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The impact of COVID-19 on ESL learning in India: Problems, challenges, and coping strategies

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Abstract---COVID-19 has significantly affected the teaching-learning continuum in India. Most of the educational institutes had adopted online mode for the delivery of content and pedagogies enabled by digital technology, devices, and platforms. The pandemic has adversely affected English language learning in India, for learners used to learning ESL in a real-life situation through regular face-to-face mode experienced challenges in learning ESL through virtual mode. Learning English to develop the required language skills in virtual classrooms was anything but easy. Nonetheless, Indian students, as this study finds, took up the challenge by their stride and survived the altered learning conditions forced by the pandemic. This student-centric study aims to explore the impact of COVID-19 on language learning, the problems and challenges faced by student-learners, and the strategies to overcome them. An online survey was conducted to collect data from a group of students (n=400) using a survey questionnaire and mixed methods were used for data analysis and interpretation. The results indicate that the students experienced moderate to high-level difficulty in language learning and their coping strategies worked out.

Keywords---COVID-19, language learning, ESL, online learning, virtual classroom.

Introduction

A new strain, corona virus is a reason for COVID-19 disease, referred to as '2019-nCoV' and '2019 novel corona virus'. It has drastically changed the world in a matter of months. Everything has shifted from offline to online mode of working. The spread of the COVID-19 pandemic has forced the closure of educational institutes throughout the world. As face-to-face teaching and learning are no longer relevant in this challenging phase of Covid-19, the current circumstances have led to teachers' and learners' mandatory immersion into virtual learning. On April 11, 2020, Shri Ramesh Pokhriyal, Minister of Education has initiated "Bharat Padhe Online" campaign, in which he was inviting suggestions and ideas from the teachers and students to boost e-learning and intensifying online education in India (UGC, 2020). This campaign suggested that e-learning and online education is the only way out to maintain social distancing, and it is also the need of the hour for teachers and students.

India has adopted a range of measures to respond to the crisis depending on their available sources. Indian Government has also taken many steps to minimize the effect of pandemic on learning. They have launched many e-learning portals with access to the national repository of learning resources for parents, teachers, students, and education administrators. According to the press release took out by the Ministry of Human Resource Development (MHRD) on 21st March 2020, the Ministry of HRD has shared many free digital e-Learning platforms to continue learning during COVID-19. Besides, other e-Learning platforms such as DIKSHA portal, e-Pathshala, The National Repository of Open Educational Resources (NROER) portal, Swayam, Swayam Prabha offer various schemes and programs to enable education all across the country.

The pandemic has also significantly affected language learning. This worldwide sudden crisis's has forced the language teachers to adopt virtual teaching. It has also transformed the conventional chalk-talk method of teaching and learning to the technologically driven language learning method. In this way, virtual classrooms become the new medium to inculcate/develop language learning, and technology plays a significant role in learning. However, the sudden transition of working virtually has left them with many challenges like managing virtual classes and workplaces, insufficient time for preparation, adapting new technology for virtual teaching and learning, engaging students with new ways of language learning, and so on. As India's digital divide is a reality, overcoming the challenges of poor connectivity and lack of smart gadgets is another hurdle to cross for the students from remote areas.

The learning of English as a second language differs from the learning of other theoretical subjects. It requires more one to one interaction to acquire proficiency in the target language. Language learning is also very interesting, and the four skills i.e., LSRW are necessary for learning a second language and an imbalance in any skill can hamper the whole process. Switching to online education has ensured that students do not suffer a learning loss due to pandemic, and their progress is being monitored simultaneously with timely performance evaluation. This research aimed to explore the problems and challenges faced by the students in language learning. Thus, the research seeks to achieve aforementioned

objectives, and the things to be discussed in this research will be summarized by answering the following research questions:

1. How do students perceive virtual language learning in the pandemic time?
2. What are the problems and challenges students face in virtual language learning during COVID-19 crisis?
3. Do virtual learning materials motivate students to be interested in second language learning?
4. What are the ways to make virtual language learning effective?

