

THE IMPACT OF COVID-19 IN ENGLISH LANGUAGE INSTRUCTION

by:

Abigail L. Junio

Teacher III, Mariveles National High School - Poblacion

The learning process is continuous be it formal or informal, face-to-face or distance, physical or virtual, and synchronous or asynchronous. The Philippines was stunned by the onset of the COVID-19 pandemic last 2020. As a result, the education sector shifted from the conventional face-to-face classes in online and distance modality of learning. The teaching and learning process was interrupted and students were greatly affected by this transition. The pandemic has also a great impact on learning English language and communication (Kadir & Yunos, 2021).

Due to the rapid development in the field of technology, the teaching English language and communication moves from the classroom into a more personal environment which is the home. Technology is important to sustain teaching and learning during the pandemic. According to Nurgroho and Atmojo (2020), even though various platforms such as social media and learning management systems are used to facilitate English language teaching and learning, lack of preparation of learners, teachers and parents have become an obstacle for the process to succeed. Crawford et al (2020) added that lack of information among students and stakeholders have pose a barrier in online and distance education. These challenges resulted in poor quality of instruction and achievement of competencies. People nowadays should be knowledgeable in the different modalities used in delivering education. This may enhance the teaching and learning process. The success of English language instruction depends on the ability of students and parents to use and navigate technology to the fullest (Kadir & Yunos, 2021).

There are a few challenges face by English teacher and students during this time of remote learning. For teachers, psychological (Hartshorn and McMurry, 2020), content design (Atmojo and Nugroho, 2020), lack of technology and appropriate facilities (Shahzad et al., 2020), and level of students' language skills (Karuppanan and Mohammad, 2020) were experienced. The challenges experienced by the learners are as follows: psychological (Hartshorn and McMurry, 2020), learning modality (Atmojo and Nugroho, 2020), lack of appropriate facilities (Shahzad et al., 2020), language skills (Karuppanan and Mohammad, 2020) and lack of digital literacy (Atmojo and Nugroho, 2020; Shahzad et al., 2020). These challenges faced by the learners eventually lead to lack of motivation, financial challenges, and lack of self-awareness (Atmojo and Nugroho, 2020).

Teachers and learners need the essential trainings to achieve higher quality of success rate specially if remote teaching in the English subject will continue even after the pandemic. Actions must be taken to set forth a future where teachers and learners can be supported technologically, digitally, physiologically, and psychologically, without risking the quality of education and academic standard at the moment while continuously monitoring the quality of the delivery of instruction (Kadir & Yunos, 2021).

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