An Investigation on Teachers As Content Creators During The Pandemic

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Abstract
The closure of schools during these insisting times of the Covid-19 pandemic has served to be the most challenging times for schools and educational institutions to be able to keep ensuring the teaching of learning continues and students are not denied their needed learning opportunities. Ensuring the learning and teaching is productive, teachers have seen to be struggling to choose and use appropriate tools and materials in assisting their students' learning progress. Teachers have been the original content creators for years and now are forced to create and design more suitable materials once again than to just be able to rely on pre-made content for their classes. Therefore, this research aims to provide an insight into teachers' views on creating specific and relevant content especially in this new pedagogical platform and to identify if the application of technology has had any influence in their content creation for their lessons. To achieve the aim and credibility of this study, a qualitative research method and triangulation was applied with the semi-structured interview and the documents of teaching materials analysis used as an instrument. Five of the school teachers were chosen through purposive sampling. The finding of this study shows there is a need to create material because the existing material is not suitable for online classes, students have different levels of proficiency, asynchronous vs synchronous learning, need for extra support, revision, personal motivation and differentiated learning. A sum of 120 pieces of material was collected from these teachers, of which 104 materials were digital material and 16 materials were non- digital material. There are 10 ways in which these materials were used: lesson delivery, assessment, notes and tasks, enrichment, engagement, revision, showcase students presentation, set induction, showcase assignment and projects and tutorials. The finding of this study also shows the major influences and hindrances that prevent effective delivery of content in designing and developing, the process of creation and integration
Keywords: Content Creator, Pandemic Covid-19, Development of Language Materials

Introduction

During the pandemic era, teachers have been thrust into a new educational landscape, finding new and exciting ways to keep students engaged while doing distance learning. COVID-19 has completely shifted the teaching and learning spectrum. As Dhawan (2020) describes the current physical pedagogy approach now has entirely shifted into online teaching and learning and the swift action to shift into distance learning which was taken in only a few days after the announcement on the severity of the infection was made by WHO. The closure of educational institutions which disrupted the learning opportunities among the students led to the action of mitigating the class online (Azzi-Huck & Shmis, 2020). While typically, the term content creator refers to YouTubers, in a broader sense it can refer toanyone that creates content for distribution. In most ways teachers are the original content creators, it has only been the past 30 years that teachers have begun to rely on pre-made content for their classes.

Often these sources of content are created from purchased class materials from book publishers. A textbook does not always meet the variety of conditions in a language class (Richards, 2001). And teachers are usually caught in instances of the need to delve into teaching materials outside textbooks and modify them to be appropriate and significant to the needs of their students. Materials design is indeed an intense case in which the application of the advanced thinking that expert teachers possess is applied and the development of materials can refer to anything which is done by writers, teachers, or learners if it is to provide sources of language input in ways which expand the possibility of intake (Tomlinson, 1998).

Problem Statement

The outbreak of COVID-19 has affected world education and the approach to learning. When the Malaysian government instructed all the educational institutions to be closed until further notice (National Security Council, 2020), the physical pedagogical approach entirely shifted into online teaching and learning (Dhawan, 2020). Teachers started implementing guidelines and recommendations and found themselves balancing education and teaching while providing feedback to students remotely while filling administrative reports and taking care of their families. During the pandemic crisis, transitioning from traditional face-to-face learning to online learning can be challenging as they must adapt to it with little or no other alternatives available. The adopted E-learning tools have since played a vital role during this pandemic, helping schools facilitate students' learning during the closure. Teachers are expected to provide weekly paper-based resources to students and meet them weekly to provide their marked worksheets and issue new ones for the week ahead.

Although several studies have assessed the challenges faced by teachers in adapting to a new educational landscape throughout the pandemic era, one of the main research gaps yet to be addressed is examining the roles teachers play as content creators in the online platform. As a practical responsibility, material designing involves the production, evaluation, and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution (Tomlinson, 2001). Teachers, in general, are noticing the necessity to have specific content that works in their individual classrooms bearing the current pedagogical approach in mind. This has resulted in teachers creating their own content and are now working towards creating higher quality content. Through interviewing English language teachers, this study attempts to offer an understanding of the teachers taking on

this process and if the use of technology has influenced their content creation and distribution in the classroom

Purpose of this Study

This research aims to provide an understanding of teachers taking on this process of creating content especially during these insisting times and whether the use of technology has influenced their content creation and distribution in the classroom. This study intends to highlight the need for English teachers to create their own content and discover if the use of technology has predisposed the content creation and distribution of teachers in the classroom.

