The Impact Of Covid-19 On Students' English Writing Skills At Secondary Level

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ABSTRACT
The present research study investigates the impact of COVID-19 on pupils' English writing abilities. It was a new phenomenon that occurred at the end of the year 2019. This phenomenon brought havoc on all spheres of life. The disciplines that were most disrupted and lost by the dissolution of COVID-19 were health economy and education. This study was designed to examine the effect COVID-19 has on secondary school students' ability to write in English. All of the secondary schools in Tehsil Taunsa Sharif served as the study's sample population. Five schools for males and five for girls were chosen. This study combined quantitative and descriptive research. Students underwent English proficiency tests, and questionnaires were handed to the school's English teachers. Data from the collection were examined. The instructors' and students' replies indicated that there had been a very substantial influence on the pupils' ability to write in English.
Keywords: Pandemic, Online Learning, Collaborative Language Learning, Pedagogies, Writing Skills

1. INTRODUCTION

The World Health Organization dubbed this illness Corona Virus on December 8th, and in Wuhan, China, Corona virus sparked considerable concern (Zu et al., 2020). At that time, China was observing its New Year. The "Spring Festival," when the disease was fast moving from one place to the next as a result of the development of individuals (Chen, Yang, Yang, Wang, and Brighouse, 2020). When this holiday arrives, people return back to their hometowns, and as a result of this movement and subsequent growth, the illness quickly spreads over the whole population. As a result of this progression, the virus spread and had terrible effects on the human body, brain, and economy (Baker et al., 2020). The end of 2019 was not a sign of good things to come for this universe; rather, it was disastrous and awful, and the post-scene in the future, particularly this month of December, generated uneasiness across the whole planet. Wuhan, in China, was the location of the initial discovery of the peculiar corona virus. It was given the name COVID-19 afterwards. Initially, a few precautions were made to keep the virus within the boundaries of that city. In an effort to stop the virus from spreading to other populations and nations, Wuhan later instituted a severe lockdown policy, but the illness quickly spread over the entire world. This dangerous disease spread to every part of the globe as the year 2020 got underway. Millions of people lost their lives. All throughout 2020, COVID-19 was being killed at a rapid rate. Worldwide corona virus outbreaks occurred in many waves and led to significant loss of life. This human destruction was evident in many aspects of daily life. Doctors, nurses, and other paramedical staff were provided with corona virus preventative methods, including lockdown, smart lockdown, social distance, donning masks, and wearing specific clothing for corona virus. The best defense against the corona virus is hand sanitizer, face protection, and

social isolation. This menace quickly becomes prevalent over the entire planet. Nations arrived with new forms of collaboration and interrelationships. National ties were reviewed as a result of the new collaboration that the nations brought. There was an airspace ban.

Trade operations were restricted and jobs were shut. The allure of life lost its flavor, and the corona virus came to represent a numb nose. No area of life appears to be immune to the pandemic's lethal effects. With the start of the New Year, people all around the world chose to close schools in order to safeguard children and kids from COVID-19. The school's reopening appeared to be far off because this shutdown lasted so long. The corona virus outbreak has caused international health concerns and educational disruptions that are very difficult for global health systems to handle. No nation or ethnicity in the globe was immune to the Covid epidemic, and this was a cruel fact. The terrible fact was that no nation or race in the globe was immune to the COVID epidemic, and that the disease's rapid growth and devastating effects seemed to have overwhelmed the whole planet.

Contrarily, the Corona Virus outbreak had a negative influence on educational activities all across the world. The Covid pandemic had an effect on educational systems all around the world, necessitating the unavoidable closure of schools (Wikipedia, 2020b). It caused serious disruptions to academic activities and career planning. Numerous countries throughout the world closed schools in an effort to stop the COVID epidemic as part of the global fight against COVID-19.

English has gradually replaced other languages as the primary means of communication in the globalized world, both locally and globally. Therefore, it is crucial for any nation that its citizens have an interest in using English. This makes teaching and studying English, in addition to the native tongue, crucial for general reasons in order to keep up with the expanding local, public, and global demands for English writing abilities. English is used for academic advancement, professional achievement, and international travel in Pakistan yet is considered to be a foreign language. In order to keep up with the rapid growth of local and international interest, many efforts have been undertaken by all parties involved in the Pakistani educational system to promote students' English proficiency, especially their writing abilities. The approach used to teach English in Pakistan is absent from the discussion of the main issue.

The interplay between instructors and students, alongside their mental well-being, exerts a significant influence on their writing abilities (Ikramullah et al., 2023). It is worth noting the role of psychological factors in shaping the learning capabilities of ESL learners (Ramzan et al., 2023). The perceived level of social support directly affects one's overall quality of life (Adeeb et al., 2017). The presence of resilience serves as a protective factor against psychological distress (Riaz et al., 2021). Promoting social support and facilitating effective social adaptation enhances students' academic performance (Maqbool et al., 2021). Emotions play a substantial role in molding language proficiency (Javaid et al., 2023). Typically, ESL students report a moderate level of satisfaction with their educational environments (Ramzan et al., 2023). The stress related to their jobs affects the mindfulness of educators (Javaid et al., 2023). Engaging with social media has a positive impact on both academic motivation and achievement (Ramzan et al., 2023). In Pakistan, students studying English as a second language incorporate all four internal motivational dimensions, including the learning environment, intrinsic interest, immediate accomplishments, and personal growth, into their motivation (Ramzan et al., 2023).

