ELT in Both Private and Public Higher Education Institutions (HEIs): An Approach to New Normal Pedagogy of Teaching

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Abstract: The study aims to analyze the different approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy in terms of the trend in teaching, syllabus utilization, materials, and resources, activities in learning, and competency learning. The study comprised thirty-nine (39) respondents only which employs the descriptive quantitative research design and random sampling. Results show that trend in teaching context based and content instruction on the English language as the medium of teaching and instruction in English Language Teaching (ELT) focuses on the language cooperative approach in teaching approaches that suits to the learning capacity of students. It emphasizes on the complex and competency based learning and outcome of the process of learning as to skills, application, knowledge, and attitude of the learners, materials and resources, show that different centered on the instruction of the English language approach to learning, the activity is focused on the task based-learning and the process of usage in the important skills of the ELT, and competency process of learning show to provide students in the competency of ELT and language learning inside the classroom and direction in the specific task in the English competency of learning. Findings show that there is a significant correlation between the different approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy among the respondents.

Keywords: *ELT, Higher Education Institutions (HEIs), new normal pedagogy of teaching, syllabus utilization, trend in teaching.*

Introduction

English Language Teaching (ELT) explores the application of the English language application in the teaching process of learning. It gains a design and knowledge on the skills to produce the language lesson. It highlights the intended principles of linguistics as the mirror of a culture where the learning process determines the pedagogy of teaching in the new normal from various educational institutions. It explores and attempts to teach and learn the English language perspective to improve and to shape the learning of the language through the Teaching English of the Foreign Language (TEFL) and understanding the English Teaching for Specific Purposes (ESP) (Hartono et al., 2021). Hence, ELT needs to be analyzed on what method and process will be implemented to provide better output in the learning process among the college students since the four elements of skills in English is being taught as speaking, listening, reading, and writing. This involves different rules in the English language where students are weak in their proficiency though they are exposed to various English learning materials like watching English movies, English reading, English conversation, and English analysis (Mallillin, 2017).

On the other hand, strategies and techniques must be given emphasis in the ELT in the Higher Education Institutions (HEIs) are needed in the new normal approach in the teaching pedagogy to enhance better learning. This has to do with the structure of the various domains of learning and teaching techniques and strategies to provide an impact on the academic performance of students in terms of the psychomotor domain of learning, the affective domain of learning, and cognitive domains of learning. The ELT teaching strategies approach and techniques provide an analysis of the achievement and learning enhancement of students in the level of comprehension, academic performance, and attitude toward the English language. It highlights the different domains of learning, and structure that constructs the ability in the meaning of the lesson as to the activities of the modules and functions of the language, to include proper motivation, active attention in learning, satisfaction, and willingness to participate in the ELT. Meanwhile, the teaching techniques

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and strategies on the comprehension approaches of ELT provide competency, creativity, and innovation on the outline and concept of the lesson. In addition, the teaching approach to teaching strategies in ELT displays compliance to the activities of the lesson that focuses on the academic performance and output of the learners and set-ups (Mallillin et al., 2021). On the other hand, teaching strategies in ELT develop to identify the order of the higher thinking and skills in the English language by the ESL lecturer. It designs the strategies and techniques for the learners in their English proficiency through English lecturers have challenges in teaching because of the different rules to be incorporated in the lesson. The implication in the pedagogy of how the strategies are being monitored during the lecture method (Singh et al., 2020).

Furthermore, the effectiveness of the ELT in the various public and private Higher Education Institutions (HEIs) vary in the approach of pedagogy in teaching during the new normal since this is mandated and implemented in the English language. It highlights the effectiveness of ELT to be used in terms of the four skills in English as to reading, writing, listening, and speaking. It is countable and tangible in the design of teaching and nature as to structure that involves the skills in the English language program and module in the higher education level (Mallillin & Gilbang, 2017). Moreover, the exposure of the learners in the English is not that impressive due to the many rules to be considered and the exposure of the students in their English proficiency that need thorough techniques and strategies in ELT. This is to measure the competency of the lecturers to provide better output and learning process to boost the morale of students in their exposure to various English materials as part of their learning process (Mallillin & Villareal, 2016).

Moreover, the measure of the competency of ELT in the new normal depends on the lecturers' perception of the pedagogy of teaching. This measures the performance of the lecturers in their competency to deliver the module among the learners as to the skills in the English language. Lecturers in the English language have the passion to mold and shape the learners to the fullest because it is their profession as part of their oath to include the lecturers that involve the challenges in the innovation of technicalities in ELT among the learners. It examines the skills competency and performance of the Higher Education Institutions (HEIs) lecturers in terms of self-teaching management, strategic action, teamwork, planning, administration, and communication (Mallillin & Mallillin, 2019). Furthermore, it presents the communicative competence, and components of the English language among the lecturers in the Higher Education Institutions (HEIs) in both public and private entities. The need for the ELT is considered as the basis in the communication and development in the English language. It substantiates the personality, interaction, and development of the individual lecturer in the English language by improving the communicative means and competence in ELT. It highlights the structure and determines the ELT competence in the English language that reflects in the learning process, interaction, and development perception. It also highlights the importance of motivation and tolerance in the higher education institutions' professional development and training (Halian et al., 2020).

