Challenges of Online Language and Literature Learning to the BSE-English Students of Pangasinan State University-Bayambang

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Abstract

This descriptive research aimed to identify challenges in online language and literature learning faced by Bachelor of Secondary Education - Major in English students at Pangasinan State University, Bayambang Campus, and to propose coping strategies. The study surveyed 153 students using a structured questionnaire with three sections: sociodemographic profile, challenges in online learning, and coping strategies. Data collection was facilitated online via Google Forms, and a non-experimental descriptive approach was applied to analyze the responses. Results indicated that most respondents were female, second-year students from low-income families (earning Php 10,000 or less monthly). The majority relied on mobile phones for online learning and expressed a preference for traditional, face-to-face classes. Key challenges impacting academic performance included difficulties in language and literature learning, self-regulation, technological literacy and competency, technological sufficiency, and learning environment—all rated as having a "Great Extent" effect on learning outcomes. The most effective coping strategies identified were self-discipline (79.1% of respondents), self-study (78.4%), and adaptation (73.2%). These strategies enabled students to navigate the demands of online learning. The study suggests further research to examine the relationship between student profiles and challenges in online education to deepen understanding of specific factors influencing academic experiences and outcomes.

1. Introduction

The unexpected outbreak of the deadly disease Corona Virus Disease-2019 (COVID-19) has caused worldwide trauma. COVID-19 pandemic, which began in March 2020, has had both direct and indirect impacts on human lives around the world (Shahzad, Hussain, Sadaf, Sarwat, Ghani, & Saleem, 2020). With the effects brought by the COVID-19 globally, the educational system has been shifted to online which made the students adjust to living the "new normal" and remote learning.

High reproduction numbers (Liu et al., 2020) and severe health consequences (Fauci et al., 2020) have forced countries to introduce measures to reduce community transmission of the disease (Anderson et al., 2020). This has included a move to online and remote teaching in colleges and universities worldwide, which might have produced the largest unplanned educational experiment ever undertaken.

In the globalized twenty-first century, language proficiency promotes cooperation and communication among people from diverse cultural backgrounds in all facets of life, education, and work. Language learning must, therefore, be a lifelong commitment, carried out in various ways to meet social, occupational, and educational needs, as well as personal needs and desires (Kukulska-Hulme et al., 2017).

The English language is widely regarded as the lingua franca and the most widely spoken language in the world (Yen & Mohamad, 2020). Due to the needs and value of the English language in the current global period, English as a second language (ESL) learners travel across the world to learn the language. As a result, much work has been put into finding suitable approaches for learning English. Learning English as a second language is a challenging task. It will take a collaborative, massive, and extraordinary effort from both learners and educators (Khasbani, 2018).

The general objective of this study is to determine the challenges of online language and learning of the BSE-English students of BSE-English Students of Pangasinan State University, Bayambang Campus.

It also intends to attain the following objectives:

1. To determine the sociodemographic profile of the respondents in terms of their year level, gender, combined monthly income of the family, devices used in online learning, and preferred mode of learning;

2. To identify the challenges being experienced by the respondents, specifically, Academic performance challenges in language, Academic performance challenges in literature, Self-regulation, Technological literacy and competency, Technological sufficiency, and Learning environment; and

3. To distinguish the strategies used by the respondents in coping to the challenges of online language and literature learning.

This study aimed to determine the Challenges of Online Language and Literature Learning to the BSE-English Students of Pangasinan State University, Bayambang Campus.

Specifically, this study sought to answer the following questions:

1. What is the socio-demographic profile of the English major students from the Languages Department in terms of:
    a. year level;
    b. gender;
    c. monthly income of the family;
    d. d. available devices used in online learning; and
    e. preferred mode of learning?

2. What is the extent of the following challenges of online language and literature learning did the English majors encounter:
    a. Academic performance challenges in language;
    b. Academic performance challenges in literature;
    c. Self-regulation;
    d. Technological literacy and competency;
    e. Technological sufficiency; and
    f. Learning environment?

3. What strategies do the English majors use to overcome online language and literature learning challenges?

1.1 Literature Review

Academic performance Challenges (Literature Learning)

The literature on online learning has long emphasized the role of effective interaction for the success of student learning. According to Muirhead and Juwah (2004), interaction is an event that can take the shape of any type of communication between two subjects and objects. Specifically, the literature acknowledges the three typical forms of interactions (Moore, 1989): (i) student-content, (ii) student-student, and (iii) student-teacher. Anderson (2003) posits, in the well-known interaction equivalency theorem, learning experiences will not deteriorate if only one of the three interactions is of high quality, and the other two can be reduced or even eliminated. Quality interaction can be accomplished across two dimensions: (i) structure—pedagogical means that guide student interaction with contents or other students and (ii) dialogue—communication that happens between students and teachers and among students. To be able to scale online learning and prevent the growth of teaching costs, the emphasize is typically on structure (i.e., pedagogy) that can promote effective student-content and student-student interaction. The role of technology and media is typically recognized as a way to amplify the effect of pedagogy (Lou et al., 2006). Novel technological innovations—for example learning analytics-based personalized feedback at scale (Pardo et al., 2019) —can also empower teachers to promote their interaction with students.