After the school closed, a different method of teaching and learning was implemented at various levels, starting with kindergarten pupils and progressing all the way up

to university students, who started taking online and remote learning courses. The Pakistani Ministry of Education and Training also implemented online courses and the Taaleem Ghar initiative to meet the educational demands during COVID-19. Some nations established their TV and radio to broadcast online lectures. Especially during the closure of schools Somehow, alternate ways of teaching-learning would not support the students as they were enjoying their education before the COVID-19 in their school premises like regular classes.

BACKGROUND OF THE STUDY

Since this world has come into being, human beings, have to face many challenges for their existence and survival of life. Mankind comes across main disasters, havoc, epidemics, earthquakes, floods and many pandemic diseases from the creation of this world. These pandemics caused great destruction to human activities and development. In the near past, if we look into the past 100 years of mankind on this planet, life is still facing many problems for its existence, although in Modern Times man has been coping strongly with these monsters which are deadly harmful to the survival of mankind. Chickenpox, plague, bird flu, and other viral diseases damage life a lot. Millions of human beings were killed by these fatal diseases in the past. Drought, famine, floods, teaching-learning earthquakes, and other emergencies also shattered the normal functioning of life. No occupation; like agriculture, trade, economics, and every day business was saved from this destruction in the near past. In the first response to this alarming situation the lockdown, social distancing, wearing masks, and the smart lockdown was imposed on the general public and on educational institutions and school, the reaction was serious through the closure of schools and at some higher educational institutions launched online or remote teaching-learning strategy where it waspossibletocontinueduringCOVID19. But, the norms and references of life are changing quickly. The impact of emergencies puts a lot of pressure on the economy, social lifestyle, and political factors.

Corona Virus as it appeared in 2019 was called COVID-19. This virus costs uncertainty and unhappiness to every segment of life. Different strategies by the different countries were launched to fight this virus. The health care department was under stress as it had no experience to tackle such conspicuous disease at the world level. W H O leading from the front released some SOPs and framed TORs for preventing this disease. In no time it spread all over the world as a pandemic disease. UNO and other international organizations came forward to save the world from this deadly COVID-19. Different strategies beginning from a social distance, wearing masks, staying home, staying safe, lockdown, and smart lockdown like, stoppage of transport and underground airways were taken seriously. The topic of how to resume our social orders right after the pandemic brought about by the novel Covid suggests a unique conversation and a new area of research for social scientists. For researchers, the inquiry isn't just, what is society to become after the COVID-19 pandemic?

As well as in this new scenario, this pandemic COVID-19 has affirmed that researchers have had some significant awareness of social imbalance and intensified the meeting powers of race, class, and orientation on different life possibilities. The unbalanced, perilous effect of the unusual Corona Virus on Black people groups across the United States, for instance, there is a side effect to the more extensive, more profound social pandemic of an underlying imbalance. Social researchers have long known that financial open doors, business areas, imprisonment, detainment status, lodging instability, and instructive access are closely related to wellbeing and prosperity.

It is the need of time that we should again consider the overlooking of society after the pandemic, is over what we thought we had some awareness of economy, administration, and

aptitude, and we should reiterate what we know, yet neglected to address the social imbalance? How might we be able to allocate resources to projects that support the portrayal of gross disparity without offering remedies after changing situations? A thorough analysis can gives speculations, proof and feasible options in contrast to this devastating state of affairs.

"How would we reconsider the human sciences with humans prospering in the middle during and after COVID19?"Social scientists play an important part in assisting with establishing a platform for the new types of social lifestyle and social connectivity that were lost during COVID-19 and now are being enforced in this regime and these circumstances. Social scientists can bring suggestions in the fields of public health, economic activities, and educational revival in a safe environment in a regular manner. So, this research will suggest to us the ways and means look into the matter from the perspective of COVID-19 and especially the closure of schools. It is a general perspective that education needs a safe and sound environment for its functioning. If due for some reason the education system is derailed then not only impacts routine matters but also completely affects its stakeholders, teachers, students, parents, schools, and overall society and social life. The main things that are affected in the covid19 during the closure of schools, one of them are English language learning skills and most affected among them are English writing skills.

The all-out effect of the COVID-19 pandemic-the death toll and the financial, social, and mental expenses emerging from both the actual pandemic and the strategies carried out to forestall its spread-resist any plan of moral representation. However, the pandemic keeps on agitating, upset, and challenging networks, we could pause for a minute to appreciate and hail the variety, broadness, and extent of our reactions from individual activities to public approaches and, surprisingly, more critical, to ponder how they will convey a post-COVID-19 world superior to the world that went before it.