Literature Review

Language is essential in interacting, expressing thoughts and beliefs, and other social relationships. As language has great significance in social relations, it is essential to pay attention to language learning (Alqahtani, 2015; Melitz, n.d.; Moghadam, Zainal, & Ghaderpour, 2012). English as a second language plays an important role in building a good academic and professional position. In other words, it can be considered as a backbone for career growth and academic development. In the present situation, the whole world is fighting against the dangerous virus called COVID -19, and in thistime of pandemic, the governments have to suspend the schools, universities, and other governmental institutions for some time. The closure of educational institutes due to the pandemic, demands virtual teaching and learning by using advanced technology. The language teachers have also started using virtual teaching to teach language in this period. Oddone(2011)says that the internet makes learning easy by providing video lessons, entertainment, documentaries, and related educational material. Technology “plays a significant role in supporting collaborative synchronous learning activities at a distance” (Anastasiades et al., 2010, p. 323).

The use and effect of technology in language learning have been investigated for many years by studies in the field of language learning, which has revealed that technology can impact positively on students learning process (Dyson et al., 2015), widely support and promote learning all around the world (Cope & Ward, 2002), make teaching-learning process more interesting and effective (Madriano Jr & Bautista, 2020)and also help facilitators towards professional development and advancement (Donelan, 2016; Manca & Ranieri, 2017). However, the integration of technology in language classroom has made students more responsible, independent and self-determined (Goode et al. 2007). It also allow teachers to become facilitators of the learning process(Huang et al., 2020), make language learning more engaging and effective (Collis & Nikolova, 1998), and promote students to take responsibility (Goode, 2010).Moreover, with the advancement of technology, the student-centered approach is considered the main factor of flexible learning, as it empowers teachers and students to exchange information with each other (Lundin 1999).

In Language teaching and learning, the virtual environment can be useful and motivating. In this pandemic condition, virtual learning is considered a new language learning method rather than face to face learning. It can provide and share materials in all kinds of layouts such as e-mails, videos, slideshows, word documents, and PDFs. Virtual learning can be considered bridged, which makes

students feel as if they are inside the classroom. Virtual teaching and learning are in trend since the 19th century, and due to the usefulness of virtual learning, it is in high demand in this time of pandemic, and many have been implying virtual learning in the area of language learning. “The educational institutions around the world take two approaches to the use of such e-learning platforms. In one approach, it is obligatory and in the other, it is optional. In the former one, the teachers and students are bound to use the tools as part of their academic activities. In case of the latter, the teachers and students use the tools out of their own interests to reap additional benefits.” (Ajmal, Alrasheedi, Keezhatta, & Yasir, 2020, p. 53)

When the whole world is fighting against the invisible enemy COVID-19, the teaching and learning process is still carried on using virtual learning and e-learning tools. Virtual learning becomes an alternative learning model in the current pandemic situation, as it is based on advanced technology and communication that is overgrowing now. Different studies show that virtual classes have been changing the way of teaching and learning English. Mohammadi, N. & et al. (2011), in their study, presented the role of virtual learning and its application in the language learning process and compared it with the traditional form of language learning. It has also provided advantages and disadvantages of virtual learning in language development. Putranti(2013), in his study, stated that virtual or online learning provides students more satisfying and significant services. Moreover, Alolaywi (2021) in her study showed some positive sides and some negative sides of e-learning from the students' point of view. They find it easy to access learning materials developed through social networking sites, blogs (Reinhardt, 2019; Saekhowa, 2015), and e-material/learning (Ibrahim& Febriani, 2018; Wahono, 2018). Virtual learning also allows students to process language activities through peer interaction, doubt solving, and online teachers' responses (Peeters, 2018). Li(2017) revealed that virtual learning would provide motivation and new experiences for students to make language learning meaningful.

However, while technology is enabling, it does have limitations, especially in India, where basic internet access is a challenge. Not every student has a computer or fast-streaming internet at home. This leads to issues with attendance and participation in online sessions. A survey by IIT Kanpur revealed that 9.3 per cent of its 2,789 students were not able to download material sent by the institute or study online. Only 34.1 per cent of them had internet connection well enough for streaming real-time lectures. Another survey conducted by Local Circles among 25,000 respondents found that only 57 per cent students had the required hardware — computer, router, and printer — at home to attend online classes. Ashley NP, who teaches English at DU's St Stephen's College, highlights that there is substantial learning that is lost when education goes online. “Education is not just about classes. It is about interactions, broadening of ideas, free-flowing open discussions, debates, and mentoring of each student. While we try to do all of this, a lot gets lost in translation on the online platform.”

