

**CHALLENGES OF TEACHING ENGLISH ONLINE DURING THE COVID -19
PANDEMIC
(ON THE EXAMPLE OF THE SAMTSKHE-JAVAKHETI REGION SCHOOLS)**

**ПРОБЛЕМЫ ОНЛАЙН ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ВО ВРЕМЯ
КОВИД-19
(НА ПРИМЕРЕ ШКОЛ САМЦХЕ-ДЖАВАХЕТСКОГО РЕГИОНА)**

**COVID 19 SALGINI SIRASINDA UZAKTAN İNGİLİZCE ÖĞRENMENİN
ZORLUKLARI: SAMTSKHE-CAVAKHETİ BÖLGESİ OKULLAR ÖRNEĞİ**

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ABSTRACT

The article deals with the problems created during the online learning of English during the Covid 19 pandemic in Georgia. The research was conducted with English language teachers in Samtskhe-Javakheti region. The article discusses all the joint steps taken by the Government of Georgia and the Ministry of Education that have become necessary. Among them is a remarkable project such as "Teleskola". The report highlights the ongoing processes in the world during the pandemic. We also talk about the experience of many countries around the world when they had to "switch to emergency distance learning" with the closure of schools.

The study identifies all the challenges and issues faced by English language teachers in Samtskhe-Javakheti. In addition to the fact that the region is multiethnic, it is noteworthy that teachers from both urban and rural minority schools participated in the study. The results of the challenges arising during the online English language teaching in Samtskhe-Javakheti schools are presented in details. All indicators are calculated as a percentage with statistical accuracy. The aim of the survey is to show what challenges English language teachers faced in the Samtskhe-Javakheti region (Georgia) during the pandemic (2020-2021 school year), the methods and strategies they used in their online teaching, and their experiences that helped them to overcome their difficulties.

Teaching languages during a pandemic requires teachers' creativity as students in the 21st century need to be critical thinkers, creative, sociable, collaborative, tolerant. To achieve this,

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Challenges Of Teaching English Online During the Covid -19 Pandemic

a teacher must combine four key skills to teach students language and master with the 21st century skills. The article also includes some basic tips that a teacher can follow when creating an "emergency distance learning".

The current situation has shown us that neither the state nor the teacher should stop thinking, caring and planning the learning process. An online teaching format cannot completely change the benefits of face-to-face teaching, however, a better-prepared teacher's lesson is a prerequisite for a better day.

Keywords: pandemic, research, emergency distance learning, challenge, teacher, English

АННОТАЦИЯ

В статье рассматриваются проблемы, возникшие во время пандемии “КОВИД-19” в период онлайн-обучения английскому языку в Грузии. Исследование проводилось с преподавателями английского языка Самцхе-Джавахетского региона. В статье рассматриваются все совместные шаги, предпринятые правительством Грузии и Министерством образования. В их числе такой замечательный проект, как “Телешкола”. В докладе освещаются процессы, происходящие во всём мире во время пандемии. Также говорится об опыте многих стран мира, когда с закрытием школ им пришлось “перейти на экстренное дистанционное обучение”.

В исследовании выявлены все вызовы и болезненные вопросы, с которыми сталкиваются учителя английского языка в Самцхе-Джавахети. Помимо того, что регион является полиэтничным, примечательно, что в исследовании приняли участие учителя как городских, так и сельских малочисленных школ. Подробно представлены результаты проблем, возникающих при онлайн-обучении английскому языку в школах Самцхе-Джавахети. В статье все показатели рассчитываются в процентах со статистической точностью. Цель опроса - показать проблемы, с которыми столкнулись учителя английского языка в регионе Самцхе-Джавахети (Грузия) во время пандемии (2020-2021 учебном году), методы и стратегии, которые они использовали в своём онлайн-обучении, и как их опыт помог им преодолеть трудности.

Преподавание языков во время пандемии требует творческого подхода учителя, поскольку в 21 веке учащиеся должны быть критически мыслящими, творческими, коммуникабельными, способными к сотрудничеству, толерантными. Чтобы достичь этого, учитель должен сочетать четыре основных навыка, чтобы преподавать язык ученикам и овладеть навыками 21 века. В статью также включены основные советы, которые преподаватель может принять во внимание во время созданного "экстренного дистанционного обучения".