As far as in Pakistan, after detecting the first case, first of all, public and private schools and Universities were closed as a quick response to thisCOVID-19. Due to the long closure of schools, educational teachings and institutions were badly affected. All the normal activities were postponed. The threat of life to the teachers and learners was overwhelming the learning behaviour. This closure of school went long. Educational activities were interrupted by the closure of schools again and again. The consistency in the teaching was missing. Regular classes were at risk. Substitute administration to continue the educational activities was taken out. In Pakistan, at the school level teaching and education from radio and TV channels were adopted. Taaleem Ghar Channel was established and many videos were uploaded on www.elearn.edu.pk. And at the school level students also go through the smart syllabus. At the university level, online classes were started. Students took their classes' from their homes and also the examination system was through this mechanism.

1.1 STATEMENTOFTHEPROBLEM

After the COVID-19-related school closings, it was important to take the situation seriously. Through the educational system, alternative teaching-learning methods were taken into consideration. To solve this issue, several of the experts proposed using online and remote teaching-learning techniques. Due to their poor proficiency level in English language abilities, which are specifically documented as hard copy abilities, students in Pakistan at all levels have difficulty understanding and speaking in English. When the pupils are at the optional level, these problems look serious. Even after passing the exams with passing scores, the students uniformly in the English Language writing skills at the optional level still have certain gaps to fill.

1.2 RESEARCH OBJECTIVES

1. To find out the impact of COVID-19 on students "English Language Writing skills.
2. To examine the impact of the closure of the school on English Language Writing skills during COVID-19.

1.3   RESEARCH QUESTIONS

1.   What effect does COVID-19 have on secondary students' English writing abilities?
2.   How much do closures of schools impact the students' writing skills duringCOVID-19 at secondary level?

1.4 SIGNIFICANCE OF THE STUDY

This study can help us understand how the COVID-19 epidemic has affected secondary school pupils who are learning English composition and writing skills in secondary schools. This study also attempts to determine the long-term consequences of this unique coronavirus pandemic, also known as COVID-19, on the use of their English language composition and writing skills. Teachers and secondary school students that need to get ready for exams like the COVID-19 can benefit from this study. They can also uncover several data gaps in this study and yet carry out the entire examination in an emergency. It can help us understand how the COVID-19 epidemic has affected secondary school pupils who are learning English composition and writing skills in secondary schools. This study also attempts to determine the long-term consequences of this unique coronavirus pandemic, also known as COVID-19, on the use of their English language composition and writing skills. Teachers and secondary school students that need to get ready for exams like the COVID-19 can benefit from this study.They can also uncover several data gaps in this study and yet carry out the entire examination in an emergency. This study is helpful for all schools, but it's especially helpful for secondary school students who frequently lose focus and risk having their academic careers terminated at COVID-19. After reading this report, secondary school students and teachers will certainly recognize and comprehend how dangerous the epidemic is for students' English composition and writing skills. This study also reveals how COVID-19 affects secondary school students' language acquisition and writing skills. This research gives educators and instructors suggestions on how to use secondary school students' English language courses' composition and writing abilities in the event of a disaster like COVID-19.The instructors and kids affected by the severe COVID-19 scenario during the shutdown of schools will be beneficiaries of this study. This study examines strategies for reducing COVID-19's negative effects on secondary school pupils' writing abilities. Naturally, losses brought on by pandemics and other natural calamities are eventually regained. This study supports our efforts to improve secondary students' writing abilities in the face of crises and pandemics like COVID-19.

1.5   DELIMITATIONOFSTUDY

Students in secondary schools are the only participants in the current research study. The survey only includes five schools for males and five for girls. The participants in the current study are only those who attend secondary schools in Tehsil Taunsa Sharif. The descriptive and quantitative research approach employed in this study uses a random sample technique. Due to time and money waste, it is not possible for the specialist, who is a scientist, to conduct a review on a larger scale at the National/Provincial level. This research just examines how COVID-19 at the secondary level affected students' ability to write in English.

2. LITERATURE REVIEW

World Health Organization was announcing the infection with the name unusual Covid on December 8 in the city of Wuhan, China making alarm all over (Zu et al., 2020) around then,

China was prepared to praise their New Year "Spring Festival" when the infection spread quickly with the development of individuals starting with one city then onto the next city (Chen, Yang, Yang, Wang, and Brighouse, 2020). Whenever this celebration comes individuals move to their home urban communities, because of this rearranging/development of individuals this infection spreads everywhere. Along these lines, as the aftereffect of this development, this infection spread horrendous consequences for the human body and economy (Baker et al., 2020). U N O and other international organizations came forward to save the world from this deadly COVID-19.Different strategies beginning from a social distance, wearing masks, staying home staying safe, lockdown and smart lockdown, stoppage of transport, and underground airways were taken seriously.

