



Strategies in Online ELT for Young Learners During Covid-19 Pandemic

Megan Jinabe; Anita Triastuti

Master's Degree of English Language Education, Yogyakarta State University, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v10i2.4298>

Abstract

Some pros and cons appear in the implementation of distance learning during the Covid-19 pandemic. The pros came from health considerations and the use of technology parallel with global demand. On the other hand, some cons came from the problems in the field, especially the challenges experienced by the English teacher when it comes to online teaching. This research explores the challenges and opportunities of online English language teaching (ELT) for young learners during the Covid-19 pandemic in Indonesia to propose possible teaching strategies. It is found that the teacher could do some strategies to minimise the challenges in online teaching mode in terms of teacher's proficiency development, technology, activities, and parents' collaboration. This study follows a narrative research design. Five primary English teachers in Indonesia were chosen as the participants through purposive sampling. The data was gathered through in-depth interviews and analysed using qualitative data analysis design. This study might be valuable for practitioners, policymakers, student-teachers, and researchers with the same interest in ELT, TEYL, and online teaching.

Keywords: *Distance Teaching & Learning; English for Young Learners; Online Teaching*

Introduction

In early 2020, the world was shocked by the emerging coronavirus disease or Covid-19. It was first discovered in Wuhan, China. The virus expands all over the world instantly. The number of people infected by the virus increased significantly, the death rate rising from time to time, and this global event was categorised as a pandemic (Fahrina et al., 2020, p. 84; KPCPEN, 2020).

In response to the pandemic's impact, many countries declared social restrictions decree to hold the number of infected people. In line with that, the Indonesian government released a large-scale social restriction decree (*PSBB*). The government forbade any activities in public areas, including teaching and learning activities in schools (Indonesian Education Ministry, 2020a; Indonesian Ministries, 2020). Therefore, the schools are implementing distance learning (*PJJ stands for Pembelajaran Jarak Jauh*). As cited from Mariam Webster's dictionary, the term 'distance learning' can broadly be defined as the teaching and learning activity the teachers and students might not physically meet at school. Rice & friends (2020) argue that distance learning, or remote learning, might improve students' critical thinking, social justice, and reflective dialogue through technology (Technosphere).

Preliminary findings show the advantages and disadvantages of the technology used in teaching and learning classrooms for young learners. For example, Kastuhandani (2014) believes that technology would significantly impact teachers and students if appropriately implemented. It could improve teaching outcomes and prepare students for the skill demand of the following educational level. On the other hand, Lestiyawati & Widyanoro (2020) found that the integration of technology in children's classrooms might raise some challenges, such as students' misusing technology, hard in keeping the students having safe online, cost of new technology that might be pricey, and keeping up with changes.

Nowadays, in this pandemic situation, distance learning technology is broadly used as online learning (Rice et al., 2020; Kruszewska et al., 2020). Both teachers and students are doing the teaching and learning process from their homes linked by the internet connection. In other words, there is a sudden shift from offline teaching mode to online teaching mode. Nevertheless, the shift is no longer an option but necessary (Dhawan, 2020). The government suggested using google meet, google classroom, and zoom as the teaching platform for online teaching and learning (Indonesian Education Ministry, 2020b). The government is very enthusiastic about online learning as a face-to-face learning replacement. They believe that online teaching seems to be an excellent effort to prepare students to face the global era (Indonesian Education Ministry, 2020a).

Distance learning might improve students' critical thinking, social justice, promote diverse learning, and reflective dialogue through the use of technology, known as the 'Technosphere' (Floris, 2020; Rice et al., 2020). It supports technology development and students' IT literacy and might help them be the native technology (Ghasemi & Hasemi, 2011). To make online teaching successful, a teacher should implement proper technology and technique (Hockly & Clandfield, 2010). In line with that, Floris (2020) also believes that ICT is a must-have-skills for every teacher. Thus, it is believed that teachers should have high ICT literation in online teaching.

However, online teaching for adults and online teaching for young learners might have a significant difference. Young learners have unique characteristics that differentiate them from adult learners. The difference could be seen in cognitive and attitudinal characteristics (Piaget, 1983). Seeing their cognitive ability, young learners tend to learn something in a sub-conscious state; they acquire language knowledge (Stakova, 2015). Moreover, they have a short attention span and are only attracted by something they like, which makes them curious. Furthermore, young learners' attitude characteristics are highly motivated to do something new; they have abundant power that enables them to do physical activities for a long time (Zein, 2017).