Research Objectives

This study intends to discover and provide an insight of teachers who act as content creators and if the use of the technology has predisposed their content creation and distribution in the classroom. The objectives of the study could thus be summarised as follows:
- To identify the need for English teachers to create their own content.
- To understand the kinds of content created and ways in which the contents created to respond to its function in online classes to accommodate ESL learning.
- To identify factors that might influence or hinder effective design and development of language learning content creation in an English Language classroom.

Research Questions

Based on the research objectives mentioned above, this study aims to answer the following research questions:
1. Why is there a need for English teachers to create their own content?
2. (i) What are the different kinds of content created during the pandemic?
   (ii) How do the content created respond to its function in online classes?
3. What factors might influence or hinder effective design and development of language learning content creation in an English Language classroom?

Significance of the Study

This study will help English language teachers to adopt and make use of the current technology to create content suitable for their students. This study aims to illuminate certain issues pertaining to assisting ESL teachers in understanding strategies and content creation that can be adopted to teaching in physical and online classes to motivate them to perform and participate better.

Literature Review

According to Rivers (1987), the eclectic approach allows language educators to absorb the wonderful approach of major language teaching approaches into the classroom for the appropriate goal. Because of the content and learning resources established and adopted by educators prior to the pandemic, such as worksheets, handouts, textbooks themselves, magazines, and most of the learning is teacher-centred, the goal of picking a different technique for the teaching purpose and situation. As a result of this strategy, educators have the opportunity to construct and create learning methods that are dependent on the scenario and availability of teaching resources. Eclecticism will support a variety of learning activities applications, each of which will differ in terms of characteristics, objectives, and related

suspicions, as well as a variety of procedures for dialect comprehension, checking learners' dialect authority, and adjustment if necessary. One of the ideas that language educator enable is for students to select appropriate methods and strategies based on their learning needs. Other principles, according to Ali (1981), include:

• Educators can use a variety of methods and teaching strategies to reach the lesson's goal.

• The home may vary, but it has unquestionably improved comprehension.

• Different types of teaching aid and audio-visual implementation lead to dialect mastery.

• Language learning and activities saved time.

Theoretical Approach

All forms used by specialists who provide or use materials for dialect learning, counting materials assessment, their modification, plan, generation, misuse, and inquiry of dialect teaching resources are referred to as materials development. A textbook and workbook, a written paragraph on a whiteboard, a handout, a newspaper, a CD-ROM, a tape, a movie, or whatever is used throughout the learning process linked to the language taught are all examples of credible content in language acquisition. The purpose of the textbook as collateral resources in language education, classroom activities and interaction, learning grammar, vocabulary, and pronunciation, a syllabus, and a reference for new educators to develop confidence was summarised by the previous scholar. The learning content can be instructional if it instructs the learners on the language, experiential if it allows the language to be disclosed, elicitation if the language is prompted, and exploratory if the learner wants to learn about language in a natural setting. The following are some of these principles in a nutshell:

• Learners should be influenced by materials that make them feel more comfortable and help them to gain confidence.

• Is it reasonable for pupils to believe that what they are experiencing is relevant and useful?

• Materials should promote and support learner commitment, as well as provide opportunities for learners to communicate in the target language.

• Materials should take into consideration the fact that numerous advantages might take time to manifest, that learners have different learning methods, and that emotional perspectives differ.

• Resources should permit for a brief moment of silence at the outset of practice, need not lean too much on group sessions, and should provide feedback on results.

The interface between topic and pedagogical competence influences teachers' decisions on resources, instructional approaches, assessment of students' learning, and feedback, among other things (Cooper and Alvarado, 2006; Bold et al., 2017). In addition to topic expertise, pedagogical content knowledge permits educators to "know how to organise and factual material in a manner that makes it approachable to vastly diverse groups of learners." Academic substance knowledge can be illustrated by a conceptual map of how to teach a topic, knowledge of instructional methods and representations, understanding of students' comprehension and possible misconceptions, and knowledge of educational programmes and curricular materials.

Learning Before and During Pandemic

The global population's health, economics, and social life were all affected by the COVID-19 pandemic. As a result of educational institutions, the traditional physical pedagogical method has been fully replaced by online teaching and learning, which disrupts students' learning opportunities (Dhawan, 2020). Students are enrolled in school to participate in traditional school curricula, online substances and innovation were used as instructional tools to improve distribution channels, and pedagogical alterations have proven that traditional in-person lecturing features may not translate to a virtual learning environment. Online resources and technology were formerly used as instructional aides to improve content delivery (Chen, 2008), but now they are used for all activities (Zhou et al., 2020).