Нынешняя ситуация показала, что ни государство, ни учитель не должны прекращать думать, заботиться и планировать процесс обучения. Формат онлайн-обучения не может полностью заменить преимущества очного обучения, однако более подготовленный урок учителя является гарантией лучшего дня.

Ключевые слова: пандемия, исследование, экстренное дистанционное обучение, вызов, учитель, английский язык.

ÖZ

Makalede Gürcistan'da Covid 19 pandemisi sırasında uzaktan İngilizce öğrenimi sırasında ortaya çıkan sorunlar ele alınmıştır. Çalışma Samtshe-Cavakheti bölgesi İngilizce öğretmenlerini dâhil edilerek gerçekleştirilmiştir. Makalede Gürcistan Hükümeti ile Eğitim Bakanlığı tarafından atılan adımlar ve ortaya konulan kararlar tartışılmıştır. Bunlar arasında yer alan “Teleskola” adlı proje üzerine de etraflıca durulmuştur. Pandemi sırasında dünyada devam eden süreçler vurgulanmıştır. Okulların kapanmasıyla birlikte “Bir an evvel uzaktan

eđitime geme sistemine” zorunda kalan dnya apında birok lkenin deneyimlerinden bahsedilmiřtir. alıřmada Samtshe-Cavakheti Blgesi İngilizce đretmenlerinin karřılařtıđı tm zorluklara ve sorunlara yer verilmiřtir. Arařtırmaya blgenin etnik eřitliđi yanı sıra gerek Őehirde, gerekse kylerde bulunan ve sayı olarak az đrencisi olan okul đretmenlerin katılması da dikkat ekmektedir. Samtshe-Cavakheti okullarında uzaktan İngilizce đretimi sırasında ortaya ıkan zorlukların sonuları ayrıntılı olarak sunulmakta olup elde edinilen veriler istatistiksel dođrulukla hesaplanmıřtır. Anketin amacı, Samtshe-Cavakheti blgesinde (Grcistan) İngilizce đretmenlerinin pandemi sırasında (2020-2021 akademik yılı) ne gibi zorluklarla karřılařtıklarını ve uzaktan verdikleri derslerde kullandıkları yntem ve stratejiler ile zorlukların stesinden gelmelerine yardımcı olan deneyimleri gsterilmiřtir. Pandemi sırasında dil đretmek đretmen yaratıcılıđını gerektirir. nk 21. yzyılda đrencilerin eleřtirel dřnen, yaratıcı, sosyal, iřbirliki, hořgrl olmaları gerekiyor. Bunu bařarmak iin bir đretmen, đrencilere dil đretmek ve 21. yzyıl becerilerinde ustalařmak iin drt temel beceriyi birleřtirmelidir. Makale ayrıca bir đretmenin "Acil durum sırasında uzaktan eđitim" yapıldıđında izleyebileceđi bazı temel ipularını da iermektedir. Mevcut durum bize ne devletin ne de đretmenin zerinde durmamayı, nemsemeyi ve đrenme srecini planlamayı bırakmaması gerektiđini gstermiřtir. Uzaktan eđitim formatı, yz yze eđitimin faydalarını tamamen deđiřtiremez, ancak daha iyi hazırlanmıř bir đretmen dersi, daha iyi bir gelecek iin n kořul sayılabilir.

Anahtar Kelimeler: pandemi, arařtırma, acil uzaktan eđitim, zorluklar, đretmen, ingilizce.

Introduction

The COVID 19 pandemic has changed the life in the whole world. It has disrupted the education system as well. Nearly 90% of schools around the world were closed due to the spread of a dangerous to life virus. In the wake of COVID-19, most of the world’s students and teachers had to shift teaching and learning online within a matter of days or weeks.

In different literature the term- online learning, is met with different definitions. Like: e-learning, distance learning, virtual learning but each of them is based on one basic principle. It is instruction that is based in a virtual environment where communication is solely facilitated using technological tools (Yunjo, An., et al. 2021).

Sudden changes in the education system have affected on lots of students negatively. Online learning has prevented them from receiving the services they want and need. The pandemic caused a lot of problems that affected the teaching and learning process. But on the other hand, it has contributed to the intensification of innovations in the education sector. Alternative means of teaching helped students in getting education. The government, television, schools, universities, teachers offered students different services to solve the problems.

Unfortunately, the crisis of COVID 19 and simultaneously, the disruption of education system is still going on. Accordingly, the problems still remain unsolved. Educators, parents and students are waiting for the government and Ministry of Education to take right decisions and make the corresponding step to solve the problems.

