The Covidization of Language Teaching: Concepts, Experiences, Insights, and Reflections of ESL Teachers

**Maria Sharron L. De Asis Ricamora**

*Emilio Aguinaldo College, Manila, Philippines*, *sharonn.ricamora@eac.edu.ph*

**Abstract**

This qualitative research explores the concepts, experiences, insights, and reflections of ESL teachers on the covidization of language teaching amid the Covid-19 outbreak. In the Philippines, public school teachers were ordered to prepare and deliver free printed modules. On the other hand, private schools that opted to operate utilized blended or purely online instruction via synchronous and asynchronous classes. In this study, there are a total of 19 teacher-participants from both public and private educational institutions, currently teaching at various levels, and with different teaching years of experiences, agreed to answer a research-made interview questionnaire. Data was then cleaned, exported, coded, sub-coded, segmented, tabulated, and visualized using NVIVO version 10 qualitative data analysis application. Results of the study show that concepts on covidization centralized on utilization of different teaching modalities, challenges, pedagogical changes, and effects of the pandemic in language education. Experiences were expressed as positive and negative encounters in teaching. Moreover, their insights lead to suggestions to utilize appropriate strategies and methodologies in teaching English, exposure to ICT training, capacity-building, management support, and emotional support to the learners. The teacher-participants also expressed their unpreparedness and regrets prior to the outbreak and visualized their deep desires to move forward and accept the challenges with a positive goal in mind.

**Keywords:**

Covidization, Experiences, Reflections, Insights, ESL teachers