English Language Teaching and Learning during the Covid-19 pandemic: A study in Manizales
High Schools

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Thesis Submitted to Obtain the Degree of Master in English Didactics

Universidad de Caldas

Facultad de Artes y Humanidad

Master's in English Didactics

2022

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Abstract

The Covid-19 pandemic was an experience that released many changes in different areas of Education; English teaching and learning were not the exceptions. Transforming to a new learning environment brought many questions about the classes' procedures and adjustments, especially in adapting the Emergency Remote Teaching modality. This paper reports a survey study on experiences of English teaching and learning during the Covid-19 pandemic in public schools in Manizales. The research aimed to explore the perceptions, feelings, and practices of 67 English teachers and 2.391 students using a Survey Research method that provided quantitative (data statistics) and qualitative (experiences, thoughts, recommendations) results. Therefore, the information was collected through surveys that included closed and open-ended questions. Results revealed reduced language exposure time, changes in the skills practice and methodologies, positive perceptions of using technology and digital platforms, limited resources, and affective factors issues. In conclusion, the remote English class denoted learnings on the modality and forward-thinking on the active implementation of technology as foundations of today's education.

Keywords: COVID-19 pandemic, English language teaching, and learning, emergency remote teaching, remote learning, remote English language teaching.

Introduction

In adapting education to the Covid-19 pandemic circumstances, the English teaching and learning practices continued after school closures, transitioning to Emergency Remote Teaching (ERT), a modality that teachers and students did not choose but had to adopt (Gillis & Krull, 2020). As a result, the unpreparedness to adjust demonstrated a lack of equipment and experience, interfering with the academic process.

This study explored the teachers' and students' perceptions, feelings, and practices in ELT during the outbreak by analyzing three dimensions: 1) the impact, 2) the experiences, and 3) the teaching-learning practices that emerged in the implementation of ERT. Therefore, to recruit and report information that included attitudes, emotions, and behaviors, among others (Cozby, 2008), the study employed a Survey Research methodology to present information that expands the literature on this subject matter.

The findings revealed that the Covid-19 pandemic affected English language teaching (ELT) regarding time, language use, materials, skills, and assessment procedures. Besides, negative emotions and affective factors influenced the students' attitudes and performance. Nonetheless, there were positive insights from the experience that served for forward-thinking in the English practices. For instance, methodologies that led to the use of technology and the development of digital skills gave rise to the students' online active learning. Hence, the strategies and resources that worked in ERT represent current practices that should continue to be implemented in on-site classes.

This research study involves six chapters: The first presents the purpose, the context and setting, the description of the problem, and the research questions and objectives. The second contemplates the literature review that includes the three constructs of this inquiry: Remote

Language Learning, Emergency Remote Teaching, and Competencies, skills, and factors in EFL Teaching and Learning. The third chapter states the research methodology. The fourth entails the research stages. The fifth chapter reports the findings. Finally, the sixth chapter describes the conclusions of the study.

Chapter I. Research Problem

1.1 Purpose of the Research

The Covid-19 outbreak affected education and showed how the English teaching processes developed during this time. Therefore, this investigation reports the transition between on-site and remote classes for students and English teachers from 24 public urban and three rural high schools in Manizales. The instruction developed synchronously and asynchronously, meaning that meetings developed at an assigned schedule or rather the teacher displayed the materials and activities on a platform where students could check at any time. They used platforms for chatting, mailing, video conferencing, or the use of other means such as TV or radio. In that sense, this study describes the adaptations implemented and the participants' emotional and academic experiences including methodologies, strategies, materials, and assessment plans, and also the student's performance and attitudes.

This research would contribute to society considering the current challenge of making decisions to comply with the students' needs, as the results would guide other English teachers to implement and adapt their lessons to unexpected situations such as the Covid-19 pandemic. Hence, exploring the experiences in 2020 would illustrate the modifications and adaptations assumed and would suggest which strategies and techniques were effective and which were not, taking into account the students' feelings and limitations.