Lastly, the benefits and significance of ELT in the various public and private higher education institutions as an approach to teaching pedagogy in the new normal provides eagerness of the lecturers to a better learning process in the English language among the learners. It addresses the evidence on how the English language lecturers construct the legitimacy in the expertise in teaching the English language and practitioners as they increase and witness the important role of lingua franca in the global English module. It provides legitimacy and identifies the professional English practitioners (Widodo et al., 2020). On the other hand, the global language and the rise of ELT matches the landscape of sociolinguistics from the 21st century onwards. It considers as language-based classroom teaching and learning in the English language module. It emerges the practice of ELT related to the English language outline of learning as a key to the pedagogy of teaching in the new normal. It adopted the systematic method and teaching strategy in the English language to synthesize the classroom learning in a contextual in-depth of learning in the language to explore in the measure on the effectiveness of the intervention of the English language design of learning in the new normal. It highlights the designs of ELT to measure the English language on the lecturers' beliefs and pedagogical practices in the learning setting (Rose et al., 2020).

Research Questions

1. What are the different approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy in terms of

    a. trend in teaching,

    b. syllabus utilization,

    c. materials and resources,

    d. activities in learning, and

    e. competency learning?

2. Is there a significant difference between the different approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy among the respondents?

Hypothesis

There is a significant difference between the different approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy among the respondents.

Theoretical Framework

This study is anchored on the "Theory of the English Language Teaching in the Higher Education Institutions" as cited by (Fathi, 2018, p. 1). This theory will improve the social and communicative contexts in the English language. ELT in Higher Education Institutions is very sensitive in the module of the English language. It highlights the conditional approaches to teaching and behavior method on the learning aspect of the students as to the various domains of learning i.e., psychomotor domain, affective domain, and cognitive domain which are the foundation of the theory and in the strategies of teaching and behavior methods. It provides two dimensions of teaching as to the mental and physical pattern of teaching. The physical pattern portrays the approach and mechanics of teaching as to active learning, memorization, and repetition. On the other hand, the mental pattern and process portray the learning and teaching into practice that aims to develop the autonomy of learning and reduces the obstacle of the learning process. The collaborative approach through the use of the skills in the behavior of cognitive domains manages to tie in the autonomy of the learning process that passes the lecturers' obligation to the learners in the English language and teaching pedagogy in the Higher Education Institutions (HEIs).

On the other hand, the theory of ELT has been explored through various techniques in teaching and methods among the learners who push through in learning English as a Second Language at the tertiary level and requires conditions on the educational ELT method. It stipulates the approach and principles in the development of the ELT for the trend in the pedagogy of teaching in the new normal especially on the course and development of the English language in many changes.

The alternative approach to the theory of alternative method has been introduced in the English language of intellect that provides acceptance and ideas among the learners. The approach is to transcribe accurately in the English as a Second Language as to the phonetic system language, language fluency, and phonetic training in the syntactic pattern. This includes the naturalistic approach, audio-lingual method, focus on the natural approach, communicative approach, and lexica approach in ELT.

Flow of the Study

English Language Proficiency ELT in both private and public Higher Education Institutions HEIs provides teaching techniques and strategies on the comprehension approaches among ELT lecturers and competency, creativity, and innovation on the outline and concept of the lesson. It is an approach to teaching strategies in ELT that displays compliance to the activities of the lesson that focuses on the academic performance and output of the learners and set-ups.

Independent Variable		**Dependent Variable**
English Language Teaching (ELT) in both Private and Public Higher Education Institutions (HEIs)	⟹	An Approach to the New Normal Pedagogy of Teaching
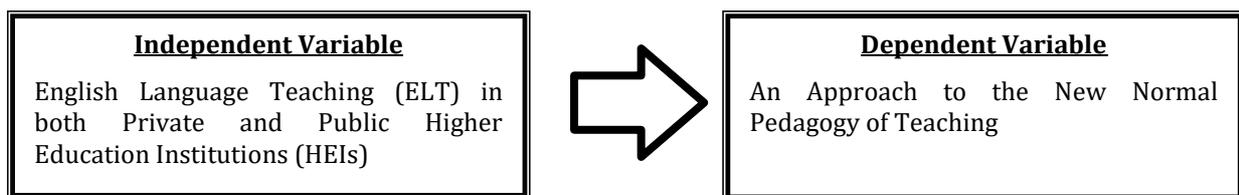
Figure 1. Independent and Dependent Variables on the ELT in Both Private and Public Higher Education Institutions (HEIs) as an Approach to the New Normal Pedagogy of Teaching

Research Design

The research employs the descriptive quantitative research design because it attempts to quantify and collects information and analysis of the sample population for statistical treatment. A quantitative method of design is focused on the objectives of the data collection on the associated statistical analysis on the different approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy in terms of the trend in teaching, syllabus utilization, materials and resources, activities in learning, and competency learning process. It highlights the increased measure of the teaching approach in the new normal among the higher education institutions in a theoretical diverse method and approach perspective (Haas & Hadjar, 2020).

