 years old	
50 years above	

Level of Education

Diploma	
Degree	
Masters	
PHD	

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Teaching Experience

1 - 5 years	
6 - 10 years	
11 - 15 years	
16 - 20 years	
21 - 25 years	
26 - 30 years	
More than 30 years	

Platform Used

Google Classroom	
Google Meeting	
Kahoot	
Zoom Cloud Meeting	
WhatsApp Group	
Others	

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Section B: The advantage of online teaching and learning

On a scale of 1 to 5, please rate your choice according to the statement given.
1 = Strongly disagree
2 = Disagree
3 = Neutral / Not sure
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
Online teaching and learning improve my performance.					
Online teaching and learning are effective in getting students' participation					
Online teaching and learning are easy.					
Online teaching and learning help in employing varied teaching aids.					
I am flexible with online teaching and learning hours.					

Section C: The ease of teaching and learning online

On a scale of 1 to 5, please rate your choice according to the statement given.
1 = Strongly disagree
2 = Disagree
3 = Neutral / Not sure
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
It is easy to operate an online learning system.					
The interaction with the online learning system is clear .					
The online learning system is flexible to interact with students					
It is easy to be competent in the use of the online learning system.					
The online learning system is more useful in the future.					

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Section D: Teachers' goals on online teaching and learning

On a scale of 1 to 5, please rate your choice according to the statement given.
1 = Strongly disagree
2 = Disagree
3 = Neutral / Not sure
4 = Agree
5 = Strongly agree

Statement	**1**	**2**	**3**	**4**	**5**
I will use the online learning system in my English language classroom even after the pandemic of Covid19.					
I will join the online learning system to interact with the subject I teach at least once a day.					
I will adapt my teaching and learning activities in the English language classroom to take advantage of the online learning system's capabilities.					
I will encourage my students to learn to use the online learning system.					
I will use the online learning system in the future if I have the chance.					

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APPENDIX B

Semi Structured Interview

In the second phase, a semi-structured interview protocol is used to answer the second research question, "How do Malaysian ESL primary school teachers handle the challenges of online teaching and learning during the pandemic Covid 19?" Below is an example interview questions.

i) How are you

ii) How do you find online teaching and learning?

iii) Do you have any app or programme to schedule your classes? If yes, what are they?

iv) What are your problems in teaching and learning online?

v) How do you solve the problems for example students' engagement, their attendance, their accessibility towards computer?

vi) How about the parents? Are they of any assistance in providing the required resources for their children to enjoy online teaching and learning?

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Instrument Validation

Expert Reviewer Guidelines

Reviewer Guidelines:

Strongly Disagree Disagree Not Sure Agree Strongly Agree

[---------- 1 ---------- 2 ---------- 3 ---------- 4 ---------- 5 ----------]

Research Title: Virtual Learning Among ESL Teachers in Primary Schools During Pandemic Covid-19

Instruments

Part 1 - Questionnaire

Part 2 - Semi-Structured Interview.

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Items Ranking Guidelines

The questions should fulfil the following criteria:

a) match the instructional objectives
b) appropriate in terms of language used, and style of primary school ESL teachers
c) according to the level of difficulty
d) not bias or containing sensitive questions

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Part 1

Questionnaire Instrument Validation

Scale	Item No.	Items	The questions are relevant to the topic of study				
			Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
ATL	1	Online teaching and learning improve my performance.					
ATL	2	Online teaching and learning are effective in getting students' participation					
ATL	3	Online teaching and learning are easy.					
ATL	4	Online teaching and learning help in employing varied teaching aids.					
ATL	5	I am flexible with online teaching and learning hours.					
FTL	6	It is easy to operate an online learning system.					
FTL	7	The interaction with the online learning system is clear.					
FTL	8	The online learning system is flexible to interact with students.					
FTL	9	It is easy to be competent in the use of the online learning system.					
FTL	10	The online learning system is more useful in the future.					
TGTL	11	I will use the online learning system in my English language classroom even after the pandemic of Covid19.					
TGTL	12	I will join the online learning system to interact with the subject I teach at least once a day.					
TGTL	13	I will adapt my teaching and learning activities in the English language classroom to take advantage of the online learning system's capabilities.					
TGTL	14	I will encourage my students to learn to use the online learning system.					
TGTL	15	I will use the online learning system in the future if I have the chance.					

