

# **Revisiting the Four Linguistic Macro Skills' Contemporary Nature and Their Possible New Normal Online Pedagogical Delivery in Philippine Public Senior High Schools**

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## **A. Introduction**

Corona Virus Disease of 2019 (COVID-19) has changed a lot of facets of human life since its outbreak until its declaration of being a pandemic. The disease has reshaped the landscape of humankind from the humongous arena of the global community to the doorsteps of our homes. In the Philippines, on January 30, 2020, the country's Department of Education declared the first in the country and on March 7, the first local transmission was recorded (World Health Organization [WHO], 2020). Since its upsurge, this virus brings everyone to dilemma, raising a lot of queries on how to go on with all human transactions including education. Since it is undeniable that COVID-19 is highly transmittable especially in a face-to-face interaction, it has become a pressing challenge on how to deliver the teaching-learning process to the students without compromising their health (Centers for Disease Control and Prevention [CDCP], 2020; ASEAN Post, 2020). Hence, the apprehension is to deliver education in the safest way.

The Philippine Department of Education lays out situation-based learning modalities hoping to address the needs of the students to push through in their edification.

Due to the constraints brought by the pandemic, the Department is forced to revolutionize its learning platforms through D.O No.12, s.2020 or also known as Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of COVID-19 Public Health Emergency. Eventually, this brings forth to the revival of remote learning. Nonetheless, this form of learning is not a new practice in the country's schools (Philippine Department of Education [DepEd], 2020). The use of radio and television as modalities is done from the past until today in the country. What makes today's remote modalities unique in the Philippine public schools is the emphasis on online learning. Almario and Austria (2020) point out that there are four (4) ways to study online: synchronous, asynchronous, hybrid, and/or modified hybrid. First, when an online class is **synchronous**, the teacher delivers the lessons to the students simultaneously and usually in real-time. Second, a class is **asynchronous** if the teacher gives coursework to the students posted online and lets them accomplish those in a given time frame. Third, a **hybrid** class is the combination of online activities and in-person class meeting which is risky due to the high COVID-19 transmission possibility in a convention of individuals. Moreover, it is not emphasized in this chapter since it involves a face-to-face interaction. The focus is primarily on online learning. The last one is the **modified hybrid** class. In this learning modality, students may participate in class in both synchronous and asynchronous ways without in-person meeting. These learning modalities become the trend in teaching. In fact, webinars related to this form of learning are spearheaded by both public and

private individuals. However, as much as it is a trend, it is an issue due to the unfamiliarity of its delivery. Hence, the goal is to get acquainted with the way the instruction must be delivered. In other words, the primary focus of discussion deals with its pedagogical delivery facets such as online learning's planning, implementing, assessing, and reflecting.

From the pre-COVID-19 school setup until today, language teaching has always been the linguists and teachers' topic of improvement. Since language is the key to understand the simplest ideas to the most complex ones and the tool to synthesize novel concepts contributing tremendously on the reservoir of knowledge and development, they continuously seek for instructional innovation to hit the target not only of the language learning advocates, but also of the entire academe (European Commission, 2015). Moreover, the challenge to face in the discipline heightens because of the present general health condition of the public. Face-to-face language classes may be limited but due to the firm stand of the Philippine National Government supported by its Department of Education and the accessible online platforms, the status quo does not eliminate the interaction between teachers and students (Philippine DepEd, 2020). Hence, learning is limited but not impeded.

Having discussed the precedents, it is clear that the discussion in this chapter revolves on the trends and issues related to online English language teaching. Moreover, the context of the discussion is within the parameters of the Philippine public senior high schools. Regarding the focus of the discussion, there are two (2) major parts to deal on, (1) the four linguistic macro skills' contemporary nature and the extent they are affected by the pandemic and (2) their online pedagogical delivery in Philippine public senior high schools under the New

Normal. Understanding the nature of the macro skills and to what extent teaching them is affected by the fatal disease can make us understand them better and find ways to deliver them to the best that we can in this time of immense challenge.

