Online-Distance Instruction: Impact on the English Language Learning

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Abstract:- Using a qualitative-quantitative research design, this study evaluated the influence of online-distance instruction (ODI) on the English language acquisition of college students amidst the Covid-19 pandemic at Partido State University, Camarines Sur, Philippines. The study specifically examined the effects of ODI on college students' performance in terms of: attendance, punctuality, required English language skills and competencies. Furthermore, it analyzed the students' proficiency in English through online-distance learning in the areas of: writing, grammar proficiency, oral communication, study techniques, presentation abilities, and research skills. The study also investigated the students' attitudes towards English language education in the context of online and distance learning. Ultimately, it proposed effective teaching methodologies to enhance students' English language performance in online-distance learning environments of 165 college student-participants. The findings indicate that the impact of online-distance instruction on college students' performance in terms of attendance, punctuality, and required skills and competencies is influenced by various challenges faced by the students. The students' performance in English through online-distance learning is significantly affected by the nature of online and distance learning itself. Moreover, the study revealed that students' attitudes towards English language education in online and distance learning settings are less favorable compared to traditional face-to-face instruction. To enhance students' English language performance in online-distance learning, the study recommends the implementation of three key teaching strategies: lecture method, laboratory method, and cooperative learning. These strategies are deemed beneficial for addressing the needs of student-respondents, particularly in the context of a pandemic in developing countries like the Philippines.

Keywords:- *Online-Distance Instruction, Impact, English Language Learning.*

I. INTRODUCTION

COVID-19 has significantly impacted the realm of education worldwide. In response to the pandemic, educators have transitioned from traditional face-to-face teaching to online and distance learning, transcending geographical barriers (UNICEF 2020, Rosales & Pagsuyoin, 2021; Rotas & Cahapay, 2020). Amidst the paradigm shift towards online and distance education prompted by the COVID-19 crisis, a study was undertaken to explore the experiences, challenges, coping strategies, and initial support systems of parents, teachers, as well as the preferences of 1,225 college students from both public and private state universities and colleges in Camarines Sur in 2021. Paterno (2021) delves into the participants' encounters across various subject domains, be it core, major, or elective courses encompassing both laboratory and non-laboratory disciplines such as General Education Courses (GEC).

Preliminary findings revealed that students encountered a myriad of challenges in the realm of online and distance learning. These obstacles encompassed issues such as inadequate internet connectivity, lack of resources, financial constraints, deficient support systems, poor time management due to household responsibilities, geographical constraints, inclement weather conditions, unforeseen power outages, health concerns stemming from excessive screen exposure, lack of instructor motivation and input, diminished enthusiasm, subpar mobile phone services, and struggles in adapting to online and distance learning methodologies.

The study concluded that the confluence of challenges faced by students significantly influences their preferences towards online and distance learning, consequently impacting their attendance and punctuality in virtual classes. Primarily, the root causes of these challenges were attributed to substandard internet connectivity, the influence of teachers, and inefficiencies on the part of the learners. Consequently, college students continue to necessitate the guidance and input of educators to enrich their knowledge and cultivate their skill sets. Despite these efforts, the overall satisfaction level of college students with online and distance learning was determined to be moderately weak.

Thus, it was deduced that students face a myriad of challenges that influence their inclinations towards online and distance learning. This is also manifested in their participation and timeliness in virtual classes. The primary factors contributing to students' difficulties are subpar internet connectivity, teacher-related issues, and learner inefficacy. Consequently, collegiate students still necessitate guidance from educators to augment their knowledge and hone their competencies. Nevertheless, their satisfaction level with online and distance learning appears to be moderately low.

In the current study, the researcher aims to delve into the repercussions of online and distance learning on English Language instruction at Partido State University in Camarines Sur, Philippines. Given the increasing complexities in online education, research indicates a growing interest in distance learning, now a global phenomenon (Kamal, Zubanova, & Isaeva, et al., 2021; Dron & Anderson, 2016)Moreover, shifts in education impact English language education, fostering diverse language proficiencies (Arkorful & Abaidoo, 2015). Moreover, shifts in education impact English language education, fostering diverse language proficiencies (Andryukhina et al., 2020; Dorozhkin & Chernoskutova, 2020; Cherkasov et al., 2015). Theoretical frameworks by Anderson and Dron categorize three types of distance education pedagogy: cognitive-behaviorist, socio-constructivist, and connectivist. Integrating these approaches is crucial for maximizing distance education efficacy (Kamal, Zubanova, & Isaeva, et al., 2021).

However, students faced challenges in all learning domains due to poor internet connectivity, causing disillusionment and waning interest in online learning. Lack of educator guidance worsens the situation, especially for struggling learners. Academic dishonesty occurred during writing and oral sessions (Watson & Sottile, 2010; Kocdar, Karadeniz, Peytcheva-Forsyth, & Stoeva, (2018). This is corroborated by the perspectives of (Marcum & Kim, 2020) asserting recent advancements in educational technologies have improved online learning, even in challenging virtual environments, while distance learning of English is more intricate than traditional methods (Zhang & Cui, 2010).Some scholars praise distance education's potential, while others question its efficacy. Tucker (2000) found slight differences in academic achievements between distance and in-person training. Krämer et al. (2015) suggest that distance education becomes more effective over time.

This ongoing study builds upon previous local and international research to validate the conjecture regarding the efficacy of online and distance education in English language learning among university students in the Philippine academic setting, specifically at Partido State University in Camarines Sur for the Academic Year 2022.