***Note: ATL= The advantage of online teaching and learning; FTL= The feasibility of teaching and learning online; TGTL=Teachers' goals on online teaching and learning;**

Recommendation: The items developed in the observation list would help in investigating the perceptions of Malaysia ESL primary school teachers towards online teaching and learning during the pandemic Covid 19

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Part 2

Semi-Structured Interview Questions Validation

Item No.	Items	Teachers will be able to understand the question					Teachers will be able to answer the question					The questions are relevant to the topic of study				
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	How are you?															
2	How do you find online teaching and learning?															
3	Do you have any app or programme to schedule your classes? If yes, what are they?															
4	What are the problems that you face while teaching and learning online?															
5	How do you solve the problems for example students' engagement, their attendance, their accessibility towards computer?															
6	Are parents of any assistance in providing the required resources for their children to enjoy online teaching and learning?															

Recommendation: The semi-structured interview questions formed are in line and will allow the researcher to collect data in response to the study's first research question.

Endorsed by,

Charanjit

Dr Charanjit Kaur Swaran Singh
Associate Professor
Department of English Language & Literature
Faculty of Languages & Communication
35900 Tanjong Malim, Perak Darul Ridzuan

1/6/2022

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QUANTITATIVE ANALYSIS

Frequency Table – Demographic Information

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	21	16.2	16.2	16.2
	Female	109	83.8	83.8	100.0
	Total	130	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	29	22.3	22.3	22.3
	30-39	41	31.5	31.5	53.8
	40-49	42	32.3	32.3	86.2
	50 years above	18	13.8	13.8	100.0
	Total	130	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	8	6.2	6.2	6.2
	Degree	88	67.7	67.7	73.8
	Masters	33	25.4	25.4	99.2
	PHD	1	.8	.8	100.0
	Total	130	100.0	100.0	

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Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	33	25.4	25.4	25.4
	6-10 years	21	16.2	16.2	41.5
	11-15 years	24	18.5	18.5	60.0
	16-20 years	22	16.9	16.9	76.9
	21-25 years	13	10.0	10.0	86.9
	26-30 years	9	6.9	6.9	93.8
	More than 30 years	8	6.2	6.2	100.0
	Total	130	100.0	100.0	

Platform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Google classroom	43	33.1	33.1	33.1
	Google Meeting	41	31.5	31.5	64.6
	Kahoot	1	.8	.8	65.4
	Zoom Cloud Meeting	1	.8	.8	66.2
	WhatsApp Group	33	25.4	25.4	91.5
	Others	11	8.5	8.5	100.0
	Total	130	100.0	100.0	

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Frequency Table – Questionnaire

1. Online teaching and learning improve my performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	17	13.1	13.1	14.6
	Neutral / Not Sure	46	35.4	35.4	50.0
	Agree	52	40.0	40.0	90.0
	Strongly Agree	13	10.0	10.0	100.0
	Total	130	100.0	100.0	

2. Online teaching and learning are effective in getting students' participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	7.7	7.7	7.7
	Disagree	51	39.2	39.2	46.9
	Neutral / Not Sure	37	28.5	28.5	75.4
	Agree	29	22.3	22.3	97.7
	Strongly Agree	3	2.3	2.3	100.0
	Total	130	100.0	100.0	

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3. **Online teaching and learning are easy.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	9.2	9.2	9.2
	Disagree	47	36.2	36.2	45.4
	Neutral / Not Sure	38	29.2	29.2	74.6
	Agree	26	20.0	20.0	94.6
	Strongly Agree	7	5.4	5.4	100.0
	Total	130	100.0	100.0	