## **B. Discussion**

In teaching a language, there are two (2) major skills to develop – receptive and productive skills. On the one hand, **receptive skills** are the tools of any learners to acquire and/or learn a target language. As neurolinguistics says, through Wernicke’s area of the brain or also known as posterior speech cortex, the reception of language is possible and this can be done through mental acts of listening and reading. This major skill allows individuals to build a bank of lexemes for any discourse involvement. On the other hand, **the productive skills** are the instruments used to participate in the communication process aside from the former. Through the aid of Broca’s area of the brain or anterior speech cortex, out of an individual’s lexical reservoir, the productive skills, speaking and writing are shown (Al-Jawi, 2010; Golkova & Hubackova, 2014; Yule, 2012). With these skills, linguistic competence through linguistic performance is exhibited.

Generally, the receptive and productive skills go together making the communication process possible. Hence, these two are inseparable for it is impossible for an individual to produce language through speaking and writing without language acquisition and learning through listening and reading (Abdrabo, 2014). Thus, these skills are the main concerns of an English language class including the Philippine Public Senior High Schools (PPSHS). Nevertheless, it is nothing but just to discuss

thoroughly these sub-skills or also known as the four (4) language macro skills further and how they may be taught in the classrooms restricted by the fatality of COVID-19.

### **1. Revisiting the Contemporary Nature of the Four Macro Skills in English Language Teaching and Learning**

**The Listening Skill.** Listening is an individual's receptive ability to recognize, process, and comprehend spoken words, phrases, clauses, sentences, and/or texts carried on, in a conversation (Rahimirad & Moini, 2015). In the active flux of communication, this skill is vital to make the communication process effective and successful (Tindall & Nisbet, 2008). The process is effective and successful if the interlocutor is able to respond appropriately to the sent message. Failure to respond or answer appropriately entails that the utterance is improperly digested by the listener aurally (Costigan & Brink, 2019). Hence, the development of listening skill is a must.

In the face-to-face classroom in the pre-COVID-19 setup, Filipino teachers of English in public senior high schools deliver their lessons to hone the listening skill, intentionally or unintentionally, through engaging activities such as reacting to movies with guide questions, listening to recorded conversation, gathering information from a loudly read text or speech, filling in the blanks by listening to a song and the likes. These are done in the various subjects especially in *Oral Communication in Context (OCC)*. Though the subject is meant to upskill the students primarily in speaking, its learning competencies designed in the curriculum also hit the development of listening.

Moreover, it is undeniable that by nature speaking compliments with listening due to the fact that it is a must to listen first before speaking, to indulge in a successful conversation. For example, it is absurd to answer if there is no query uttered or if the question is not understood properly. This is the reason that enhancing listening is still in the bucket of priorities even in the New Normal classroom.

**The Reading Skill.** Reading is a linguistic receptive skill that involves the decoding of arbitrary and socially shared written words in a given system of communication (Cline, Johnstone, & King, 2006). Being a predictor of literacy, the skill is a tool used to access and grasp the meaning of written information especially for academic purposes and in varying contexts (Montoya, 2018). The more one can read and comprehend, the more learning there will be. Hence, this ability may also confirm the level of literacy of a group of interlocutors. This is to say that it is linked with a nation's scholastic achievement profile since through this skill, the documented reservoir of academic milestone is consumed (Whitten, Labby, & Sullivan, 2016). This is also the reason that classically, it is included in the 3Rs (Reading, Writing, and Arithmetic) essential to achieve success in education.