To an extent that the crucial to regard the rules of liberal larger part administers system is outlined in basically the same manner as a dilemma challenge between central security (of life for the current situation), and individual distinctions and the procedurals' prerequisites wanted to safeguard themselves, and then at that point, another one scientist comments, "the spirit of Carl Schmitt ghosts into view" (Owen 2020). With everything considered, there they have as of late gotten comfortable visits about organic despotism (Beeson 2010), the circumstance is introduced by a decision among a bigger part to run government and security. Contributing forward from this perspective, we make some separation from the crisis of the present, to Hannah Arendt's appearance in the mid-20th century dictatorship. In the last pages of Origins of Totalitarianism (1973), Arendt changes from her expansive obvious examination of tyrant authoritative issues to consider its relationship with how people live individually and how they get the world. Imperialism is, she suggests, both worked with by and subsequently, impels explicit principal experiences in living individually or brand name states. One is division, a political condition that she perceives from the more private condition of melancholy, and which she creates is tyranny's "most ready ground" and for eternity "it's the result" (Arendt 1973: 474).The second is the lack of the capacity to perceive "truth and fiction (i.e., the reality of contribution)," and, "among legitimate and deceiving (i.e., the rules of thought)" (474). Those in whom these cut-off points have been weakened are particularly exposed contrary to tyrant rule. At the same time, to the degree that one of the features of the fanatic rule is philosophical interest all bits of this present reality, past, present, and future, can be sorted out through the direct utilization of an authentic formula, she figures out, it annihilates even those feeble cut-off points people could hold to have certified experiences and to isolate truth from lie.

In the middle of March 2020, the German government imposed gigantic constraints ("fame-based ") alluding to the COVID-19 crisis as legitimization. At first, relegated for somewhat more than five weeks (from March 18 until April 19), a few days on the timetable, the public power extended the restrictions without offering another date. In the chief extended lengths of May, certain impediments were worked with, while new ones were procured. All through the course of both enforcing and imposing within limits, there has been a shortfall of straight forwardness concerning how decisions are made, why and how certain goals are set, and on what premise the restrictions are legitimized. Thus, on March 28, Chancellor Merkel announced that impediments would be worked with if new sicknesses don't twofold in the range of 10 days (Henning and Parkin 2020). Several weeks later, she announced that this increase should simply occur within a 12-to 14-day time period (End, Fried, and Ludwig 2020). At the point when this goal was reached in mid-April, she before long offered another number: a pollution speed of under 1 (Marcus 2020). Yet again this rate, which had proactively been achieved before the lockdown (Kleene 2020), was achieved in April (0.7 on April 22 as shown by the Robert Koch

Institute).No restrictions were, regardless, lifted by then, at that point. Nor was it explained why restrictions were lifted fourteen days afterwards on May 6 (when the tainting rate had extended), or why certain associations were allowed to proceed, yet not others.

This has driven both genuine troubles and various kinds of inhabitant movement petitions, gatherings, and articles in the media, academic papers, and on-street shows all of which demand additional imperative straight forwardness from the public power, and an open, evidence-based discussion of the constraints and their ramifications for the whole of society. At the centre of the genuine troubles and the broader occupants' advancement is the (legitimate) thought of "respectability." The case is that obviously the conclusion and the associated limits of honors and open doors are "appropriate" in this extraordinary situation (i.e., Germany) and associated with how we could decipher COVID-19, and the unfavorable outcomes of the conclusion on various pieces of our overall flourishing, in other words, our political, social, mental, financial, and real success.

Somewhat, recently in March, Berlin legal counselor Viviane Fischer began an appeal mentioning that the public authority embracesa"standard review" to accomplish "clean information" on COVID-19 (Fischer 2020). In no time, the appeal had more than 80,000 marks, and private help to attempt the review it had requested from the public authority. As an attorney, Fischer contended that limitations must be lawfully enforced in light of information that exhibits the risks of COVID-19, which incorporates seeing how far and wide it had turned into, the degree of in susceptibility currently present, and a precise death rate. Given the absence of information and the absence of a far and wide logical agreement with respect to these places, Fischer argues that the public authority is obliged to help and plug exact examinations ("gauge study"). Anything less would be unlawful in light of the fact that it would neglect to exhibit how the limitations are "fitting." To legitimize the constraints, the German government drew on Article 28 of the constitution, the "illness guideline." However, as Mainz lawful teachers Jessica Hamed has battled, the article is too confined to even think about evening considering permitting the kind of mass restrictions that the public authority has laid out (for instance, the limit of improvement across the whole country). Consequently, Hamed has indicted the public power, staying aware that the public authority ought to legitimize impediments, that is, to make sense of how and why the limits are fitting and without this protection; the public power's exercises are unlawful (Grasser2020).

Notwithstanding, despite calls for straightforwardness and legitimate defense, the public authority has not given them. Consequently, residents keep on setting expectations. Hence, in May, are quest requesting that the public authority enlighten how choices in regards to limitations are made, and to legitimize their suitability about the circumstance was started and inside the space of hours accomplished north of 10,000 marks (Mayer 2020). Hamed's point of view has since been over and again affirmed, with a new article in the Sueddeutsche Zeitung noticing the rising consciousness of an absence of clear lawful starting points for the limitations (Janisch 2020).