Literature review

Challenges Of Teaching English Online During the Covid -19 Pandemic

A lot of articles were published concerning challenges in teaching and learning process during the pandemic and the importance of four basic skills in teaching English. One of them is the article -Emergency remote teaching during the COVID-pandemic: Parents experiences and perspectives by Ozge Misirli and Funda Ergulec.

The article deals with the Pandemic that caused nationwide school closures in many countries which affected hundreds of millions of students. School closures were considered as a crucial step to reduce the transmission of COVID-19.

With the school closures, classes at all levels moved from traditional to distance-learning environments. Schools and teachers have made efforts to design and deliver online courses through the Internet or TV broadcasts. In a situation where education is being delivered completely online, the teaching and learning environment and educational interactions has changed including knowledge construction and socialization.

It also highlights that the COVID-19 pandemic prompted an emergency transition from traditional to distance learning at all levels of education, called emergency remote teaching. For the first time in world history, all students were required to take all their classes online and all teachers were required to teach online. Emergency remote teaching is a temporary teaching solution to an emergent problem.

It has brought new challenges and opportunities at a social and technological level, which influenced the physical and mental health of children. According to the theory of social constructivism, learning occurs in a social context with individuals' interactions by active participation, scaffolding, and knowledge exchange. While the school and classroom environments are important places for students to have social experiences, children's homes have become the new educational setting without physical social interactions with their teachers and peers. Social isolation and lack of interactivity have been considered as a major shortcoming of emergency remote teaching, as technology became the children's only channel to interact with teachers and peers.

The authors show that besides the negative psychological effects the school closures and being apart from school, peers and teachers influence the health of children. This includes a lack of interaction with peers, friends, classmates, and teachers. In addition to the social level challenges, parents and children were influenced at technological levels as well. Parents and students who are accustomed to face-to-face education, who do not have technological equipment, knowledge and skills have difficulty in following lessons conducted in distance education.

The authors also indicate that when the COVID-19 pandemic is over, the education system should not forget about the experiences we gain during the emergency remote teaching. Similar circumstances (disaster) are likely to arise in the future and school closures would then be expected to implement the emergency remote teaching. Thus, it is important now to evaluate our experiences to be better prepared for future needs to carry out the emergency remote teaching (Misirli, Ergulec, 2021).

Regarding four important skills in teaching English Lorena Manaj Sadiku writes that teaching and learning are two basic processes. Teachers have to train students to teach themselves. The teacher is free to choose and use different methods and strategies of teaching / learning corresponding the needs of students.

The author also highlights that any language is difficult and easy. Language serves many purposes. Absence of language is mere dearth of communication. The role that language plays is immense, since time embarked. Identified as the need of the hour, the four necessities in language or commonly known as the four skills- Reading, writing, listening and speaking plays a vital role in any language learning quest... The four skills are the pinnacles of language which will take you to greater heights. They are separate yet bound together with an inseparable bond. Teachers should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually.

This encompasses: Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. The aim is making students read and write effectively. In fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively. The mastery of these skills is a gradual process. Teachers, for instance, should expose learners to gradually challenging tasks and material.

Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence (Lorena,2015).

State regulations of the education system during the pandemic

The pandemic necessitated the closure of schools and other higher education institutions in many countries. The education system has switched to emergency remote teaching. Naturally, it caused problems. Schools, colleges, teachers, students and parents faced great challenges. But there was no other way.

To keep the learning and teaching process continuously, the world offered the education system to apply ICT, which involves conducting lessons online. Though, surveys showed us that it didn't work well in some countries. What has Georgia done in the pandemic?

The Government of Georgia and the Ministry of Education, Science, Culture and Sports of Georgia paid serious attention to the challenges related to the Covid virus and made appropriate decisions in a timely manner. Cases of Covid 19 were

Challenges Of Teaching English Online During the Covid -19 Pandemic

reported in Georgia in February 2020. The virus has spread rapidly among the population since that time. It became necessary to take decisive measures. In order to prevent the spread of the new coronavirus (COVID19), on March 23 of the same year, the Government of Georgia adopted Resolution №181. It says: "The educational process in educational institutions should be suspended until April 21, 2020. General education and higher education institutions should implement this using various forms of distance learning / communication (if possible) (saqartvelos mtavrobis dadgenileba, 2020, №181).