4. Online teaching and learning help in employing varied teaching aids.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.1	3.1	3.1
	Disagree	11	8.5	8.5	11.5
	Neutral / Not Sure	24	18.5	18.5	30.0
	Agree	73	56.2	56.2	86.2
	Strongly Agree	18	13.8	13.8	100.0
	Total	130	100.0	100.0	

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5. I am flexible with online teaching and learning hours.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.6	4.6	4.6
	Disagree	15	11.5	11.5	16.2
	Neutral / Not Sure	28	21.5	21.5	37.7
	Agree	65	50.0	50.0	87.7
	Strongly Agree	16	12.3	12.3	100.0
	Total	130	100.0	100.0	

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6. It is easy to operate an online learning system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.1	3.1	3.1
	Disagree	33	25.4	25.4	28.5
	Neutral / Not Sure	44	33.8	33.8	62.3
	Agree	38	29.2	29.2	91.5
	Strongly Agree	11	8.5	8.5	100.0
	Total	130	100.0	100.0	

7. The interaction with the online learning system is clear.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	9.2	9.2	9.2
	Disagree	39	30.0	30.0	39.2
	Neutral / Not Sure	46	35.4	35.4	74.6
	Agree	26	20.0	20.0	94.6
	Strongly Agree	7	5.4	5.4	100.0
	Total	130	100.0	100.0	

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8. The online learning system is flexible to interact with students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.6	4.6	4.6
	Disagree	34	26.2	26.2	30.8
	Neutral / Not Sure	35	26.9	26.9	57.7
	Agree	45	34.6	34.6	92.3
	Strongly Agree	10	7.7	7.7	100.0
	Total	130	100.0	100.0	

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9. It is easy to be competent in the use of the online learning system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.8	3.8	3.8
	Disagree	34	26.2	26.2	30.0
	Neutral / Not Sure	42	32.3	32.3	62.3
	Agree	42	32.3	32.3	94.6
	Strongly Agree	7	5.4	5.4	100.0
	Total	130	100.0	100.0	

10. The online learning system is more useful in the future.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	12	9.2	9.2	11.5
	Neutral / Not Sure	33	25.4	25.4	36.9
	Agree	48	36.9	36.9	73.8
	Strongly Agree	34	26.2	26.2	100.0
	Total	130	100.0	100.0	

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11. I will use the online learning system in my English language classroom even after the pandemic of Covid19.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	26	20.0	20.0	22.3
	Neutral / Not Sure	40	30.8	30.8	53.1
	Agree	49	37.7	37.7	90.8
	Strongly Agree	12	9.2	9.2	100.0
	Total	130	100.0	100.0	

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12. I will use the online learning system to post activities (forum) for my students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	12	9.2	9.2	10.8
	Neutral / Not Sure	30	23.1	23.1	33.8
	Agree	73	56.2	56.2	90.0
	Strongly Agree	13	10.0	10.0	100.0
	Total	130	100.0	100.0	

13. I will adapt my teaching and learning activities in the English language classroom to take advantage of the online learning system's capabilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	10	7.7	7.7	8.5
	Neutral / Not Sure	36	27.7	27.7	36.2
	Agree	69	53.1	53.1	89.2
	Strongly Agree	14	10.8	10.8	100.0
	Total	130	100.0	100.0	

14. I will encourage my students to learn to use the online learning system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	7	5.4	5.4	6.9
	Neutral / Not Sure	29	22.3	22.3	29.2
	Agree	76	58.5	58.5	87.7
	Strongly Agree	16	12.3	12.3	100.0
	Total	130	100.0	100.0	

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15. I will use the online learning system in the future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	6.2	6.2	6.2
	Neutral / Not Sure	40	30.8	30.8	36.9
	Agree	59	45.4	45.4	82.3
	Strongly Agree	23	17.7	17.7	100.0
	Total	130	100.0	100.0	

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QUALITATIVE ANALYSIS

APPENDIX C – Interview Verbatim

TRANSCRIPTION

Navigating Virtual Teaching and Learning: Perspectives and Challenges Faced by Malaysian Primary Schools' ESL Teachers

2/6/2022, (10.08am) 5m 06 seconds

I (Interviewer)

TA (Teacher A)

I : Hi. Good morning, Teacher Harjit. How are you?