Regarding young learners' unique characteristics, the group's teaching should consider some aspects to make the teaching and learning process successful. As cited by Linse (2005), five things should be considered. First things first, before teachers teach the children, they have to be fully prepared. The teacher should set the stage; plan the teaching and learning in a way that belongs to a context. Next, the teacher could build a schema, so the children are exposed to new knowledge related to their experience or prior knowledge. After that, the teacher could also provide a variety of input. The input could be in the form of props, realia, or even pictures. Then, the teacher could support children's way of acquiring language through a good language environment; rich exposure to the language. Nevertheless, the teachers are suggested to give only one instruction so that the children can directly link the instruction with the actual direction.

Thus, when designing the teaching and learning activities for young learners, some aspects should be considered, such as choosing the tools, teaching and learning platform, designing the teaching and learning process together with its assessment (Sepulveda-Escobar & Morrison, 2020). In addition, the teacher should make sure that the materials given to the learners are acceptable without neglecting their particular characteristics.

Considering young learners' unique characteristics that have been explored before, Kastuhandani (2014) suggested the use of technology in the teaching and learning process that should meet some criteria, they are: (1) the activities should be simple enough for children to understand what is expected from them, (2) the task should be within their abilities, (3) the activities should be primarily orally based, and (4) written activities should be used sparingly with younger children. In addition, based on the USA government, technology is more effective for learning when adults and peers interact or co-view with the learners.

Previous research has been done to know the use of technology in the teaching and learning process. The use of technology could attract students' attention to engage in the teaching and learning process. Delivering the materials through technology would be more exciting and might persuade children's learning motivation (Kildare & Middlemiss, 2017; Žumárová, 2015)

However, there are some challenges, such as students' misusing technology, teachers' lack of knowledge and professional development, keeping the students safe online, the cost of new technology, and keeping up with changes (Lestyanawati & Widyantoro, 2020).

We could not stop the rapid technological development nor the global demand for the use of ICT. It is indeed a hard thing to do to keep up to date with the shifting of technology. Nevertheless, on the other hand, one of the most important things for us as teachers is to keep improving ourselves in terms of ICT literacy to minimise the weaknesses and realise the use of technology opportunities.

However, this shift to online learning has been the subject of intense debate since many parties have difficulties in adapting to such situations. First, young learners find online learning boring and are unaware of what they must do in online learning without adults' help (Pascal & Bertram, 2021). Second, in contrast with the learners' needs, many parents could not fully accompany their children during the lesson due to their own business (Indonesian Education Ministry, 2020a). Furthermore, the difficulties also came from the teachers. Some of them might have insufficient knowledge and professional development for teaching young learners, especially in online mode (Diyanti et al., 2020; Lestyanawati & Widyantoro, 2020; Nufus, 2018). According to preliminary interviews with primary school English teachers, they find it challenging to deal with online learning. They firmly stated that many problems were encountered during the teaching and learning process.

Teaching an online classroom is a challenging thing to do during this pandemic situation. There is a general tendency that many teachers are not ready to teach online, especially in teaching young learners. They have lack skills and institutions support to do online teaching (Taghizadeh & Yourdshahi, 2019). Ko and Rossen (2017) suggested some initial considerations in designing online teaching, such as teaching preparation, classroom management and facilitation, and technology, including the tools and teaching platform.

Although previous studies have addressed the strengths and the weaknesses of using technology for young learners, none of them explores the challenges and opportunities of online teaching during the pandemic. Moreover, previously published studies are limited to local research. As a result, researchers do not offer an adequate exploration for teaching English as a foreign language during the Covid-19 pandemic in Indonesia, especially to young learners (Efriana, 2021). Therefore, research is urgently needed to discover problems encountered during the teaching and learning process so that teachers can improve their teaching and construct suitable teaching strategies to teach English to young learners in online classes.

In response to the need, this study is developed to propose possible teaching strategies in online teaching mode and investigate the opportunities and challenges faced by the English teacher of young learners. In short, this research is expected to give both theoretical and practical significance to related parties such as teachers, students, parents, and people in the EFL field.

Method

Design

This study followed qualitative narrative interviews research design. It explores one's stories as the data, reports individual's experiences, and discusses the meaning of those experiences (Creswell, 2012). There were some steps in the design (Creswell, 2012): (1) identify a research problem, (2) review the literature, (3) develop a purpose statement, (3) collect qualitative data, (4) analyse and interpret qualitative data, and finally (5) write and evaluate a study.

Participants

Five primary English teachers in Yogyakarta province, Indonesia, were selected purposively to reflect maximum variation in this mini-research. Three of them teach in private primary schools, while the rest are state primary school teachers. The data was gathered through in-depth interviews and analysed in a narrative form consisting of primary teachers' insights in online teaching English to young learners during the pandemic. Each interview lasted 30-65 minutes and was recorded with the participants' consent.

