



SENTIMENTS ANALYSIS ON THE PERFORMANCE OF SECONDARY SCHOOL ENGLISH TEACHERS DURING ONLINE CLASSES

Rommel Pascual Manzon

Lecturer, International Maritime College of Oman, Sohar, Sultanate of Oman

ABSTRACT

The novel coronavirus outbreak was discovered in China in December 2019 and became a global pandemic on March 11, 2020, as declared by World Health Organization (WHO). The effect of the COVID-19 pandemic did not only lead to a standstill in global economic growth but also retroverted many countries' developmental progress (Greg, 2020). It impacted many of the learning opportunities throughout the world. The curriculum has been adapted to an online format which effecting the learning strategy including both students and teachers. It has led to the prolonged closure of schools, and subsequently traditional teaching expeditiously transformed into online teaching.

In the light of the events, this study pertinent to examine teachers' and students' sentiments or perceptions of on the implementation of full face-to-face classes on the teaching strategies in Science.

Traditionally, education has mainly been supported through a variety of in school focused activities, which involve face-to-face interactions of students with peers, and work-integrated learning. In-person, education has been shown to create more student-tutor and student-student interaction, which can promote better engagement. However, due to the COVID-19 pandemic, all in-person opportunities for formal and informal learning have ceased and courses have been required to move to exclusive delivery through online education that completely alters the mode of teaching and learning that affect the physical, mental and emotional state or performances of learners specifically the teachers who are the main provider of learning.

KEYWORDS: *Sentiment Analysis, Teaching and Online Learning.*

RATIONALE

Amidst the COVID-19 pandemic, education across the world has transitioned to distance education. Online education is the delivery of learning materials using the internet for student-student and student-teacher interaction and for distributing educational materials. With the advancement of technology-assisted learning, teachers have started using online learning platforms to promote self-directed learning and assessment in students. The use of online education assists in engaging a large group of students with options for both synchronous and asynchronous learning.

Along with this line, synchronous learning ensures that all students learn the same content similarly while asynchronous learning facilitates information to be communicated across sites and schools, with students engaging in learning at their own pace and own time.

Similarly, online delivery of education as a component of blended learning, allows teachers to flexibly adjust to student learning styles and assess them. It may also assist teachers to provide the necessary support required for the individual student while feedback may not be possible in a large group face-to-face session. Online learning has required adjustment by both teachers and learners to adapt to new learning styles with a focus on active learning and technical support required for the delivery of teaching.

The worldwide education system is facing a new crisis due to the prolonged closure of schools and other educational institutions since March 2020 to curb the transmission of the disease and suddenly traditional classrooms have shifted into virtual classrooms having a staggering effect on the educational sector because of the enormous digital divide (Khan, 2021).

Due to the COVID-19 outbreak, 63 million teachers have been affected globally and hardly any country provided training to teachers on virtual teaching (UNESCO, 2020). Besides this, more than 320 million students, especially 130 million learners from secondary schools have been severely affected due to the nationwide lockdown (Sharma, 2020).

Around the world, there is one common drift in the education system which is emergency e-learning which means an expeditious transition to online education owing to COVID-19 as a highly infectious virus (Murphy, 2020). Virtual teaching is the only medium/source used to reduce the knowledge void that appeared because of the lockdown (Henderson, 2020). Electronic learning [e-learning] can be defined as methods for instruction that includes electronic devices and tools and the interaction between teachers and students associated with the educational process (Dobre, 2020).



Online teaching has both pros and cons for teachers and students during this pandemic. The overwhelming number of teachers confronted obstacles in e-learning due to the lack of online teaching experiences (Bao, 2020), dubious effectiveness of online assessment and evolution (Kumar, 2020), dearth of technical infrastructure in a home as well as lack of interaction, inadequate and costly internet connection.

Nonetheless, online education has led to flexibility in time and space, easy and rapid sharing of study material, quick feedback, more freedom to connect with faculty (Khan, 2020), transportation and financial cost reduction, improvement in the technological skills of teachers and students (Kim, 2020) and increase in the convenience and comfort of learners (Aithal, 2020).

As a result of the nationwide lockdown, educators began to teach virtually as they had no other option. They confronted obstacles like a lack of basic infrastructure at home, technological problems, etc. Thus, it is appropriate that virtual teaching cannot be effective without knowing the positive and negative perceptions along with obstacles faced by teachers toward e-learning, as they are frontline employees of any educational foundation.

With this backdrop, present research endeavors to scrutinize school teachers' perceptions as well as challenges concerning online teaching so that their experiences can be used by educational institutions and policymakers to bring about requisite changes through incorporating newer methods and techniques of teaching and learning during and after the pandemic.

Understanding the impact and perceptions of these processes on teacher-student engagement, learning, and behavior both positive and negative, will provide important information for teaching and learning practice in particular the influence of online education on the development of practical skills, readiness to practice and also the stress management skills in the future.