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TA :I'm fine, thank you. Teacher, how are you?

I :I'm good. Okay. So for my studies. Okay. Teacher, can I ask you a question? How do you find online teaching and learning?

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TA :Online teaching and learning can be interesting. It's depending on your teaching method and it can be challenging actually. So, it's depending how you actually plan your lesson for the day.

I :Okay. Do you have any apps or program to schedule? If yes, what are they?

TA :Okay, my app normally what I have done, what I'm doing right now is I am using YouTube channels. I get two particular teachers that actually teach the lesson. So basically, I will play the video and I revise with the children more is because the teacher has pictures and extra pictures and videos. So, the children are quite interested for the lesson. So, in another way also I also download some pictures and I do it. So basically, what we do is I use Google meet to perform my classes during Google meet and I also have Google form. At the end of the day, they supposed to answer questions like assessment to assess them and how do they understand.

I :Okay, that's great. What are the problems that you face while teaching and learning online?

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TA :Okay, that is a **challenge question because students have no interest, some students have no interest and some students have difficult in assessing the internet**. So that is my challenge because when the children do not have internet so their attendance are zero and when they have internet, maybe it's slow. So, **the class actually stops for them while the class is going on, they stop halfway because Internet slow can't support**. So maybe like ten to 15 minutes of the lesson is gone for them. Another challenging is no interest because some children still think that PdPR is a holiday lesson going on. So, they decide not to come in. **Parents attitude towards they are quite supportive of children for not coming in because sometimes the thing is what we came to know is the parents have to share the data with the children**. So that is one of the difficulties during assessing the class.

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I :Okay. How do you solve the problems? For example, students' engagement, the attendance, the accessibility towards computer.

TA :Okay. If the children have computer or phone, **I will actually guide them throughout. It means those who have phone, I will actually show them using the phone how to go about**. And **those who have laptop are also actually show them through my Google App how to go about.** So, for those who can, they can understand. And I don't use English most of the time. **I use another language**

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BM; therefore, children can understand what I'm going to do, but it is a short-term deal for them. So, I have to keep on emphasizing method of using laptops and phones to them.

I :Okay. Now the final question. Are parents of any assistance in providing the required resources for their children to enjoy online teaching and learning.

TA :Okay. It's depending on the children's parents' example, if I see some parents, they support them for not attending the class, that's one. And when certain type of parents is encouraged but they don't have full they can't really can support us 100% because they do share their phone data or their phone to the children. So sometimes parents do not know what is happening, they need a phone call or they got urgent business to do or anything. So, children are actually negligent and some parents are very supportive so wherever they can do they will answer the children do their homework on the Google form.

I :That's great. Okay. Thank you Ms. Harjit. Thank you for your time and thank you for the info that you gave me. Thank you.

TA :Thank you.

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2/6/2022, (9.35pm) 5m 13 seconds

I (Interviewer)

TB (Teacher B)

I :Hi, Teacher Mira. Good evening. How are you?

TB :Hi, Kasthuri. Good evening. I'm good.

I :Okay. Teacher Amira, I would like to ask you some questions regarding online teaching. How do you find online teaching and learning? Teacher Mira?

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TB :For me, online teaching and learning is very easy because I can explore a lot of apps and share with my students. Besides, I can have flexible sign in terms of preparing my work and also prepare for the meaning I have flexible time in terms of.

I :Time.

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TB :In terms of time, yes.