Data Analysis

In analysing the data, this study followed the qualitative data analysis design by Miles, Huberman, and Saldana (2014). First, the data was gathered through interviews via zoom meetings and voice calls. The researcher also used WhatsApp chat to confirm and double-check specific data to avoid bias or misinterpretation. After collecting the data through interviews, there was a stage, namely data condensation. The data was selected, focused, simplified, and transferred into interview transcripts. The researcher omitted the unnecessary talks to be transcribed so that it focused on the primary data only. Next, the data was organised and compressed in the data display stage. It allows conclusion drawing and actions. The last stage, the drawing and verifying conclusions stage, is when the data is interpreted what things mean by noting patterns, explanations, causal flows, and prepositions.

Data Validation

In validating the data, this study used criteria of trustworthiness by Korstjens & Moser (2017). The data is credible as the findings were presented in a neutral and optimistic tone, followed the procedures that promote deep reflection and analysis of the meaning of the practice, and there were some double checks on some understanding with the participants. Moreover, it met the criteria of dependability in which the data could be tracked. It is also transferable since it comes up with thick, descriptive data and is recognised as valuable and insightful knowledge in the ELT area. In addition, it was confirmable since the transcript is clearly written and it purely came from the participants without the researcher's interference.

Findings & Discussion

The sudden shift from offline teaching to online teaching regarding the Covid-19 pandemic brings pros and cons. Many people agree that online teaching has a good impact since many teachers and students have become more IT literate. In addition, it would give a significant opportunity to be closer to the global demand for "native technology." However, some people might have a different perspective in seeing this teaching mode. Schools, teachers, students (especially young learners), and even parents are not ready to do the online teaching and learning process, and the sudden shift forced them to do so. So, several challenges appear during the implementation of online teaching.

To reach this research purpose, the author elaborates on the findings on online teaching opportunities and the challenges teachers face during online teaching. Furthermore, the opportunities and challenges will be discussed further to propose some possible strategies in online teaching mode so that the challenges can be minimised to facilitate students' better learning. Moreover, the respondents were pseudonyms (R1, R2, R3, R4, R5; R3 and R4 are state primary school teachers).

Opportunities

According to the participants' interviews, there are some possible opportunities for online teaching mode, they are:

1. More IT literate

Both teachers and students are encouraged to integrate technology into the teaching and learning process. For example, R5 stated, "I use PowerPoint presentation to instruct the students, and sometimes I also ask them to create simple ppt as an assignment." (R5/I1/C56-57). Moreover, R4 also said, "I usually create a video as an input and upload it to YouTube. They (students) could access it freely." (R4/I1/C22). Thus, they are forced to be able to use technology and keep up with the rapid changes in technology so that the teaching and learning process can run well.

R1 argues, "My adaptation skill is well developed; I could construct and switch the lesson plan design from offline learning to online learning. Thus, through technology, especially IT, I found abundant materials and ways to deliver them through online teaching mode." (R1/I1/C10-11). This finding parallels what has been proposed by Ghasemi & Hasemi (2011) related to skill development in integrating technology. As a result, the teachers would be more aware of the use of technology in the classroom. So, they are forced to develop their ability and skills in integrating technology into the teaching and learning process. To conclude, online teaching mode could give the students and the teacher a chance to develop their ability to use technology.

2. Flexible

Some teachers experienced the flexibility of teaching in the online teaching mode during the Covid-19 pandemic, especially those teaching in state schools. R3 believes that online English teaching can be done anywhere and anytime, especially for those who run the class using WhatsApp software/platform (R3/I1/C15-19). The teacher could give the students the materials whenever and wherever as long as the signal is good. Moreover, R2 also claims, "I don't need to move from one class to another. It saves my energy and gives relax in teaching." (R2/I1/C20). Thus, the online teaching mode is flexible.

3. Create new opportunities for passive learners

Some exceptional cases arise in online teaching and learning during the pandemic. Some students are more engaged in the online teaching and learning process rather than in the offline teaching and learning process. They used to be passive learners who were very shy and had anxiety in the classroom. They were hardly speaking even if the teacher asked them directly. Surprisingly, some of them could be more active in the online classroom. R5 pointed out, "Some students who used to be very shy and passive in offline class, surprisingly, very active in the online class." (R5/I1/C47-48). They might feel secure because they are not facing the teacher and their friends directly to be more confident. In short, the online mode might give a different atmosphere for the learners to be more engaged in the teaching and learning process.