II. RESEARCH DESIGN

Using a qualitative-quantitative research design, this study evaluated the influence of online-distance instruction (ODI) on the English language acquisition of college students amidst the Covid-19 pandemic at Partido State University, Camarines Sur, Philippines. The study specifically examined the effects of online distance instruct on college students' performance in terms of: Attendance, Punctuality, Required English language skills and competencies. Furthermore, it analyzed the students' proficiency in English through online-distance learning in the areas of: Writing, Grammar proficiency, Oral communication, Study techniques, Presentation abilities, and Research skills. The study also investigated the students' attitudes towards English language education in the context of online and distance learning.

Ultimately, it proposed effective teaching methodologies to enhance students' English language performance in online-distance learning environments of 165 college student-participants.

A. Study Area

This study was conducted at Partido State University, Camarines Sur, Philippines. Considering varied methodologies employed by teachers in English instruction and strict compliance of IATF rules, the author as English instructor using online and distance learning modality herself has decided to include college students sample respondents who are enrolled in Purposive Communication and the Contemporary World classes of academic year 2021-2022. Convenience sampling design was used for interviwees in compliance with IATF rules, however universal sampling design used as to the number of sample-respondents.

B. Data Gathering Instrument

This study employed Documentary analysis to determine the impact of online and distance instruction and its impact to students' learning along Attendance and Punctuality. It was also used in getting data in assessing the students' performance in English along composing, grammar awareness, oral language, study skills, presentation skills and research skills. A validated researcher made questionnaire was used. Survey was used to support the findings and objectives 1 and 2 and also to determine the attitudes of students using limited F2F and online-distance learning. Online interviews were also conducted to both students and teachers to validate some data findings and was supported with observation and knowledge by participation, as language professor.

C. Ethical Consideration

The researcher followed the ethical considerations in the conduct of the study. A letter of informed consent was sought from the participants aged 18 years and above. Due to IATF omnibus rules, the researcher opted random sampling through convenience sampling design for interviews. Data collected were treated with utmost confidentiality based on the provisions of Data Privacy Act of 2012.

D. Data Analysis

The test of normality of data distribution before deciding whether parametric test will be used as treatment based on the data gathered. Data was analyzed using frequency count, percentage technique and weighted mean. A standardized rubrics was used in assessing student outputs.

III. RESULTS AND DISCUSSION

A. Impact of Online and Distance Learning Performance of Students in English Language Learning

Many college students find it challenging to maintain consistent attendance in online classes due to factors like poor internet connectivity, lack of motivation, personal commitments, and unreliable technology. Students in remote areas with poor network coverage struggle to participate effectively in virtual classes, leading to frustration and disconnection. Additional stressors such as financial

constraints, power outages, and encounters with inconsiderate teachers further demotivate students in the online learning environment. Online learning can be overwhelming, with instances of students facing academic stress from penalties due to late submissions caused by connectivity issues and a lack of face-to-face interactions leading to isolation.

➢ *Poor Internet Connectivity Impact:*
Students express negative feelings about online classes due to challenges like tiring content and difficulties in maintaining a stable internet connection. Poor internet connectivity affects participation, causing frustration, disconnection, and academic stress, with penalties affecting students' academic performance. Lack of face-to-face

interactions exacerbates feelings of isolation and detachment from the learning process, emphasizing the need to address technical and socio-economic factors impacting student engagement in remote learning.

➢ *Teacher Inefficiency and Poor Classroom Management*
Inefficient teachers contribute to students' challenges in attending classes through poor classroom management and lack of necessary inputs. Challenges include ineffective engagement, struggles to adapt to diverse learning styles, disruptions hindering the learning process, and lack of relevant resources or timely feedback. Teachers' requirements for compliance with numerous modules without flexibility in deadlines create stress, anxiety, and academic pressure among students, impacting their academic performance.

Table 1: Salient Findings on the Impact of Online and Distance Learning Performance of Students in English Language Learning

Indicators	Salients findings
Attendance to Online and Distance Learning Classes	Students struggle with attendance in online classes due to various factors.
	Internet issues lead to many students missing virtual classes.
	Interventions needed to help students with connectivity problems.
Poor internet connectivity	Students find online classes tiring, boring, and difficult.
	Poor internet connection leads to frustration and disconnection.
	New educational system brings additional stressors.
	Transition to online classes presents challenges, highlighting importance of addressing technical and socio-economic factors.
Teacher's Factor	Teachers' inefficiency, poor classroom management, and lack of support hinder students.
	Inadequate teacher training affects student engagement.
	Poor classroom management disrupts learning process.
	Lack of teacher inputs and inflexible deadlines create stress and anxiety for students.
Teachers' inefficiency	Teachers' inefficiency and poor classroom management impact student performance.
	Lack of relevant resources and untimely feedback hinder student progress.
	Inflexible deadlines create overwhelm and pressure for students.
	Addressing teacher efficiency and support crucial for conducive learning environment.
Lack of teacher's input	Students expect punctuality and consistent attendance from teachers.
	Tardiness of teachers leads to data limitations for students.
	External responsibilities impact school attendance rates.
	Market and domestic tasks affect school attendance, especially in developing nations.