In the epoch of Education 4.0, the skill does not only mean reading books in the library; it becomes a skill of locating information, understanding, evaluating and reflecting on encoded materials available not only in hard copies, but most especially those soft ones accessible on the Internet (Organization for Economic Co-operation and Development, 2018). Due to the research driven trend in education, the teachers' task turns into the honing of students' ability to perform multi-tasking as they browse for related literature supporting their claims in their studies. Going with this trend, in the advent of the K-to-12

Program in the Philippines, PPSHS deliver research-based subjects, such as *Reading and Writing Skills (RAWS)*, *21<sup>st</sup> Century Literature (21stCL)*, *Practical Research (PR)* and others that require high-level reading skill. Hence, until today, in this time of pandemic, reading is still the bread and butter of educational breakthroughs due to its use in empirical endeavors.

**The Speaking Skill.** Speaking, a productive linguistic skill, is natural and complex. Chomsky argues that an individual is not tabula rasa at birth and cannot solely learn through Skinnerian stimulus-response verbal learning model; instead, he claims that language particularly speaking is too complex to be explained in such model. He affirms that in the absence of the speech defect, a person is innately born with language acquisition device (LAD) making the foremost evidence of language acquisition and learning – speaking – possible (Stanford Encyclopedia of Philosophy, 2018). In a spoken discourse, simple it may seem, along with listening, speaking is a complex activity. In the Saussurean concept of system of signification, the interlocutor's targets are 'to decode phonemes upon listening, to recognize lexemes representing concepts and objects' and 'to encode collective phonemes forming lexemes that when combined following syntax, create meaningful utterance hitting the communication target through speaking' (Wells, 1947/2015). These make the communication process effective and successful. Hence, the teachers' task in speaking is to develop the students' ability to pronounce words properly, to follow the grammatical rules of the language, and to achieve the targets of communication.

In the four corners of the contemporary classrooms, the first goal of the language teachers is to edify the students on proper pronunciation of words. Producing English

phonemes may be difficult for non-native speakers but with the help of the teachers, the students can learn doing so with low deviation from the linguistic standard. However, teachers of language are lenient on this matter since World Englishes start gaining recognition nowadays. Another thing to develop is the ability of students in maintaining accuracy in speaking as they sustain fluency by following optimally the syntactical rules. Grammatical lapses appear in a spontaneous discourse, but it is not treated as a grievous offense as long as it does not impede the flux of meaning. Hence, the teachers' role is to minimize the lapses as the learners take part in any communicative acts. The last one is allowing the students to achieve their targets in speaking. The students must set first their aims why they speak. Once set, they can know how to handle a discourse through their communicative tactics. These tactics must lead them to achieve their communication targets. These goals of teaching and learning speaking are still evident in the contemporary PPSHS's OCC subject even in the epoch of COVID-19.

**The Writing Skill.** Writing is the productive ability to encode concepts obtained from intrapersonal and interpersonal means to proper coherent graphemes following the rules of grammar leading to the composition of a meaningful text (Yule, 2012). By nature, the same with speaking, writing is a means of expression. In the process, by choosing appropriate lexemes, the interlocutor writes down the ideas in his or her mind expressing feelings, emotions, opinions, facts, and the likes that may come from personal contemplation, naturalistic observation, and other people's point of views (Encyclopædia Britannica, n.d.). Moreover, in expressing ideas through writing, **coherence** is a must. The ideas expressed in graphemes must adhere to the thesis



statement dominating the text and be logical and systematic to achieve a clear textual whole. Another consideration to make is **cohesion**. It is the use of techniques such as repetition, substitution, and transition along with grammatical rules (Poudel, 2018; Ampa & Basri, 2019). Unlike speaking, writing is very strict in fact, meaning, and grammar since its end is a documentation. An erroneous text product survives to corrupt the next generation of readers if not rejected. Moreover, failure to stick with the rules may affect the meaning, validity, and reliability of a text. Therefore, the primary concerns of the teachers in enhancing writing are lexical choice, textual coherence, and syntactical rules.