I :Okay, that's great. So do you have any app or programme to schedule your closes? If yes, what are they?

TB :Okay. For app and programme, I use YouTube, Telegram and also sometimes I conduct Google meet with them.

I :I see. That great. So what are the problems that you face while teaching and learning online?

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TB :Okay, there are several problems that I faced while teaching online**. One of them is the student engagement.** This is because some of my students have problems with connection and also the hand phone because they are sharing with other family members. So sometimes they have problems to enter my class. About time. I think I **have problems managing my time in terms of marking my students work**. Because when we teach online, we have class like eight to nine, 1 hour. And then when they send me the work, I need to find some time to mark the words

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and give the feedback to them. So I find it hard for me to make it flexible in terms of time to Mark their work.

I :Okay, so how do you solve the problems? For example, students engagement, their attendance, the accessibility towards computer.

TB :Okay, for that, for attendance, one of one **of my I prepared prizes for them**. If they achieve some, let's say they attend my class once **I give them two marks**, if they got ten, I will give them prize. Okay.

I :So you appreciate the attendance? Something like that, yeah. That's great. Are parents of any assistance in providing the required resources for your children to enjoy online teaching and learning?

TB :Yes. For me, I can see that the parents have a lot in terms of if the children cannot attend my class, they will tell me and also, they will ask what are the work that needs to be done? And then **I can send the work through WhatsApp and they will complete it with the help of the parents. And then I will check and give it back**. Okay.

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I :Teacher Mira, thank you for your time and your interview for me. Thanks a lot.

TB :Thank you. Thank you Kasthuri.

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3/6/2022, (3.30pm) 4m 25 seconds

I (Interviewer)

TC (Teacher C)

I :Hi teacher Jaspreet, how are you?

TC :I'm good, how are you?

I :I'm good, thank you. Ok, teacher Jaspreet, I would like to ask you questions regarding the online teaching. How do you find online teaching and learning?

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TC :Online teaching is very effective because we can insert, we can use games, we can use PowerPoints YouTube which makes the lesson more interesting, more interesting for the students and attract their attention.

I :Okay, so do you have any app or program to schedule your classes? If yes, what are they?

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TC :Currently? I'm using Zoom meeting because it's easy to access to the address. Others it's a bit complicated so I prefer using Zoom.

I :I see. Okay, so what are the problems that you face while teaching and learning online?

TC :Okay, sometimes **the students are not in the suitable places**. For example, they're in the hall, the other siblings are there, the TV is on **so they don't have the attention there and sometimes they have internet problems**. We are teaching, suddenly they are not there anymore. So they missed that part where we are explaining and **one more will be some other like the mischievous children**. They are off the camera speaker. They simply do that.

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I :Okay, so how do we solve the problems? For example, like students engagement, the attendance, the accessibility towards computer.

TC :Okay, what we did was **we discussed the management of the school and then we came up with the rules that the students have to switch on the camera and**

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have to be in front of the camera all the time during the class and answer when being asked if not, they **will be demerit**.

I :I see. Okay. Are parents of any assistance in providing the required resources for their children to enjoy the online learning and teaching?

TC :Yes, parents play an important role also, but depends. Some parents they couldn't be bothered, but some who are interested, then they really will do whatever we ask them to prepare whatever we do and ask them **to complete their homework in the Google sheet or after the class.**

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I :I see. Okay teacher Jaspreet. Thank you for your time, for my recording, for interview.

TC :Okay, thank you. Bye.

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3/6/2022, (8.32pm) 2m 31 seconds

I (Interviewer)

TD (Teacher D)

I :Hi. Good morning. Teacher Pavitra. How are you?

TD :Yeah, I'm good.

I :Teacher Pavitra, how do you find online teaching and learning?

TD :Online teaching and learning was quite new for me or for the students to too, but it's quite efficient for students who are interested with the technologies, but for those from rural areas, they find it quite hard.

I :Okay. So do you have any app or programme to schedule your classes ?If yes, What are they?