During the epidemic, education schools and universities help students learn while universities and schools are closed (Subedi et al., 2020). Because 90.1 and 91.0 percent of Malaysian families, respectively, have access to the internet and mobile phones, class continuation through internet connection appears to be the best option available (Department of Statistics Malaysia, 2020). Through numerous online platforms, the system and educators have accepted "Education in Emergency" and have adopted a not prepared system. During the epidemic, e-learning tools played a critical role in assisting online tools (Zhou et al., 2020). The instructor instructs learners on how to utilize curriculums, ensures that they have availability to paper-based teaching aids, and makes home visits to oversee students' remote learning activities. Teachers must also provide students with weekly paper-based materials and meet with them once a week to provide graded worksheets and assign new ones for the next week.

Technology in English Classroom

Teachers and students may now access specialised information that isn't included in textbooks, in a number of forms and across time and space. Rapantha C. et al. (2020) identified the important attributes of an interactive learning activity centred on a specific learning goal based on four interviews. The scope (the learner's goals), the knowledge and tools used, the tangible activities, and the interrelations seen between three (how immersive the tools are, how self-paced/individual the activities are, and how important it is for the teacher to mediate the usability) are the major components of a learning activity.

Instructional design (ID) and learning design (LD) are defined by Carr-Chellman (2016) as "a method, or sequence of suggested procedures, that teachers can use to plan, implement, and assess their instruction." When using online learning technology as the major or exclusive mode of instruction, some kind of design approach must be applied explicitly. On the one hand, teachers must develop tasks, environments, and resources that aid students in learning. Professors and students may connect in real-time even at various places thanks to synchronous course interactivity. Teachers might connect with students using any channel, such as social media platforms (Whatsapp, Telegram), to address online teaching and learning obstacles. Through numerous online learning platforms, teachers and students may access a range of learning resources (UNESCO, 2020b). An asynchronous lesson occurs when teachers upload content on a website for students to follow at their leisure. Teachers can also provide offline learning activities by using textbooks, workbooks, encyclopaedias, or tasks that are often used in the classroom.

Current Related Study

Content creation-based learning (CCBL) is a suitable strategy, according to Moonaghi and Shariati (2018), since the findings suggest that inquiry-based education, self-directed acquiring knowledge, understanding by sharing, and acquiring knowledge via writing and reflection are all good CCBL techniques. Participation in the whole learning process benefits students by allowing them to study more deeply, write academically, educate other students by sharing their material, and think critically. Teachers are always seeking new methods to please learners and help them understand, therefore student satisfaction and motivation are important variables in assessing educational quality.

Graul (2020) explores strategic considerations about content development, personalisation, assignments, and assessment ideas in his article, all of which have the potential to boost student involvement in an online class. The concepts and procedures for a successful online class were tested using the Canvas learning management system (LMS), but certainly may be used with any LMS. The strategy starts with content cubes, personalization of asynchronous online classes, relevant and meaningful tasks, and the importance of student reflection.

Paskevicius (2021) investigates a various major modern models of online content production in his study, focusing on how educators might operate within copyright constraints while employing digital media to develop instructional content in a legal and ethical manner. Materials may be provided with express authorization and approval for everyone else to reproduce them under an open copyright agreement in specific instances. The copyright works that have been granted authorization are known as open educational resources (OER). Navigating fair use/dealing of content, utilising embeddable content, reusing openly licenced and public domain content, attribution of materials sourced online, and navigating digital media formats are some of the growing literacies for digital content creators.

Apart from it though, according to Kilickaya (2019), teachers assume that subject matter, efficiency, and quality of the materials are important, and that the most crucial component of implementing digital into language teaching and learning is attempting to make the material of processes needed interesting and relevant to students. Ulusoy (2020) found that educational goals are met when authentic stories, illustrations, and photos are used as content, and students' grade levels and cognitive abilities are considered when arranging the combination of visuals, texts, and verbal messages for content settings. Persson (2021) investigated the Media Logic of YouTube and Twitch; the contents differed depending on the application's features, and the content can be found in a variety of categories, such as music, outdoor activities, food and drink, various games, and simply chatting, but the way the content is conveyed is dependent on the platform

Methodology

The main methodology employed in this research is by conducting interview sessions and document analysis. The study applied qualitative methodology as the research design as this design allows researchers to explore and comprehend people's thinking through their behaviour. According to Creswell (2012), qualitative research is a method of analysing andcomprehending the meaning that individuals or groups attach to a social human situation. In this sense, to explore deeper on teachers' role as content creators during the pandemic.

