As COVID-19 Pandemic runs its course around the world. Many sectors in each country limits its operation which brings changes that we are not used to. Based on the restrictions posted by the government, public places cannot hold many people and must observe and/or follow the protocols of Inter-Agency Task Force (IATF). Due to this situation, not only our economy was drastically affected but also the academic year for 2020-2021. Department of Education (DepEd) conducted their investigation for continuity of education amidst pandemic. The study resulted some commendable and significant result that may use this year, while implementing the protocol of IATF. The following learning modalities that DepEd provided for learners and their parents greatly help them for the continuity of their education. However, as a language teacher I was concerned about on how I would teach my students remotely, that is equal to or better than I do inside the four corners of the classroom every day.

I know that Online Distance Learning (ODL) can be very useful in language teaching because we can utilize some online platforms like Zoom application for video conferences. However, many learners are on or below the poverty line. As such, they also suffer from social educational inequities. Many learners and their families, for example, battle uncertainty about food and housing. We cannot press them to have their own gadgets or internet connection just to attend the class and learn the language. We believe practice makes perfect, but the real deal is through practice and training, the retention of learning and how we can see its usefulness in each situation enhance (Roediger, Nestojko and Smith, 2019). We are been locked inside our home, using the linguistic isolation approach we can develop the language skills of the learners through asking their parents to use the target language – English inside their house, or if they can speak the language. Allowing the students to watch some movies or TV shows that English as their medium of communication. In that way language skills can be enhanced.
Congruently from the ODL, we can maximize the use of social media platforms that we believe our students may have like Facebook, Instagram, Twitter, and likes. We language teachers can upload some educational vlogs that our students can watch and follow, then at the end of the video, we can ask them to do such activity that they can apply the learning that they have acquired. On the other hand, if internet access remains a concern, teachers could recognize rotating “phone pals” for your students and their peers. A list of various classmates to call during the week is allocated to each student. Again, we can should provide instructions for the talks. Our students should be able to speak and to partner to their classmates who are good at English language. We can also call them for the assessment of their learning and their further need in the communication process. Williams (2020) believes that when students interact with other students or people who have the good facility of English language, learning authentically happens due to the connection of skills and/or with academic content. We language teachers must develop lessons and activities in authentic settings to support the diverse situation of our students for the access to all academic content — identify and explain key new vocabulary and provide thorough modeling of what they must do in order to successfully perform their tasks using the target language.

Therefore, this pandemic must not be the reason to not consider language learning. A deliberate emphasis on language learning can contribute to students’ holistic development. COVID-19 would not undermine the drive of English language teachers to help each student develop their language skills. Language learning will prosper and drive its own way, because language is alive.

https://www.researchgate.net/publication/330631441_Strategies_to_Improve_Learning_and_Retention_During_Training

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