TD :I usually use WhatsApp group to provide them with the details for the classes. Meanwhile, during online classes, I prefer Google Meet.

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I :I see. Okay. So what are the problems that you face while teaching and learning online?

TD :First of all, I think **network is a very big issue** since I have number of students, which is quite high each session I have about 100 students, so it was quite troublesome for me. And besides that, **students, they really don't know how to handle the technologies without parents beside.** They don't seem to be understanding whatever instructions that we are giving. So it was very hard for me to do without the parents. Besides **parents who are working, they seem to be having troublesome to be beside their kids to guide them** throughout the online class.

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I :So how do you solve the problem? For example, students engagement, their attendance, the accessibility towards computer.

TD :**I help them through more YouTube videos.** Besides that, I had **flexible class hours.** Some who can't follow, I'll **send them videos so that they can at least watch the videos and do online quiz.** Since there's online quiz, students seem to be more interested to join the online class compared to before this.

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I :Are parents of any assistance in providing the required resources for their children to enjoy online teaching and learning.

TD :Yeah, some parents, they managed to arrange their schedule so that one of them can be with the kids during the online class. But most of them seem to be like having a lot of problems to arrange their schedules. They prefer night classes which don't seem to be comfortable with other parents. So some parents those who are really committed they provide their best for the kids.

I :Okay. All right. Ms. Pavitra, thank you for your time and thank you for the interview.

TD :You too. Bye.

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3/6/2022, (10.08pm) 2m 45 seconds

I (Interviewer)

TE (Teacher E)

I :Good morning, teacher Punitha, how are you?

TE :Good morning. I'm good, thank you.

I :Okay, Ms. Punitha, how do you find online teaching and learning?

TE :Well, online teaching felt that it's not very effective because not all the pupils, especially my case, I'm teaching in a rural area. Not all will have the facilities of laptop or computer as well as Internet. I feel teaching face to face is more effective than online.

I :Okay, that's great. Do you have any app or programme to schedule your classes? If yes, what are they?

TE :Yeah, usually I will have my class in Google Classroom and Zoom as well.

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I :Okay. All right. What are the problems that you face while teaching and learning online?

TE :Teacher common issues that most of the teachers are facing. Pupils **won't be on time**. Then **technical error, Internet connection, then sound problem, the app problem**, so many.

I :Okay, so there are a lot of problems. All right. So how do you solve the problems? For example, students engagement, the attendance, the accessibility towards computer.

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TE :Okay, normally what I will do in my case, we have a group Whatsapp for class. So after the online class, **I'll post all the activities and exercises in the WhatsApp group.** So those were unable to attend on time for online class, they can check through their WhatsApp group because normally all the families have smartphones, no matter whether they're in urban or in the rural area. So, they will get through it. And then, of course, **we'll give time, let's say for one week and they're able to finish it.** And mostly not all, at least 90% they can finish it and hand over on time.

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I :Okay. Awesome. All right. Are the parents of any assistance in providing the required resources for the children to enjoy online teaching and learning?

TE :I won't say not at all. There are few. Number of them. All busy with their own chores. So I don't think we can blame the parents. And I don't think so they have enough time to provide for every of their child during the online.

I :Okay, that's great. Anyway, thank you, Ms. Punitha, for your time. Thanks a lot.

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TE :Thank you. Bye.

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COMPILING

Challenges : Poor internet connection

Challenges **:** lack of interest among student

Challenges **:** Lacking of parents 'guidance

Measure taken to handle : Teach students the correct way of using phone

Measure taken to handle : Learning through Google Meeting

Measure taken to handle : Use different language

Challenges : Students' engagement

Challenges : Time management

Measure taken to handle : Give gifts

Measure taken to handle : Give extra marks

Measure taken to handle : Send works / exercises through WhatsApp

Challenges : Not suitable places

Challenges : Poor internet connection

Challenges : Students 'character - mischievous

Measure taken to handle : Discussed with management - rules

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Measure taken to handle : Do work in Google Sheet