Document analysis is also used to analyse the content created by teachers and were applied in their online lesson throughout the full transition to online class during the Covid-19 lockdown.

This research focuses on teachers from public schools located in Selangor. This is due to classes being fully conducted remotely in the phase of the pandemic, educators need to rely on materials that will be accessible for their learners in the online lesson. Therefore, this research is to investigate teachers in developing content digitally to suit the learners needs. Pandemic and the rapid transition to emergency remote teaching have exacerbated this trend by expecting teachers to facilitate distant learning quickly and with little time and preparation (Bozkurt et al., 2020).

The participants that were involved in this study are educators from public school. There are five participants from schools in Selangor. The sample for the study under consideration was created via purposeful sampling. In this method, which falls under the category of non-probability sampling techniques, sample members are chosen based on their expertise, relationships, and abilities related to an issue (Freedman, 2007). The data were analysed using a triangulation method by inculcating an interview session and document analysis. Triangulating has been employed to enhance the credibility of the data received (Bowen, 2009).

The main instrument conducted in this research is through interview sessions. Semi-structured interviews were used to collect the data. Interview sessions were opted for since it is richer and more practical. The interview guide consists of 14 open ended questions focusing on the teachers' role as content creators. The researcher also used probing techniques to clarify the answers given by participants. Then, the interview data were transcribed and analysed through thematic analysis.

Next, content created by the research participants were collected for the purpose to carry out the document analysis as the second instrument employed in this research to analyse the content created by the five research participants. The materials created by these participants were developed using technology based content to suit remote learning. According to Corbin and Strauss (2008), document analysis necessitates the examination and interpretation of data in order to extract meaning, gain insight, and develop empirical knowledge about the data collected. Document analysis is used as a triangulation method to examine information collected using different methods and thus reduces the potential biases that may exist in a single study.

The data collected from the interview sessions were then turned into transcription to carry out the data analysis stage. Thematic analysis is employed to analyse the transcribed data to explore further understanding on the research findings better and to refine interpretations from the participants. Saldana (2021) stated that searching for themes in data is more targeted towards interviews sessions, hence thematic analysis is suitable to analyse the verbatim data. According to Taylor et al (2015), data analysis is a creative process and most qualitative researchers often analyse and produce coding based on their data. In thematic analysis, the steps to conduct the analysis begins with reading and re-reading the

verbatim data, coding by labelling the data, categorising the coding, and followed by developing themes for the data.

Document analysis, a type of qualitative research in which the researcher interprets documents to give them voice and meaning in connection to an evaluation issue, is also used as a data analysis method. Document analysis entails categorising content into themes in the same manner that transcripts from focus groups or interviews are assessed (Bowen, 2009). In the light of this study, document analysis was applied to analyse the content and materials created. The limitations for this research are due to the current outbreak of pandemic that limits the engagement between the samples of this study. The interviews were conducted through the online recording which is restricted in terms of building connections with the respondents in real life. Consent from participants was given to carry out the interview session and to protect their identity considering the ethical aspect by doing this study. All their identity will be kept anonymous throughout the study to ensure this research process is ethical in all aspects.

Results
In line with the purpose of the study, the issue at hand was discussed based on interviews, observations and documents presented to the researchers. The data of the study are summarised below. The brief statements of the participants are provided and categorised in relation to the research questions

Creating Content as Teachers
RQ1: Why is there a need for English teachers to create their own content?
The first research question is to identify the need for English teachers to create their own content, thus understanding the differences in the content created to accommodate learning. The data were obtained through interviews of the participants who are English teachers.

Need to Create Content
All 5 teachers have responded to why there is a need to create content. Table 1 below shows the six emerging categories under this theme when it comes to the necessity of creating content. All five teachers have agreed that creating content is necessary because the content that is available to them does not suit the students' level of proficiency and it doesn't accommodate differentiated learning. This is understandable as finding appropriate learning materials for a certain material within a learning context is difficult because each material is created with a specific audience in mind. It is important to note that all 5 participants have unanimously agreed that there is content available however the content is not suitable for their particular group of students.

UNICEF Young Reporters (2020) has stated that teachers all over the world faced difficulty to teach the remaining curriculum amid dealing with pandemic as they are unprepared and without proper support whereby existing assessment criteria that include tests and examinations are not suitable for online learning. Keeping UNICEF Young Reporters (2020) statement in mind, Teacher B, Teacher C and Teacher D have stated that most material that they have already own is not suitable for an online class as material created for online classes do not support learning but most of the time substitute learning. This is because there is a

greater reliance on online materials especially for students who are doing asynchronous online learning.