In an article in the Frankfurter Allgemeine Zeitung, Frankfurt University Professor of Law, Uwe Volkmann, contended that the closure is illegal. His case depends on the constitution's focal thought of human "nobility [Worde]," and rotates around the issue of suitability. As he makes sense of, on the off chance that German clinics were overpowered, and specialists were expectedtosettleonchoiceswithrespecttopatients'lives,then,atthatpoint,humannobilitywouldhave been subverted and the public authority's activities would be "fitting." German clinics were, nonetheless, never overpowered (counting during the period before the closure). Appropriately,

Volkmann fights, the closure is "unseemly," and in this way illicit, to the extent that it sabotages human nobility; for instance, the poise of patients whose medical procedures have been postponed by COVID-19(counting disease patients), or the respect of kids whose right to instruction has been altogether tested (Volkmann 2020).

Some of the most well-known medical services experts in the country argued in a paper distributed on April 5 that since the closure affects every aspect of our lives—including our physical health, as well as our social, mental, and financial wellbeing—appropriate restrictions should take these various aspects into account. They guarantee that the closure is inappropriate on health, social, political, and financial grounds because the public authority's response has failed to address this. For instance, they point out that the public authority failed to adequately consider the closure's social implications and went on to claim that the closure will "escalate social disparities and other social contentions" (Schappe et al. 2020).

From the COVID-19 pandemic to uprisings over police ruthlessness, we are living in the best friendly emergency of an age. In any case, the foundations of these most recent crises stretch back many years. At their centre is a ruthlessness of liberal philosophy that joins profound underlying bigotry with a steady attack on friendly government assistance. Its outcomes are the weak monetary and general wellbeing frameworks we face today-those that benefit the trivial few and put the most defense less in danger.

Individuals all over the planet have not just been stunned by the gravity of the impacts that COVID-19 has brought, yet additionally by the velocity with which they came. It is improbable that future crises, especially those related to environmental-related occasions, will accompany adequate admonition and time to get ready. In such a manner, and as local area flexibility programs starting to make progress all over the planet represent (Wilson 2012), prone to be those political networks are all around rehearsed in human expressions of solideriastic aggregate activity and have obtained double conservative consciousness, moreover emotional connections for their worth of vigorous as well as useful social connections, this could be ideally suited forgivingalotofauthoritarianreactionsitfordebaclesaftertheywereshownup.Thesecondisto embrace craft by buildingpoliticallocalareasandconqueringconfinementbeforeacrisisemerges.Assumingwe pause, it will be passed the point of no return.

In Pakistan, about 80% of the populations above the age of twelve years have taken one or two doses of vaccination now and their all-business of life is in a normal mood. The educational institutions have been opened full-fledged. All the activities are indicating the normal functioning of life in Pakistan, as this pandemic is very harmful to the masses the whole of the country is fighting through its full strength. The Government of Pakistan has allocated trillions of rupees in the budget to cope with the pandemic COVID-19. The vaccination campaign is in full swing. NCOC health Ministries, health departments, and health officials are working to their best. The sanctions of COVID-19 imposed by the government on a different segment of society, in schools, and on other educational institutions are now gradually being re-examined. Students are coming to the school in full strength. Fully school timing is being observed. Above 12 years the students are vaccinated. And other necessary precautionary measures like sanitizing, hand washing, and wearing a mask are also helping in opening the schools.

2.1 RESEARCH GAP

The similarities and contrasts between the prior studies on this current issue are the subject of the research gap. The influence of COVID-19 students' English writing abilities at the secondary level is the topic of the current study. The study's independent variable is brand-new and original. It started abruptly at the end of 2019 and has continued up to this point. A fresh and

innovative perspective must be taken on this issue. The dependent variable's writing abilities in English have previously been hampered on several times. Since writing in English is a crucial ability for learning and developing the language, experts kept a close eye on it. This study looks at how English writing skills were affected and disrupted during COVID-19. This research presents fresh strategies and methods for overcoming writing challenges in the English language, particularly in situations like COVID-19. In order to achieve these goals, it is important to understand the effects of both COVID-19 and the school's closure on writing abilities in English.

2.2 RATIONALE OF THE STUDY

This study is very important and useful because the independent variable COVID-19 has spread disaster all over the world. No field or business of life remained unaffected by this cruel coronavirus. It was necessary to find out the pros and cons of this deadly virus. Many researchers work conducted by the World Health Organization. It was seen that it had damaged not only human life but its impact spread on economic, social, and cultural life all over the world.

3. RESEARCH METHODOLOGY

Techniques and methodology assume a significant part in exploration to reach a legitimate inference. No examination can be finished effectively with practically no appropriate preparation and taking on a precise technique and a substantial system. It is additionally expressed that there are numerous realities that the outcomes and ends made by the specialists were different due to choosing various techniques and systems. The analyst decides the strategies and chooses the apparatus for the information assortment based on the idea of the issue. The choice of plan, assurance of strategy, picking instruments, and assurance of methods is an extremely challenging assignment; it ought to be taken care of with exceptionally significant thought and care. Arranging of exploration incorporates the assurance of examination plan and techniques, choice of the populace, assurance of factors, choice or improvement of instrument or devices, the strategy for information assortment, and utilization of factual treatment to make an end.