1.2 Description of the Context and Setting

In Colombia, the National Ministry of Education (*Ministerio de Educación Nacional*, MEN), designed the National English Program 2015-2025, which constituted an integrated and long-term policy with a larger scale and higher investments, including components such as social mobilization, alliance management, and parent involvement. (MEN, 2014). Furthermore, UNESCO reported in 2020 that some countries designed curricular prioritization proposals that

included a reduced set of essential learning in the different disciplines, making prioritizations, and modularizing content by level (CEPAL-UNESCO, 2020). In this sense, English teachers opted to make modifications to their practices based on their context and limitations.

There are around 8,000 English language teachers in Colombia, and 195 at public high schools in Manizales. Besides, the total number of enrolled students in Colombia in 2020 was 9.395.018, but this number had an impact when the pandemic started. According to the Integrated Enrollment System, (*Sistema Integrado de Matrícula*, SIMAT), in Colombia, 102.880 students dropped out of school, which was a cause for concern because generally, the highest rates of dropout from the education system happen not during the academic year but at the change of the year. Different factors influenced students' dropped outs, comprising lack of resources, economic difficulties, and mental health problems (MEN, 2020).

To carry out this study, 48 schools from Manizales, 25% rural and 75% urban were invited to participate, from which 38 signed the consent form. Eventually, 27 high schools completed the survey, meaning 2.391 students; and 67 middle and high school English teachers.

1.3 Description of the Problem

At the end of 2019, Wuhan, a city in China, reported the first cases of Covid-19; months later, this virus caused a global outbreak that provoked an abrupt crisis in all areas. Concerning the education sector, countries around the world adopted alternatives to cope with the measures to counteract the spread of the virus. Consequently, governments decided to stop in-person lessons in all educative institutions, affecting millions of students and teachers by the school and university closures in 190 countries. Colombia was the sixth country in South America with the longest time of school closures during the pandemic (*See Table 1*).

Table 1. *Countries where schools closed for the longest time due to the pandemic.*

	Country	Total & partial school closures in weeks
1	Bolivia	82
2	Argentina	79
3	Ecuador	79
4	Brazil	78
5	Chile	77
6	Colombia	77
7	Peru	75
8	Paraguay	74
9	Venezuela	71
10	Uruguay	40

Note: The data was taken from La República (2022): https://www.larepublica.co/globoeconomia/ colombia-el-sexto-pais-de-suramerica-donde-mas-se-perdieron-clases-en-pandemia-3297508

Nonetheless, other countries did not close all of their schools during the pandemic, such as Iceland, which stayed open in courses that had less than 20 students; and Sweden, where the majority of primary and secondary schools stayed open. However, in mid-March, upper secondary schools moved to distance learning (UNESCO, 2022). Besides, countries like France closed their schools on March 12, 2020, but reopened on May 11 through plans that ensured pedagogical continuity online (OECD, 2020).

Furthermore, according to Schleicher (2020), most big nations created a containment plan in terms of education against the lockdown, claiming that education should never stop. They focused on investments in Remote Learning (RL) to counteract the impact of the pandemic. For example, "England provided financial support to schools to get utilities and resources to keep the school open during holidays" (Schleicher, 2020, p.8). Similarly, The United States government gave economic subsidies to students to cover the costs of extra courses or financial help to the most impacted students (U.S. Department of Education, 2020). Similarly, in Colombia, the National Administrative Department of Statistics (*Departamento Administrativo Nacional de Estadística,* DANE) revealed that in 2020 there was a substantial advance in expanding coverage

by achieving 9.2 million homes connected in the national territory, which means an improvement of 56.5% in the year, 4 points higher than in 2019 (MEN, 2021).