Shortly afterwards, on March 31, 2020, the Government of Georgian has issued Amendment to Resolution № 181 of 23 on the implementation of the educational process in educational institutions during the state of emergency, where Article 1.1 states: "The educational process should be conducted by the Ministry of Education, Science, Culture and Sports of Georgia (hereinafter - the Ministry) and the Public Broadcaster Channel - "Teleskola" created by education (hereinafter - "Teleskola"), in remote / electronic form or using other means of communication (saqartvelos mtavrobis dadgenileba, 2020, №205).

Article 1.2 of the same resolution emphasizes that "the general education institution is obliged to provide education to students in the distance / electronic form established by the Ministry using" Teleskola "and / or special electronic platforms created for educational purposes" (Government . Resolution, 2020:205).

The Ministry of Education has taken into account almost all kinds of problems that may arise during the state of emergency. Article 1.4 of the same resolution states that if a student is not / will not be able to join the "Teleskola" due to technical problems or to participate in the online learning process through a special electronic platform offered by the general education institution, the subject teacher is obliged to provide the student with assignments specified in the National Curriculum. To achieve this, the subject teacher uses various forms of communication, including telephone communication.

The Ministry of Education paid great attention to parents' role during the pandemic and reflected their role in the document. It instructed "the student's parent to work with the student's general administration, tutor, subject teacher, and other school specialists to enable their child to acquire appropriate knowledge" (saqartvelos mtavrobis dadgenileba, 2020, №205).

The Ministry of Education did not leave out students with special needs. Article 1.5 of the above provision stipulates that the parent / legal representative of a student with educational needs, in accordance with the student's individual curriculum, within the framework of systematic communication, recommend the use of home study, educational and developmental resources and receive feedback (saqartvelos mtavrobis dadgenileba, 2020, №205).

The pandemic forced the whole world to unite under a very big umbrella to find out new ways and means for successful remote teaching and learning. It is proved that technology in general has greatly helped teachers overcome the challenges and make the teaching and learning process successful and more

productive. In addition, teachers shared their experiences and prepared materials. Georgian teachers are an important part of this great event.

So, the government of Georgia and the Ministry of Education have done a lot not to stop teaching and learning process in schools and higher institutions of the country during the pandemic. They offered them various distance learning platforms and implemented a model tailored to the interests of students. It should be noted that the Law on General Education recognized distance learning as one of the forms of education.

Challenges of online teaching and learning in Georgia

Remote learning at schools in Georgia is new. Accordingly, it has some difficulties. The first and quite active challenge is lack of communication and socialization. Today, due to the transition to remote learning, students have to communicate with their teachers and peers only through the screen. Naturally, it causes less social activity.

The second challenge is lack of experience of teaching and learning online. Before the pandemic there was no necessity of online teaching though some universities in Georgia had an attempt to start it.

The third challenge is incomplete possession of equipment by teachers. The 21st century is a century of technology but not many teachers know how to use them in class. The pandemic made teachers learn how to use technology during the lessons, how to choose sufficient materials and present them to the students. However, the specifics of online learning requires a focus on the screen which puts the academic part of the lesson in the background. As a result, training in this form becomes less effective which is already proven.

What is the situation in Samtskhe-Javakheti region? 48, 8 % of the English teachers considers that the main challenge is the low Internet access. Though, every town and village in the region have the Internet, there were cases of weak Internet service that prevented both- teachers and students from working. 35, 5 % of the teachers thinks that the main reason of challenges was students' low activity, 9,7 % considers that the main challenge was insufficient teaching and learning resources, 6.4% named different reasons.

The Purpose of the Survey

To find out the situation in teaching English in Samtskhe-Javakheti Schools we held an online survey. The survey was created using Google Form. The purpose of the survey is to show the challenges the English teachers of the Samtskhe-Javakheti region (Georgia) faced during the pandemic (in 2020-2021 academic year), the methods and strategies they used to teach online, what helped them overcome difficulties and what should be done to prepare teachers for future emergencies. The survey consisted of 15 different questions.

Methods

Challenges Of Teaching English Online During the Covid -19 Pandemic

We used quantitative and qualitative research methods, open and closed online questionnaires. This approach gave us more understanding of teachers' challenges, experiences and perspectives related to online teaching during the COVID-19 pandemic.