3.1 PROCEDURE

As this research is quantitative and descriptive in nature, a complete procedure for collecting and analyzing data through questionnaires and tests was adopted.

3.2 POPULATION

Population of this study was all the government secondary schools of Tehsil Taunsa (total of 60 Schools for (Girls, and Boys) and the target population was the students of class 9th and 10th and the teachers teaching English subjects to the 9th and 10th classes in these schools.

3.3 PILOT STUDY

A pilot review is depicted as a limited scale concentrate on that is led before directing full-scale examination or review, and its pre-tests the particular exploration instrument (Edwin, Digilanogen and Hundley, 2001). A pilot study is fundamental for figuring out the development alert where the exploration undertaking could come up short, or whether the examination philosophy and instrument are not reasonable. Steering was done on 5 of these foundations of Tehsil Taunsa. The legitimacy and unwavering quality of the exploration were checked through these steering results.

       i. GHS SOKAR
      ii. GHS MANGROTHA
    iii. GHS CITY SCHOOL TAUNSA
    iv. GGHS SOKAR
     v. GMSH AIROEAST

3.4 RESEARCH DESIGN

For, collecting data from the participant and for the sampling purpose and for the possibility of assessment the descriptive and quantitative investigation or enquiry technique was taken on for this investigation. Devin, 2015 described the particular investigation as a kind of assessment that is expected to portray and address the individuals from the assessment accurately and exactly. According to Glass and Hopkins,(1984) that unmistakable investigation is a kind of assessment or enquiry that incorporates the arrangement of data about events; it incorporates the relationship of data, ordering the data, and consolidates the completion of the research. The reasonable assessment strategy and technique are essential for this study since it incorporates the depiction of the issue and makes an examination for results as the issue in this study should be portrayed and analysed for the end. Rigorous assessment enables the expert to get progressively additional precise information about the issue from the individuals.(Mugenda and Mugenda,1999). Quantitative assessment technique was intentionally used for this research because the results are valid and reliable.

3.5 SAMPLING

10 Schools, 5 girls, and 5 boys Secondary Schools were taken for this study. A random selection technique was adopted. Two English teaching teachers of each of the schools were given a questionnaire and 20 students from each school were selected for the test to enhance the reliability and validity of this research. The sample for the study was collected from these ten schools mentioned asunder:

1. GHS BANBHAN
2. GHS RETRA
3. GHS HAIROEAST
4. GHS TAUNSA SHARIF
5. GHS NARI
6. GGMHS DOUNA
7. GGHSSNUTKANI
8. GGHSBASTIBUZDAR
9. GGHS MAKWAL
10. GGHS DAIRA SHAH

3.6 SAMPLING TECHNIQUE
Random sample technique was adopted for this study.

3.7 RESEARCH DATA COLLECTION TOOL
Two data collection tools; one Questionnaire for the teachers and the other tool was the test taken by the students of grades 9th and 10th

3.8 QUESTIONNAIRE
A questionnaire of forty items for the English subject teachers was developed with the responses of Strongly Agree, Agree, neutral, disagrees, and strongly disagrees and assigned them the value as under:

1 Strongly Agree=5
2 Agree=4
3 Neutral=3
4 Disagree=2
5 Strongly disagree=1

STUDENT'S ENGLISH WRITING TESTS:
10 test items for the student's test were also prepared to show the validity and reliability of the research. The items were five questions for the 10th class from the class 10th syllabus and

five questions were taken for the 9th class from the 9th class syllabus.10th class test items were comprised of:

      1. Summary Writing
      2. The question, Answer from the textbook Writing
      3. Passage Writing
      4. Pair of words Writing
      5. Essay writing

9th class test items were comprised of:

1. Summary Writing
2. The question, Answer from the textbook Writing
3. Translate into English Writing
4. Comprehension Writing
5. Letter/Story/Dialogue

QUESTIONNAIRE

A questionnaire was developed for the Teachers to collect their teacher opinion about the impact of COVID-19 on students' English writing skills at the secondary level.

STUDENTSTEST:

Tests were personally conducted in the selected schools for the students of class 9th and 10th. Almost one month was spent on taking tests and receiving back thequestionnairefromtheteachers.10 test items for the student's test were also prepared to show the validity and reliability of the research. The items were five questions for the 10th class from the class10th syllabus and five questions were taken for the 9th class from the 9th class syllabus.

    10th class test items were comprised of:

    1. Summary Writing
    2.The question, Answer from the textbook Writing
    3. Passage Writing
    4. Pair of words writing
    5. Essay writing

    9thclass test items were comprised of:

1. Summary Writing
2. The question, Answer from the textbook Writing
3. Translate into English Writing
4. Comprehension Writing
5. Letter/Story/Dialogue

3.9 DATA COLLECTION

Data was personally collected on the visit to these Schools one by one. The research ethics were observed thoroughly. Tests were taken from the 9th and 10th students.