In March 2020, principals and teachers in Colombia lined up the design and arranging of pedagogical strategies to work from home (Regulation No. 20, March 16, 2020) to respond to the new conditions and continue with the academic process. According to the MEN (2020), adaptations included the combination of supporting tools namely guides, worksheets, textbooks, and digital resources such as radio and television programs. The objective was for every student to continue learning, although this was not completely equitable, as many of them did not have the means to get a device and join the class, influencing their motivation to continue studying.

In Manizales, public and private schools had to stop on March 16, 2020, and institutions' administrators were required to develop a plan to face the new conditions of education in the city. According to the Manizales Major, in 2020, 95% of students were part of the strategy "*Mi Escuela en Casa*" *(*My School at Home*),* which focused on the development of thinking, talents, and creativity. Moreover, they provided 2.360 laptops, 800 tablets, 5,500 worksheets to learners from first to eleventh grade, and 62,500 packages of food through the Scholar Feeding Program *(Programa de Alimentación Escolar,* PAE*).* Finally, they also displayed psychological and psychosocial assistance to students, parents, and teachers.

A year after, in April 2021, schools were able to implement *"alternancia" (Blended learning),* and in January 2022, the Health Minister *(Ministerio de Salud)* approved schools to go back to full-time in-person classes (MEN, 2021).

To conclude, the transition to Emergency Remote Teaching brought challenges to the educational community in terms of equipment and use, and low experience working in distance. However, governments made efforts to neutralize the impact by providing the tools, resources, and

support. Even so, not having a clear basis on the possibilities to overcome the external factors, led to choosing strategies that overlook better results in the new remote context.

1.4 Research Question and Objectives

After analyzing the situation, the following research questions and objectives arose:

1.4.1 Research Questions

1. What was the impact of the Covid-19 pandemic on the English teaching and learning processes in Manizales from the public school teachers' and students' perspectives?

2. How did public high school teachers and students in Manizales describe their EFL teaching and learning experience during the pandemic?

3. What were the EFL teaching-learning practices implemented in Manizales public high schools during the pandemic?

1.4.2 Objectives

General Objective

To explore the teachers' and students' perceptions, feelings, and practices in the English teaching and learning process during the Covid-19 pandemic.

Specific Objectives

1. To determine the impact of the Covid-19 pandemic on the EFL processes according to the lived experiences in Manizales.

2. To describe the EFL teachers' and students' experiences under the Covid-19 pandemic in public schools from Manizales.

3. To identify EFL teaching-learning practices among public schools in Manizales in the wake of the pandemic.

Chapter II. Literature Review

2.1 Theoretical Framework

Three concepts provided the foundation for exploring how institutions transitioned from in-person to remote instruction: Remote Learning, Emergency Remote Teaching, and the Competencies, skills, and factors in ELT during COVID-19.

2.1.1 Remote Learning

According to Pavlik (2015), Remote Learning (RL) represents another dimension of education as digital and mobile media resources are the means to instruct in a virtual context. Therefore, facing changes in communication, interactivity, time, content, learning strategies, and outcomes restates the teacher and students' roles by shifting from the teacher-centered approach to a learner-centered approach, where the teacher is no longer the dominant source of information (Spires et al., 2012). As a result, the student's abilities are key to building an interrelation among classmates and the setting. Learners require adopting an active role working cooperatively and purposefully to achieve the learning goals in an environment where distance is the main constraint.

The main tools that Remote Learning include are platforms, applications, or websites as the internet is the mean through which the instruction, materials, and practices happen. In other words, RL occurs when students experience instruction using digital technologies (Stanley, 2019) that enable synchronous or asynchronous interactions.

Online Learning

Over the past decade, the traditional on-site learning modality has enriched the practices by implementing contemporary resources such as Information and Communications Technology (ICT), which became essential in 2020. Hence, online learning describes the use of digital technologies to deliver content and instructional methods to help learners to process new information (Clark, 2002). Moreover, Holmes (2006) affirms that the interchange of data through

virtual environments expands the experience in the exploration and application of new knowledge in the online setting and virtual interaction.