From the past until today, the tasks of the writing teachers are to educate the learners to be keen and creative in picking the right words to express their ideas properly to avoid misunderstanding. Thus, intentionally and unintentionally, vocabulary is always part of the lessons in PPSHS subjects especially in RAWS, 21stCL, and PR. However, another challenge for students of today is arranging their ideas to come up with a coherent composition. Teachers must edify the students about the idea-arranging writing techniques such as inductive, deductive, abductive, iterative, and/or Aristotlean syllogistic tactics. Moreover, another facet is grammar. Though taught until senior high school, grammar is still a challenge to Filipino learners of English since the language is not the country's native language. There are grammar blindspots that the learners may find unfamiliar due to its absence in their first language (Johansson, 2008). Teachers of grammar, as well as students, must focus to achieve better linguistic performance in this facet of writing.

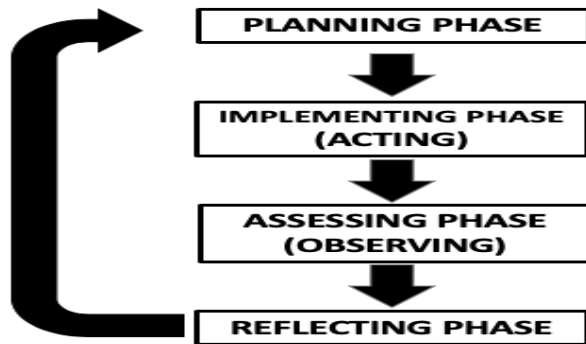
Now that the skills' nature is discussed, it is nothing but just to discuss how they must be delivered in this time of

pandemic and due to the absence of transmission, the safest way is through remote learning specifically through online learning. Thus, the New Normal online pedagogical delivery must be defined.

## **2. Linking the Macro Skills with Their Possible New Normal Online Pedagogical Delivery in the Philippine Senior High Schools**

To be acquainted with the pedagogical delivery, there are four phases that must be discussed to understand how to continue the edification of the learners in the best and safest possible way. These are planning, implementing, assessing, and reflecting. This extrapolation also follows the Basic Action Research Model patterned with the work of Kurt Lewin as guide in discussing and modified to suit the context at hand. In the **planning** phase, the preparation for the delivery of instruction and the diagnosis of the students' needs due to its importance are highly examined. It involves the blueprints of activities, series of activities, and other interventions. The second phase is acting. It involves the execution of the activities. However, in this chapter, the term **implementing** shall be used instead of acting since it is the specific act to be done in the instruction. The third phase is observing. It includes the supervision of outcomes. However, the equivalent specific term to be used is **assessing**. This is due to the fact that in assessing the students' progress can be observed. The last one is **reflecting**. It is in this phase that one realizes the strengths and weaknesses of the instruction delivered. This is necessary to the act of planning and for the process to continue (Nuñez & Navarro, 2015). Hence, the cyclical process begins once more. The considerations in this discussion are the learners, the learning competency (LC), the learning

material (LM), the learning modality (LMD), and the learning platforms (LPF).



**Figure 1.** *Modified Lewin's basic action research model (Nuñez & Navarro, 2015)*

**The Planning Phase.** It is not arguable that the first consideration is **the learners** specifically their needs, their schemata, their interests, their intelligence (IQ), emotional (EQ), and adversity quotients (AQ). The *diagnosis of students' needs* is the first vital step since it is the source of baseline data, needed to push through with the construction of appropriate instruction (Bondoc, David, Gueco, Lansangan, Manabat, Tamayo, & Macaspac, 2014). For example, specifically, a student may be diagnosed to be poor in listening to facts or writing following the rules of grammar. In addition, in this time of pandemic, generally, students must focus primarily on reading. The challenge nowadays is to identify which article is real or fake; thus, reading must be given emphasis. However, it does not mean that the other skills must not be left out. It is just that at the moment reading is the students' immediate need.

Another is their *schemata*. Teachers must also invest on what students currently know. The current linguistic and extra-linguistic knowledge of the world must be connected to the language lesson at hand (Stott, 2001).