On the other hand, the advantages of quantitative research design involved the benefits of pointing the competition of the approaches and methods in the study under-investigated especially on the English Language Teaching in the new normal pedagogy of teaching from both public and private higher education institutions which considers the various ethical focused in the treatment of the analysis of data as to administration and interpretation, designing, exploring, testing, and understanding. It involves the quantitative method of research in a required sample size of the data

collected through the method has limitations and phenomena it is dominant in the ELT context of research (Rahman, 2017).

Sampling Techniques

Random sampling is employed in the study which is the simple form of data collection as to the number of populations from the various public and private Higher Education Institutions in the Philippines. This is done in a form of a google form sent to the respondents where it was arranged according to the sequence of the answers. Thirty-nine (39) respondents are taken randomly from the Seventy-Eight (78) who responded to the questionnaire. Even numbers are picked to form as part of the sample population. This carries the subset of equal process and opportunity of the sampling process. It is a benchmarking in the sampling technique and flexible in the controlled data (Acher et al., 2021).

Participants of the Study

The subjects of the study are lecturers from various public and private higher education institutions. The subjects are English Lecturers and have expertise in the pedagogy of teaching in the new normal. The study comprised thirty-nine (39) respondents only.

Instruments Used

The questionnaire used in the study is self-made questionnaire based on the observation and experienced by the research. Where he validated it to the expert in the quantitative research. They are group of researchers with background in educational research and expertise for a variety of settings. All their suggestions and recommendations are given emphasis prior to the administration of the research instruments through the use of Cronbach's alpha which measure the consistency of the set questionnaire that is closely related in the scale reliability (Sriram et al., 2020).

1. ELT in the Area of Trend in Teaching

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Trend in teaching is very satisfied
3.40-4.19	Observed	Trend in teaching is satisfied
2.60-3.39	Moderately Observed	Trend in teaching is moderately satisfied
1.80-2.59	Not Observed	Trend in teaching is dissatisfied
1.00-1.79	Never Observed at All	Trend in teaching is very dissatisfied

2. ELT in the Area of Syllabus Utilization

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Syllabus utilization is very satisfied
3.40-4.19	Observed	Syllabus utilization is satisfied
2.60-3.39	Moderately Observed	Syllabus utilization is moderately satisfied
1.80-2.59	Not Observed	Syllabus utilization is dissatisfied
1.00-1.79	Never Observed at All	Syllabus utilization is very dissatisfied

3. ELT in the Area of Materials and Resources

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Materials and resources are very satisfied
3.40-4.19	Observed	Materials and resources are satisfied
2.60-3.39	Moderately Observed	Materials and resources are moderately satisfied
1.80-2.59	Not Observed	Materials and resources are dissatisfied
1.00-1.79	Never Observed at All	Materials and resources are very dissatisfied

4. ELT in the Area of Activities in Learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Activities in learning are very satisfied
3.40-4.19	Observed	Activities in learning are satisfied
2.60-3.39	Moderately Observed	Activities in learning are moderately satisfied
1.80-2.59	Not Observed	Activities in learning are dissatisfied
1.00-1.79	Never Observed at All	Activities in learning are very dissatisfied

5. ELT in the Area of Competency Learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Competency learning is very satisfied
3.40-4.19	Observed	Competency learning is satisfied
2.60-3.39	Moderately Observed	Competency learning is moderately satisfied
1.80-2.59	Not Observed	Competency learning is dissatisfied
1.00-1.79	Never Observed at All	Competency learning is very dissatisfied

The weighted mean is used to analyze the data thorough the Likert scale as to 5-Highly Observed, 4-Observed, 3-Moderately Observed, 2-Not Observed, and 1-Never Observed at All. This is to ensure the holistic point of view of the response of the participants.

Results

Table 1. ELT in the Area of Trend in Teaching

Trend in Teaching	WM	I	R
1. The approach is focused on communicative competency that emphasizes the interaction in ELT as to trends in teaching among students.	3.38	MO	5
2. The trend of teaching is focused on context-based and content instruction on the English language as the medium of teaching and instruction in ELT among the learners	4.17	O	1.5
3. The trend of teaching is focused on the ELT task-based language among the learners to resemble the task into real-life learning process and authenticity of the learners	3.02	MO	8
4. The trend of teaching is focused on the text-based instruction or the competency of communication that involved the various types of mastery among students in providing them the guided practice to develop the English language in meaningful and develop communication of ELT through text and content of learning.	3.12	MO	7
5. The approach is focused on the basic lexical concept of learning which is essential in ELT learning that consists of the understanding of the phrases and lexical chunks for a better learning process among students.	4.11	O	3.5
6. The trend of teaching is focused on various approaches to multiple intelligences based on the capacity of the learners' domain of learning and the abilities of students.	4.11	O	3.5
7. It also focuses on the language cooperative approach to the trend of teaching which involves various types of teaching approaches that suit the learning capacity of students considering the individual difference of learning process in the classroom setting.	4.17	O	1.5
8. It focuses on the different trends and methods of teaching as to grammar-translation which is needed in the ELT as to the classical English target of learning.	3.33	MO	6
Average Weighted Mean	**3.68**	**O**	
Standard Deviation	**0.509**		

Table 1 presents the weighted mean and the corresponding interpretation of ELT in Trend in Teaching.

