

Personalisation in Post Covid-Education: A Language Perspective

Rozhan M. Idrus, Ph.D.

Professor of Open and Distance Learning & Technogogy (Retired)

rozhanmidrus@gmail.com

Abstract

The global Covid pandemic has inadvertently resulted in a deconstruction of the face-to-face and institution-based paradigm. As students and teachers are home-bound, the teacher-learner interaction has transformed from a ‘classroom’ or ‘group’ teaching into a more personalised, individualised and flexible education; mediated by two modes of communication, viz, technology and language. Although the term ‘remote emergency teaching’ became a mantra in the wake of the pandemic, the crux of the matter is the separation of the learner from the teacher and institution instead of the remoteness of their location. Hence, pedagogical articulation became the lynchpin to foster an education transaction from beyond the physical institution to the home of the learner, which has now become the ‘institution’. The digital and communicative (language) mediation now has to deal with the individual learner instead of a ‘group’ of learners as found in a classroom. One size no longer fits all learners as the digital transformation must now reach each learner and deal with a diversity of cognitive levels, learning rates, different levels of knowledge retention, as well as learner competencies; as learners now control their own learning from home. Language has a new role to play now in this ‘New Norms’.

(200 words)