B. *Impact of Online and Distance Learning Performance of Students in English Language Learning along their Level of Acquired Knowledge or Skill*
Rapid advancements in information and communications technology have transformed distance education globally, giving rise to 'open and distance e-learning' (ODeL) in the Philippines' open university. This new educational approach combines an open learning philosophy, innovative teaching methods, and cutting-edge e-learning technologies, opening doors for learners from diverse backgrounds.

➢ *Challenges in Online and Distance Learning*
Despite the benefits of online learning, students face obstacles such as limited face-to-face interactions with instructors and peers, hindering deep engagement with course material. Additionally, the digital divide exacerbates disparities in technology access, especially in rural areas. Quality concerns also arise, necessitating robust oversight to prevent substandard courses from lowering academic standards and compromising online credentials.

➢ *Importance of Practical Lessons and Laboratories*
Criticisms of online learning underscore the need for practical and laboratory components in the curriculum, especially in fields like para-medical courses where hands-on guidance is crucial for understanding complex terminologies. Emphasizing the importance of academic excellence, the incorporation of practical activities is essential in ensuring comprehensive learning experiences for students.

➢ *Challenges Faced in Online Learning*
Students encounter difficulties in online learning due to limited teacher-student interactions, which are pivotal for effective learning. The absence of traditional classroom dynamics poses a significant challenge for learners, highlighting the importance of creating opportunities for engagement and support in virtual educational environments.

C. Impact of Online Distance Instruction to English Language Learning Skills

Rapid advances in information and communications technology in the digital age have brought about significant changes in the practice of distance education (DE) worldwide. DE practitioners in the Philippines' open university have coined the term 'open and distance e-learning' (ODeL) to refer to the new forms of DE, which are characterized by the convergence of an open learning philosophy, DE pedagogies, and e-learning technologies (Arinto, 2016). However, despite of the many studies on the advantages of online and distance learning, students are still facing a lot of challenges. The following responses, saying the disadvantages of online and distance learning using modules.

➢ *Students' Performance in English using Online- Distance Learning*

In this research study conducted at Partido State University in Camarines Sur, Philippines for the Academic Year 2021-2022, the focus was on examining the impact of Online-Distance Learning on the English Language Instruction among college students, particularly amidst the challenges posed by the COVID-19 pandemic. The study delved into various aspects of students' proficiency in English through the online-distance learning approach. These aspects included evaluating the students' abilities in writing, grammar proficiency, oral communication, study techniques, presentation abilities, and research skills.

➢ *Writing*

For example, in the area of Composition, students were observed to demonstrate varying levels of competence in expressing their ideas clearly and cohesively in written form. Some students excelled in organizing their thoughts effectively, while others struggled with structuring their essays logically. This variation in skill levels highlighted the importance of providing targeted support and feedback to help students improve their writing skills.

Moreover, in terms of Grammar Awareness, students were assessed on their understanding and application of grammatical rules in their written and spoken English. It was noted that some students had a solid grasp of grammar principles, allowing them to communicate accurately and effectively. On the other hand, some students faced challenges in applying grammar rules correctly, leading to errors that affected the clarity of their communication.

Furthermore, in the area of Oral Language, students' abilities to articulate their thoughts and ideas verbally were evaluated. Through online platforms, students engaged in discussions, debates, and presentations to hone their verbal communication skills. Some students demonstrated confidence and fluency in expressing themselves, while others struggled with articulating their thoughts coherently. This research shed light on the multifaceted nature of English language instruction in the online-distance learning setting and highlighted the importance of tailored support and resources to enhance students' proficiency in various aspects of the English language.
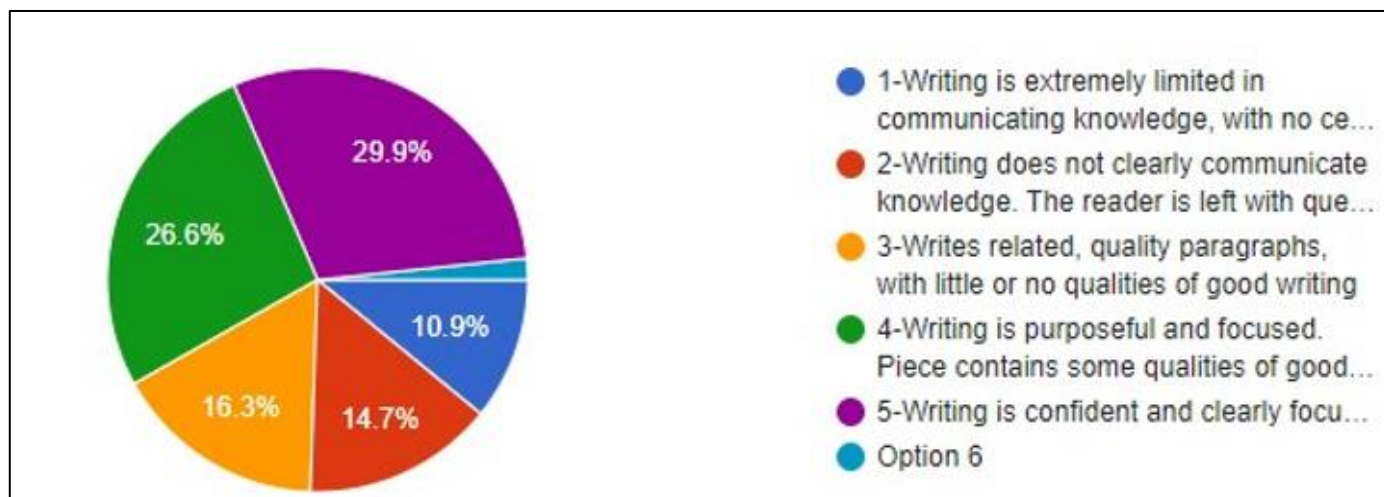