As observed in the table, rank 1 is shared by the two indicators which are "The trend of teaching is focused on context-based and content instruction on the English language as the medium of teaching and instruction in ELT among the learners", and "It also focuses on the language cooperative approach to the trend of teaching which involves various types of teaching approaches that suit to the learning capacity of students considering the individual difference of learning process in the classroom setting", with a weighted mean of 4.17 or Observed which means trend in teaching is satisfied. Rank 2 is also shared by the two indicators which are "The approach is focused on the basic lexical concept of learning which is essential in the ELT learning that consists the understanding of the phrases and lexical chunks for better learning process among students", and "The trend of teaching is focused on various approaches to multiple intelligences based on the capacity of the learners' domain of learning and abilities of students", with a weighted mean of 4.11 or Observed which means trend in teaching is satisfied. Rank 3 is "The approach is focused on communicative

competency that emphasizes the interaction in ELT as to trends in teaching among students", with a weighted mean of 3.38 or Moderately Observed which means trend in teaching is moderately satisfied. The least in rank is "The trend of teaching is focused on the ELT task-based language among the learners to resemble the task into the real-life learning process and authenticity of the learners ", with a weighted mean of 3.02 or Moderately Observed which means trend in teaching is moderately satisfied. The overall average weighted mean is 3.68 or "Observed" which means ELT in the area of Trend in Teaching is satisfied.

Table 2. ELT in the Area of Syllabus Utilization

Syllabus Utilization	WM	I	R
1. Syllabus utilization is focused on the structural and formal of the ELT program and curriculum the suits the needs of the learners.	4.03	O	5.5
2. It focuses on the ELT content and process of the syllabus in the Higher Education Institutions (HEIs) for imaginary on real collection in the utilization of the English language.	3.36	MO	9
3. The syllabus revolves around the thematic and topical concept of the broad content and standard curriculum implemented in the new normal ELT	4.03	MO	5.5
4. The syllabus is set for the function of the ELT materials to be learned in the English language for the communicative process of learning to be performed by students in the language ideas, situations, and structures.	3.40	O	8
5. The syllabus emphasizes the complex and competency-based learning and outcome of the process of learning as to skills, application, knowledge, and attitude of the learners.	4.22	HO	1
6. The syllabus approach is focused on task-based where students are allowed to explore ELT learning to carry the task effectively in planning and solving issues in the activities. The ELT comes from the demand for English language activity.	4.16	O	2.5
7. It focuses on the approach activities on context-based learning to assist students in their thinking and creativity in learning the ELT target language.	4.00	O	7
8. The syllabus development stresses the based skills knowledge and learning in the ELT among students.	4.16	O	2.5
9. It is also focused on the lecturer's practical guide as to text-based learning to implement and explore the outcome curriculum of the ELT process classroom.	4.08	O	4
Average Weighted Mean	**3.94**	**O**	
Standard Deviation	**0.325**		

Table 2 presents the weighted mean and the corresponding interpretation of ELT in the area of Syllabus Utilization.

As noted in the table, rank 1 is "The syllabus emphasizes on the complex and competency-based learning and outcome of the process of learning as to skills, application, knowledge, and attitude of the learners", with a weighted mean of 4.22 or Highly Observed which means syllabus utilization is very satisfied. Rank 2 is shared by the indicators which are "The syllabus approach is focused on task-based where students are allowed to explore ELT learning to carry the task effectively in planning and solving issues in the activities. The ELT comes from the demand of the English language activity", and "The syllabus development stresses on the based skills knowledge and learning in the ELT among students", which are 4.16 or Observed which means syllabus utilization is satisfied. Rank 3 is "It is also focused on the lecturers practical guide as to text-based learning to implement and explore the outcome curriculum of the ELT process classroom", with a weighted mean of 4.08 or "Observed" which means syllabus utilization is satisfied. The least in rank is "The syllabus is set for the function of the ELT materials to be learned in the English language for the communicative process of learning to be performed by students in the language ideas, situations, and structures", with a weighted mean of 3.40 or "Observed" which means syllabus utilization is satisfied. The overall average weighted mean is 3.94 or "Observed" which means ELT in the area of Syllabus Utilization is satisfied.

Table 3. ELT in the Area of Materials and Resources

Materials and Resources	WM	I	R
1. Materials that are available at home where the lecturers used their creativity as long as ELT is taught among students to the fullest like books, leaflets, magazines, articles, etc.	4.28	HO	1.5
2. YouTube and videos are downloaded on the internet for video presentation in addition to the traditional books provided by the educational institutions.	4.10	O	3
3. Use of the different technological tools to equip students in the advanced technology of learning to include projector, laptop, PC, cellular phones, etc.	4.28	HO	1.5
4. Uses of the traditional resources and materials like a visual aid, handmade materials, textbooks but it will be flashed in the zoom meet, google meet, or any form of the presentation meet in the new normal.	4.05	O	4.5
5. Flexible materials and resources are utilized that will be available at home and on the internet, since the library is not being utilized in school due to blended teaching and learning is implemented due to the covid 19 protocols and outbreak prevention.	3.70	O	7
6. Video resources and audio are used in the ELT to cope with the advanced technology of teaching which is the trend in blended learning online.	3.87	O	6
7. It involves the Information and Communication Technologies (ICT) for utilization of materials and resources in the ELT as part of the trends in the advanced technology in teaching and learning in the current pandemic outbreak.	3.53	O	8
8. The materials and resources in ELT facilitate the students and teachers in the transition of the English language to the fullest in a form of kinesthetic, auditory, the visual language of learning.	4.05	O	4.5
Average Weighted Mean	**3.98**	**O**	
Standard Deviation	**0.266**		

Table 3 presents the weighted mean and the corresponding interpretation of ELT in the area of Materials and Resources.