In short, the opportunities given by the teacher during the online teaching and learning process are found. The first opportunity is that both teachers and students have exposure to the technology to be more IT literate. Secondly, the online teaching mode is more flexible; the teacher can do it anywhere and anytime. Third, the online teaching and learning process might give passive students a chance to be more active.

Challenges

On the other hand, teachers face some challenges during the online teaching and learning process. They are:

1. Students-Teacher Interaction

All participants believed that interacting with the students in online teaching and learning was very hard because most students were passive. R2 claimed, "I have poor communication with the students (R2/I1/C2-3). Moreover, little is responsive." Here, the teacher mostly talks all the time. The schools that use zoom as the teaching platform usually have their students remain silent almost all the time. R5 mentioned, "It is tough to make the students engage in the process (the teaching and learning process)" (R5/I1/C37-39). They rarely responded to the teacher's instructions or questions, even when they called the students by their names. Parallel with that, the teachers who use WhatsApp as a teaching platform also find difficulties in building interaction between the students and the teacher. Both R3 and R4 believe that it is hard to know whether they are connected with them or not (R3/I1/C4). "Most of them only respond to my greeting, and that's all." (R4/I1/C33). It is tough for them to have a discussion. So, it is hard to build good communication between teachers and students in online classes.

2. Building Rapport/ Bound

Concerning the previous point that the teacher finds it difficult to communicate with the students, it is tough for them to build rapport with those who have just met the teacher. The teacher needs to learn about the students' characteristics, likes and dislikes, learning styles, and prior abilities. R5 strongly emphasised, "The most difficult thing is building the bonding with the students. I just met them this semester, and all I can see is their face. I have no idea of 'who they are.'" (R5/I1/C10-17).

One of the teachers tried to build rapport by contacting each student privately. She usually sent messages and voice notes and did video-call outside class hours. It helps in building rapport. However, some students were shy to have contact with their teacher. To conclude, it is hard to have a strong relationship during online teaching mode.

3. Facility

The facility is one of the most significant issues in the online teaching mode. Even though some students, especially from private schools, are well-equipped to have more accessible online teaching, not all have privilege in terms of the facility. For example, many students have no compatible gadgets (computers/ personal computers/smartphones). R4 said, "Not all of the students could afford gadgets. Those who have no gadgets could not join the online class through WA and are usually late in submitting the task." (R4/I1/C14-15). In addition, some of those who could join the online class sometimes have difficulty in receiving materials from the teacher (in the form of documents or videos) due to their insufficient device memory.

Moreover, the online class requires an internet quota. *Kemendikbud* is very thoughtful in giving them a monthly quota. Elementary school students get a 35GB internet quota each month (CNN Indonesia, 2020). However, the subsidised quota is insufficient to access Zoom and Google meet for a month. Thus, some students must skip the class if they have no more quota. R2 stated, "Some of the students could not join the class if they have no more internet quota." (R2/I1/C15). In short, compatible gadget and internet quota is the main aspects of running an online class, yet not all students are equipped with those basic needs.

4. IT Mastery

The online teaching and learning process requires the use of technology. So, both teachers and students should be able to operate the technology so that the teaching and learning process runs well. However, not all teachers and students have the desired ability. R5 confirmed, "We rely on parents' help in operating the gadget for online learning. The students could not operate the gadgets by themselves."

(R5/I1/C58-59). However, not all parents can support their child's learning because most of them are busy with their work (R2/I1/C32-34).

Moreover, the teachers found some problems with the use of technology. R4 "We found difficulties in the implementing technology, especially IT, because we have the insufficient skill and knowledge for the online teaching." (R4/I1/C40-41). Besides, teachers' skills and abilities in operating the technology are needed to support the teaching and learning process so that it can run well.

So, the students should have parents' help operating the technology, and the teacher needs more professional development in using technology in the teaching and learning process.

5. Time Management

There is time wasted in the silent period due to waiting for the students' response because of poor signal. R4 stated, "The time is too short, and the learning materials were not reduced, so I could not deliver all the materials as targeted." (R4/I1/C29-30). R1 added, "It is hard to give the students interesting activities with that short time in each meeting." (R1/I1/C12). It is hard to design such an enjoyable online teaching activity while the duration of the teacher's talk is not enough. So, we could conclude that the current learning objectives and materials are unsuitable for teaching and learning duration.

6. Goal Achievement

The online teaching duration is shorter than the regular (offline mode) duration. On the other hand, the learning objectives and the expected materials given to the students are the same as offline teaching. It creates so much confusion for both teachers and students. The teachers should deliver the materials to the students through the available teaching platform (some of the students even have no access to online teaching) while the students keep receiving the materials without really understanding the materials and the exercises. R3 stated, "The materials could not well-delivered." Moreover, the teacher is not facing the students. It would create confusion about whether the students achieve the learning goals.