Self-regulation

Self-regulation refers to 'thoughts, feelings and actions that are planned and adapted to the attainment of personal goals' (Zimmerman, 2000). Studies highlight the relationship between self-regulation and academic achievement. Children and young people with more adaptive personal skills and learning resources are more likely to succeed academically (Duncan et al., 2007; McClelland et al., 2000). Although the size of the effect is considerably smaller than that associated with prior attainment, it exists independently of prior attainment and can be supported through appropriate policy and practice. Not all students are well placed to develop self-regulation skills. Students who struggle to know whether a given strategy will be successful are likely to have difficulties in assessing whether further effort is worthwhile (Efklides et al., 1999). Others adopt 'defensive' approaches to learning (Paris and Newman, 1990), avoiding failure by procrastinating, choosing easy tasks or avoiding work altogether

Self-regulation can be improved through appropriate guidance, modelling of effective strategies and creating supportive and challenging contexts (Boekaerts and Corno, 2005; Perry and Vandekamp, 2000). Many of these strategies develop from early childhood well into adolescence(Boekaerts, 2006). Evidence from neuroscientific research (Blakemore and Frith, 2005) supports this: adolescence is a time of extensive neurological change, during which the aims of education may be as well placed to focus on self-regulatory skills as in earlier periods

Technological literacy and competency

Lessons in school are technology-based, that the demand for computer literacy among students is high. In Silanga National High School (SNHS), under the District of Catbalogan VIII, about 95 percent of the students are computer literate; however, with the advent of blended learning in the new normal, new platforms had been introduced which gave the students difficulty to use and cope with its complicated features in order to successfully submit their outputs online, lagging them behind the scheduled submission or completion (Cadiz-Gabejan, A. M., & Melinda Jr, C. T., 2021).

Technological sufficiency

Berge (2005) expressed the concern of the divide in digital-readiness, and the pedagogical approach between different countries could influence students' online learning experience. Digital-readiness is the availability and adoption of information technologies and infrastructures in a country. Western countries like America (3rd)

scored significantly higher in digital-readiness compared to Asian countries like China (54th; Cisco, 2019). Students from low digital-readiness countries could experience additional technology-related problems. Supporting evidence is emerging in recent studies conducted during the COVID-19 pandemic. In Egypt's capital city, Basuony et al. (2020) found that only around 13.9%of the students experienced issues with their internet connection. Whereas more than two-thirds of the students in rural Indonesia reported issues of unstable internet, insufficient internet data, and incompatible learning device (Agung et al., 2020).

Another influential factor for K-12 students to adequately adapt to online learning is the accessibility of appropriate technological devices, especially having access to a desktop or a laptop (Barbour et al., 2018). However, it is unlikely for most of the students to satisfy this requirement. Even in higher education, around 76% of students reported having incompatible devices for online learning and only 15% of students used laptop for online learning, whereas around 85% of them used smartphone (Agung et al., 2020). It is very likely that K-12 students also suffer from this availability issue as they depend on their parents to provide access to relevant learning devices.

Technical issues surrounding technological devices could also influence students' experience in online learning. (Barbour & Reeves, 2009) argues that students need to have a high level of digital literacy to find and use relevant information and communicate with others through technological devices. Students lacking this ability could experience difficulties in online learning. Bączek et al. (2021) found that around 54% of the medical students experienced technical problems with IT equipment and this issue was more prevalent in students with lower years of tertiary education. Likewise, Niemi and Kousa (2020) also find that students in a Finish high school experienced increased amounts of technical problems during the examination period, which involved additional technical applications. These findings are concerning as young children and adolescent in primary and lower secondary school could be more vulnerable to these technical problems as they are less experienced with the technologies in online learning (Barbour & LaBonte, 2017). Therefore, it is essential to investigate the learning conditions and the related difficulties experienced by students in K-12 education as the extend of effects on them remain underexplored.