Fig 1: Students' Performance in English using Online- Distance Learning Along Writing

Figure 1 depicts the performance of students in English through online-distance learning specifically in the aspect of writing. The data reveals that 29.9% of students exhibit confidence and clear focus when it comes to content, ideas, organization, vocabulary, sentence structure, fluency, and conventions. On the other hand, a notable 10.9% of students demonstrate extremely limited skills in effectively communicating knowledge, lacking a central theme in their compositions. This information highlights the varying proficiency levels among students in composing tasks within

the realm of English language learning. For instance, students who excel in composing may have actively engaged with writing prompts, sought feedback from peers or instructors, and utilized diverse writing strategies to enhance their skills. Conversely, those facing challenges in composing might benefit from structured writing exercises, targeted feedback on their work, and guided practice sessions to improve their proficiency. The findings suggest that while some students recognize the significance of composing in honing their English language skills, they may encounter difficulties when

there is a lack of comprehensive understanding or direct guidance from instructors. Therefore, integrating explicit instruction on writing techniques, providing model compositions for reference, and encouraging peer collaboration can potentially enhance students' composing abilities and overall language learning experience. Fostering a supportive and constructive environment for writing practice can empower students to become more proficient and confident communicators in English.
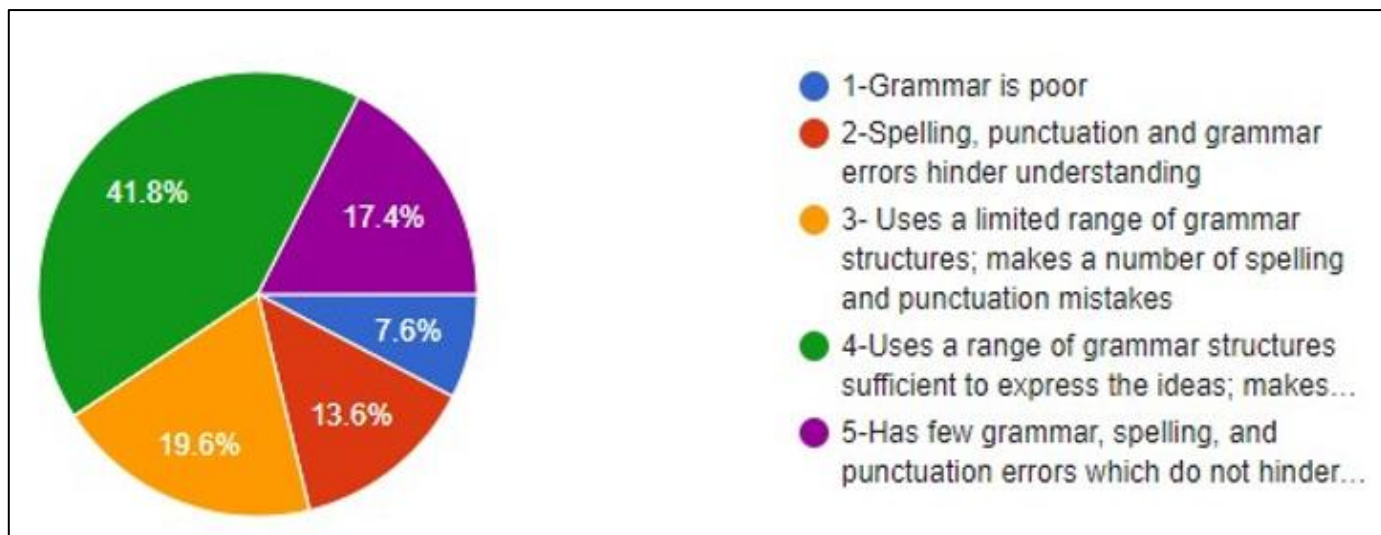
➤ *Grammar Proficiency*

Fig 2: Students' Performance in English using Online- Distance Learning Along Grammar Proficiency