As gleaned in the table, rank 1 is shared by the two indicators which are "Materials that are available at home where the lecturers used their creativity as long as ELT are taught among students to the fullest like books, leaflets, magazines, articles, etc.", and "Use of the different technological tools to equip students in the advance technology of learning to include projector, laptop, PC, cellular phones, etc.", with a weighted mean of 4.28 or Highly Observed which means materials and resources is very satisfied. Rank 2 is "YouTube and videos are downloaded on the internet for video presentation in addition to the traditional books provided by the educational institutions", with a weighted mean of 4.10 or "Observed" which means materials and resources are satisfied. Rank 3 is also shared by the two indicators which are "Uses of the traditional resources and materials as a visual aid, handmade materials, textbooks but it will be flashed in the zoom meet, google meet, or any form of the presentation meet in the new normal", and "The materials and resources in ELT facilitate the students and teachers in the transition of the English language to the fullest in form of kinesthetic, auditory, visual of language learning", with a 4.05 or Observed which means materials and resources are satisfied. The least in rank is "It involves the Information and Communication Technologies (ICT) for utilization of materials and resources in the ELT as part of the trends in the advance technology in teaching and learning in the current pandemic outbreak", with a weighted mean of 3.53 or "Observed" which means materials and resources is satisfied. The overall average weighted mean is 3.98. or "Observed" which means ELT in the area of Materials and Resources is satisfied.

Table 4. ELT in the Area of Activities in Learning

Activities in Learning	WM	I	R
1. The activity is also focused on the communicative approach and offshoot usage in the target of language as to complete the meaningful task and order of the lesson situation on the activities in ELT.	3.35	MO	7
2. The activity is focused on the ELT and task-based language which is centered on the instruction of the English language approach to learning.	4.10	O	1.5
3. The activity is focused on the task-based learning and the process of usage in the important skills of the ELT	4.10	O	1.5
4. The activities involved the uses of the gap and information which is important in the information of the transfer of knowledge in the ELT.	3.51	O	6
5. The activities in ELT derive from the reasoning and use of gaps in the module and some information among students for better learning.	3.77	O	4.5
6. It utilizes the activities on the gap and opinion to convey the students' personal preferences on the ideas, feelings, and preferences on the ELT situation of learning.	3.77	O	4.5
7. The activities involved the process of PPP utilization as to method and process on the approach of the ELT design and instruction as to performance, practice, and presentation for the enhanced learning process.	4.00	O	3
Average Weighted Mean	**3.80**	**O**	
Standard Deviation	**0.291**		

Table 4 presents the weighted mean and the corresponding interpretation of ELT in Activities in Learning.

As shown in the table, rank 1 is shared by the two indicators which are "The activity is focused on the ELT and task based-language which is centered on the instruction of the English language approach to learning", and "The activity is focused on the task based-learning and the process of usage in the important skills of the ELT", with a weighted mean of 4.10 or "Observed" which means activities in learning is satisfied. Rank 2 is "The activities involved the process of PPP utilization as to method and process on the approach of the ELT design and instruction as to performance, practice, and presentation for the enhanced learning process", with a weighted mean of 4.00 or "Observed" which means activities in learning is satisfied. Rank 3 is also shared by the two indicators which are "The activities in ELT derive from the reasoning and use of gaps in the module and some information among students for better learning", and "It utilizes the activities on the gap and opinion to convey the students' personal preferences on the ideas, feelings, and preferences on the ELT situation of learning", with a weighted mean of 3.77 or "Observed" which means activities in learning is satisfied. The least in rank is "The activity is also focused on the communicative approach and offshoot usage in the target of language as to complete the meaningful task and order of the lesson situation on the activities in ELT", with a weighted mean of 3.35 or Moderately Observed which means activities in learning is moderately satisfied. The overall average weighted mean is 3.80 or "Observed" which means ELT in the area of Activities in Learning is satisfied.

Table 5. ELT in the area of Competency Process

Competency Process	WM	I	R
1. It focuses on the critical function and work of the ELT to define the learning process of the students.	3.27	MO	8
2. It provides specific task that involves learning process in the successful completion of the competency knowledge and skills applied accurately in ELT.	4.00	O	2.5
3. It provides the competency process of the specified learning module of the ELT to provide competency of learning among students.	3.77	O	4
4. The competency process in ELT describes several learning key areas for students to express their communicative competency in the learning of the English language.	3.67	O	5.5
5. It provides the learning process of students in the competency of ELT and language learning inside the classroom and direction in the specific task in the English competency of learning.	4.02	O	1
6. Students are provided with the competency practice of the English language set for the module in the ELT.	3.15	MO	9
7. The competency process in ELT provides application and practicality in the English language learning and context.	3.67	O	5.5
8. Competency process and learning design the specific skills and knowledge in the English language applied in ELT,	3.48	O	7
9. It provides better performance in the English language learning to improve the competency and skills in ELT.	4.00	O	2.5
Average Weighted Mean	**3.67**	**O**	
Standard Deviation	**0.319**		

Table 5 presents the weighted mean and the corresponding interpretation of ELT in the Competency Process of Learning.