Table 1
Results of the Study

Needs	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	%
Not suitable for online classes		/	/	/		60%
Students different level of proficiency	/	/	/	/	/	100%
Asynchronous vs synchronous					/	20%
Students need extra support	/		/		/	30%
For revision purposes	/					20%
Motivation to teach	/	/		/	/	80%
Differentiated learning	/	/	/	/	/	100%

The findings of the interview show in shaping teacher work motivation during the Covid-19 pandemic, Teacher A, Teacher B, Teacher D and Teacher E created content to support their students' learning. This is imperative because teachers' working motivations directly impact teachers' online teaching competencies as suggested by (Wong et al., 2021). This finding also indicated some content was created for students who needed extra support and for revision purposes. The teachers then further clarified that it is vital to building online relationships with students that allow for personal feedback and interaction, as well as nurturing students' experience with and application of emerging technology.

*"In my opinion, we know what's best for our pupils, and this makes it the primary focus. Setting it that way, we can create videos that cater to their needs. During PDPR, you couldn't just grab and use materials. You would need to analyse and see if they are suitable for your pupils. I personally know what's best and what's good. Apart from sharing the materials with other teachers and hoping for good remarks and suggestions in return, it's practically a good learning process and I was a bit prolific in some ways. "*Teacher A

*"Yes, definitely because I cannot be using textbooks to teach them given that their proficiency is very low right. So, when their proficiency is low obviously they will not turn up to classes. I must use another method and simplify to create my own materials. I have to make things different. I have to use a differentiation strategy with them. I have to make things as simple as possible for them. You know, I can't give them to write essays. I have to give them activities in which they will just fill up the verbs or the nouns, you know, things like that to help them to learn how to write essays themselves. So, I have changed methods of teaching language skills. "*Teacher D

The shift from traditional face-to-face learning to online meaning has imposed major distinctions though there are similarities (Ramakarsinin & Baskaran, 2021). The findings show 3 of 5 teachers had issues with the teaching and learning materials, where not all materials that existed before the pandemic are suitable for online classes. Teachers have reported that often they had to adapt the material in a digital form to better suit online learning. The findings further suggested that in preparation for creating content it is very important to note if the target students are mostly synchronous learners or asynchronous learners. Teacher E further explained that he mostly creates modules and worksheets for his students because most of his students are asynchronous learners. Teacher E also stated that he uses PowerPoint slides and records, online classes, to act as a guide in completing modules.

Understanding of the Content Created
RQ2: (i) What are the different kinds of content created during the pandemic?
ii) How do the contents created respond to its function in online classes?
The second research question is coined to understand the content that was created. Hence there are two parts to this research question: to identify what content was created and how it corresponds to its function. The data were obtained through interviews of the participants who are English teachers and through document analysis.

The findings of the interview surprisingly show the comparison of the content created before and during the pandemic. The teachers have explicitly described the materials created and why they have created such materials. Before the pandemic, the materials are mostly modules and various worksheets. Teacher B has stated that this is a common practice for teachers especially now that differentiated learning is an integral part of language learning. Most of the digital materials used are videos whereby it is used mostly for introduction or closure. Teacher D stated that there isn't a need to record and document students' performance in such a meticulous way. In summary, before the pandemic the content created was used to support and enhance learning.

Before and During the Pandemic
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"Teaching online, I will type the resources here and then create my own content because I have to cut them a student's next, not only taking the content from this program. Uh, so I will design and make it more interesting. So basically, you join this program and this program, they have all the content you need."   Teacher C

"Of course, there is a difference. The medium of instruction changed. The knowledge content is the same, but the execution is different. I am doing more work creating modules with detailed instructions for students." Teacher E

However, the scenario changed when it came to the pandemic stage. Findings suggest students' performances are documented and classroom activities are strictly monitored for assessment purposes hence the increase in the usage of digital content. The findings of the interview show a greater reliance on digital materials to convey the lesson whereby the videos created contain the entire lesson to accommodate both synchronous and asynchronous online learning. There are few websites, software and apps used to attain a certain purpose. Kahoot, Google Forms, WordWall, Socrative and LiveWorksheets were used to assess students' understanding. YouTube, Storyboard, Canva and Padlet were used to accommodate learning

Understanding Content Created During Pandemic
Shulman (1986) coined the term "pedagogical content knowledge," which spawned a flood of scholarly studies on teachers' subject-matter knowledge and the necessity of this information for effective instruction. Teachers, according to Shulman's theoretical framework, must master two types of knowledge: (a) content, also known as "deep" knowledge of the subject itself, and (b) curricular development knowledge. Content knowledge that deals with the teaching process is especially significant, as it includes the most effective ways of portraying and communicating content, as well as how students learn the specific concepts and themes of a subject.