“We cannot engage online in the same manner as we would in a class. Viva, moots, debates, and classroom discussions on polarizing topics require nuanced perspectives — these lose their flavor when done online,” she says.

When referred to the above-related studies, the researcher could bring out this maiden thought into his research done on the role of virtual learning in COVID-19 crisis and show the importance of it in different fields. The present paper is going to show the role of virtual learning in COVID -19 crises.

Methodology

Participants

The current study has 400 total participants: 314 males (78.5%), 86 females (21.5%). The age of the participants was ranging from 15-25 years. The sample included 190 (47.5%) engineering students, 72 (18%) science students, 40 (10%) commerce students, 52 (13%) arts students and 46 (11.5%) management students.

Research Design

The study employs a mixed-method approach to put quantitative and qualitative data together. The research paradigm involves collecting and analyzing quantitative and qualitative data to provide a better understanding in answering research questions investigated in the study (Malik & Hamied, 2016). The data is collected through the questionnaire and distributed through the Google Form which includes questions about learning English as a second language in a COVID-19 pandemic situation and distributed via email and social networks. The questionnaire was distributed randomly to students of different subject streams, attending virtual classes to learn English as a second language during the lockdown. The questionnaire has fetched 400 responses from different states of India. Questions raised include the virtual learning model of the impact of the coronavirus disease pandemic (COVID-19). Suitable statistical tools have been used to validate and analyze the data.

The Questionnaire

Questionnaire:
Language Learning during Covid-19

This survey has been undertaken to know the impact of Covid-19 on language learning and challenges faced by the students in language learning. I will be grateful if you could kindly fill the data honestly. You are assured that all information will solely be used for academic purposes and confidentiality shall be maintained. If you are a language teacher kindly fill the questionnaire from teacher's perspective and if you are a student kindly fill the questionnaire from student's perspective.

- Name: _____
- Gender: Male ____ Female ____ Other ____
- Occupation:
 - Professor
 - Associate Professor
 - Assistant Professor

- Lecturer
- Research Scholar
- Student
- Other _____
- Institute Name: _____
- Highest Educational Qualification _____
- Age: _____
- Email ID: _____
- Contact Number: _____
- Tool used for virtual classes of language learning:
 - Live Video conferencing tool
 - Online teaching learning app
 - Social media without live streaming
 - Audio recorded presentation videos made by institute/other external faculties
 - Social media live streaming platforms
 - E-learning platform from own institution
 - Private distribution of self made video
 - Other _____
- Self Assessment: Please tick one box for each statement below to show how much you are agree or disagree with the statement (Strongly Agree- 5, Agree- 4, Natural- 3, Disagree- 2, Strongly Disagree- 1)
 1. Virtual language learning is as effective as traditional classroom learning.
 2. It is challenging to have appropriate high-tech gadgets, computers, or laptops.
 3. Virtual learning is more time taking and hectic than traditional classroom.
 4. It is easy and comfortable to take/attend virtual classes.
 5. I am satisfied with virtual learning system.
 6. I am good at operating virtual classroom.
 7. I have mostly faced internet problem during my online classes.
 8. I am facing physical problems like headache, eye pain etc. because of virtual classes.
 9. I get chance to answer/ask the question in language classroom.
 10. I do keep my video on at the time of virtual classroom.
 11. I am getting enough time to solve the doubts.
 12. I am able to enhance my listening skill through virtual classes.
 13. I am able to enhance my speaking skill through virtual classes.
 14. I am able to enhance my reading skill through virtual classes.
 15. I am able to enhance my writing skill through virtual classes.
 16. I am able to enhance my vocabulary through virtual classes.
 17. I am able to enhance my grammar through virtual classes.
 18. I have an effective virtual learning environment.
 19. I ensure my active participation in virtual classroom.
 20. I had no previous experience in conducting/attending remote or online learning.

- According to you, what are the differences between traditional language learning classroom and virtual language learning classroom?
 - Traditional language classroom is easy to take/attend than Virtual language classroom.
 - Traditional language classroom is less time taking.
 - Virtual language classroom save physical energy.
 - Traditional language classroom is more effective.
 - Virtual language classroom is more effective.
 - Virtual language classroom lack one to one interaction.
 - Language competency is more difficult in Virtual language classroom.
 - Other _____

- What are the major problems you encountered during virtual language classroom?
 - Internet connectivity problem
 - Physical problem like body ace/headache/eye pain etc.
 - Practical knowledge
 - Comprehension problem
 - One to one discussion
 - Other _____

- What do you suggest to overcome/cope with the virtual classroom problems?