As acknowledged in the table, ranks 1 is "It provides the learning process of students in the competency in ELT and language learning inside the classroom and direction in the specific task of the English competency of learning", with a weighted mean of 4.02 or "Observed" which means competency learning is satisfied. Rank 2 is also shared by the two indicators which are "It provides specific task that involves learning process in the successful completion of the competency knowledge and skills applied accurately in ELT", and "It provides a better performance in the English language learning to improve the competency and skills in ELT", with a weighted mean of 4.00 or "Observed" which means competency learning is satisfied. Rank 3 is "It provides the competency process of the specified learning module of the ELT to provide competency of learning among students", with a weighted mean of 3.77 or "Observed" which means competency learning is satisfied. The least in rank is "Students are provided in the competency practice of the English language set for the module in the ELT", with a weighted mean of 3.15 or "Moderately Observed" which means competency learning is moderately satisfied. The overall average weighted means is 3.67 or "Observed" which means ELT in the area of Competency Process of Learning is satisfied.

Table 6. Test of Significant Difference on the Various Approaches to ELT in the New Normal for Both Private and Public Higher Education Institutions (HEIs) as the Basis for Teaching Pedagogy Among the Respondents

Test of Variables	z-computed value	comparison	z-critical value	decision
➢ trend in teaching	32.244	>	±1.96	rejected
➢ syllabus utilization	43.160	>	±1.96	rejected
➢ materials and resources	48.191	>	±1.96	rejected
➢ activities in learning	43.991	>	±1.96	rejected
➢ competency learning	40.579	>	±1.96	rejected

Two-tailed test with 0.05 level significance

Table 6 presents the test of significant difference on the various approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy among the respondents.

It shows that the z-computed value of trend in teaching is 32.244, syllabus utilization is 43.160, materials and resources is 48.191, activities in learning are 43.991, and competency learning is 40.579 which reveal that z-computed value is higher than the z-computed value of ±1.96, two-tailed test with 0.05 level of significance which resulted to the decision of rejection. Therefore, it is safe to say that there is a significant difference on the approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy among the respondents.

Discussion

The ELT in both private and public Higher Education Institutions (HEIs) as an approach to the new normal pedagogy of teaching determines the teachers' perception of the implementation toward the blended learning (Rachman et al., 2021). On the other hand, ELT in the area of trend in teaching shows that it is focused on context-based and content instruction on the English language as the medium of teaching and instruction in ELT among the learners. It also focuses on the language cooperative approach to the trend of teaching which involves various types of teaching approaches that suits the learning capacity of students considering the individual differences of the learning process in the classroom setting. This impacts and explores the ELT in English as a medium of instruction in the challenges and preparedness of the language relatedness implementation where it highlights the support on the ELT integration (Galloway & Rose, 2021). This has explored the pedagogy of the issue in the language effectively in learning and teaching in English. It contributes to the reflection of the gap, questioning, critical pedagogy in ELT as to approaches and principles. It explores the pedagogy and effective pedagogy in ELT as to behavior, approach, socio-culture, and mental perspective of learning. It sharpens the strategic principles to promote effective pedagogy and deep learning in the English language (Niyibizi et al., 2021). Hence, trends of teaching focus on the basic lexical concept of learning which is essential in ELT learning that consists of the understanding of the phrases and lexical chunks for better learning process among students and focuses on various approaches to multiple intelligences based on the capacity of the learners' domain of learning and abilities of students to provide the learners on the framework and process in the English mapping and concept to lexical diversity. It measures the lexical and textual diversity of the English language learning process and opportunity (Hassanzadeh et al., 2021). In addition, the trend of teaching is focused on communicative competency that emphasizes the interaction in ELT as to trends in teaching among students where it illustrates the implementation and efficiency of the ELT inquiry-based in the development of the communication competency of the module in a mindset of collaborative English level of students context where it highlights the pedagogical foundation and approach in ELT that addresses the learning and effects of competency engagement of students favorable on the communication, collaboration, critical thinking, and skills of the learners (Chen, 2021). Lastly, the trend of teaching is focused on the ELT task-based language among the learners to resemble the task into the real-life learning process and authenticity of the learners which means that teaching in the new normal prompts the lecturer to implement the techniques in the context and practices in the modified and signified ways to outline the used of the language among the learners in a productive way (Subrahmanyam Vellanki & Bandu, 2021).