The data unveiled that when it comes to grammar awareness, students demonstrate a diverse utilization of grammar structures. They exhibit a wide array of grammar structures that are adequate for conveying their ideas effectively. However, it was noted that a significant portion, precisely 41.8%, of students tend to make some grammar, spelling, and punctuation errors. Additionally, a smaller percentage of 7.6% exhibit poor grammar skills. This suggests that while many students leverage online platforms to enhance their classroom performance, there are still those who rely heavily on the guidance provided by their instructors. Furthermore, the data indicates that students encounter challenges in their academic journey, particularly in the realm of grammar. Nevertheless, it is encouraging to see that they are willing to seek help from their peers and other sources to overcome these obstacles. By collaborating with their classmates and utilizing various resources available to them, students can effectively address their difficulties and improve their grammar proficiency. This highlights the importance of fostering a supportive learning environment where students can rely on each other for assistance and guidance. In conclusion, while students may face challenges in mastering grammar, they have the potential to overcome these hurdles with the right support and determination.
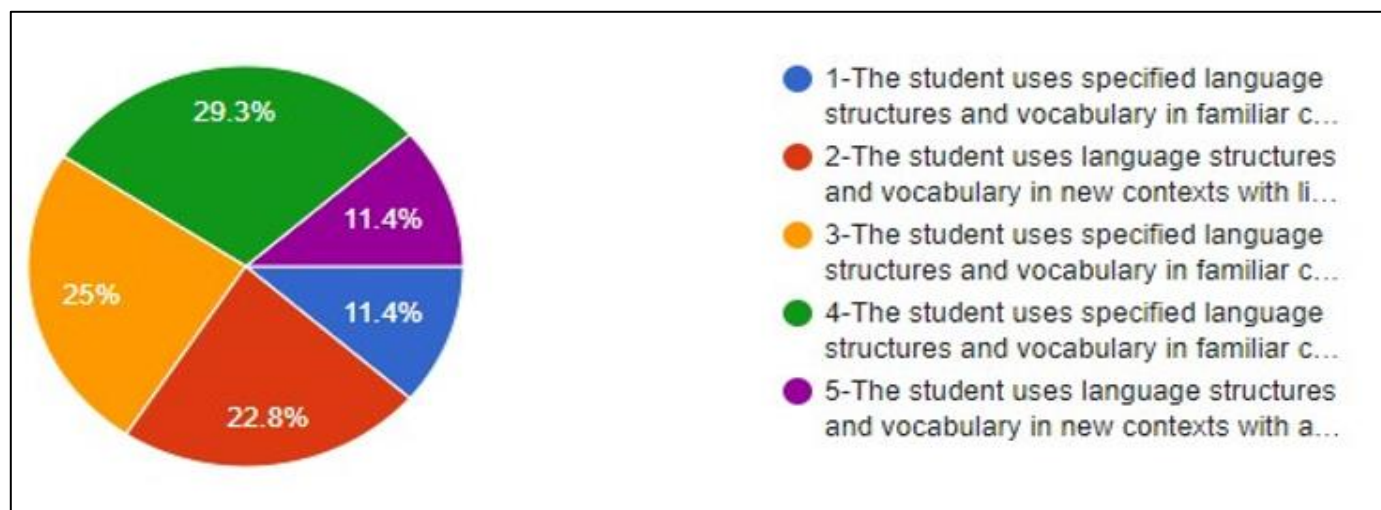
➤ *Oral Communciation*

Fig 3: Students' Performance in English using online- Distance Learning Along Oral Communication

The data revealed that 29.3% of respondents use specified language structures and vocabulary in familiar contexts with few errors. For example, when asked to describe their daily routines, these respondents were able to accurately use the appropriate language and vocabulary related to activities they regularly engage in. On the other hand, 11.4% of students demonstrate a high degree of accuracy when using language structures and vocabulary in new contexts. This means that when faced with unfamiliar situations or topics, these students are able to adapt their language skills effectively. However, the majority of respondents use specified language structures and vocabulary in familiar contexts with numerous errors. This suggests that while they may be comfortable using the language in everyday situations, they struggle with accuracy and precision. Overall, the data highlights the varying levels of proficiency among respondents when it comes to using language structures and vocabulary in different contexts.s

For some students, the online platform provides a comfortable space for expressing their ideas freely. This digital environment allows them to communicate without the pressure of face-to-face interactions, enabling them to articulate their thoughts more confidently. On the other hand, some students may feel apprehensive about speaking online due to various reasons such as technical difficulties or the lack of visual cues. Despite these challenges, it is important to note that students are actively seeking ways to enhance their oral language skills in the virtual realm. For instance, students who are more reserved in traditional classroom settings have found online discussions to be a valuable tool for honing their speaking abilities. Through regular participation in virtual conversations, they gradually build their confidence and become more adept at articulating their thoughts effectively. Additionally, technology offers various resources such as language learning apps and online tutorials that students can utilize to improve their pronunciation, vocabulary, and overall communication skills.

Moreover, students are increasingly engaging in virtual language exchange programs where they can interact with native speakers of different languages. This exposure not only enhances their linguistic proficiency but also allows them to learn about diverse cultures and perspectives. By actively engaging in these online language exchanges, students are able to broaden their horizons and develop a deeper understanding of global communication. While some students may initially have reservations about speaking online, it is evident that they are actively seeking ways to enhance their oral language skills through various digital platforms and resources. The online environment provides a unique opportunity for students to improve their communication abilities and connect with individuals from different backgrounds, ultimately fostering a more inclusive and globalized community of learners.
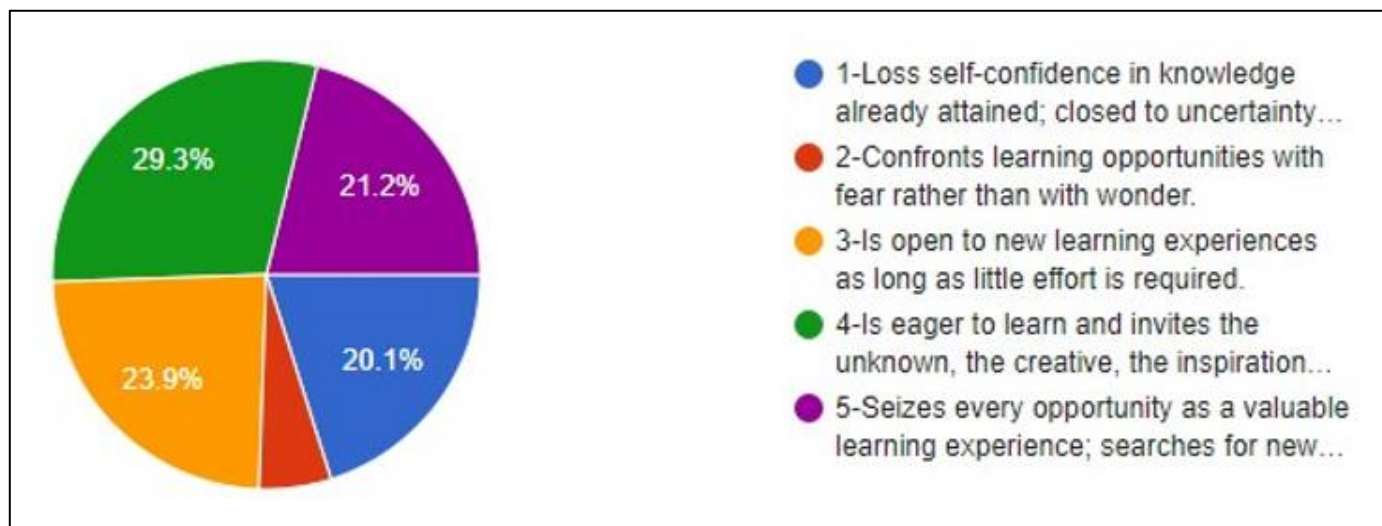
➢ *Study Techniques*