4. DATA ANALYSIS

The gathered information was fragmented down through SPSS, mean score and percentage. The gathered information was quantitative in nature. Information examination is a method to gather, sum up, dissect the information, and close outcomes from the information. Information is changed over into significant data after the examination. Information examination is a methodology for intelligently applying different factual procedures to portray and survey information (Shamoo and Resnik, 2003). Various methods are accessible to examine the information, workout outcomes and make ends. Various information investigation procedures,

for example, mean, standard deviation, rate, fluctuation, t-test, z-test, and Chi-Square test for moving information into significant data. However, in this study mean scores and percentages were determined to look at the effect of COVID 19 on secondary school students' English writing skills. The mean score and percentages of responses in every data table were analysed and also graphical demonstration and representation against each statement were prepared.

Summary of the Tabulated Data   Table 4.1

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
18	2	0	0	0	20	4.9
17	3	0	0	0	20	4.85
10	10	0	0	0	20	4.5
15	5	0	0	0	20	4.75
16	3	1	0	0	20	4.75
17	3	0	0	0	20	4.85
14	5	1	0	0	20	4.65
12	6	2	0	0	20	4.5
13	7	0	0	0	20	4.65
18	1	1	0	0	20	4.85
15	3	2	0	0	20	4.65
18	2	0	0	0	20	4.9
16	2	2	0	0	20	4.7
14	4	2	0	0	20	4.6
13	5	3	0	0	20	4.7
15	3	2	0	0	20	4.65
18	2	0	0	0	20	4.9
10	4	4	2	0	20	4.1
9	4	5	2	0	20	4
13	4	3	0	0	20	4.5
8	4	3	5	0	20	3.75
13	4	3	0	0	20	4.5
14	4	2	0	0	20	4.6
12	3	4	1	0	20	4.3
17	3	0	0	0	20	4.85
15	3	2	0	0	20	4.65
16	4	0	0	0	20	4.8
14	3	3	0	0	20	4.55
13	4	3	0	0	20	4.5

10	5	3	2	0	20	4.15
12	4	4	0	0	20	4.4

18	2	0	0	0	20	4.9
12	4	3	1	0	20	4.35
12	8	0	0	0	20	4.6
17	3	0	0	0	20	4.85
16	3	1	0	0	20	4.75
16	4	1	0	0	20	4.8
17	2	1	0	0	20	4.85
17	2	1	0	0	20	4.8
18	2	1	0	0	20	4.9
Overall Mean Score						4.6

9th CLASS TEST RESULT:

Division of Marks=1 mark for each characteristic and 5marks for each question.

Sr.No.	Summary	Question &Answer	Letter/Story/Dialogue	Comprehension	Translation
Quantity	10	10	10	10	10
Total Marks	50	50	50	50	50
Obtained Marks	20	25	25	20	25
Percentage	40%	50%	50%	40%	50%

This table shows that students got 50% or less than 50% marks in their tests which were analyzed after checking their nouns/pronouns, grammar, punctuation, verb and handwriting in the written test.

10th CLASS TEST RESULT

Division of Marks=1mark for each characteristic and five marks for each question
1.Noun/Pronouns 2.Punctuation 3.Grammar 4.Spellings 5.Handwriting
1. Summary 2.Question& Answer 3.Essay   4.Passage 5. Pair of Words

Sr.No.	Summary	Question&Answer	Essay	Passage	Pair of Words
Quantity	10	10	10	10	50
Total Marks	50	50	50	50	50
Obtained Marks	20	25	25	20	25
Percentage	40%	50%	50%	40%	50%

This table shows that students got 50% or less than 50% marks in their tests which were analyzed after checking their nouns/pronouns, grammar, punctuation, verb and handwriting in the written test.

5. FINDING, CONCLUSION AND RECOMMENDATIONS

As it is described earlier, this study was conducted to find out the impact of COVID-19 on English writing skills at the secondary level. The objectives of the study were to check out the impact of the closure of the school on student writing skills and specially to examine the impact of COVID-19 on students' English writing skills at the secondary level. This study was delimited to high and Higher Secondary schools of Tehsil Taunsa Sharif. The population of the study consisted of all the government schools of Tehsil Taunsa. They were 60 in number and the list of schools was given by the school education department district education authority (DEA) DG Khan.

The population of the study was consisted of Secondary School teachers teaching English in these schools and students studying in class 9th and 10th teaching learning English as a compulsory subject. Almost 100 teachers were teaching English in 60 schools of tehsil Taunsa. A reasonable sample was decided out of these 60 Schools. 5 boys' and 5 girls' schools were randomly selected to collect data from the teachers teaching English subjects and the students of the same school who are learning English as a compulsory subject in classes 9th and 10th .

A questionnaire for the Teachers was developed together with the information about COVID-19 and its impact on students' English writing skills. And the students were given a test consisting of questions on the pattern of their annual exam. Each student was given only one question. And it was observed that teachers' responses on the Likert scale were verified given

the test to the students. The results of the study found that COVID-19 strongly impacts the students' English writing skills.