Learning environment

Online education can lead to a sense of isolation, which can be detrimental to student success (McInnerney & Roberts, 2004). Therefore, integration of social interaction into pedagogy for online learning is essential, especially at the times when students do not actually know each other or have communication and collaboration skills underdeveloped (Garrison et al., 2010; Gašević et al., 2015). Unfortunately, existing evidence suggested that online learning delivery during the COVID-19 pandemic often lacks interactivity and collaborative experiences (Bączek et al., 2021; Yates et al., 2020). Bączek et al., (2021) found that around half of the medical students reported reduced interaction with teachers, and only 4% of students think online learning classes are interactive. Likewise, Yates et al. (2020)'s study in high school students also revealed that over half of the students preferred in-class collaboration over online collaboration as they value the immediate support and the proximity to teachers and peers from in-class interaction.

In face-to-face learning, teachers provide constant guidance on students' learning progress and can help them to understand difficult concepts. Unfortunately, the level of guidance significantly drops in online learning, and, in most cases, children have to face learning obstacles by themselves (Barbour, 2013). Additionally, lower primary school students may lack the metacognitive skills to use various online learning functions, maintain engagement in synchronous online learning, develop and execute self-regulated learning plans, and engage in meaningful peer interactions during online learning (Barbour, 2013; Broadbent & Poon, 2015; Huffaker & Calvert, 2003; Wang et al., 2013). Thus, understanding these younger students' expectations is imperative as delivering online learning to them in the same way as a virtual high school could hinder their learning experiences.

Recently, there has been an explosion of studies relating to the new normal in education. While many focused on national policies, professional development, and curriculum, others zeroed in on the specific learning experience of students during the pandemic.

4. Research Methods

The study employed a descriptive research design method to determine the challenges of online language learning and literature learning of the BSE-English students enrolled during the second semester of the academic year 2021-2022 at Pangasinan State University- Bayambang Campus.

Research Instrument

The researchers utilized survey questionnaires composed of three parts. The first part is made up of the respondent's profile such as year level, gender, combined monthly income of the family, devices used in online learning, and preferred mode of learning Meanwhile, the second part is composed of 40 questions regarding the different challenges of online language and literature learning, specifically, in terms of Language learning, Literature learning, Self-regulation, Technological Literacy and Competency Challenges Technological Sufficiency Challenges, and Learning Environment Challenges.

The last portion of the questionnaire is composed of a question regarding the strategies used by the respondents in coping to the challenges aforementioned. The said questionnaire is in the form of Google forms to ensure the safety and welfare of the respondents amidst the COVID19 pandemic.

Data Gathering Procedure

Phase 1: Drafting the Letter

The researchers drafted a letter that seeks permission to conduct a study from the Campus Executive Director (CED) of Pangasinan State University (PSU), noted by the adviser of the researchers while the instrument was in the validation process. Upon the secured approval, the researchers commenced with the respondent recruitment and request for the needed data.

Phase 2: Distribution of the Questionnaire

The survey questionnaires prepared were distributed online by the researchers. The respondents were asked to answer questions that are related to the study which served as data. These include the information on the demographic profile of the respondents and challenges of online language and literature learning. The questions formed are close-ended where the respondents requested to tick their chosen response. Furthermore, the research objectives and the procedures for answering the questionnaire were explained thoroughly to the participants through online communication.

Phase 3: Retrieval and Analysis of data

The questionnaires were retrieved immediately, and the responses were checked for thoroughness upon submission which ensured a 100% return rate. Each questionnaire was assigned with a code that facilitated its efficient tracking and retrieval. The data gathered were then subjected to data processing where these were coded, encoded, and analyzed.

Statistical Treatment of Data

In analyzing the data that were gathered, the researchers used statistical tools.

For Statement of the Problem No. 1 & 3

On respondents' demographic profile such as year level, gender, combined monthly income of the family, devices used in learning, and preferred mode of learning were determined using frequency counts and percentage.

The formula of percentage is shown below:

$$\mathbf{P} = \frac{\boldsymbol{f}}{\boldsymbol{n}} \mathbf{x}\, 100$$

Where:

P=percentage equivalent of each bracket

f=number or respondents in each bracket

n=sample size

For Statement of the Problem No. 2

In identifying the challenges of online language and literature learning being experienced by the respondents, a five-point Likert scale using the average weighted mean was used. The scheme is shown below:

Range	**Descriptive Equivalent**
4.21 – 5.00	Very Great Extent
3.41 – 4.20	Great Extent
2.61 – 3.40	Moderate
1.81 – 2.60	Low Extent
1.00 – 1.80	Very Low Extent

The formula used for the average weighted mean is:

$WN = \frac{\varepsilon fx}{n}$ and $AWM = \frac{\varepsilon WM}{C}$

Where:

Wm = weighted mean each category

AWM = average weighted mean of each area

f = number or respondents in each category

x = point value classification

n = sample size

c = number of categories

Limitations of the Study

The main purpose of the study is to gather information about the students' challenges in online language and literature learning. In order to arrive at the major focus of the study, the researchers considered the said variables.