The trending universal knowledge at the moment is about COVID19. Investing on their knowledge regarding the disease may be of help in preparing materials' content for the four macro skills. It is indeed easy to listen to, to read about, to speak on, and to write of something one knows. Another facet is the students' interests. Learners are quarantined for a long time in their houses. They may have developed activities that keep them busy like social media involvement, watching movies, and the likes. The activities they find interesting and they miss the most because of the situation may also be used as topics. These may be served as springboards or epitomes for online language class discussions.

It is already given that students' IQ must be put into consideration in planning since this sets the level of difficulty to be used in the execution of the instruction, but the students' EQ and AQ that were once commonly left out in a pre-COVID-19 class must be given of equal consideration in this trying time. On the one hand, *emotional quotient* refers to the ability of an individual to one's and others' emotions to identify among them to guide an individual's thought and behavior (Talwar & Bhat, 2004). On the other hand, adversity quotient pertains to how well an individual deals with a problem he or she faces (Phoolka & Kaur, 2012). Teachers must be aware of the learners' current emotional status and their ability to face problems especially today. However, since it is difficult to identify their EQs and AQs, the teacher may come up with contents sensitive of the current situations. The content of the lessons may focus on uplifting the spirits of the students and/or on strengthening their spirituality. Contents may be about the optimism that things will get better very soon. These can boost their EQ and AQ.

Another consideration is the subject's set of **learning competencies**. It refers to the skill to perform based on the standards set in the curriculum (Philippine DepEd, 2019). This is indispensable since these determine the appropriate learning materials to be used. For example, if this OCC LC *'to discuss the functions of communication'* is to be taught, the teacher may provide LMs highlighting the functions of communication. Reading materials about the country's present general health condition may be prepared requiring students to identify the functions of communication shown in the context. Furthermore, as mentioned previously, **learning materials** must be prepared based on students' IQ, EQ, and AQ; however, considering that online learning will be done, the LMs must also be set whether they are teacher guide-dependent for synchronous LMD or teacher guide-independent for asynchronous LMD. Thus, the identification of the appropriate LMD must be done, too.

As mentioned, the pandemic has reshaped all facets of human transactions including how education is delivered. Hence, it is indeed inevitable to set the appropriate **learning modality** depending on the COVID19 risk level in the students' localities (Almario and Austria, 2020). As we all know, the safest is online learning. In places where Internet connection is available all the time, synchronous learning is advisable. In communities where the connection is not always available, asynchronous learning is possible. In classes where face-to-face appearance is needed aside from online learning, though this is not preferable due to the high risk of disease transmission, hybrid LMD may be done, but must be limited and carefully planned. The best LMD may be the modified hybrid. Since it is a combination of synchronous and asynchronous learning, it gives freedom to both teachers and students to be together at an instance and to work

freely in some other time by themselves and since there is no in-person classes, the disease cannot be transmitted. For example, the teacher of writing may send a link of a video on New Zealand's tactics in defeating COVID19. The teacher may prepare guide questions for their independent learning. The responses they shall make may be converted into a one-page essay. This output shall be shared in the next synchronous online class. In other words, foreseeing the possible LMD and the process of lesson delivery is indispensable in planning.

The last planning consideration is the **learning platform**. Online LPF pertains to the software in which learning activities may take place (Kats, 2010). Both teachers and students must be adept with the chosen LPF. Today, there are a lot of online options in which teaching and learning can be executed such as Google Meet, Facebook, Edmodo, Kahoot, Zoom and the like. The only challenge is to choose the best one. The teachers must check familiarity and commonality of both teachers and students on the prospect LPF. Problems may occur if some of two groups are not familiar with platform. Hence, this is also a must in planning.

Since all planning considerations are done, making lesson plan for is indeed possible.