On the other hand, ELT in syllabus utilization shows that complex and competency-based learning and outcome of the process of learning as to skills, application, knowledge, and attitude of the learners enhance the learning power in the implementation of the competency-based learning in the utilization of syllabus and approaches in a pre-defined learning process improvement (Wang et al., 2021). On other hand, the syllabus and utilization approach are focused on task-based where students are allowed to explore ELT learning to carry the task effectively in planning and solving issues in the activities, comes from the demand of the English language activity, and stresses on the based skills knowledge and learning the ELT among students where it provides a novice training on the ELT task-based lecturer. This is to provide a priority in teaching design and experiences on the based-task lesson among the learners. It analyzes the cooperative and maintaining the learning environment and active aspect of syllabus utilization and task-based learning approach in the ELT, Bryfonski (2021). Hence, syllabus and utilization are focused on the lecturer's practical guide as to text-based learning to implement and explore the outcome curriculum of the ELT process classroom where the design of effective syllabus aligns with the teaching principles, learning objectives, and curricular policy of ELT. It

focuses on the implementation and context language in the approach to ELT intended to offer the framework and analysis of the lecturers' design syllabus and connection to the learners (Wotring et al., 2021). Lastly, the syllabus and utilization are set for the function of the ELT materials to be learned in the English language for the communicative process of learning to be performed by students in the language ideas, situations, and structures where it provides a standard framework of the syllabus for the lecturers of ELT in school in an organized approach and function necessary for the use of ELT. It integrates and conceptualizes the languages, strategic competencies, and discourses. The learning process involves the focus on the implementation of the syllabus and utilization accurately (Munandar, 2020).

Moreover, the ELT in the area of materials and resources shows that learning materials are available at home where the lecturers used their creativity as long as ELT is taught among the students to the fullest like books, leaflets, magazines, articles, etc., and uses of the different technological tools to equip students in the advance technology of learning to include projector, laptop, PC, cellular phones, etc. where it provides multimodality in the approach of teaching that represents the available resources and development in the English language. It reflects the learners and development from the literacy of learning (Stec, 2021). On the other hand, materials and resources show that YouTube and videos are downloaded on the internet for video presentation in addition to the traditional books provided by the educational institutions where it introduces the utilization of the video and YouTube in the ELT as lesson and platform in the new normal pedagogy of teaching for the students' learners in providing learning and accessing materials in ELT with the use of video and YouTube. It enhances the student learners and practice in the concept and understanding of the skills and performance of students (Zaida, 2021). Moreover, materials and resources reveal that uses of the traditional resources and materials as a visual aid, handmade materials, textbooks that will be flashed in the zoom meet, google meet, or any form of the presentation meet in the new normal that facilitate the students and teachers in the transition of the English language to the fullest in form of kinesthetic, auditory, visual of language learning where the learning is motivated on the visual aid utilization that involves the comprehension and aspect of the achievement of the English language and the usage in the ELT classes. It dominates the English language visual aids and usage for better learning and understanding of students. This includes graphics, pictures, and video, Jiménez Escobar (2021). Lastly, materials and resources involve the Information and Communication Technologies (ICT) for utilization ELT as part of the trends in the advanced technology in teaching and learning in the current pandemic outbreak where it provides a variety of technological tools in the materials and resources in ELT to create and disseminate information among the learners in teaching and learning, ICT integration and context in the acquisition of the English language and competency among learners in enhancing the quality of experiences and learning in the new normal (Ryn & Sandaran, 2020).

Furthermore, ELT in the area of activities in learning is focused on the ELT and task based-language which is centered on the instruction of the English language approach to learning and is focused on the task based-learning and the process of usage in the important skills of the ELT where the task-based teaching and activities are favored on the methods and techniques in ELT. It provides understanding better of activities on the implementation of task-based activities in a teaching context (Liu et al., 2021). In addition, the activities in learning involved the process of PPP utilization as to method and process on the approach of the ELT design and instruction as to performance, practice, and presentation for the enhanced learning process where it explores the activities in ELT on how the lesson is presented using the practice, presentation, and production (PPP) through a task-based lesson and implementation to address the practical consideration of the practical value for interested teaching task as to PPP as the key and steps in the lesson design and process for ELT lecturers and implementation (Le et al., 2020). In addition, activities in learning derive from the reasoning and use of gaps in the module and some information among students for better learning, and it utilizes the activities on the gap and opinion to convey the students' personal preferences on the ideas, feelings, and preferences on the ELT situation of learning where it determines the critical thinking and effectiveness of the modules in ELT to enhance the aspect of the learning process in the academic performance of the learners. This can provide a better impact on the performance of the learners in the ELT activities of learning (Wicaksana et al., 2020). Lastly, activities in learning are focused on the communicative approach and offshoot usage in the target of language as to complete the meaningful task and order of the lesson situation on the activities in ELT to include the methods on communicative approach in the English language to establish the development of the communicative approach in ELT to mainstream the action and pragmatic theory in the activities and task of ELT language usage and information (Alibekova & Urinboyeva, 2020).