5. Result and Discussion

The results section summarizes the data collected for the study in the form of descriptive statistics and also reports the results of relevant inferential statistically analysis (e.g., hypothesis tests) conducted on the data. You need to report the results in sufficient detail so that the reader can see which statistical analyses were conducted and why, and to justify your conclusions. Mention all relevant results, including those that are at odds with the stated hypotheses (American Psychology Association 2001: 20).

Frequency of Distribution

The personal profile of the respondents includes information as to their sex and age. These data are presented in Figures 1-A to 1-E.

Figure 1-A.

Frequency and Percentage Distribution of the Respondents as to their Year Level

Year Level	***f***	***%***
1st Year	41	26.8

2nd Year	49	32
3rd Year	38	24.8
4th Year	25	16.3
Total	**153**	**100**

On Year Level. In terms of the year level of the respondents, it is dominated by the 3rd year. It can be inferred from the table that 32% of them (49 out of 153) are from the 3rd year, while the next is from the 1st year, 26.8% (41 out of 153). Then, 38 out of 153 respondents (24.8%) were from the 3rd year. Lastly, there were only 25 respondents from the 4th year level (16.3%).

Figure 1-B.

Frequency and Percentage Distribution of the Respondents as to their Gender

Gender	***f***	***%***
Male	33	21.6
Female	116	75.8
Non-binary	0	0
Prefer not to say	4	2.6
Total	**153**	**100**

On Gender. The majority of the respondents in terms of gender, numbering 116 (75.8) out of 153 respondents, are female, while there were only 33 (21.6%) male respondents. Also, only 4 (2.6%) respondents prefer not to say and no respondents answered non-binary.

Figure 1-C.

Frequency and Percentage Distribution of the Respondents as to their Monthly Income of the Family

Monthly Income of the Family	***f***	***%***
₱10000 and below	61	69.3
₱10001 - ₱20000	15	17
₱20001 - ₱30000	7	8
₱30001 - ₱ 40000	2	2.3
₱40001 - ₱50000	1	1.1
₱50000 and above	1	1.1
Total	**153**	**100**

On Monthly Income of the Family. In terms of the combined monthly income of the respondents' family, 61 out of 153 answered ₱10000 and below (69.3%). Meanwhile, there were 15 respondents (17%) who answered ₱10001 - ₱20000, and there are only 7 (8%) respondents that have a monthly income of ₱20001 - ₱30000.

Figure 1-D.

Frequency and Percentage Distribution of the Respondents as to their Devices used in learning

Devices used in learning	*f*	%
Mobile Phones	150	98
Laptop	9	5.9
Tablet	89	58.2
Personal Computer	13	8.5

On the Devices Used in Learning. In terms of the devices used in learning by the respondents, the majority of them, 150 (98%), used mobile phones, while 89 (58.2%) used tablets in online learning. In addition, only 13 (5.9%) respondents used personal computers, and 9 (5.9%) used laptops in their online learning.

Figure 1-E.

Frequency and Percentage Distribution of the Respondents as to their Year Level

Preferred mode of learning	*f*	%
Online learning	31	20.3
Face-to-face classes	80	52.3
Blended learning	42	27.5
Total	**153**	**100**

On Preferred Mode of Learning. The majority of the respondents, 80 (52.3%), prefer face-to-face classes, 42 (27.5%) choose blended learning, and 31 (20.3%) favor online learning.

Challenges in Online Language and Literature Learning

The responses of the BSE-English students towards the Challenges in Online Language in Literature Learning are presented in Figures 2-A to 2-F.

Figure 2-A.

Academic Performance Challenges (Language Learning)

Items	Mean	DE	Rank
1. I cannot fully grasp our lessons because I am not able to interact with my teachers and classmates during online classes..	3.38	Moderate Extent	4
2. I have a hard time understanding instructions in our activities and assignments because I am not able to clarify them to my	3.33	Moderate Extent	6

teachers due to the restrictions of online classes.			
3. I find it hard to learn a language if there is a lack of feedback from the instructor because I would not know the results of my actions; hence would not know if any adjustments were needed.	3.5	Great Extent	1
4. I cannot answer my activities and assignments without searching the web because my knowledge about the English language is limited.	3.18	Moderate Extent	9.5
5. I am unsatisfied with the outputs that I pass/upload because I do not exert much effort in doing them nowadays.	3.32	Moderate Extent	7
6. I feel uncomfortable whenever I speak in English during my reports because I have a hard time expressing myself and sharing my views and opinions.	3.35	Moderate Extent	5
7. I make grammatical errors whenever I construct sentences in English because I still have not mastered English grammar, and I am confused with its rules.	3.46	Great Extent	3
8 I still cannot converse using straight English because I cannot help but to code-switch.	3.48	Great Extent	2
9. My English vocabulary is very limited because I forget the new words that I encounter, and I lack the initiative to learn new words.	3.26	Moderate Extent	8
10. I have a hard time in pronouncing some English words.	3.18	Moderate Extent	9.5
Total	**3.18**	**Moderate Extent**	