Data analysis and main results

The target group was English teachers teaching online due to the COVID - 19 pandemic. To recruit participants, we sent e-mails and also posted the research information and the link to the online survey on English teachers groups in the region.

Because the region is multi-ethnic there are Georgian as well as Armenian and Russian schools. The number of students is high in some schools and quite low in the others, especially in highland villages. There are minimum 5, maximum 15 students in each class. So, some schools delivered lessons in classrooms, most of them had blended classes and others had lessons online.

According to the research 9,7 % of schools delivered lessons mostly in the classroom, 32,35 % had blended lessons and 58,1 % had remote learning.

Most English teachers in the region work in primary, basic and high schools. Some of them have an experience, some are beginners and accordingly they need help. The survey showed that 42,4% of surveyed teachers is teaching in 1-6 grades, 37,3 % of them teach in 10-12 grades and 20,3 % in 7-9 grades. The given figures give a complete picture of teaching English at all levels.

Online teaching and learning greatly differs from face-to-face teaching and learning. It somehow influences on students' activity and success at the lessons. The survey revealed that 51,6 % of teachers considers that during the online teaching students were active from 40% till 70%, 30,6 % thinks that their students were active till 40% , and only 17,8 % of the teachers considers that the activity of the students' went over more than 70 % . The figures of the show that despite challenges English teachers of the region were able to increase students' activity from 40% to 70% average.

English teachers of the region like in the whole world work on developing the four basic skills via varied activities using different technology and platforms. ,, ... the four skills- reading, writing, listening and speaking play a vital role in any language learning quest. The four skills are the pinnacles of language which will take you to greater heights. They are separate yet bound together with an inseparable bond (Lorena, 2015).

The pandemic has changed almost everything in teaching and learning process. Naturally, it has required new approaches, strategies and activities. Consequently, it caused challenges in teaching the four basic skills. The survey revealed that 45 (72,6%) of the teachers participating in the survey had difficulties getting results in teaching writing skills, 23 (37,1 %) of them had challenges in teaching listening skills, 15 (24,2%) named reading skills and only 9 (14,5%) had difficulties in teaching speaking skills.

General reasons almost every teacher highlights in the survey prevented them getting results include: bad Internet access, time management, working on developing listening and writing skills, students' low responsibility and activity at the lessons.

The survey showed that the main challenge during remote teaching was listening. Students couldn't hear properly and therefore could not do the listening tasks. As a result, some teachers omitted doing listening activities. But the others found the way to avoid the problem. They have read listening scripts themselves to the students. Naturally, it didn't have the sufficient result. Besides, some teachers uploaded listening texts and gave students to listen to them at home and then checked the answers in class.

The second challenge, English teachers faced, was teaching writing. The reason is the students themselves. Many of them "cheated" or had different "reasons" either can't upload the material or don't have the internet access. The most problematic was teaching writing in primary schools. "During remote teaching I had difficulties in teaching my students writing English letters correctly. I found the way out of this difficulty. I have sent them the internet resources- videos showing how to write letters. Also, I asked parents to buy a special notebook to make their children practice writing letters. Parents helped me greatly" writes one of the teachers. "It was a problem to teach my students right spelling. I used to give them comments but in vain. Then, I decided to give them detailed feedback, giving examples from their writings without mentioning their names. It gave me a result" writes another.

Some teachers had difficulties in teaching reading strategies. As they noted the main workload was an individual work. They gave students to read extracurricular texts and then they had a discussion. Relatively, fewer difficulties were identified in teaching speaking.

On question if they had needed the help from the administration or higher authorities to solve the existing challenges, 86.7 % of teachers noted that they had tried to solve the challenges themselves. They mostly used the internet resources and additional activities. The survey highlighted that only 13,3% of teachers needed a help from administration to solve their problems.

Online teaching made teachers change teaching and assessment methods. On question if they needed to make changes to their teaching and assessment methods in online curriculum, 38,3% of teachers had to make changes in programmes and assessment methods, 61,7% made no changes at all but many of them actively used the Internet resources, lesson plans, different teaching and learning platforms.