Lastly, ELT in the area of competency process of learning provides students with the competency of ELT and language learning inside the classroom and direction in the specific task of the English competency of learning where it explores the competitive of the ELT to enhance the competency of teaching and learning for students' development and growth in the English language. It attains the goals for further guidance in the ELT especially on the transformation and approach in the English language (Slapac, 2021). Subsequently, the competency process provides specific task that involves learning process in the successful completion of the competency knowledge and skills applied accurately in ELT and provides better performance in the English language learning to improve their competency and skills in ELT where it provides knowledge for students in the mastery of the blended learning in the new normal to understand the competency learning process in ELT. The competency process provides the relevant practice in the acquisition of the ELT perspective for the learning process (Gjestvang et al., 2021). Hence, it provides the competency process of the specified learning module of the ELT learning among students where students are provided in the competency practice

of the English language set for the module in the ELT. It will set to evaluate the ELT in their competency and practices among the learners in the necessity of the classroom practices and integration of competency process in ELT dimension and development in the implementation required in the new normal pedagogy of teaching (Safa & Tofighi, 2021).

Conclusions

ELT in the area of trend in teaching shows that context-based and content instruction on the English language as the medium of teaching and instruction in ELT among the learners, and focuses on the language cooperative approach to the trend of teaching which involves various types of teaching approaches that suits to the learning capacity of students considering the individual differences of learning process in the classroom setting where the approach is focused on basic lexical concept of learning which is essential in the ELT learning that consists the understanding of the phrases and lexical chunks for better learning process among students, and is focused on various approaches to multiple intelligences based on the capacity of the learners domain of learning and abilities of students, the approach is focused on communicative competency that emphasizes the interaction in ELT as to trends in teaching among students, and the trend of teaching is focused on the ELT task-based language among the learners to resemble the task into real-life learning process and authenticity of the learners.

On the other hand, syllabus utilization shows the emphasis on the complex and competency-based learning and outcome of the process of learning as to skills, application, knowledge, and attitude of the learners where the syllabus approach is focused on task-based where students are allowed to explore ELT learning to carry the task effectively in planning and solving issues in the activities, the ELT comes from the demand of the English language activity, and syllabus development stresses on the based skills knowledge and learning of the ELT among students, it is also focused on the lecturers' practical guide as to text-based learning to implement and explore the outcome curriculum of the ELT process classroom, and the syllabus is set for the function of the ELT materials to be learned in the English language for the communicative process of learning to be performed by students in the language ideas, situations, and structures.

Moreover, ELT in the area of materials and resources shows that materials are available at home where the lecturers used their creativity as long as ELT is taught among the students to the fullest like books, leaflets, magazines, articles etc., and use of the different technological tools to equip students in the advance technology of learning to include the projector, laptop, PC, cellular phones etc., YouTube and videos are downloaded in the internet for video presentation in addition to the traditional books provided by the educational institutions, uses of the traditional resources and materials like visual aid, handmade materials, textbooks that will be flashed in the zoom meet, google meet, or any form of presentation meet in the new normal, and the materials and resources in ELT facilitate the students and teaches in the transition of the English language to the fullest in a form of kinesthetic, auditory, visual of language learning, and involves the Information and Communication Technologies (ICT) for utilization of materials and resources in the ELT as part of the trends in the advance technology in teaching and learning in the current pandemic outbreak.

Furthermore, ELT in the area of activities in learning shows the focused of the activity on the task based-language which is centered on the instruction of the English language approach to learning, the activity is focused on the task based-learning and the process of usage in the important skills of the ELT, the activities involved the process of PPP utilization as to method and process on the approach of the ELT design and instruction as to performance, practice, and presentation for the enhance learning process, the activities in ELT derive from the reasoning and use of gaps in the module and some information among students for better learning, utilizes the activities on the gap and opinion to convey the students personal preferences on the ideas, feelings, and preferences on the ELT situation of learning, and the activity is also focused on the communicative approach and offshoot usage in the target of language as to complete the meaningful task and order of the lesson situation on the activities in ELT.

Lastly, ELT in the area of competency process of learning shows to provide students in the competency of ELT and language learning inside the classroom and direction in the specific task in the English competency of learning where it provides specific task that involves learning process in the successful completion of the competency knowledge and skills applied accurately in ELT, and it provides better performance in the English language learning to improve their competency and skills in ELT, it provides the competency process of the specified learning module of the ELT to provide competency of learning among students, and students are provided in the competent practice of the English language set for the module in the ELT.

Recommendations

1. Trends of teaching ELT needs to focus on the task-based language among the learners to resemble the actual learning into real-life learning process and authenticity among the learners and must be based on ELT trends in the learning process.

2. The syllabus utilization must be focused on the ELT content and process of the syllabus in the Higher Education Institutions (HEIs) for imaginary on real collection in the utilization of the English language. This includes the trends in the new learning.

3. There must be flexibility in the materials and resources that are utilized in the ELT that will be available at home and on the internet, since the library is not being utilized in school due to the blended teaching and learning implementation. Materials and resources must depict the learning process of ELT module.

4. There must be a focused on the activity especially on the communicative approach and offshoot usage in the target of language as to complete the meaningful task and order of the lesson situation on the ELT. The activities will encourage motivation for the study habits of students.

5. Students in ELT must be provided on the competency and process in their ELT module for better learning and practices among the respondents through giving various activities that enhance their learning process.

6. Since there is a significant difference between the various approaches to ELT in the new normal for both private and public Higher Education Institutions (HEIs) as the basis for teaching pedagogy among the respondents. There is a need to explore the subject areas which are not tackle in the study like, the strategies, methods, and techniques in teaching ELT.

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