Measure taken to handle : Demerit

Measure taken to handle : Do work after class

Challenges : Poor internet connection

Challenges : Poor technology management

Measure taken to handle : Send YouTube videos to learn

Measure taken to handle : Created flexible time

Measure taken to handle : Quiz based on videos

Challenges : Time management

Challenges : Poor internet connection

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Measure taken to handle : Post exercises and notes through WhatsApp

Measure taken to handle : Give extra time to finish their students' work

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ARRANGING ALPHABETICALLY

Challenges : Poor internet connection

Challenges **:** lack of interest among student

Challenges **:** Lacking of parents 'guidance

Challenges : Not suitable places

Challenges : Poor internet connection

Challenges : Poor internet connection

Challenges : Poor internet connection

Challenges : Poor technology management

Challenges : Students 'character - mischievous

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Challenges : Students' engagement

Challenges : Time management

Challenges : Time management

Measure taken to handle : Created flexible time

Measure taken to handle : Demerit

Measure taken to handle : Discussed with management - rules

Measure taken to handle : Do work after class

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Measure taken to handle : Do work in Google Sheet

Measure taken to handle : Give extra marks

Measure taken to handle : Give extra time to finish their students' work

Measure taken to handle : Give gifts

Measure taken to handle : Learning through Google Meeting

Measure taken to handle : Post exercises and notes through WhatsApp

Measure taken to handle : Quiz based on videos

Measure taken to handle : Send works / exercises through WhatsApp

Measure taken to handle : Send YouTube videos to learn

Measure taken to handle : Teach students the correct way of using phone

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Measure taken to handle : Use different language

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CONSOLIDATING

Challenges : Poor internet connection (4)

Challenges **:** lack of interest among student (1)

Challenges **:** Lacking of parents 'guidance (1)

Challenges : Not suitable places (1)

Challenges : Poor technology management (1)

Challenges : Students 'character – mischievous (1)

Challenges : Students' engagement (1)

Challenges : Time management (2)

Measure taken to handle : Created flexible time

Measure taken to handle : Demerit

Measure taken to handle : Discussed with management - rules

Measure taken to handle : Do work after class

Measure taken to handle : Do work in Google Sheet

Measure taken to handle : Give extra marks

Measure taken to handle : Give extra time to finish students' work

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Measure taken to handle : Give gifts

Measure taken to handle : Learning through Google Meeting

Measure taken to handle : Post exercises and notes through WhatsApp (2)

Measure taken to handle : Quiz based on videos

Measure taken to handle : Send YouTube videos to learn

Measure taken to handle : Teach students the correct way of using phone

Measure taken to handle : Use different language

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Appendix D

SORTING THE CODES

How do Malaysian ESL primary school teachers handle the challenges of virtual teaching and learning during the pandemic COVID-19?

1. What are the problems that teachers' face while teaching and learning online?

   (Challenges)

Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Poor internet connection (4) Poor technology management (1)	lack of interest among student (1) Students 'character – mischievous (1) Students' engagement (1)	Lacking of parents 'guidance (1)	Not suitable places (1)	Time management (2)

2. What are the steps taken to deal with the problems? **(Measure taken to handle)**

Cluster 1 (3)	Cluster 2 (2)	Cluster 3 (6)	Cluster 4 (2)	Cluster 5 (1)	Cluster 6 (1)
Created flexible time (1) Do work after class (1) Give extra time to finish students' work (1)	Demerit (1) Discussed with management – rules (1)	Do work in Google Sheet (1) Learning through Google Meeting (1) Post exercises and notes through WhatsApp (2) Send YouTube videos to learn (1) Quiz based on videos (1)	Give extra marks (1) Give gifts (1)	Teach students the correct way of using phone (1)	Use different language (1)

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LABELLING THE CLUSTERS

1. What are the problems that teachers' face while teaching and learning online?

(Challenges)