Saliently, the table above shows that the indicator "I find it hard to learn a language if there is a lack of feedback from the instructor because I would not know the results of my actions; hence would not know if any adjustments were needed" has the highest weighted mean of 3.5 and a descriptive equivalent of *Great Extent*. Meanwhile, the indicators "I cannot answer my activities and assignments without searching the web because my knowledge about the English language is limited" and "I have a hard time in pronouncing some English words" have the lowest weighted mean of 3.18 and both have a descriptive equivalent of *Moderate Extent*.

The findings imply that the respondents experience difficulty learning language due to a lack of instructor feedback. Therefore, these respondents cannot adjust to how to perform in their class, which seems to be a massive challenge for them to cope with. Meanwhile, few respondents answered that neither their activities nor assignments came from the internet, and they do not have a hard time pronouncing some English words because of the knowledge they have gained in their classes.

"Providing efficient yet meaningful feedback is another one of the challenges of online education for teachers, largely due to the lack of non-verbal cues and synchronous communication in a traditional classroom. Without receiving clear and timely feedback, students can become uncertain about their performance or the criteria for a course or project, leading to lower confidence, worse student-teacher communication, and poorer academic performance," based on a study conducted by the National University concerning the Challenges of Distance Learning for Teachers.

Figure 2-B.

Academic Performance Challenges (Literature Learning)

Items	Mea n	DE	Rank
1. I have a hard time comprehending a literary piece taught during online classes.	3.32	Moderate Extent	5
2. I easily forget about the literary pieces that we discuss. (e.g., title, author, characters, etc.)	3.34	Moderate Extent	4
3. I am unable to interpret a piece of literature in a short amount of time. (e.g., sudden break-out room activity)	3.48	Great Extent	1
4. I have a hard time finding literary pieces that we need in online classes because of the limited resources online.	3.41	Great Extent	2
5. I cannot analyze a poem without searching the web.	3.13	Moderate Extent	6
6. I am unable to summarize short stories, novels, and other narrative stories by myself because I do not have resources.	3	Moderate Extent	7.5
7. I have a hard time reading and comprehending long pieces of literature because of the time-limit given by teachers.	3.35	Moderate Extent	3
8 I fail to determine the subject matter and lesson of a text because I do not fully understand the lessons.	3	Moderate Extent	7.5
9. I fail to appreciate the literary pieces that we discuss because I cannot fully understand the text being discussed.	2.73	Moderate Extent	9
10. I fail to see the relevance of studying literature.	2.47	Some Extent	10
Total	**3.123**	**Moderate Extent**	

As indicated in the table, the indicator "I am unable to interpret a piece of literature in a short amount of time. (e.g., sudden break-out room activity)" is undoubtedly noticeable with its weighted mean of 3.48 and has a descriptive equivalent of *Great Extent*. On the other hand, 2.47 is the least weighted mean with the indicator "I fail to see the relevance of studying literature" and its descriptive equivalent, *Some Extent*.

Unquestionably, it implies that the respondents have a setback during activities involving a limited time to prepare and present a presentation due to some factors such as limited resources, lack of experience regarding

the theme of the given piece of literature, and problems in understanding the topic due to lack of time reading books, et cetera. At the same time, respondents are still able to see the relevance of studying literature in their lives because there is a possibility that they can see power in stories that they read. Also, the different pieces of literature can make respondents understand their culture, empathize with the characters through their joys and pain, and appreciate life in many ways.

With students having a hard time interpreting a piece of literature quickly, Todorov (2017) asserted that "A lack of a schedule can lead to poor time management in online learning. The instructor sets a predetermined schedule when students are enrolled in face-to-face classes. Many online courses are set up with a great deal of flexibility. There may be due dates built into the course, but the student must set his schedule for completing course work."

Figure 2-C.