Fig 4: Students' Performance in English using Online- Distance Learning Along Study Techniques

The data revealed that 29.3% of individuals exhibit a strong eagerness to learn and embrace the unknown. They are open to exploring the creative, the inspirational, and are willing to put in extra effort to acquire new knowledge. This group values the process of learning and sees it as a crucial aspect of personal growth and development. For instance, they actively seek out challenging tasks and opportunities that push them beyond their comfort zones, fostering a mindset of continuous improvement. On the other hand, 5.4% of individuals experience a loss of self-confidence when faced with uncertainty or new experiences. They tend to shy away from unfamiliar situations and are closed off to the idea of exploring different learning modalities. This group may struggle with self-doubt and find it challenging to adapt to change or embrace the unknown. They may benefit from opportunities to gradually build their confidence and expand their comfort zones through gradual exposure to new experiences and learning methods. The data highlights two distinct groups with contrasting attitudes towards learning and uncertainty. While one group thrives on the excitement of the unknown and sees it as an opportunity for growth, the other group struggles with self-assurance and may need

support to overcome their reservations. Understanding these dynamics can inform educational strategies and interventions

aimed at promoting a positive and inclusive learning environment for all individuals.
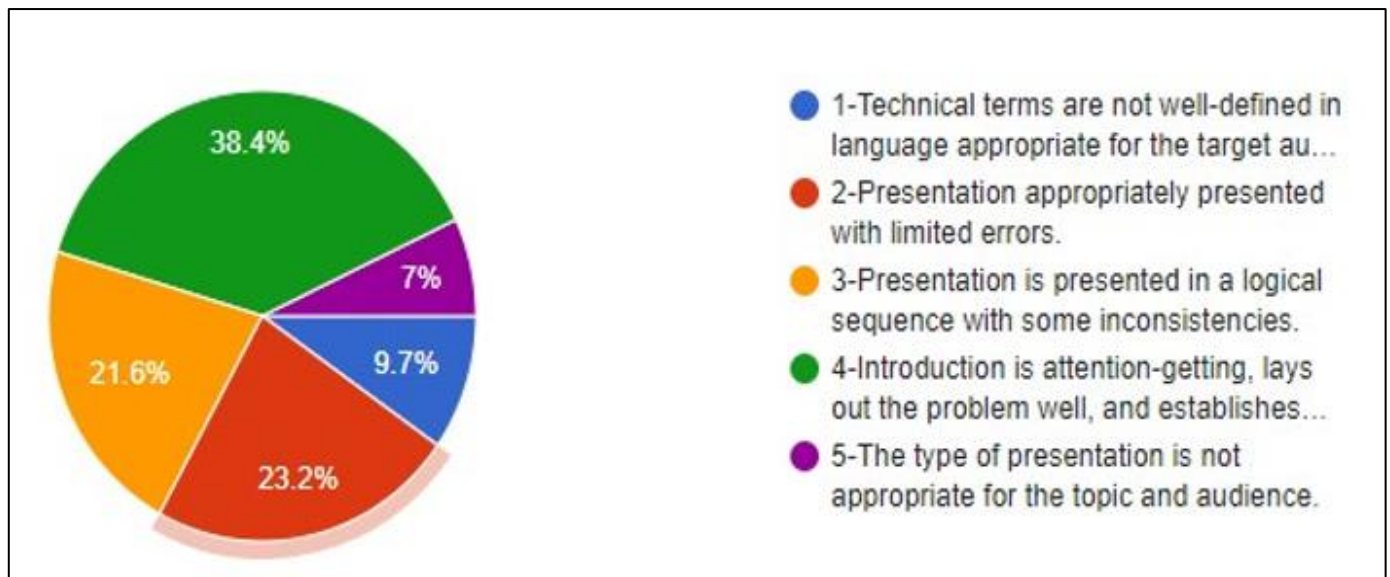
➢ *Presentation Abilities*

Fig 5: Students' Performance in English using Online- Distance Learning along Presentation Abilities