Cluster 1: **Technology and internet problem** (5)	Cluster 2: **Students' participation** (3)	Cluster 3: **Parents' assistance** (1)	Cluster 4: **Place** (1)	Cluster 5: **Time** (2)
Poor internet connection (4) Poor technology management (1)	lack of interest among student (1) Students 'character – mischievous (1) Students' engagement (1)	Lacking of parents 'guidance (1)	Not suitable places (1)	Time managemen t (2)

3. What are the steps taken to deal with the problems?

(Measure taken to handle)

Cluster 1: **Teaching and learning time**	Cluster 2: **Rules and Regulatio ns**	Cluster 3: **Teaching method**	Cluster 4: **Appreci ation**	Cluster 5: **Technol ogy**	Cluster 6: **Language**
Created flexible time (1) Do work after class (1) Give extra time to finish students' work (1)	Demerit (1) Discussed with manageme nt – rules (1)	Do work in Google Sheet (1) Learning through Google Meeting (1) Post exercises and notes through WhatsApp (2) Send YouTube videos to learn (1) Quiz based on videos (1)	Give extra marks (1) Give gifts (1)	Teach students the correct way of using phone (1)	Use different language (1)

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CATEGORISING

Category / Code / Sub code	Definition / Explanation / Example
Category 1. Challenges	Teachers are facing ample challenges in their teaching career. Challenges can be defined as "to test someone's skill and abilities". Teachers' challenges mean teachers' state of being ready to cope with the implementation of online learning
Codes - Technology and internet problem	Examples: Poor internet connection, Poor technology management
- Students' participation	Examples: Lack of interest among student, students 'character – mischievous and students' engagement
- Parents' assistance	Examples: Lacking of parents 'guidance
- Place	Examples: Not suitable places
- Time	Examples: Time management

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Category 2. Measures taken to handle **Codes** - Teaching and learning time - Rules and Regulations - Teaching method - Appreciation - Technology -Language	These are the ways teachers' taken to handle the challenges, Example Created flexible time, do work after class, give extra time to finish students' work Example: Discussed with management – rules, demerit Example: Do work in Google Sheet, learning through Google Meeting, post exercises and notes through WhatsApp, send YouTube videos to learn, quiz based on videos Example: Give extra marks. give gifts Teach students the correct way of using phone, Example: Use different language
Category / Code / Sub code	**Definition / Explanation / Example**
Category 3. Challenges **Codes** - Technology and internet problem	Teachers are facing ample challenges in their teaching career. Challenges can be defined as "to test someone's skill and abilities". Teachers' challenges mean teachers' state of being ready to cope with the implementation of online learning

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- Students' participation - Parents' assistance - Place - Time	Examples: Poor internet connection, Poor technology management Examples: Lack of interest among student, students 'character – mischievous and students' engagement Examples: Lacking of parents 'guidance Examples: Not suitable places Examples: Time management
Category 4. Measures taken to handle **Codes** - Teaching and learning time - Rules and Regulations - Teaching method	These are the ways teachers' taken to handle the challenges, Example Created flexible time, do work after class, give extra time to finish students' work Example: Discussed with management – rules, demerit

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- Appreciation	Example: Do work in Google Sheet, learning through Google Meeting, post exercises and notes through WhatsApp, send YouTube videos to learn, quiz based on videos
- Technology	Example: Give extra marks. give gifts
-Language	Teach students the correct way of using phone, Example: Use different language

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Appendix E

Overall comment:

The content is clear and transferable. The recordings and findings overall similar to the verbatim transcripts. The themes and subthemes are pertinent and applicable between participants. It is also dependable whereby the processes within the study has been recorded in detail.

Harjit Kaur Year 5 English Teacher	
Amirah Year 4 English Teacher	
Jaspreet Kaur Year 2 English Teacher	
Pavitra Year 3 English Teacher	
Punitha Year 6 English Teacher	

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