Self-regulation Challenges

Items	Mea n	DE	Rank
1. I delay tasks related to my studies so they are either not fully completed by their deadline or had to be rushed to be completed.	3.23	Moderate Extent	7
2. I fail to get appropriate help from my teachers during online classes.	3.11	Moderate Extent	9
3. I lack the ability to control my own thoughts, emotions, and actions during online classes.	3.2	Moderate Extent	10
4. I have limited preparation before an online class.	3.35	Moderate Extent	6
5. I have poor time management skills.	3.58	Great Extent	3
6. I fail to properly use online peer learning strategies (i.e., learning from one another to better facilitate learning such as peer tutoring, group discussion, and peer feedback).	3.18	Moderate Extent	8
7. I am unmotivated to learn during online classes.	3.75	Great Extent	1
8. I am unmotivated to learn during online classes.	3.37	Great Extent	5
9. I have a short attention span, so I usually lose attention when in class discussions.	3.61	Great Extent	2
10. I feel anxious and stressed before and during online classes.	3.48	Great Extent	4
Total	**3.39**	**Great Extent**	

As the table above shows, the highest weighted mean of 3.75 with a descriptive equivalent of *Great Extent* is the indicator "I am unmotivated to learn during online classes" and conversely, the indicator "I fail to get appropriate help from my teachers during online classes" got the lowest weighted mean of 3.11 and a descriptive equivalent of *Moderate Extent*.

This result shows that the respondents in this study feel unmotivated to learn during online classes. That is why they have a huge adversity concerning their self-regulation. Factors such as students' learning preferences, increased stress, and communication problems may make them feel unmotivated in their classes. Yet, in terms of teachers helping the students during online classes, the lowest mean was received.

Sanchez (2021), a journalist, posted on her blog that "Most students are experiencing stress and lack motivation because of the number of assignments they receive each day. Many have difficulty learning through online school and would much rather have in-person learning."

Figure 2-D.

Technological Literacy and Competency Challenges

Items	Mea n	DE	Rank
1. I lack competence and proficiency in using various interfaces or systems that allow me to use a computer or another embedded system for studying.	3.04	Moderate Extent	3
2. I am literate in using technologies.	3.69	Great Extent	1
3. I am distracted by an overly complex technology.	3.22	Moderate Extent	2
4. I have difficulties in learning a new technology.	2.86	Moderate Extent	6.5
5. I lack the ability to effectively use technology to facilitate learning.	2.86	Moderate Extent	6.5
6. I lack knowledge and training in the use of technology.	2.82	Moderate Extent	7
7. I am intimidated by the technologies used for learning.	2.76	Moderate Extent	8
8. I resist and/or am confused when getting appropriate help during online classes.	2.72	Moderate Extent	9
9. I have poor understanding of directions and expectations during online learning	2.88	Moderate Extent	4
10. I perceive technology as a barrier to getting help from others during online classes	2.51	Some Extent	10
Total	**2.94**	**Moderate Extent**	

The table above shows that "I am literate in using technologies" has the highest weighted mean of 3.69, with a descriptive equivalent of *Great Extent*. 2.51 is the lowest weighted mean, with the indicator "I perceive technology as a barrier to getting help from others during online classes" and a descriptive equivalent of *Some Extent*.

These findings imply that the respondents are well-informed about using technologies, especially since we live in a digital era where technologies can be found anywhere. In addition, these respondents are the first generation to have 24/7 access to the internet, connected devices, and social media since birth. As a result, they see the physical and digital worlds as a seamless continuum of experiences that blend offline and online

information for entertainment, commerce, and communication (Steele, 2018). Meanwhile, these respondents do not see Technology as a burden to getting help from others during online classes but rather a huge assistance in learning, especially when these respondents are taking classes online.

As the American University School of Education (2022) has posted in their blog, "Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts. Through Technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations."

Figure 2-E.

Technological Sufficiency Challenges

Items	Mea n	DE	Rank
1. I have outdated devices.	3.46	Great Extent	6
2. My device lags during online meetings.	3.91	Great Extent	1
3. I experience technical difficulties in completing and uploading my activities and assignments.	3.73	Great Extent	2
4. I often experience power interruptions, and this affects my studies.	3.62	Great Extent	3
5. I have a poor signal in my location.	3.52	Great Extent	5
6. I do not have Internet access during online classes.	2.71	Moderate Extent	8
7. I am connected to a Wi-Fi, but it has a low bandwidth and slow processing speeds.	3.34	Moderate Extent	7
8. I do not have a microphone and earphones/headphones that I can use for better audio quality in classes.	2.66	Moderate Extent	9
9. I do not own a printer, so I read language concepts and literary pieces using my device online and offline.	3.58	Great Extent	4
10. I do not have a suitable device for learning; I just borrow from my family or friends.	2.46	Some Extent	10
Total	**3.3**	**Moderate Extent**	

The table illustrates that the indicator "My device lags during online meetings" got the highest weighted mean of 3.91 with a descriptive equivalent of *Great Extent*. On the other hand, 2.46 is the lowest weighted mean obtained by the indicator "I do not have a suitable device for learning; I just borrow from my family or friends" with a descriptive equivalent of *Some Extent*.