**The Implementing Phase.** In this phase, what is planned must be executed. This is the realization of the blueprint made. In their execution, the lessons must address the needs identified in the diagnosis. In the course of the instruction, the link between their schemata and the target learning must be linked. Not limited to a language class, the execution approach must also be sensitive of the students' IQ to reach out to the students' level pushing them to the target level. Along with it is the consideration of EQ and AQ. Teachers must be more sensitive of what

they say especially in this time of pandemic. Negative emotions reinforced with external contributors may not only impede learning, but may lead to worst cases such as depression and suicide. As mentioned, positive examples are the best.

The learning competency is the backbone of instruction. The delivery of the lesson must be anchored with it. Thus, this must be highlighted in the course of the teaching and learning process. The procedure of the lesson starting from the logically related motivation to the valid way of evaluating students must be established to achieve the desired LC. Along with the achievement of the LC, the instruction must always be a vessel of educating the students more about the pandemic. As they attain the competency, they must learn about the pandemic. For example, if the RAWS LC is '*to explain critical reading as looking for ways of thinking*', the teacher may provide a text about COVID-19 leading to argue on the current general health condition of the country. They may argue through writing. The teacher, then, may ask the students on how reading critically the text allow them to argue better in writing. It may be done in a synchronous class discussion or may incorporated in learning modules (LMO), self-learning kits (SLK), strategic intervention materials (SIM), and the likes in an asynchronous class. These may be achieved in all LMDs.

In the learning modalities, achieving the language competencies and learning about COVID-19 are possible. In a synchronous online class, in an interactive discussion, the teacher may integrate about the pointers to remember about how to avoid getting infected with the disease. The same is true in an asynchronous class. The learning materials to be distributed must also have such content. Both of course can be done in hybrid and modified hybrid classes. The instruction must not only

achieve the target language competency; it must also address the clamor of the present in any given LMDs.

In delivery of instruction, the learning platform must also be thoroughly checked. If the LPF is accessible to everybody, then, it is a good platform; however, if it is not, then the teacher must learn how to manage the situation. In teaching online, there might be chances of technology failure. The teacher must be ready to troubleshoot the situation. He or she must look for alternative ways to deliver the lesson of the day to avoid wasting the opportunity. Hence, alternative plans must be executed. For example, if most of the students fail to access Google Meet as LPF, then the teacher must look for another platform to facilitate learning. He or she may choose Facebook room since most of the students nowadays are social media savvy.

**The Assessing Phase.** To monitor the teaching and learning process and check its success and effectiveness, assessment must be done. There are two factors to assess – students’ learning and the instruction itself. However, one may ponder how students’ learning and instruction be assessed given this time of disease. There are ways on how to do so.

In a synchronous online class, not limited to the two skills, it is possible to assess the speaking and listening skills at an instance. The teacher must set a day of assessment and inform the students about it. Topics may be given before the day so that the students can prepare for it. In case the assessment is a subjective performance task or test, rubrics and mechanics must also be prepared and agreed by both the teacher and the students. It must be clear to both parties to avoid conflicts. Furthermore, it is already given that the teacher assesses the students’ performance, but the students must also be empowered to do so. They



may be given a Google form link of the rubric to participate in the assessment.

In executing an objective-type of assessment, the fear of cheating is still an issue. However, LPFs such as Google Form, Kahoot, Edmodo, and the like can be used to create online quizzes and tests under time pressure. The element of time may help the teachers to make sure that the students have no time to cheat. Due to the same reason, it is more advisable to make assessment tool such as essays and reflections. It may be time consuming to check those but the teacher can be sure that the answers are really from the learners. Since the assessment is synchronous, the teacher can monitor the whole process to avoid false results.