7. Knowing Students' Understanding

In online teaching, the activity was mainly lecturing and doing assignments. Thus, most of the students were shy and very passive. Those problems lead to the students' unable to speak about what they are confused about. The teacher hardly checked the students' understanding individually, even by looking at their assignments. In some cases, the parents or siblings might help the students do the assignment. Due to the action, it is unclear whether the students fully understand the materials. R3 said, "I do not know whether the students really know/ understand the materials or not." (R3/I1/C12). Moreover, R5 mentioned, "It is a bit hard to do the assessment. Do they really understand what I have been said? Do they really do the task by themselves? Because some parents help them in doing their assignment." (R5/I1/C40-43).

8. Students' Health

In some cases, especially for students who face gadgets daily, some have health issues. For example, they might have a problem with their eyes. R5 said, "Few students should take some days to rest due to their eyes problem." (R5/I1/C33-34). Moreover, in online learning, most students are accompanied by their parents during the teaching and learning process. So, some of them might be stressed due to more pressure from their parents during the teaching and learning process. R5 "Some students were shy and felt uneasy when their parents accompanied them during the teaching and learning process. Their parents usually put high demands on their children to be good at anything." (R5/I1/C21-23). So, the online teaching and learning process might affect students physically and mentally.

Based on the interview, there are many challenges faced by teachers during online teaching. First, it is pretty hard to establish good communication between students and teachers. They could not talk intensively as if in the offline class. Second, the teachers believe that online teaching provides less bond with the students. They hardly build emotional rapport/bond. Third, teachers often face facilities issues.

Some students have no compatible gadgets or internet quota, so they cannot keep up with online learning. Moreover, a bad signal is another problem hard to resolve. Fourth, it is students' and teachers' IT mastery. Both students and teachers might have limited skills and ability to operate technology for the teaching and learning process. Fifth, time management limits teachers' space to deliver the materials to fulfil the learning goals. Sixth, the materials could not be well delivered due to the lack of time. Seventh, it is hard for the teacher to know whether the students understand the materials given or not. Lastly, some students might get sick because of the online learning duration.

From the finding, we could notice the teachers' belief that they might face more challenges than online teaching and learning mode opportunities. Furthermore, this research also found a significant difference in the online teaching and learning process between private and state schools. Private school students tend to be equipped with sufficient facilities. On the other hand, not all state schools' students can afford compatible gadgets or even internet quota. Due to the situation, it is hard to build well communication between teacher-students and teacher-parents.

To conclude, this study found more challenges than opportunities faced by primary school teachers in online teaching mode during the pandemic. Moreover, it indicates a different situation between the online mode run by state and private schools.

There is no specific answer on how or when this pandemic is ended and what will happen to the teaching and learning process in the future. Some schools have begun to shift online to offline teaching with a limited number of students attending the school, while the government plans for all schools to have offline teaching in July 2021 (CNN Indonesia, 2021). However, those schools stopped offline learning due to the increasing number of Covid-infected people because of the school cluster (Kompas.com, 2021). It is why people are still wondering whether offline teaching will be held soon or if we should add more time for online teaching mode.

We can put some effort in order to fix the problem with cooperation from all parties. Schools, teachers, students, and parents could work hand in hand to minimise the challenges and maximise online teaching opportunities. Some possible strategies are offered to make a better teaching and learning process. Those strategies are:

1. Support Ourselves

As the participants' challenge in implementing technology in online teaching, it is believed that the teachers need professional development regarding online teaching mode (Diyanti et al., 2020; Floris, 2020; Lestyanawati & Widyantoro, 2020; Nufus, 2018; Taghizadeh & Yourdshahi, 2019). R4 also experienced the same thing regarding the teachers' professional development. She thinks teachers need intense workshops to develop their abilities (R4/I1/C40-42). The government could provide a seminar/webinar or workshops to develop the teachers' professional skills. Not only the knowledge of applying technology in the teaching and learning process but, most importantly, the skills in teaching English to young learners (Hockly & Clandfield, 2010). It is believed that to develop teachers' professional skills, they could learn something by themselves. Besides, many resources could be explored on the internet.

2. Choose Suitable Technology

Due to the students' lack of facilities, the teacher should consider which teaching platform is suitable for the learners. There are some aspects to consider when choosing the suitable one proposed by Fernandez and friends (2011). First, the teacher should consider the users of the teaching platform, including their number, age, skills, educational needs, socio-cultural, and socio-economic characteristics. The second aspect is the course consideration. It contains aspects such as the type, course objectives, course content, course methodology, and course evaluation. Third, technical characteristics. It is related to the security and access control, design strategies, and hardware and software needed for the user. Fourth is the teaching and learning process; students and teacher learning method, the possibility of offline

consulting content, and the student help system. Fifth, a good platform should facilitate communication and collaboration between student-teacher and student-student.