These findings implicate that most device respondents experience lagging during online meetings and having trouble connecting to their classes. Respondents experiencing difficulty connecting on time to their classes face a big challenge, especially if these students only have one (1) device available. Another factor to consider is the unstable connection in our country and the availability of the device's storage used by the respondents. However, the findings also show that these respondents have a suitable learning device, and most do not borrow from their family or friends when joining their online classes.

Implicitly parallel to the study conducted by Natividad (2021) and Salac and Kim (2016), "The Philippines has a slow Internet connection because of the outdated Philippine law and red tape that hinders the quick installations of cell towers. Slow Internet connections or limited access from homes in rural areas can make students fall behind academically."

Figure 2-F.

Learning environment Challenges

Items	Mean	DE	Rank
1. I experience online distractions during online classes. (e.g., social media and online games)	4.04	Great Extent	3
2. I experience distractions at home as a learning environment. (e.g., household chores, home problems, etc.)	4.13	Great Extent	2
3. I experience distractions from the noise around my house. (e.g., children, animals, vehicles, etc.)	4.19	Great Extent	1
4. I experience distractions with the weather conditions. (e.g., hot sunny day and typhoons)	3.94	Great Extent	4
5. I experience distractions when I am surrounded by insects. (e.g., mosquitos, ants, spiders, cockroaches, etc.)	3.51	Great Extent	6
6. I fail to stay awake during online classes.	3.09	Moderate Extent	8
7. I have other relatives who are also having online classes, so I have difficulties in selecting the best area for learning at home.	3.12	Moderate Extent	9
8. I feel uncomfortable speaking during online classes because I am surrounded by people at home.	3.5	Great Extent	7
9. I have a poor signal reception inside my house, so I join our meetings outside or far from my house.	2.95	Moderate Extent	10
10. Home set-up limits the completion of certain requirements for my subject (e.g., laboratory and physical activities).	3.52	Great Extent	5
Total	**3.6**	**Great Extent**	

As described in the table, the highest weighted mean is 4.19, acquired by the indicator "I experience distractions from the noise around my house," with a descriptive equivalent of *Great Extent*. By comparison, a descriptive equivalent of *Moderate Extent* and a weighted mean of 3.09 is the least weighted mean attained by the indicator "I fail to stay awake during online classes."

It can be indicated that the study respondents are being distracted by the noises around their homes. These noises may come from the kids playing in the street, neighbors having parties, loud cars, and barking dogs, which can draw attention to the online class. Yet, other distractions can also include social media, texting, television, and family, which can pull one's attention away from the task at hand and diminish productivity.

Students who take online classes are exposed to more distractions than face-to-face classes, affecting their academic performance. A study conducted by researchers at Kent State University confirmed that "Students in online classes were more likely to listen to music, send text messages, chat on social networks or surf the Internet in online courses than in a classroom, which are considered to be distractions" (Guijosa, 2019).

Figure 3-A.

Strategies to cope Challenges in Online Language and Literature Learning

Items	***f***	**%**	**Rank**
Adaptation	112	73.2	3
Concentration and focus	100	65.4	6
Goal-setting	103	67.3	5
Help-seeking	83	54.2	8
Optimism	81	52.9	9.5
Peer learning	81	52.9	9.5
Relaxation and recreation	90	58.8	7
Resource management and utilization	56	36.6	11
Self-discipline	121	79.1	1
Self-study	120	78.4	2
Time-management	111	72.5	4

It can be seen from the table that respondents frequently used as a strategy to overcome the challenges in online language and literature learning "Self-discipline, Self-study, and Adaptation." Given this, "Self-discipline" earned the highest number of responses with 121 (79.1%) respondents; next is "Self-study" with 120 (78.4%) respondents who answered. Lastly, 111 (73.2%) respondents answered "Adaptation." However, the strategy "Resource management and utilization" got the lowest number of responses, with only 56 (36.6%) respondents.

Saliently, researchers found out that most respondents have self-discipline in coping with the challenges brought by online language and literature learning. With the wide spectrum of educational activities such as activities, reporting, and so on, the students are engaged in self-discipline, which is reliably a learning object – everybody ought to learn it. Additionally, since classes are conducted online, self-study increases students' options, self-confidence, independence, motivation, and the development of different skills for lifelong learning. Moreover, respondents adapting to the new normal is highly recommended as a strategy since it can help and is considered beneficial to the students during online classes and coping with the challenges of online language and literature learning.

It is emphasized that "self-discipline appears in various forms, such as perseverance, restraint, endurance, thinking before acting, finishing what you start doing, and the ability to carry out one's decisions and plans, despite inconvenience, hardships or obstacles. Self-discipline also means self-control, the ability to avoid unhealthy excess of anything that could lead to negative consequences" (Sasson, 2016).