Figure 5 illustrates the distribution of student proficiency levels in presentation skills, revealing that 38.4% of students excel in this area. This high percentage indicates that a significant portion of students demonstrate mastery in delivering presentations. One of the key factors contributing to their success is the ability to craft an attention-grabbing introduction, which sets the stage for an engaging presentation. By capturing the audience's interest from the beginning, these students effectively draw listeners into their topic. Moreover, the data highlights that only 7% of students struggle with defining technical terms for their target audience. This finding underscores the importance of clarity and simplicity in communication. When technical jargon is

not well-defined, it can create barriers to understanding, hindering effective communication. To address this issue, students can benefit from breaking down complex terms into more accessible language, ensuring that all audience members can follow along easily. The disparity between the high percentage of students excelling in presentation skills and the low percentage struggling with technical term definitions indicates a need for targeted improvement strategies. By enhancing their ability to simplify complex concepts and refine their presentation techniques, students can elevate their overall communication effectiveness and engage their audience more effectively.
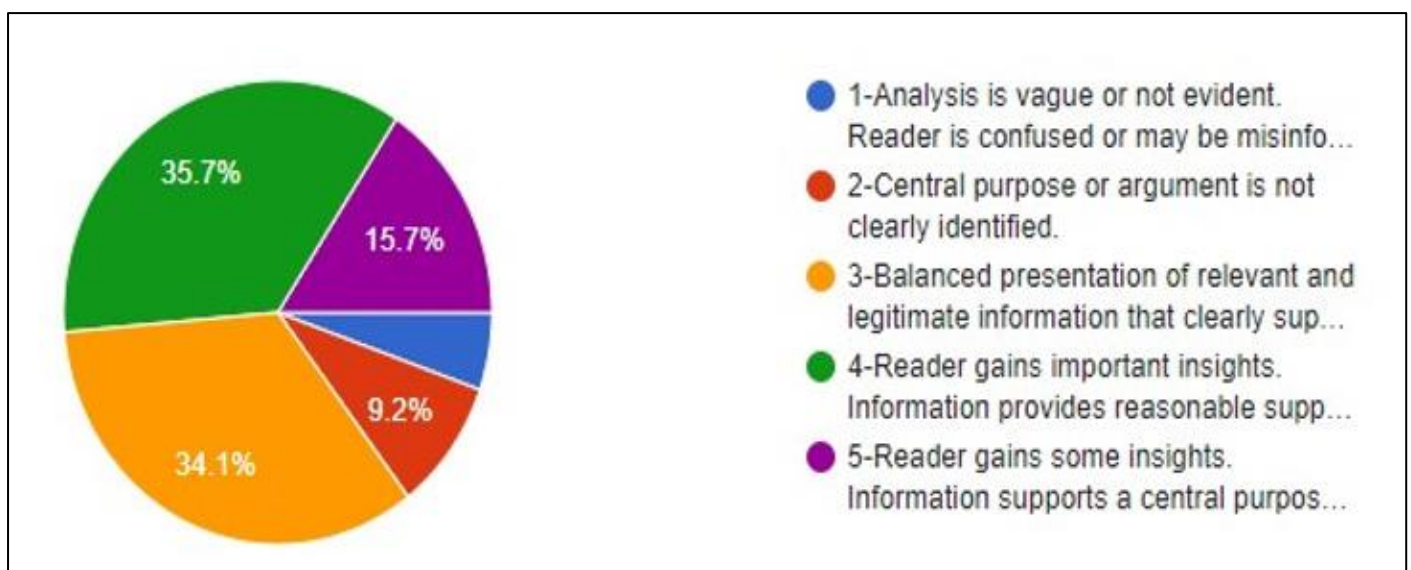

Fig 6: Students' Performance in English using Online-Distance Learning Along Research Skills

Moreover, along Research skills, the data indicates that 35.7% of students believe that research plays a crucial role in gaining valuable insights. They find that information provided offers reasonable support for the central purpose or argument, showcasing a basic analysis of significant topics. However, a concerning 9.2% of students feel that their analysis is vague or unclear, leading to confusion or potential misinformation. This highlights the importance of developing strong analytical skills to enhance research outcomes. These findings suggest that students face challenges due to inadequate research skills and a lack of technical know-how in conducting research. By addressing these areas through targeted support and training, students can improve their research capabilities and enhance their overall academic performance.

> *Attitude of Students towards Online and Distance Learning Compared to Face-to-Face Modality*

Table 2: Attitudes of Students Towards Online and Distance Learning

Understanding online learning can be quite challenging without the necessary guidance to navigate through the vast sea of information available; ranging from academic subjects to skill-based workshops, making it essential to have appropriate guidance to choose the most suitable option.	SA	13.40
	A	82.10
	D	5.40
It is challenging to consistently support online learning primarily because of the limited face-to-face interaction between students and instructors. This lack of physical presence can hinder the development of strong teacher-student relationships and impede effective communication.	SA	8.60
	A	78.50
	D	12.90
Having a slow computer and poor internet connections can be highly discouraging for users. When a computer takes ages to load a simple webpage or an application, it can significantly hinder productivity and frustrate individuals.	SA	24.70
	A	71.00
	D	3.30
Online learning provides flexibility for individuals to access educational materials and resources at their own pace and convenience.	SA	9.70
	A	81.10
	D	10.20
Online learning not only enhances the educational experience through interactive tools and global collaboration but also provides flexibility and accessibility to a diverse range of learners.	SA	34.40
	A	54.30
	D	11.30
Online learning is often avoided as it promotes social isolation. Students may feel disconnected from their peers and instructors, leading to feelings of loneliness and disengagement.	SA	15.60
	A	76.90
	D	7.50
Students learn more using Web Assisted activities than Paper Assisted activities; they have access to a wealth of resources and interactive tools that can enhance their learning experience.	SA	26.30
	A	65.60
	D	8.10
Collaborating on group projects has become more efficient through online platforms, allowing for real-time communication and file sharing.	SA	26.30
	A	62.90
	D	10.80
Online learning's ability to provide flexibility, interactive tools, and a sense of community plays a crucial role in motivating students to take advanced courses.	SA	29.00
	A	56.80
	D	12.20
Online and distance learning offers a convenient, flexible, and engaging alternative to traditional face-to-face class interaction.	SA	38.20
	A	19.40
	D	42.50

