

Multi-pronged Approach to English Language Teaching and Learning amid the COVID -19 Pandemic

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Abstract

This paper analyses the multi-pronged approach amid the COVID -19 pandemic and the changes that crept into English language teaching and learning practices in a state private university in Odisha, India. It endeavours to describe the various approaches to English language teaching and learning at the university amid COVID -19 pandemic. In this study, around two thousand two hundred seventeen students of a state private university were on boarded to the English language teaching (ELT) and learning program in the virtual learning environment. The study was limited to five campuses of the university in Odisha. The researcher analyses the data gathered from English language classes, mail communications, faculty development programmes, reports, student interactions, online surveys, and assessments. At the initial stage of implementation of the ELT program of the University, the digital divide, resistance to adapt to the online mode of teaching and learning, online examination phobia and assessments, fear, anxiety, slow-paced adopters were the obstacles in the teaching and learning process. The paper shows how the participants of the program rapidly adopted and adapted to the challenging demands of the difficult time to revamp curriculum, embrace technology, promote self-learning, collaborate with industry and skill-based communities, and implement job-embedded professional learning to prepare the students for the future. The paper describes the