6. Conclusions

In view of the findings, the following conclusions were drawn:

(1) Most respondents are females, mainly from the second-year level. They are from families with a combined monthly income of Php 10,000 and below. Mobile. Mobile phones are the devices devices commonly used by the respondents in online learning, and most respondents preferred traditional face-to-face classes.

(2) First, under Academic Performance Challenges in Online Language, the indicator "I find it hard to learn a language if there is a lack of feedback from the instructor because I would not know the results of my actions; hence, I would not know if any adjustments were needed" has the highest weighted mean of 3.5 and a descriptive equivalent of *Great Extent*. The indicators "I cannot answer my activities and assignments without searching the web because my knowledge about the English language is limited" and "I have a hard time pronouncing some English words" have the lowest weighted mean of 3.18 and both have a descriptive equivalent of *Moderate Extent*.

(3) Next, under Academic Performance Challenges in Literature Learning, the indicator "I am unable to interpret a piece of literature in a short amount of time. (e.g., sudden break-out room activity)" is undoubtedly noticeable with its weighted mean of 3.48 and has a descriptive equivalent of *Great Extent*. On the other hand, 2.47 is the least weighted mean with the indicator "I fail to see the relevance of studying literature" and its descriptive equivalent to *Some Extent*. With students having a hard time interpreting a piece of literature in a short time, Todorov (2017) asserted that "A lack of a schedule can lead to poor time management in online learning. The instructor sets a predetermined schedule when students are enrolled in face-to-face classes. Many online courses are set up with a great deal of flexibility. Due dates may be built into the course, but the student must set his own schedule for completing course work."

(4) Consequently, the highest weighted mean under Self-regulation Challenges is 3.75, with a descriptive equivalent of *Great Extent* as the indicator "I am unmotivated to learn during online classes" and conversely, indicator "I fail to get appropriate help from my teachers during online classes" got the lowest weighted mean of 3.11 and a descriptive equivalent of *Moderate Extent*. Sanchez (2021), a journalist, posted on her blog that "Most students are experiencing stress and lack motivation because of the number of assignments they receive each day. Many have difficulty learning through online school and would much rather have in-person learning."

5) The indicator under Technological Literacy and Competency Challenges, "I am literate in using technologies," has the highest weighted mean of 3.69 with a descriptive equivalent of *Great Extent*. Vis a vis, 2.51 is the lowest weighted mean with the indicator "I perceive technology as a barrier to getting help from others during online classes" and a descriptive equivalent of *Some Extent*. As the American University School of Education (2022) has posted in their blog, "Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts. Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations."

(6) The highest weighted mean under Technological Sufficiency Challenges, "My device lags during online meetings," got the highest weighted mean of 3.91 with a descriptive equivalent of *Great Extent*. On the other hand, 2.46 is the lowest weighted mean obtained by the indicator "I do not have a suitable device for learning; I just borrow from my family or friends" with a descriptive equivalent of *Some Extent*. Implicitly parallel to the study conducted by Natividad (2021) and Salac and Kim (2016), "The Philippines has a slow Internet connection because of the outdated Philippine law and red tape that hinders the quick installations of cell

towers. Slow Internet connections or limited access from homes in rural areas can make students fall behind academically."

(7) The highest weighted mean under Learning Environment Challenges is 4.19, acquired by the indicator "I experience distractions from the noise around my house," with a descriptive equivalent of *Great Extent*. By comparison, a descriptive equivalent of *Moderate Extent* and a weighted mean of 3.09 is the least weighted mean attained by the indicator "I fail to stay awake during online classes." Students who take online classes are exposed to more distractions than in face-to-face classes, which also affects their academic performance. A study conducted by researchers at Kent State University confirmed that "Students in online classes were more likely to listen to music, send text messages, chat on social networks or surf the Internet in online courses than in a classroom, which are considered to be distractions" (Guijosa, 2019).

(8) The frequently used strategy to overcome online language and literature learning challenges is "Self-discipline, Self-study, and Adaptation." Given this, "Self-discipline" earned the highest number of responses with 121 (79.1%) respondents, next is "Self-study" with 120 (78.4%) respondents who answered. Lastly, 111 (73.2%) respondents answered "Adaptation." However, the strategy "Resource management and utilization" got the lowest number of responses, with only 56 (36.6%) respondents. It is emphasized that "self-discipline appears in various forms, such as perseverance, restraint, endurance, thinking before acting, finishing what you start doing, and the ability to carry out one's decisions and plans, despite inconvenience, hardships or obstacles. Self-discipline also means self-control, the ability to avoid unhealthy excess of anything that could lead to negative consequences" (Gorbunovs, Kapenieks & Cakula, 2016).

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