The results shown in summary of tabulated data show that Covid-19 had a great negative impact on students' writing skills. Tests are taken by the students also reflected the same situation. Their natural abilities were affected by the closure of the school and COVID-19 at large. Responses from the teacher's questionnaire about the impact of COVID-19 on English writing skills at the secondary level showed great concern. The result of the study was collected through the percentage and mean scores taken by the frequencies given in the form of tables through SPSS/ interpreter and given values to the Likert scale and the main score. The mean score of each statement was calculated through the use and SPSS.

The strong negative impact was predicted through these values. It was measured on a Likert scale to see the COVID-19 impact on students' English writing skills. The students' tests were analysed through percentage score obtained from the test. Discussion as the objective of the study was to find out the impact of COVID-19 on English writing skills. There were many reasons for which it was observed that the COVID-19 deadly impacted on the students' English writing skills.

Student's English writing skills scale:

Coding of values is as under:

Response	Value
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

5.1 CONCLUSION

The aim of this study was to find out the impact of COVID-19 on students' English writing skills at the Secondary level.

The first research question was:

1. What effect does COVID-19 have on secondary students' English writing abilities?

The teacher responses and test taken by the students showed that COVID-19 strongly

impact students 'learning resources and COVID-19 impact on teaching-learning process in school. This impact was noted in overall educational systems during COVID-19. The COVID-19 impact on the English learning skills of students. Moreover, COVID-19 impact on English language writing skills of the students. Also, COVID-19 interrupted the classroom English language teaching learning. This was found that COVID-19 impacts students 'descriptive writing skills. This also analysed the COVID-19 impact on students spelling writing skills and sentence-making skills As well as COVID-19 impact on grammar skills. Especially, at the secondary level the syllabus of Grade 9th and 10th which was comprised of summary writing, essay writing, comprehension, letter writing, academic writing, homework, overall writing habits in school, and students' test and exam-taking skills. Students' writing speed was interrupted by COVID-19. Students' calligraphy, handwriting skills and writing styles were badly impacted during COVID-19.

      2.   How much do closures of schools impact the students' writing skills during COVID-19 at secondary level?

      The closure of schools during COVID-19 became a catalyst for students English writing skills. These skills became extremely worst during the closure of schools. Its impact on group writing, English writing competitions, classwork writing and students overall writing skills were dismissed. There was no formal learning and regular classes during the closure of schools. Alternate resources were not up to the mark for the English writing skills at home. The only stay home, stay safe policy was successfully implemented during the closure of schools.

5.2 Findings

Emergencies effect on the smooth running of educational institutions had a negative impact on students English writing skills at the secondary level with responses of 90% Strongly Agree and 10% agree with the mean score of 4.9.

COVID-19 impact on students' learning resources had a negative impact on students English writing skills at the secondary level with responses of 85% Strongly Agree and 15% agree with the mean score of 4.85.

COVID-19 impact on students' learning resources had a negative impact on students English writing skills at the secondary level with responses of 50% Strongly Agreeing and 50% agreeing with a mean score of 4.5. It has an impact on the overall educational system had a negative impact on students English writing skills at the secondary level with responses of 75% Strongly Agree and 25% agree with and with a mean score of 4.75.

English language learning skills of students had a mostly negative impact on students English writing skills at the secondary level with the responses 80% StronglyAgree,15% agree, and only 5% neutral with a mean score of 4.75.

Reading skills of the students had a negative impact on students' English writing skills at the secondary level with the responses 85% Strongly Agree and 15% agree with a mean score of 4.85.

Writing skills of the students had a mostly negative impact on students English writing skills at the secondary level with the responses 70% Strongly Agree,25% agree, and only 5% neutral with a mean score of 4.65.The test is taken by the students from different Schools girls and boys were equally shown that the impact of COVID-19 student writing skills was mostly on their sentence-making skills, punctuation putting, spelling mistakes, verb order, grammar mistakes, comprehension, poor writing, creativity, loss of academic writing habits we are very common and the majority of the students. Hardly a few students' writing was up to the academic standards. The quality of good writing was missing. The poor performance in writing was a great

deal of concern about the writing ability of the students due to the closure of the school and the impact of COVID-19 on students.

5.3 RECOMMENDATIONS

On the basis of findings and conclusion it is strongly recommended that we should take precautionary measures to avoid on the basis of it is strongly recommended that you should avoid emergencies like COVID-19.We should adopt all SOPs for the prevention of COVID-19.The closure of schools proved deadly for the educational system. Schools should remain open at any cost. The security and safety of the children should be at priority. An alternative method of teaching and writing skills should be launched. The modern world should seek better ways to improve the writing skills of students. Students should be given new exposure for writing English. The modern strategy should be adopted to improve English writing skills. The world should together develop strategies, methods, and techniques to improve English writing skills after the closure of the school. English writing skills should be given top priority in English teaching classes and can be taught through internet resources. Writing should always be treated as important writing in English language acquisition. Make sure that students have the opportunity to think about what they already have known before the writing test.

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