This study presents a study or analysis of the sentiments on the teaching strategies in Science that affect their performance process in the adaptation of implementation of the full face-to-face classes. Sentiment analysis on the teaching strategies of Science teachers integrated teaching in schools is being paid more and more attention. Many schools have carried out online teaching activities. However, due to the lack of face-to-face teaching, the lack of emotional communication is the key problem affecting the quality of online teaching.

FINDINGS AND DISCUSSION

Face-to-face teaching is the main way for students to study effectively in this called 'new normal'. As the subject of education, students have had to quickly adapt to the new teaching mode. The change from the traditional offline teaching mode requires teachers to combine online and offline flexibly and realize the seamless transition between teaching and learning, which creates high requirements for the comprehensive teaching ability of teachers. In face-to-face classes teachers teach across the classroom, students can directly feel the presence of teachers. This mode leads to good emotional communication with teachers, which increases the investment and participation of students. This has a great impact on teaching specifically that of Science teaching.

In addition, the teaching platform and its upgrading affect the satisfaction evaluation of face-to-face teaching. Therefore, F2F teaching satisfaction is evaluated from the aspects of emotion analysis, learning investment, and teaching interaction in this time of new normal.

Teaching processes in which teachers create a harmonious teaching environment are advantageous to the students. Teachers and students can properly handle the relationship between emotion and cognition in the teaching process, and teaching modes in face-to-face teaching give full play to the positive role of emotional factors and enhance students' positive emotional experience through emotional communication. So it can cultivate and develop students' emotions, then stimulate their thirst for knowledge and spirit of exploration.

This teaching method urges them to form independent and sound personalities and characteristics. Teachers can shorten the distance between students in language, psychology, and space in classroom teaching. They deal with, adjust, guide, and control the psychological relationship between teachers and students correctly so that students can have a kind, pleasant, and positive emotional experience.

So a teaching mode of face-to-face teaching is conducive to the formation of a good and harmonious education environment full of emotions and promotes the virtuous cycle of teaching and learning.

Man is different from all other creatures because people have emotions. As far as the present situation is concerned, the channels and ways that most live broadcasting platforms provide for teachers and students to interact with each other are limited. But that is not an excuse for teachers to ignore the emotional aspects of online teaching. In online learning, teachers and students are usually separated by a computer screen. Students can see the teacher, but the teacher can't see all the students at once. With no audience in sight, the teacher is like a soloist standing in the wilderness. They easily lose their passion for teaching and feel that time stands still: their mind becomes stagnant, and they may even become incoherent. The teachers' performance is likely to directly affect the students' interest in listening to the class and thereby form a vicious circle.

There are many differences in the teaching platform, network environment, and teaching methods. During online teaching across the screen, students suffer from a lack of emotional communication with the teacher. They cannot raise awareness of their participation and cooperation and can only accept knowledge mechanically. In the network classroom, the students quietly lose interest. If truancy occurs in large numbers, then the teacher's efficacy will be greatly reduced, so that teachers and students cannot achieve emotional resonance in teaching activities.



In such an atmosphere or teaching situation, the emotions of teachers and students can be highly consistent in mutual feeling, interaction, and mutual motivation.

In the context of face-to-face teaching, the selection of teaching content and teaching strategies needs to be informed by science, especially in ensuring that the presentation form of the content is suitable for the face-to-face teaching mode. Because of their digital nature, physical classrooms are a carrier with definite memory ability. All the language and behavior of the teacher, as well as the subtle emotional reactions of the audience, can be recorded on the network. For a teacher, a casual mistake may be magnified on the internet, or even fermented into a storm of public opinion, which will bring great pressure or even negative influence on the teacher and the school.

People's normal and well-adapted lives had been disrupted by COVID-19, and many are facing mental health challenges. Mental health criteria are observed, including cognitive health, emotional health, personality health, social function, and psychological adjustment. During the COVID-19 outbreak, students' mental health often manifests anxiety, fear, depression, despair, anger, etc., and their emotions are more volatile than usual. Teachers' mental health problems are reflected in the disruption of life and work rhythms. There are insufficient boundaries between work and home for teachers.

They have less experience with online tools than before the COVID-19 outbreak. They worry about poor network connection, incorrect operation, and students' lack of concentration. In online classes, teachers face not only students but also parents and even more people, which increases the pressure on teachers.

The emphasis on scientific and emotional elements in F2F teaching is very important for all teachers and schools. The scientific design of online teaching will enable students to feel the beauty of science and emotion so that online teaching of science can become an art and a kind of enjoyment, and online teaching can become a new teaching method that complements offline teaching.

Compared with traditional offline teaching, F2F teaching is not just a change of location. In F2F teaching, the learning environment, learning methods, teacher-student relationships, and teaching management methods have all changed. F2F teaching satisfaction is closely related to students' learning ability, teachers' comprehensive quality, the network environment and hardware equipment, etc. Therefore, the evaluation of online teaching satisfaction needs to be comprehensively analyzed from multiple perspectives.