In an asynchronous class, it is also advisable to come up with assessment tools such as LMO, SLK, SIM, and the likes allowing students to learn and be assessed at their own pace. The teacher may provide these tools to the students online and give them a span of time to accomplish those. Hence, subjective type of assessment activities must be used since the objective type is prone to cheating. Once done, the teacher may ask the students to submit their outputs online. This type of assessment is good for reading and writing classes since the two require sufficient time to fulfill. However, it is suggested to use the assessment for both synchronous and asynchronous classes to achieve better results.

The delivery of instruction must also be assessed. In the Philippine Public Schools, the school heads (SHDs) are the ones who assess the instruction through a class observation using Classroom Observation Tool (COT). However, due to the constraints of the time, the means to do so must be changed. The SHDs may join the LPF to observe how the teaching and learning process is

delivered. Thus, this is possible in synchronous classes. Nonetheless, the observer-assessor must also monitor the flow of pedagogy in other forms of LMDs. Aside from the SHDs, for the purpose of result triangulation the students, being the primary stakeholders must also give their own feedback regarding the delivery of instruction. In the Philippines, this is what private schools have and what public schools lack. This is the change that must be done in the latter schools. Like the other forms, the feedback may be given through the use of Google form.

**The Reflecting Phase.** Right after the planning, implementing, and assessing phases, reflecting must be done. It is very essential to begin the new cycle of the pedagogical delivery. In this phase, the strengths must be identified. These are insights that are not only beneficial to the reflecting teachers, but also to those who use the same delivery. Aside from the strengths, the weaknesses must also be put into consideration. The trials that lead to lapses in the instruction must be lessened if not eliminated at all. For example, the teacher and students accomplished a lesson with a very satisfying level of mastery; however, they find the chosen LPF inaccessible because the learners are not fully familiar with it. On the one hand, the reasons for having such level of mastery must be identified. It may be the teacher's delivery, the learning materials, and the likes. Whichever they are, they must be the guide for the succeeding instruction. On the other hand, the LPF, being inaccessible, is considered a weakness. The teacher may educate the students first on how to use it or use another platform in learning. These insights are helpful for the next wave of instruction.

The teacher may focus on the points regarding the learners, the learning competency, the learning materials, the learning modalities, and the learning platforms. When these facets' strengths and weaknesses are reflected,

recorded, and acted upon, the pedagogical delivery of instruction will be successful.

### **C. Conclusion**

There are two major points emerged from the discussion, in the Philippine Public Senior High Schools the four linguistic macro skills remain and evolve based on the demands of the epoch and the sole change that has happened is primarily on delivery of instruction.

Now that the contemporary nature of the four language macro skills are revisited, one may realize that their nature aligns with the demands of this epoch such as the technological progress and the research trend in education. The pandemic has no direct effect on the nature of the skills. The skills remain intertwined with the temporal clamor of education driven by economic and technological advancement of the society. Listening remains essential in this era due to this receptive power to gather information in an active flux of communication. Reading evolves into a multi-tasking act due to its use in research done by browsing varied most scholastic resources available on the Internet simultaneously. Speaking stays a classical skill of spontaneous expression. Writing is still considered as the tool of preserving the knowledge and wisdom of the past and the present. What COVID-19 has really affected is the way they are taught.

The delivery of education is greatly affected by the fatal disease. There is nothing new in the delivery aside from the emphasis on students' EQ and IQ, the use of schemata on COVID-19 to link learnings, flexibility and accessibility of learning modalities and platforms. The safety of both learners and teachers is the utmost consideration in the execution of education. As the dangers brought by the pandemic create stories of fear, hope, hate, and love, these

become the content and restriction of lessons in today's classroom. The creativity of teachers in executing the pedagogy is only not motivated by technology but also by this general health condition's constraints. Hence, the macro skills and their pedagogical delivery are linked because of the borders set by the pandemic.

The resilience of education remains among the Filipino teachers and students. The pandemic may be an unseen fearful enemy to defeat, but the eagerness of the Filipinos to continue learning is greater than the fear. In the Philippines, education particularly language learning is still alive, limited but not impeded.

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