Moreover, a good teaching platform should have some characteristics such as interactivity, flexibility, and scalability (Fernandez et al., 2011). Interactivity means that the teaching platform could ensure the students' engagement during the teaching process. Flexibility refers to how the teachers and students can quickly adapt to the platform's menu or setting. Scalability means the platform could perform perfectly on small and large scales/numbers. In addition, the teaching platform must be accessible and affordable (Lestiyawati & Widyantoro, 2020). Accessible means that the platform can be accessed anywhere, anytime, and easily connected. Affordable is clearly understood as the aspect in which the platform is free or low-price.

3. Set A Simple Goal Wrapped in an Exciting Activity

Regarding the time limitation in online teaching (R4/I1/C29-30), the teacher needs to set a simple goal in a meeting. It would be better if the teacher focused on one or two aspects of teaching the materials (Hockly & Clandfield, 2010; Kastuhandani, 2014). In that way, the teacher could draw the student's focus to the aspects that should be achieved (Dhawan, 2020). Moreover, about young learners' special characteristics, fun and interesting activities (playing games, singing, doing physical movement) should be implemented in the teaching and learning process. In addition, Pascal & Bertram (2021) suggest that exposure to authentic materials in online teaching for young learners would give them a better understanding.

Furthermore, related to the health problem faced by the students during the online teaching and learning process (R5/I1/C31-33), the teacher should pay more attention to the duration of using the gadget. According to World Health Organization (WHO) (Child Development Institute, 2020), in adopting the "new normal", parents should limit their children from facing the gadgets screens that might be harmful to them. WHO recommends no screen time for children up to two years old. Pramudyani (2021) suggests a maximum of 6-7 hours per week for children over two years old to face gadgets/monitors. It means that for students who attend school six days a week, it is better for them to face the gadget for not more than an hour each day.

4. Parental Involvement

Since not all young learners can operate their gadgets, care taker's help is needed. USA government declares, "Technology is more effective for learning when adults and peers interact or co-view with young children" (USA Gov). Besides, most young learners are unaware of what to do in online learning without adults' help (Pascal & Bertram, 2021).

However, some students might get stressed in some particular cases when their parents are around (R5/I1/C21-23). Thus, to reduce the students' anxiety when their parents accompany them, the teacher could coordinate with them to set their children's learning space (Pascal & Bertram, 2021). For example, let the children gain knowledge as they are, as they might have different learning styles (Linse, 2005). The parents would watch the children learn and do their tasks by themselves. Parents could facilitate students' learning and tell them what they need to know. They could help the children do their tasks by leading their logic and critical thinking to find the answers.

In some cases, parents are too busy. So, they have no time to sit, accompany, and guide the children to learn and do their tasks. Therefore, they took an instant way to do their children's work so that they would not spend much time and energy (Indonesian Education Ministry, 2020a; R2/I1/C33-34; R5/I1/C40-42). However, it is inappropriate if the parents do the whole assignment for their children. It can bias the teacher in assessing the student's ability (R5/I1/C41-43).

5. Provides Plan B

Teachers would design another teaching plan besides his/ her main teaching plan. It would anticipate different conditions in the classroom that might happen due to the learners' different characteristics and even learning strategies (Munthe & Conway, 2017). Parallel with the idea of designing teaching anticipation, the teacher could anticipate any condition that might occur during online teaching and learning. Besides the central teaching platform, the teacher could choose another teaching platform and use it when an unexpected problem happens. As R4 experienced, almost half of the class have no compatible gadget to join online learning. So, the teacher prepared a hard copy module and asked the students to come to the school one day a week to collect their tasks and get some new worksheets (R4/I1/C14-19).

Moreover, the teacher could also provide media, materials, and even activity backup and use it whenever needed. R2 also experienced the need for special treatment for a hyperactive student who should do his assignment with a lot of body movement. So, she designed a trick to put in his learning activity with the parent's help (R1/I1/C39-40). Plan B could be applied in every situation and aspect needed because the show must go on no matter what happens.

In conclusion, teachers could make some efforts to overcome the challenges. First, the teachers could support themselves by upgrading their professional skills through events such as workshops, seminars, or even simply learning. Second, the teacher could choose the most suitable technology and teaching platform concerning students' needs and backgrounds. Third, set simple goals in exciting activities so that the students enjoy the process while focusing on what they need to master. Fourth, the teacher could ask parents or caretakers to collaborate to set students in a suitable learning atmosphere back home. The last is to provide plan B to anticipate anything that happens. It would indeed be hard to implement all of the strategies in a short time. However, applying the strategies bit by bit is a good thing to do.