In a normal situation, the challenge of effectively transferring what is taught in a face-to-face classroom to an online version remains a problem. Most of these lecturers, who normally develop their activities face-to-face, do not reveal an interest in online learning (only about 30% to 35% consider this option). This position is caused by the lack of motivation and incentives resulting from various obstacles that can be summarized as technological readiness, absence of organizational incentive to compensate for extra work, and the prejudices related to the value of online teaching.

The education sector is one of the most affected sectors of life due to coronavirus disease 2019 (COVID - 19) pandemic. Since there is a threat of the pandemic, many people embraced the practice of social distancing, and schools suspended classes as well as its activities.

However, educators came to an idea about the different innovative ways of teaching to continue learning opportunities for students who stayed at home. These are called web classroom application wherein online lectures or webinars became possible because of different platforms. It perfectly solved the problem of many countries around the world since they have decided to close the schools.

On the other hand, Department of Education (DepEd) has come up with a decision to implement full face-to-face classes to fill in the learning gaps caused during the pandemic. The Teachers' Dignity Coalition (TDC) said that *they are fully aware about the decision made by the DepEd because they do believe that online set up is not enough to fill the gap in learning. However, they appeal to hire more teachers as soon as possible.*

Teaching and learning were different from classroom structure showed, that it merely rotates with the teacher as in control of learning. Since it is teacher centered, the classroom activities as well as the class participation was quite limited and controlled.

Most of the students, usually just had to listen and write the essential information on whatever the teacher said and wrote in front of them. In addition, the materials were limited. Students rely only on books and handouts given by the teacher.

Through various research, experience, new theories on teaching and learning has been discovered. Schools had to adjust to these new developments and to the inevitable changes of the times. Teachers give themselves a time to study with the current trends in their area of specialization in order to teach effectively. They have to adjust as well as use various teaching styles and make it a student-centered set up.

For example, majority of science teachers reported for having the difficulty in conducting their investigations, laboratory experiments and hands-on learning for students who suffer from "technophobia" or those students who are incapable of using different web classroom platforms, and considered the online format not conducive or unfit to learning.

However many educators have already innovated their teaching strategies for the better during the pandemic. A teacher reacted about the new strategies, *"it is easy to deliver as well as explain the lesson in a face-to-face set up". It is challenging, but at the same time rewarding because we were able to make it through the last two years, and it will be more effective on the face-to-face kind of learning"*



Adapting to a hybrid way of teaching and learning has become the teacher's inspiration to focus on what is most valuable as well as what is reliable, wherein it clearly supports the statement incorporating computers and other digital technologies into science classes has been shown with higher academic achievement percentage on the part of students (Greg, 2020). Using e-learning tools for science topics in education has shown commendable effects on student achievement, class engagement, and students' special needs (Khan, 2021). Learning environments that are incorporated with information technology have been shown to have benefits for learning science in terms of (a) cognitive development, (b) allowing student to experience something new, (c) supporting students' ability on different aspect, and (d) supporting students' readiness in understanding data collection (Sharma, 2020). *"The Director of Philippine Business Education highlighted that in order to catch up to the global learning standard; the students should at least double their time in education spending."*

In the explanation of Murphy (2020), teaching innovation is a process that keeps evolving so they can better compete for survival. Along with this line, it encourages the teachers and students to explore and unlock new things. Therefore, teaching innovation is considered as an instrument of constant positive change specifically in establishing and maintaining classroom environments that are learner, knowledge, assessment and community centered are very much essential especially on a face-to-face set up because it allows the students to identify, confront, and resolve preconceptions, and aside from that, it provides examples of what mastery looks like wherein thinking and learning are visible as a guide for further instruction.

The face-to-face education is the best style of education. In cluster learning, it is challenging for the students to ignore teacher and though they are not taking note of the teacher they learn one thing from that cluster. The 'group dynamics' is the main part of the face-to-face education and socialism whereas learning in teams gain confidence to share their ideas in class, and it activates the students.

As elucidated by Henderson (2020) when a student is into an online education, there are things that are attained through face-to-face education it includes volume, tone, body language, motivation, and encouragement. While on a non-verbal education, the connection between instructor and student is completely lost when internet is not available. That is why most of the science teachers innovate their strategies to a better and effective one.

Moreover, in teaching, conveying facts or findings in Science, students surely appreciate to explore the world of science on the use of innovative teaching methods to substitute the typical teaching techniques to achieve the goal. The instructional conversations is said to the process of building instructional conversations is a key method to teach science vocabulary. Allowing the students to talk in between the lectures about the experience they had with an application that has something to do with the topic of discussion. It creates a dialogue in science as they communicate using scientific and technical terms. Make this a classroom strategy to help students to learn science vocabulary.

Lastly, with all the discussion the researcher have explained, it is proper that the teaching strategies of Science teachers are to be investigated and analyze.