During the pandemic, school members could recognize the characteristics of online learning reflected in the adaptations of the setting, roles, materials, and activities while using smartphones and computers, leading to identifying and strengthening skills that allowed performing accurately in this modality.

Synchronous Online Learning

Synchronous Online Learning refers to the simultaneous development of the process through electronic means, where "learners and teachers experience learning as more social by asking and answering questions in real-time" (Perveen, 2016, p. 52). In this sense, Hsiao (2019) mentions synchronous lessons, which require students and teachers to be on simultaneously through videoconferencing means that foster interaction but limit time flexibility.

Participants interact with each other as they allow real-time communication through webcams and chatting tools that replicate on-site encounters (Perveen, 2016). However, the experience of interpersonal interaction is not the same as in the school setting, especially in language learning where physical contact remains essential to support ideas and emotions.

Asynchronous Online Learning

Asynchronous learning involves independent work since time is more adaptable than the synchronous technique. Materials available under this modality include audios, videos, power-point presentations, handouts, and other sources that the internet and technology provide (Perveen, 2016). As a result, there is open access to the resources, explanations, and activities assisting the process for those with connectivity limitations or lack of optimal devices to take live online classes.

Nonetheless, this form of education can be challenging because although "asynchronous online learning supports relationships among learners and teachers, even when participants cannot be online simultaneously" (Hrastinski, 2008, p.55), students must become more independent and accountable for their learning achievements. Nonetheless, different authors, including Boling (2012), agree that although asynchronous online learning enables flexibility, issues such as less interaction and over-focus on reading and writing activities can occur. Thus, language practice seems affected because oral communicative skills receive less attention and students stop interchanging information and ideas with their partners.

2.1.2 Emergency Remote Teaching

Unlike online courses, which are initially planned and designed for virtual environments, Hodges et al. (2020) agree that Emergency Remote Teaching (ERT) represents and describes the transitory adoption of an alternative mode of instruction due to unexpected circumstances such as the Covid-19 outbreak. However, Toquero (2020) believes that this modality shift can produce similar challenges to implementing a regular online learning system, especially in countries without experience in conducting this modality. Therefore, "neither the students nor the instructor chose an online class… so they may not have the necessary technology, and individuals who do have it may still need instruction in how to use it" (Gillis & Krull, 2020, p.286). That is to say that it is not only necessary to count on the appropriate devices but also to acquire skills and competencies to manage technology to teach and learn effectively.

Consequently, as Hodges et al.; Gillis & Krull (2020) mentioned that Emergency Remote Teaching requires language educators to make significant decisions over the course plan, strategies, and procedures to have control over the content, resources, and assessment plans. For that reason, as confirmed by other authors, they are required to update their practices on the up-to-

date procedures that emphasize the use of technology and how to manage it according to the learners' needs, goals and objectives.

Materials and Resources Used in Remote Teaching

Remote language teaching, also called online language teaching, happens when "teachers are brought into virtually, using videoconferencing technology, to teach a language by replicating as far as possible the way teaching would be if they were physically present" (Stanley, 2019, p. 8). Therefore, instructors are familiar with computer programs, the internet, and platforms to display the contents and the explanations via the internet or printing worksheets, making sure that the guidelines are clear and easy to work with in isolation. Using images, charts, drawings, audio, and motion graphics such as animation and video constitute essential digital learning materials for effective learning in the modern world (Clark, 2002). Thus, these resources not only make part of the remote modality but also represent the development of twenty-first-century skills that language learners should build.

Students' and Teachers' Roles in Remote Learning

Among the changes to tackle the sudden change of learning modality in education, the teacher's and student's roles adopted new features.

According to Sherry (1995), to work successfully in a distant setting, it is fundamental to promote "interactivity between teacher and students, between students and the learning environment, and among students themselves, as well as active learning in the classroom." (p.344). In this regard, the students and the teachers need to straighten and maintain their contact by performing cooperative and complementary roles to work according to the circumstances and help each other overcome their limitations. However, specific characteristics establish the teachers' and students' roles in remote learning as it is described below.