Conclusions and Suggestions

As a teacher, we might face unexpected changes. However, we can guide and facilitate young learners to face the changes without forgetting who they are and what they need the most. Technology is indeed a 'double-edged dagger'; it is beneficial yet dangerous simultaneously. So, teaching strategies must be arranged in such a way as to decrease the challenges and increase the opportunities for technology in online teaching. This paper proposes five online teaching strategies. They are: (1) support ourselves, (2) choose suitable technology, (3) set simple goals wrapped in an enjoyable activity, (4) parental involvement, and (5) provide plan B.

This study also suggests that teachers and policymakers are concerned about challenges and opportunities to improve online teaching modes. Furthermore, the finding also indicates a contrast in state and private schools' teaching and learning processes. Thus, another researcher interested in the same field could also elaborate further regarding the difference in the implementation of online teaching modes between those types of schools.

References

- Child Development Institute. (2020, May 12). *Screen time recommendations for parents: How much is too much for kids?* <https://childdevelopmentinfo.com/parenting/screen-time-recommendations-for-parents-how-much-is-too-much-for-kids/#gs.2abw4x>.
- CNN Indonesia. (2020, September 21). *Subsidi kuota internet belajar mulai dikirim ke siswa besok.* <https://cnnindonesia.com/nasional/20200921093917-20-548781/subsidi-kuota-internet-belajar-mulai-dikirim-ke-siswa-besok>.

- CNN Indonesia. (2021, January 24). *Jokowi ingin sekolah tatap muka dimulai Juli 2021*. <https://cnnindonesia.com/nasional/20210224151137-20-610396/jokowi-ingin-sekolah-tatap-muka-dimulai-juli-2021/amp>.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th edition)*. Pearson.
- Dhawan, S. (2020). Online learning: A panacea in the time of covid-19 crisis. *Journal of Educational Technology Systems*. <https://doi.org/10.1177/0047239520934018>.
- Diyanti, B.Y., Nurhayati, L., & Supriyanti, N. (2020). The profile of primary English teachers in Indonesia. *Litera*, 19 (1), 37-51. <https://doi.org/10.21831/ltr.v19i1.27118>.
- Efriana, L. (2021). Problems of online learning during Covid-19 pandemic in EFL classroom and the solution. *JELITA: Journal of English Language Teaching and Literature*, 2 (1), 38–47. ISSN: 2721–1096 (Print), 2721-1916 (Online).
- Fahrina, A., Amelia, K., & Zahara, C.R. (2020). *Peran guru dalam keberlangsungan pembelajaran di masa pandemi Covid-19*. Syiah Kuala University Press.
- Fernandez, R., Gil, I., Palacios, D., & Devece, C. (2011). Technology platforms in distance learning: Functions, characteristics and selection criteria for use in higher education. *WMSCI 2011 – The 15th World Multi-Conference on Systemics, Cybernetics, and Informatics, Proceedings*, 1, 309-314.
- Floris, F. D. (2020). Adapting to delivering remote instruction: Interview with Prof. Susan Gaer. *TEFLIN Journal*, 31 (2), 360-365. <http://dx.doi.org/10.15639/teflinjournal/v3li2/360-365>.
- Ghasemi & Hasemi. (2011). ICT: New wave in English language learning/ teaching. *Procedia Social and Behavioral Sciences* 15, 3098–3102. <http://doi:10.1016/j.sbspro.2011.04.252>.
- Hockly, N., & Clandfield, L. (2010). Teaching online: Tools and techniques, options and opportunities. *Journal of Second Language Teaching and Research*, 1(1), 89–91. ISBN: 978-1-905085-35-4.
- Indonesian Education Ministry. (2020a). *Penyesuaian Kebijakan Pembelajaran di Masa Pandemi Covid-19*. <http://kemendikbud.go.id>.
- Indonesian Education Ministry. (2020b). *Keputusan menteri pendidikan dan kebudayaan republik Indonesia nomor 719/p/2020: Pedoman pelaksanaan kurikulum pada satuan pendidikan dalam kondisi khusus*. <http://kemendikbud.go.id>.
- Indonesian Ministries. (2020). *Keputusan bersama menteri pendidikan dan kebudayaan, menteri agama, menteri kesehatan, dan menteri dalam negeri Republik Indonesia: Panduan penyelenggaraan pembelajaran pada tahun ajaran 2020/2021 dan tahun akademik 2020/2021 di masa pandemi Coronavirus Disease 2019 (Covid-19)*. <http://kemendikbud.go.id>.
- Kastuhandani, F.C. (2014). Technology and young learners. 17 (1), 1-8. <https://e-journal.usd.ac.id> ISSN 1410-7201.
- Kildare, C. A., & Middlemiss, W. (2017). Impact of parent’s mobile device use on parent-child interaction: A literature review. *Computers in Human Behavior* 75. <https://doi.org/10.1016/j.chb.2017.06.003>.
- Ko, S., & Rossen, S. (2017). *Teaching online: A practical guide (4th edition)*. Routledge.