To understand the content created during the pandemic, using Shulman's (1986) pedagogical content knowledge as the foundation, 120 contents that were created during the pandemic were collected and catalogued. Table 2 shows the dispersion of the content created organised in two main categories which are digital contents and non-digital contents. Teacher A has contributed 35 materials, Teacher B has contributed 22 materials, Teacher C has contributed 33 materials, Teacher D has contributed 9 materials and finally, Teacher D has contributed 22 materials.

Table 2
Dispersion of the Content Created (A Document Analysis)

Document Analysis	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Total
Digital Materials						
Videos (YouTube/Vimoe/mp4)	19	4	1	0	1	25
Kahoot!	3	7	0	0	2	12
Quizizz	1	0	5	0	0	6
LiveWorksheets	2	4	1	1	1	9
WordWall	0	0	1	0	0	1
Google Forms	2	3	3	0	4	12
Booklet	5	0	3	0	0	8
Power Point	2	2	17	3	1	25
Padlet	0	0	0	3	0	3
StoryBoard	0	0	1	1	0	2
Games (Minecraft)	0	0	0	1	0	1
Non-Digital Material						
Modules	0	0	0	0	5	5
Worksheets	1	2	0	0	8	11
Total	**35**	**22**	**32**	**9**	**22**	**120**

The findings in table 2 shows most of the materials created during this pandemic are mostly digital materials. The highest number of digital content created are videos (25 content) and PowerPoints (25 content). Moving on Kahoot! (12 content), Google Forms (12 content), LiveWorksheets (9 content), Booklet (8 content) Quizizz (6 content), Padlet (3 content), StoryBoard (2 content), WordWall (1 content) and Games (1 content). Findings show these teachers have used digital tools for both classroom planning and instruction as the primary instructional tools during the pandemic hence more supplementary and comprehensive materials were created. Non-digital material was also included in this study which is modules (5 content) and worksheets (11 content). As teacher E has stated some students do not have the means to attend classes as other students at that specific hour therefore non-digital material was created for teaching and learning. This is because in creating effective content, Shulman (1986) stated, there must be a correlation between content, students' needs and pedagogy.

How the Content Was Used?

Table 3

How the Content Was Used? (Document Analysis)

Document Analysis (Codes)	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Total
Lesson Delivery	8	2	11	2	2	*25*
Set Induction	1	0	1	0	2	*4*
Notes and Task	2	4	7	0	5	*18*
Assessment	7	8	0	0	7	*22*
Engagement	4	1	5	0	1	*11*
Enrichment	6	3	5	1	2	*17*
Revision	3	0	3	`1	3	*10*
Assignment and Project	1	0	0	3	0	*4*
Tutorial	3	0	0	1	0	*4*
Students Presentation	0	4	0	1	0	*5*
Total	*35*	*22*	*32*	*9*	*22*	*120*
			120 documents			

Following the thought provoked by Shulman (1986), this study explores how the content was used. Through the detailed document analysis, 10 codes were identified as shown in Table 3. The finding suggests 25 content were used for lesson delivery, 22 content were used for assessment, 18 content was used for notes and tasks, 17 content were used for enrichment, 11 content were engagement, 10 content were used for revision, 5 content were used to showcase students presentation, 4 content were used for set induction, 4 content were used to showcase assignment and projects and finally 4 content was used for tutorials. This classification of the function of the content created is beneficial for the success of a particular lesson. The findings also suggest teachers put special emphasis on the needs of the students and individualised education.

"Okay. Um, most of the time I do games with them right. And of course, when it comes to games, um, it depends, right. Sometimes I just make use of what's available to us out there. Like Blooket, Kahoot. Kahoot is actually very less, I don't really use that. I rather use Blooket or, um, there's another one called Game Kit, because there's more interactive elements in that as compared to Kahoot or Quizziz." Teacher D

"Yup, I do modules. Because my students are not from wealthy families. They don't have the luxury of using smartphones and such. If they share it among their siblings. I know my students, so I provide modules." Teacher E

Factors might influence or hinder effective content creation

RQ3: What factors might influence or hinder effective design and development of language learning content creation in English Language classrooms?

The final research question is to identify factors that might influence or hinder the effective design and development of language learning materials and content creation as well as its integration in the English Language classroom. The data were obtained through an interview of the participants who are English teachers.