Data Analysis

The data from students' questionnaire was analysed statistically by using frequency, percentage, mean and SD of each statement and then was interpreted descriptively. The reappearing of particular opinion can be assumed as the participants' concern towards the issue.

Results

Table 1: Tool used for virtual classes of language learning

Sr. No.	Tools Name	Frequency	%
1	Live Video conferencing tool	178	44.5
2	Online teaching learning app	151	37.75
3	Social media without live streaming	10	2.5
4	Audio recorded presentation videos made by institute/other external faculties	9	2.25
5	Social media live streaming platforms	4	1
6	E-learning platform from own institution	41	10.25
7	Private distribution of self made video	4	1
8	Other	3	0.75

Technology helps students' in active and independent learning (Suhherdi, 2013). Table 1 show that 44.5% of the students use live video conferencing tools such as

Zoom, Google Hangout Meet, Microsoft Teams, etc., to attend the language classes. 37.75% of students use online teaching-learning apps such as Google classroom, Teachmint, Wise, etc., to attend the virtual language class. 10.25% of the students use institute E-learning platforms while other students use social media, audio, and video recording to learn the language.

Table 2: Effect of Virtual Language Learning

Sr. No.	Statements	Frequency (F) & Percentage (%)	Generally Disagree (1-2) (%)	Neutral (3) (%)	Generally Agree (4-5) (%)	Mean (M)	SD
1	Virtual language learning is as effective as traditional classroom learning.	F	177	66	157	2.89	1.34
		%	44.25	16.5	39.25		
2	I am good at operating virtual classroom.	F	69	95	236	3.57	1.12
		%	17.25	23.75	59		
3	I am satisfied with virtual learning system.	F	161	49	190	3.06	1.39
		%	40.25	12.25	47.5		
4	I have an effective virtual learning environment.	F	117	62	221	3.29	1.28
		%	29.25	15.5	55.25		

Virtual learning is considerably different from traditional classroom learning. Students gave mixed responses to the effect of virtual classes in language learning. 44.25% of students found virtual language learning less effective than traditional face to face learning. However, 39.25% of students found virtual language learning effective in language learning, and 16.5% were neutral. In today's era, students are extremely tech-savvy. Table two shows that 59% of students found themselves comfortable operating a virtual classroom, 23.75% were neutral and only 17.25% found themselves uncomfortable operating the virtual classroom. Even though most students found themselves comfortable with technology, many students were not satisfied with the virtual learning system. 47.5% were satisfied with the virtual learning system, while 40.25% were dissatisfied with the virtual learning system. In addition, 55.25% of students agreed that they have an effective virtual environment, and 29.25% of students found the virtual learning environment ineffective.

Table 3: Student's willingness in attending Virtual Language Classes

Sr. No.	Statements	Frequency (F) & Percentage (%)	Generally Disagree (1-2) (%)	Neutral (3) (%)	Generally Agree (4-5) (%)	Mean (M)	SD
1	It is easy and comfortable to attend virtual classes.	F	118	48	234	3.38	1.35
		%	29.5	12	58.5		
2	I do keep my video on at the time of virtual classroom.	F	210	56	134	2.67	1.43
		%	52.5	14	33.5		

3	I get enough time to solve the doubts.	F	124	59	217	3.27	1.33
		%	31	14.75	54.25		
4	I get chance to answer the question in language classroom.	F	34	92	274	3.81	1.02
		%	8.5	23	68.5		
6	I had no previous experience in attending remote or online learning.	F	76	66	258	3.67	1.29
		%	19	16.5	64.5		
5	I ensure my active participation in virtual classroom.	F	59	92	249	3.61	1.11
		%	14.25	23	62.25		

