

TECHNOLOGY AS A TOOL IN THE LEARNING PROCESS

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Technology is one of the vital blessings in this world. Imagine, individuals can access and utilize this for their purposes anytime. The users can link its usage to the different aspects of society, such as economics, agriculture, entertainment, politics, natural sciences, social sciences, and especially education, which will be mainly emphasized through integrating subject matter and creating learning content.

Schinkten (2021) stated that technologies revolutionized how educational content is delivered through a learning management system as a primary application. It is an essential tool nowadays that both teachers and learners utilize amidst the pandemic. It allows teachers to add and manage users, and create, curate, and manage to learn contents and assessments which should be appropriate to the subject matter. In the event of a pandemic, the use of a learning management system via online learning adheres to DO 012, s. The Department of Education mandated the adoption of the "Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency" in 2020. It created a Basic Education Learning Continuity Plan to address the basic education issues caused by COVID-19, as all public and private schools were shuttered at the outset of the pandemic. According to Brant (2006), instructors' knowledge is mostly considered "craft knowledge," which is distinctive and nontheoretical. Regardless of the pandemic, he believes that English teachers will always require a strong comprehension of multiple knowledge bases in order to build advanced professional skills.

In light of the rise of technologies being utilized in education today, there is solely one potential issue being faced by several English teachers like me when it comes to creating, managing, and integrating learning content, and that is internet connectivity.

According to Arayata (2021) of the Philippine Information Agency, recent research conducted by the National Research Council of the Philippines revealed that internet connectivity remains a serious issue among instructors across the country. Celina Sarmiento, one of its members, highlighted that respondents from rural areas (73.07 percent) use mobile data connectivity, which is more prevalent than users of fiber connections. She also discovered that some teachers, particularly those in public schools, use their personal funds to purchase gadgets (61.69 percent of respondents) or internet subscriptions to help them teach their students.

Some of us cannot afford the rates for reliable internet connections offered by various telecommunications providers. Baticulon et al. (2020) agreed with this assertion. Lack of access to fast, cheap, and stable internet connections stymies online learning and is also viewed as an issue in the blended learning strategy. Furthermore, Tria, J. Z (2020), highlights numerous challenges that academic institutions face, such as a lack of resources and student social marginalization, as well as a lack of cutting-edge or accessibility in technology, low management adaptability, and adaptability, and student's ability to participate in digital learning. Furthermore, Alvarez (2020) noted that students are easily distracted by smartphones, pets, deliveries, and other things other than the ongoing online class owing to the lack of interaction during online sessions. Students are expected to lose interest in an online class because there is no face-to-face connection.

In addition, Berkely (2015) emphasized other potential issues like being too close or reliant on the materials online and unclear learning objectives. Teachers are too immersed in the usual content online so they are just relying on it without considering the learning needs to be addressed to their students and even the contents are not meaningful and enjoyable to the students. Learning objectives are also considered to be

forsaken, they just provide several assessments to comply with the requirements of evaluating their students every day.

All teachers are unstoppable, motivated, and determined to face several challenges amidst the pandemic. They always open their doors to learning several things by adapting themselves to modernization. The great solution as stated by Sarmiento (2021) is to mainly take care of all teachers. The whole education sector should work together in understanding their demands and needs. Long-term and short-term programs for salary increases should be implemented for these teachers to sustain their internet connectivity needs. Internet-providing companies should establish equal and fair internet connectivity opportunities in all provinces. Lastly, the Department of Education should establish and empower its working panel of authorities that will regulate teaching and learning standards for all amidst the pandemic so that all students can boost motivation in online learning and for all teachers to be more effective facilitators of learning.

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