- Kompas.com. (2021, June 2). *Muncul klaster sekolah di Pekalongan, 33 guru positif Covid-19*. <https://kompas.com/regional/read/2021/06/02/173542878/muncul-klaster-sekolah-di-pekalongan-33-guru-positif-covid-19>.
- Korstjens, I, & Moser, A. (2017). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24 (1). <https://doi.org/10.1080/13814788.2017.1375092>.
- KPCPEN (Komite Penanganan Covid-19 dan Pemulihan Ekonomi Nasional). (2020, March 19). *Peningkatan kasus aktif tidak bisa ditoleransi*. <https://covid19.go.id/p/berita/peningkatan-kasus-aktif-tidak-bisa-ditoleransi>.
- Kruszewska, A., Nazaruk, S., & Szewczyk, K. (2020). Polish teachers of early education in the face of distance learning during the Covid-19 pandemic – The difficulties experienced and suggestions for the future. *Education 3-13; International Journal of Primary, Elementary, and Early Years Education*. <https://doi.org/1080/03004279.2020.1843946>.
- Lestyanawati, R., & Widyantoro, A. (2020). Strategies and problems faced by Indonesian teachers in conducting e-learning system during Covid-19 outbreak. *Client Journal*, 2 (1), 71-82.
- Linse, C.T, & Nunan, D. (ed). (2005). *Practical English language teaching: Young learners*. McGraw-Hill Companies Inc.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd edition)*. Sage Publication.
- Munthe, E., & Conway, P. F. (2017). Evolution of research on teachers' planning: Implications for teacher education. In D. Jean Clandinin & Jukka Husu (eds.). *SAGE Handbook of Research on Teacher Education*. Sage Publishers.
- Nufus, T.Z. (2018). Teaching English to young learners in Indonesia (Pros and cons). *English Language in Focus (ELIF)*; 1 (1), 65–70. <https://jurnal.umj.ac.id/index.php/ELIF>. E-ISSN: 2622–3597.
- Pascal, C., & Bertram, T. (2021). What do young children have to say? Recognising their voices, wisdom, agency, and need for companionship during the COVID pandemic. *European Early Childhood Education Research Journal*, 29 (1), 21-34. <https://doi.org/1080/1350293X.2021.1872676>.
- Pramudyani, A.V.R. (2021). The effect of parenting styles for children's behaviour on using gadget at revolution industry. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5 (1), 51-59. <https://doi.org/10.31004/obsesi.v5i1.520>.
- Rice, M. F., Lowenthal, P. R., & Woodely, X. (2020). Distance education across critical theoretical landscapes: Touchstones for quality research and teaching. *Distance Education*, 41 (3), 319–325. <https://doi.org/10.1080/01587919.2020.1790091>.
- Sepulveda-Escobar, P, & Morrison, A. (2020). Online teaching placement during COVID-19 pandemic in Chile: Challenges and opportunities. *The European Journal of Teacher Education*. <http://www.tandfon-line.com/10.1080/02619768.2020.1280981>.
- Strakova, Z. (2015). Challenges of teaching English at primary level. *Procedia-Social and Behavioral Science* 174, 2436–2443. <https://doi.org/10.1016/j.sbspro.2015.07.380>.

- Taghizadeh, M, & Yourdshahi, Z. H. (2019). Integrating young learners' classes: Language teachers' perceptions. *Computer Assisted Language Learning*, pp. 1–25. <https://doi.org/10.1080/09588221.2019.1618879>.
- US Government. Guiding principles for the use of technology with early learners. <https://tech.ed.gov/earlylearning/principles/>.
- Zein, S. (2017). The pedagogy of teaching English to young learners: Implications for teacher education. *Indonesian Journal of English Language Teaching*, 12 (1), 61–77.
- Žumárová, M. (2015). Computers and children's leisure time. *Procedia-Social Behavioral Sciences* 176, 779–786. <https://doi.org/10.1016/j.sbspro.2015.01.540>.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).