Table 3 represents the student's opinions towards virtual language learning and their willingness to attend the virtual classes. It is easy and comfortable for 58.5% of students to attend virtual classes, while 29.5% of students believed that virtual classes are challenging and uncomfortable. The greatest advantage of traditional face-to-face learning is eye contact, but it is not easy to maintain eye contact in a virtual class. Based on the data presented in table 3, 52.5% of students kept their video off at the time of class, and only 33.5% of students kept their video during class time. If the students keep their video off during the class, it would be difficult for the teacher to maintain eye contact or to observe their physical actions. Even though students cannot maintain eye contact, most of the students agreed that they get enough chance to ask questions and solve their doubts. By describing the data above, it can also be seen that 54.25% of students got chance to solve their doubts 68.5% got chance to answer the question in the language classroom. The above data indicates that they get enough chance to clear their doubts and enhance their language skills. However, the majority of the students i.e., 64.5%, had no previous experience in attending virtual classes. Therefore, 62.25% of students also ensured their active participation in the virtual classroom.

Table 4: Problems Encountered

Sr. No.	Statements	Frequency (F) & Percentage (%)	Generally Disagree (1-2) (%)	Neutral (3) (%)	Generally Agree (4-5) (%)	Mean (M)	SD
1	It is challenging to have appropriate high-tech gadgets, computers, or laptops.	F	81	46	273	3.69	1.21
		%	20.25	11.5	68.25		
2	I have faced internet connectivity problems during my online classes and labs.	F	45	30	325	4.13	1.12
		%	11.25	7.5	81.25		
3	Virtual learning is more time taking and hectic than traditional classroom.	F	70	38	292	3.89	1.22
		%	17.5	9.5	73		

4	I feel boring in virtual learning environment.	F	98	41	261	3.67	1.32
		%	24.5	10.25	65.25		
5	I face physical problems like headache, eye pain etc. because of virtual classes.	F	57	32	311	4.03	1.20
		%	14.25	8	77.75		

Language learning is one of the essential traits that people should learn and develop, yet sometimes hard to acquire. There are also many factors in virtual learning that can hinder students from learning the language. Table 4 shows the students' opinions on the problems they encountered during virtual language learning. Based on the result's analysis presented in Table-4, 65.25% to 81.25% of the students have faced many problems while attending the virtual language learning classes. The first challenge which students encounter is the availability of appropriate high-tech gadgets, computers, or laptops. 68.25% of students agreed that they found it difficult to have appropriate high-tech gadgets, computers, or laptops. Only 20.25% of students have the appropriate technological facility, while 11.5% were neutral. The second challenge that most students, i.e., 81.25%, faced is the internet connectivity problem. In addition, students also found language learning more time taking and boring. 73% of students felt that virtual learning was more time-consuming than classroom learning, and 65.25% found it boring because of the minimal face-to-face interaction. 77.75% of Students also faced many health issues like headaches, eye pain, and so on, as they have to be in front of a screen for virtual classes and complete the home assignments.

Table 5: Language development during Virtual learning

Sr. No.	Statements	Frequency (F) & Percentage (%)	Generally Disagree (1-2) (%)	Neutral (3) (%)	Generally Agree (4-5) (%)	Mean (M)	SD
1	I am able to enhance my listening skill through virtual classes.	F	94	71	235	3.41	1.23
		%	23.5	17.75	58.75		
2	I am able to enhance my speaking skill through virtual classes.	F	133	70	197	3.16	1.32
		%	33.25	17.5	49.25		
3	I am able to enhance my reading skill through virtual classes.	F	298	36	66	2.18	1.26
		%	74.5	9	16.5		
4	I am able to enhance my writing skill through virtual classes.	F	202	40	158	2.80	1.36
		%	50.5	10	39.5		
5	I am able to enhance my vocabulary through virtual classes.	F	97	73	230	3.39	1.23
		%	24.25	18.25	57.5		
6	I am able to enhance my	F	229	50	121	2.64	1.32

grammar through virtual classes.	%	57.25	12.5	30.25		
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Virtual language learning is all about learning and taking a step that helps in moving towards language proficiency. Students can enhance many language skills by attending virtual language classes. As summarized in Table 5, 58.75% (M- 3.41, SD- 1.23) of students agreed that they could enhance listening skills through virtual classes, while 57.5 % of students with Mean- 3.39 and SD- 1.23 were able to enhance their vocabulary. Besides, 49.25% (M- 3.16, SD-1.32) of students enhanced their speaking skills through virtual classes. According to the student's opinion, they also faced difficulty in enhancing certain language skills. 74.5% (M- 2.18, SD- 1.26) of students faced difficulty enhancing their reading skills, while more than 50% of the students faced difficulty enhancing their writing skills and grammar through virtual classes. Based on the findings, as indicated, students replied both positively and negatively about enhancing language skills in a virtual class. They replied positively about enhancing listening skills, speaking skills, and vocabulary and faced difficulty in reading, writing, and grammar.

