AFTERMATH OF PANDEMIC: NEW WAYS AND APPROACHES

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The recent pandemic called COVID-19 has posed unprecedented challenges in education, including language teaching. As schools move to a distance or blended learning model, language educators face adapting their teaching methods to ensure effective language acquisition in the environment. Virtual. As we move into the post-pandemic era, exploring innovative approaches to language teaching that consider lessons learned during the pandemic is essential.

Technology integration is an innovative approach to language teaching after the pandemic. Digital tools and platforms can enhance language learning by providing students with an engaging and interactive experience. For example, video conferencing software enables synchronous communication and collaboration, allowing students to practice their listening and speaking skills in real-time with their friends and teachers. Online language learning platforms provide access to various authentic resources, such as articles, videos, and podcasts, exposing students to authentic language usage and cultural contexts. (Lee, 2021). Research has shown that integrating technology into language instruction can enhance students' engagement, motivation, and overall language proficiency (Xie, 2022). Therefore, using technology as an integral part of language teaching can help bridge the gap caused by the pandemic and improve the quality of language learning.

Another essential aspect to consider in post-pandemic language education is social and emotional learning (SEL). The pandemic has profoundly impacted students' health, and meeting their social and emotional needs is critical to their holistic development and language learning. According to Durlak et al. (2015), among the matters honed through

SEL include self-awareness, relational skills, critical decision-making skills, to name a few. Language educators can integrate SEL practices into their teaching by creating a supportive and inclusive classroom environment that promotes empathy and active listening in communicative activities and integrating reflection and self-assessment into the lessons. By developing students' social and emotional skills, language teachers can make a positive and supportive learning environment that enhances language acquisition and students' overall well-being.

Project-based learning (PPL) is another innovative approach that can effectively teach languages after the pandemic. PBL involves engaging students in authentic, real-world projects that require them to apply language knowledge and skills to solve problems or complete tasks. (Krajcik et al., 2014). This approach promotes active learning, critical thinking, collaboration, and communication skills, all essential for language development. For example, students may work on research-related projects, create presentations, and organize speeches or debates in the target language. PBL provides students with meaningful and relevant language learning experiences and cultivates their creativity and problem-solving abilities. By incorporating APP into language instruction, educators can have the ability to empower students to take ownership of their learning. They can also develop a deeper understanding of the language.

Post-pandemic language teaching requires innovative approaches to meet the challenges and opportunities presented by distances and blended learning experiences. Applying technology, integrating social and emotional learning, and adopting project-based learning are the three main strategies that can improve the quality of language instruction. By leveraging technology, language educators can create interactive and engaging learning environments. Integrating social and emotional learning practices helps support students' holistic development and well-being while promoting language acquisition. Implementing project-based learning provides students with authentic language use and the opportunity to apply their language skills in real-life contexts.

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