L - Legend: SA- Strongly agree; A –Agree; D-Disagree

The data revealed a significant insight into the realm of online learning, emphasizing the crucial role of appropriate guidance in enhancing comprehension. With an impressive 82.10% agreement rate, it is evident that navigating online learning platforms becomes markedly easier with the right support system in place. On the contrary, the data also pinpointed a notable skepticism towards the effectiveness of online and distance learning compared to traditional face-to-face interactions, registering a disagreement rate of 42.50%.

This disparity sheds light on the prevailing preference among students for conventional modes of education, particularly in the realm of learning English. Despite the convenience and flexibility offered by online platforms, many learners still gravitate towards the familiarity and structure provided by traditional classroom settings. The feedback highlighted the pivotal role of instructors in facilitating learning, with students expressing a preference for guided lectures and support during English classes.

The responses underscored the notion that while online learning presents numerous advantages, including accessibility and self-paced learning, the human element of teaching remains irreplaceable. Students value the personalized attention and interactive engagement fostered in face-to-face interactions, which contribute significantly to their learning experience. As educational paradigms continue to evolve, striking a balance between technological innovation and traditional pedagogy emerges as a key consideration for educators and learners alike.
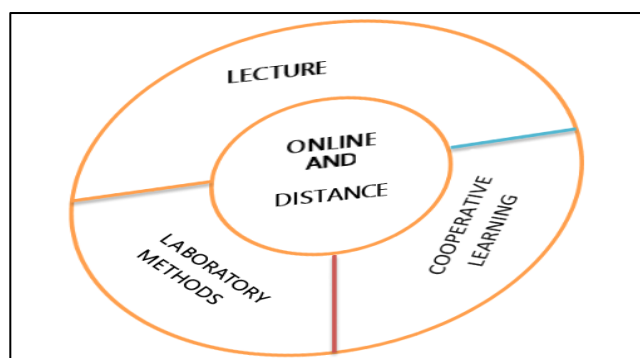
➤ *Proposed Teaching Strategies*

Fig 7: Proposed Teaching Strategies

As shown in figure 3, this pedagogical model initiate lecture method as main teaching strategy that students are aiming even in this time of online and distance learning. According to the responses of students, instructor's input are still wanting to develop their English language Skills. Likewise, Laboratory method are still desired in cases of Speech Communication and Oral Langugae activities where students can practive their oral and social communication skills. In this time of pandemic, where students is facing varied expereinces and challenges cooperative learing is also proposed. Students need peers and stong social group to overome their fears and complement each other's strengths and weaknesses. These Teaching Strategies may be intertwined secondarily with the traditional face to face method to make learning authentic, supportive and student-centered.

According to Mascolo (2009), "student-centered" learning is often described in contradistinction with "teacher-focused" pedagogies. In student-centered pedagogies, students become more active in the construction of knowledge, thus it crucial implies that an educator's role diminishes. However, Covill (2011) insinuates that teacher still need to provide significant guidance and structure in class for effective learning to transpire. Henceforth, it is clear that we cannot simply go away with the traditional lecture method. Presently, student-centered instruction in the classroom has indeed challenged teacher-centered pedagogies. The democratic principles applied in these 21st century student-centered approaches allow students to construct their understandings and use their experiences and a big chunk in their learning (Mascolo, 2009).

IV. CONCLUSION

It can be concluded that the impact of online-distance instruction to college students' performance along Attendance; Punctuality; Required skills and competencies are felt by the interplay of different challenges of students. This is also reflected on their attendance and punctuality in online classes. Major causes of students' challenges are poor internet connectivity, teachers' factor and learner's inefficiency. The students' performance in English using online- distance learning along Composing, Grammar Awareness, Oral Language, Study Skills, Presentation skills,

and Research Skills are affected by the impact of online and distance learning. The attitudes of students toward English language education enrolled in online and distance learning is weak in compared to traditional face-to-face modality. There are three major teaching strategies that would enhance students' performance in English using online-distance learning which are beneficial to the needs of the student-respondents under pandemic- lecture method, laboratory method and cooperative learning.

RECOMMENDATIONS

It is recommended that in order to improve the English Language learning of students, the faculty shall be conducting lectures that are similar to face-to-face classes. Some activities may be mentally challenging where students can still develop their higher order thinking skills, letting them feel that sense of responsibility in the completion of tasks is tantamount to usual classroom setting. Debates, class recitation, essay writing, presentation activities and research tasks may be given alternately to enhance their skills in writing, speaking and reading habits. Although online and distance learning is far more different to traditional face-to-face modality, students still need to feel the presence of instructors and maintain their desire for learning amidst the challenges of the new normal system.

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