Influence or Hindrance to Effective Content Creation

The analysis of the interview shows 3 emerging categories for this theme that was then summarised in Table 4. The first theme is designing and developing. Factors that might affect designing and developing content are the teacher's own passion and motivation, availability of suitable materials, knowledge, or skills to create content, time constraints and copyright issues. According to Brown et al (2016), if a teacher is unable to recognize and locate the source of the materials, they are more likely to breach copyright. The detailed data analysis shows only teacher A has publically shared his video meanwhile other teachers have posted their videos as private or unlisted videos, where the videos are only visible to certain people. One of the many concerns that teachers brought forth is copyright issues for the images and background music that was used in the content.

"We didn't have enough time to prepare the best at times. In order to curb this problem, we tried to come up with things that were moderately resourceful. For instance, a shorter video." Teacher A

"Not all topics could be taught easily. Some topics require more than one lesson, or it couldn't be finished in one day. When it's complicated, pupils might struggle to understand what I was teaching. I remembered teaching on possessive pronouns, and it was genuinely challenging in numerous ways." Teacher D

"For me, it is the privacy issue. I don't use social media to teach because I don't like people invading my space. Furthermore, the internet is not really safe for younger learners. Most of the time my students are not supervised by their parents. Younger students can be easily exploited, bullied and so on." Teacher E

The second theme that arises is the process of creation. One of the factors, as described by the teachers, is the norms of the delivery. Schleicher & Reimers (2020) stated emerging educational needs are responses to the current situation. Similarly, during the pandemic online learning was mandatory hence more digital material was created. The second hindrance is restrictions and the need to cover the content set by the national curriculum, where teachers have followed the baseline provided so that they are able to cover all the skills. The third and final concerns raised by these teachers are the privacy of both students and teachers themselves. Teachers and students' data are often exposed to security dangers while utilising computers and smartphones for online classes. Hence Teacher A has stated he creates rules for students to follow to avoid personal data exploitation while being online, especially while using social media to teach English.

Table 4
Influence or Hindrance to Effective Content Creation

	Influence / Hindrance
Designing and Developing	Passion and Motivation No available/suitable materials No knowledge to create content Lack of time to design learning activities Copyright issues
Process of creation	Follow the norms (Online learning: more digital materials) Both teachers and students' privacy
Integration	The digital literacy of both teachers and students Lack of resources available in the schools-classrooms Availability if gadgets and internet access

The third theme is the integration of the content in English lessons. Sánchez-Cruzado, Santiago Campión and Sánchez-Compana (2021) have stated that the COVID-19 epidemic ushered in a new era in which teachers must be digitally literate in order to teach online and execute a cutting-edge educational paradigm. As successful integration of the content in the lesson acquires both teachers and students' basic digital literacy. If the student does not know how to use a particular digital tool, the content created will not be useful. For example, if the students do not know how to operate the Padlet platform they will not be able to use the platform to give feedback or comment.

"Not all pupils have sufficient gadgets and good Internet services at home. Some didn't have their own smartphones, tablets and laptops. Some shared with their siblings and parents. This hindered me from conducting Google Meet classes frequently and this was also why I resorted to making videos. You can always watch a video when you're free or when the Internet connection is available." Teacher A

Other impediments to effective content development have been observed, including technical and technological obstacles, problematic learner behaviours and distraction, decreased classroom interaction, and issues assessing learner language competence. The need to check technical issues regularly, internet access and connectivity issues, and the incompatibility of some devices and the unaffordability of others all hamper efficient integration in class, according to the technical and technological concerns highlighted in the interview. Recognizing that Internet connections aren't always stable, Teacher E noted that he focused on generating digital resources that didn't require an Internet connection since he didn't want to waste time during the activity dealing with a slow or non-existent connection.

Intent to Create Content for English Lessons after the Pandemic
The findings of the study indicated that the participants had positive attitudes towards infusing technology into their teaching practises. Teacher A, Teacher B, Teacher C and Teacher D have stated that they will continue to create both digital and non-digital materials for the face-to-face classroom. This is because they would love to make their lesson more interactive and interesting. They also emphasised that now that they have awareness on how to create various materials and are willing to use this knowledge to create suitable material for their

students. However, Teacher E stated that there isn't a need to create supporting materials for a face-to-face class, this is because the existing material will be able to support learning.

