

## REMOTE LEARNING: THE NEW WAY OF TEACHING

Lorraine del Socorro Galván Zúñiga<sup>1</sup>.

Nowadays, in light of the COVID-19 lockdown, several policy initiatives have been released by the government and educational institutions to provide different instructions or methodologies not only for school communities but university levels as well. Nevertheless, the Coronavirus has revealed a big number of constraints in education systems such as the workload of teachers and students, inexperience to guide online classes, lack of learning, and teaching platforms that might affect the continuity of the curriculum. To tackle the problem, teachers should receive some training (enhanced by institutions, government) on remote learning to cope with plenty of digital teaching activities and strategies that will lead them towards effective planning to improve the quality of education.

To provide a structured development of the thesis statement, the question guiding this paper is: How can language teachers overcome the challenges imposed by the coronavirus in virtual settings in Colombia?

Firstly, English teachers need to consider this new learning environment as both a technical issue and pedagogical challenge that require lots of preparation on how to design teaching materials, online activities, or tasks for realizing lesson objectives. Additionally, it is vital to prioritize content from the proposed curriculum but highlighting the humanistic approach to encourage strong relationships while instructing. Thus, pupils encounter opportunities to interact, be in contact with problem-solving, risk-taking tasks, think deeply, and recall experiences as a result of meaningful learning. Brookhart (2010) annotates that in higher-order thinking tasks there are two pillars to be exploited: wisdom and judgment. Hence, students learn how to self-direct, how to communicate with each other via technology or face-to-face, how to judge the accuracy, reliability, or credibility of the sources they use.

Secondly, language teachers need to keep students' motivation in remote learning. It is a real challenge to get all learners to participate in virtual sessions. However, if teachers praise pupils' work and always provide constructive feedback, learners will feel more interested in communicating their ideas, as part of the extrinsic motivation they receive from the instructor. Reich et al., (2020) recommend that all students have the opportunity to check and correct their mistakes, redo, and complete assigned tasks. This suggests that the final goal is for learners to be hooked up with their learning process and not to feel they are being judged. In light of the evidence, this fact is applicable to current teaching situations because the given tasks are evaluated based on the progress that learners demonstrate as they perform the activity. For instance, "ordering food at a restaurant" is a communicative goal task that allows learners to be immersed in the use of authentic language in a real-life situation.

Lastly, collaborative planning should be addressed to reduce teachers' workload during the pandemic. Being aware of lessons learned from lived experiences of other teachers opens a door to offer social-emotional support when sharing what really fits or does not fit in teaching environments. For example, apps, websites, blogs, media, worksheets, authentic, and teacher-content created materials. Henceforth, educational practices are required to consider methodological adjustments, which offers teachers the chance to enhance their professional development and be able to select the best route to conduct online classes based on the beliefs or assumptions they have.

To sum up, this essay has described how teachers may face the challenges in times of COVID-19. Taking into consideration the effects technology has on people's lives today, it is vital that institutions have ICT infrastructure to effectively address hybrid lessons. Accordingly, there is a real need for institutions to provide learners and teachers.

<sup>1</sup> Maestrante en Didácticas del Inglés de la Universidad de Caldas, Especialista y Licenciada en la Enseñanza del idioma Inglés de la Fundación Universitaria Colombo Internacional-Unicolombo, docente de tiempo completo de Unicolombo y E-mail: lgalvan@unicolombo.edu.co

with platforms and means of instruction to easily get access to remote classes. Teachers' experiences contribute to the development of new strategies that favor new approaches to teaching. Then, exploring the way teachers direct these challenges from different contexts and views will provide meaningful inputs to schools and institutions to work on reopening plans.

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