Teaching any subject has the aim(s) teachers should achieve and students will be able to do. On question if they achieved the planned results 52,5 % of the teachers answered positively and

47.5% answered negatively. Comparatively high percent (52,5 %) to this question is a result of online trainings and webinars held by British Council in Georgia, English Teachers' Association of Georgia (ETAG) the main goal of which is to improve the standard of English teaching in Georgia through providing professional consultancy and trainings , as well as through supporting the

Challenges Of Teaching English Online During the Covid -19 Pandemic

introduction of more effective teaching methods and materials (<http://www.etag.ge>) and Teacher Professional Development Centre- tpdc- the main goal of which is to promote the improvement of the quality of teaching and learning in schools by establishing a high standard of professional knowledge and activities of the teacher, raising the status of the teaching profession (<http://tpdc.gov.ge/>).

Nowadays a lot of teachers attend trainings, participate in many projects to improve teaching skills and raise their professional knowledge. On question 11 – Have you participated any trainings in English language teaching methodology? 50 teachers out of 63 responded positively and 13 didn't attend any trainings.

Teachers responses on question -*What impact the trainings had on them and if they changed the approaches to teaching*, are different. They noted that trainings and webinar s had greatly impacted on the way they taught online. New methods and strategies they acquired during trainings and webinars helped them raise students' motivation, make their lessons more interactive, productive and interesting and achieve their goals. They also highlighted that technology and the Internet resources facilitated teachers and involved almost all the students in the teaching and learning process. Teachers think that each training is a step forward in developing professionally. It should be noted that ETAG trainings and webinars, British Council resources and trainings helped English teachers to manage the lessons correctly and effectively during the pandemic.

The survey showed that many teachers have attended TKT trainings. “After trainings I try to focus on an assignment that will improve at least 2 skills at the same time and change the ones depending on what I want to achieve in a particular lesson” writes one teacher. “Trainings always give me something and of course they also help me refine and master new methods which help me conduct lessons with more interesting and fun activities which in itself increase the motivation of the students and which is subsequently reflected in their knowledge” writes the other.

Though teachers attended quite a lot of trainings, they think that they need some more trainings to improve teaching and learning outcomes in the pandemic. They need to enrich their activity kits to improve the four skills- reading, writing, listening and speaking in general but especially during emergency remote teaching. They want also to make their lessons fun and be aware of any new approaches and strategies in teaching English as soon as possible.

As the success of remote teaching is closely connected with using technologies, the teachers consider that it would be useful to have more trainings on using technologies and different platforms during teaching online. The majority of the teachers expressed their desire to have trainings on online classroom management. Practice showed that the issue is really important in the pandemic.

Conclusion and Recommendations

Thus, the four basic skills are crucial in teaching/learning any language. But we should separate Reading skills as through reading, students learn a lot. Unfortunately, they read very less today. Reading enriches students' vocabulary. As

a result, students listen and understand better, write more accurately and speak fluently.

Teaching languages in the pandemic demands the creativity of the teachers because in the 21st century students need to be critical thinkers, creative, communicative, collaborative. tolerant, sociable... For achieving it, teachers should integrate the four basic skills in order to teach students the language and make them gain 21st century skills.

It's natural, teachers and students face challenges in teaching and learning process. To overcome these difficulties teachers should

- use the English teaching materials in the Internet
- adapt activities developing basic skills to the teaching and learning process
- remove some materials from the textbooks and replace them with sufficient materials (from the Internet, British Council resources and others) to reach the teacher's aim(s) and satisfy students' needs and interests
- share their experience they have to others
- use different platforms such as: Mentimeter, Wordwall, Jamboard, Padlet etc. to make the lessons interesting and increase students' motivation.

Finally, it can be said that humanity has once again faced a pandemic which has caused lots of challenges in the world economic market and has caused no less damage to the education system. Unlike the pandemics of the past, it has become necessary and even unthinkable in the age of technology to "shut down" an area called education. Despite the fact that, unlike Georgia, the world's leading countries had the experience of teaching online (mostly in higher education) and not in schools, this was and remains a major challenge for the world.

The education system in Georgia has adapted to the new style of teaching as quickly as possible. Georgian teachers have been trained in technology in the fastest time, trainings have been conducted, but the research done by us has shown that teachers are left alone in the real online space and still face many challenges

Every pandemic has a beginning as well as an end. However, the current situation has shown us that neither the state nor the teachers should stop thinking, caring and planning for the learning system, which we refer to as (Emergency Remote Teaching) and in the future, if necessary, be ready for a real online teaching format that cannot completely change the pros of face-to-face teaching, however, will allow a better-trained teacher's lesson to be of a better quality than COVID 19's time.

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Challenges Of Teaching English Online During the Covid -19 Pandemic

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