Discussion and Recommendations

This study is an attempt to analyze the effect of covid-19 on language learning. The study provides data that represent students' opinions on virtual learning, the problems students face during virtual learning, and the possible solution to overcome them. The data showed that students gave mixed responses to the use of virtual learning for language development. However, the results raise important issues and provide insight into the implementation of virtual learning for language development.

According to Kern(2014), globalization has changed the means, context, and use of second language learning. Most students and educators believe that the most effective way to use online technology is in conjuncture with face-to-face teaching. COVID-19 closure has affected more than 1 billion and 575 million students in approximately 188 countries worldwide (UNESCO, 2020). As face-to-face classroom learning is not possible in the Covid-19 pandemic time; therefore, virtual or online learning is the most appropriate alternative to be safe and learn a language. The major determinants to measure virtual learning effectiveness have been identified as the accessibility of appropriate devices, an acquaintance in using technology, and availability of infrastructure. Various skills can be enhanced through virtual language learning, such as:

1. Learners can get virtual guidance from the teacher in the pandemic condition.
2. Learners can develop each language skill, including listening, speaking, reading, and writing, by taking part in various language-based activities.
3. Some virtual language games can enhance students' critical thinking and problem-solving skills.
4. Learners can also get related materials in different forms.
5. Learning can be planned contextually.

6. Language skills knowledge can be formed through the construction of language meaning.

From the students' responses, it can be said that students, actively, used the technology to regulate different aspects of their language learning experiences. They can access language skills and knowledge more broadly and not confined to place and time through various features available in virtual learning mode. Apart from the significance of virtual learning, there are many challenges which students encounter in language learning during this pandemic time, such as:

1. Learners are not prepared for virtual study life.
2. Lack of one to one teaching and learning.
3. Virtual learning requires more time than traditional on-campus classes.
4. Lack of eye contact.
5. Lack of computer skills.
6. Learners are not taking virtual learning seriously.

The major limitation of virtual learning is that it relies on internet access. Connectivity or internet issues are posing significant challenges to the success of virtual learning. Moreover, the concerns of increased screen time, physical problems such as eye pain, headache, anxiety, and stress triggered due to the continuous use of electronic devices also need to be addressed. A significant percentage of the respondents have used the virtual language learning mode for the first time during the COVID-19 phase, which affects the students' perception of virtual learning and the language classes' effectiveness. This sudden and compulsive shift from face-to-face teaching to virtual learning mode has considerably affected the students' perception towards virtual learning. Some studies state that lockdown, institute and school closures, and home confinement might negatively impact children's physical and mental health (Brazendale et al., 2017). The "psychological impact of quarantine is wide-ranging, substantial and can be long-lasting" (Brooks et al., 2020, p. 912).

Virtual learning cannot replace traditional classroom learning due to the personalized nature of attention and face to face interactions. There is a need to familiarize with technological devices and enhance language skills and knowledge. The teachers should use virtual learning tools in the classroom and encourage students to download useful educational apps to make the journey towards learning pleasing and interesting. Language faculties and students both must have a basic level of computer knowledge to make virtual learning successful. If they are not aware of the usage of essential technological aids, they will not succeed in virtual learning and drop down the entire program.

Conclusion

The findings of the study indicate that students show both positive and negative response towards virtual platform of language learning during the COVID-19 pandemic time. The setting of Virtual learning is basically different and requires different input to get similar output. Even though students participated in the study and faced many challenges in language learning such as internet connectivity problem, lacking social presence, social isolation, anxiety, lack of

interest, but they have also perceived virtual learning useful and effective. The shift to the virtual learning format has also been reviewed as a good opportunity for students and teachers to become stronger, innovative, and more creative (Yokozeki 2020). However, virtual learning requires effective practices for development and competency in operating advanced technologies. Kasper (2002) has suggested that technology enables the students to interact with language in novel and diverse ways and helps them enhance their literacy skills. Thus, there is a need to use the technology in appropriately to enhance language skills and minimize the effect of pandemic on learning.

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