"I think we are more equipped with more knowledge. We can continue creating more but we might not be that active like how we did during PDPR. For me, it's still a resource. You can use it during regular lessons or for flipped classrooms." Teacher A

"When it comes to content, it's not always about creating something from scratch. Sometimes it's also about adapting and sometimes it's about adopting, but the adopting has to be very much aligned with your students' proficiency in terms of adapting. I think we can go really beyond the context, right?" Teacher D

"I don't like to exhaust myself. Going back to school means we have different kinds of workloads. The second thing is, is there a need? Well, if there isn't one, why do it? I am just practical, I suppose." Teacher E

The participants underscored the importance of making the digital materials interesting and efficient, which would help students both enjoy and learn the content and noted that teachers need to be updated through regular meetings and training in benefiting from technology in their classrooms. However, in a few contexts, although they were willing to benefit from technology, they could not realise their intentions for various reasons, generally related to the context of teaching. Since the findings of the study are only based on five teachers' experiences and responses, these findings might not be generalizable to all contexts.

Discussion
In this study, the teachers stated that online platforms played an effective role in escalating their performances in teaching and learning. The teachers strongly believed that it is easier for them to understand a lesson conducted via an online platform. Meanwhile, they managed to share their opinions, views, and ideas during the discussion. Our findings are similar to (Graul, 2020; Paskevicius, 2021). First, from the main findings of the study, it is evident that investigating Teachers as Content Creator during the Pandemic. Online learning plays an important role in conducting an innovation to help students arouse their interest and motivation, and also improving their learning ability (Garba et al., 2015). The education-friendly platforms bring the benefits of digital collaboration that gives opportunities for the teachers to interact with students and motivate them to connect socially and professionally. The findings from the study showed the Malaysian teachers' interest and motivation in teaching, and their perception of online Teaching and Learning tools are very positive. Besides, they also assumed that Online T&L Materials could encourage them to learn. When the students are convenient with the online materials, the tendency of participating in lessons is high.

For instance, the data analysis towards teachers as content creators showed the highest interest. It can be seen from the tendency of students who remain in attention and remember some activities. Besides, the enthusiasm of students towards learning activities, as well as their full attention to what was instructed by teachers proved that learners had high motivation also in learning through online materials. Last, yet importantly, students' participation in an online class is considered an effective platform to improve their performance. Online learning provides a powerful set of features that makes it an ideal

medium of instruction to integrate technology into lessons. This platform helps the teacher to save time, keeping the class organised and facilitating a two-way communication between the teacher and students. Online platform has the potential to rationalise communication and learners' workflow by providing a single access point to the core of the discussion and assigned work. Online instruction is an important component of primary education and has witnessed immense growth over the past decade, particularly catalysed by the spread of COVID-19 in 2019-2021, forcing schools worldwide to move classes online. While the present paper.

This study aims to investigate teachers as content creators during the pandemic, drawing on the example of an asynchronous online class, the final design of a class will remain sensitive to the subject matter of the course as well as the individual and personalised approach by the instructor. A meta-analysis conducted by Bernard (2004) reveals that regarding the effectiveness of distance education vary largely across studies and may be subject to each individual component involved, which emphasises the difficulty in providing an overall solution as well as the important role that the instructor plays within this process (Lavoie & Graul, 2020).

This work intends to stimulate future research in the areas of primary education and online instruction with regards to the importance of individual instructor characteristics. The creativity and openness of the content creator to embrace novel teaching approaches, assignments, and projects is expected to be crucial in designing successful and engaging online classes. This paper focused on the ways educators can work within using digital media to develop educational content. The forms of multimedia continue to evolve, standards and formats shift, curriculum changes, and school and learner expectations change. Finally, based on the study, it could be seen that teachers do believe that they have improved in their content creating abilities by overcoming minute hurdles along the way.

Pedagogical Implication
This study focuses on teachers' perception and experiences in content creation via online platforms and this study has revealed some insights. Moreover, the study did provide positive insights as the teacher's role as a content creator provides a constructive learning environment whereby the learning is more student centred. With the integration of media and technology, learners are given ample opportunities in participating during online discussions. The advancement of instruction today is entering the computerized period. Teachers should shelf their belief to suit the current trends of teaching as mentioned by Viridi et al (2017) who stated that the learning never stops and hence teachers should utilize this platform to upgrade themselves as they march forward towards a digitalized world.

Based on the results, the researchers strongly believe that the advantage of online learning outweighs the disadvantages. Therefore, all the schools in Malaysia should take systematic steps in planning strategies in delivering credible lessons to optimize learners' motivation towards their engagement in an online learning platform. Integration of ICT is seen as a vital aspect in 21st century learning. Hence, this study clearly shows that online platforms contribute to major success of the teaching and learning process throughout the pandemic outbreak.

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