Teachers' Role

According to Brown (2001), the language teacher has to play roles like authority, figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent (p.200). Therefore, the teacher acts as a guide that supports the student's process and works as a facilitator to give them the tools and practice they need from the language. In this sense, the teacher ensures the effectiveness of the course. In RL, the teacher must develop digital skills that will allow them to manage the technological tools and have the knowledge to use helpful platforms and resources, and be able to guide students in the implementation of these digital tools to enrich their learning strategies and processes (Stacey & Wiesenberg, 2007).

Nonetheless, ERT requires not only knowledge about virtual education, understanding their pedagogical implications, and identifying the most suitable teaching techniques, but also implementing methods, resources, and activities that are selected based on the context and the student's limitations and needs. In this sense, CEPAL-UNESCO (2020) informed about the curriculum adjustments and the need to contextualize the activities when working remotely, ensuring the relevance of the contents while studying during an outbreak. In these adaptations, the role of the teacher as an online instructor should focus on the students by promoting their active participation and development of communicative skills to replace the lack of in-person interaction. Thus, the teacher should facilitate discussions, group work, projects, and tasks among students that lead to shared interpersonal interactions. The International Society for Technology in Education, ISTE (2017) proposed seven standards for Educators to guide teachers in RL as follows:

1) Learner: Assumes the role of learners by constantly improving their technology skills and working cooperatively with colleagues.

2) Leader: Looks for leadership situations to improve the practice in technology. The teacher acts as a model in exploring and identifying new digital resources for the class.

3) Citizen: Instructs students in terms of values by conducting the learner to the responsible use of technology and data.

4) Collaborator: Creates connections when working with peer teachers and students. Thus, the teacher gains experiences from the teachers and practice from the students.

5) Designer: Elaborates activities using technology based on the students' needs and promotes strategies to foster independent learning.

6) Facilitator: Gives the learners the conditions to take ownership of their learning. The teacher develops activities to encourage students to innovate and make profitable use of digital strategies available in the context.

7) Analyst: Promotes student-self direction when taking data from assessment procedures and using it to inform and make decisions for the course.

In brief, when working remotely, the teacher needs to reflect on their practices to adapt and improve them according to the situation, aiming to integrate elements that facilitate the experience of transitioning to remote settings.

Students' Role

In Remote Learning, students need to become accountable for their academic processes and adopt an active role within a student-centered learning context. As active participants in the learning process, they must be clear on their language goals and work towards their achievement (Savery, 1995). More specifically, they need to adopt an attitude of independence and self-regulation since the limitations of remote interactions evoke a state of isolation. Thus, "students should be engaged in creating meaning by interacting with peers and the teacher and collaborating with classmates" (Bolliger & Inan, 2012, p. 45). As a result, social interaction and

cooperative work are characteristics that the student should acquire in ERT settings. Besides, students need to feel comfortable and confident working online so that they can use the digital resources as expected (Gardner, 1985). Accordingly, the International Society for Technology in Education, ISTE (2016), set up seven standards that help learners perform in an advanced world.

1) Empowered Learner: Adopts an active role and shows competency in managing technologies to achieve learning goals. He or she receives feedback to improve, adapt and build connections.

2) Digital Citizen: Recognizes the responsibilities and rights when entering the digital world. Therefore, the students make responsible use of these tools, respecting legal features.

3) Knowledge Constructor: Takes part in daily situations using research methods to build new knowledge.

4) Innovative Designer: Are creative when designing new solutions to daily-life problems using technologies. They are critical thinkers when facing undetermined situations.

5) Computational Thinker: Makes advantageous use of the technology and digital devices to solve a problem. In this way, they improve their comprehension of complex systems and automation.

6) Creative Communicator: Uses their experience as a base to produce new content when combining different digital tools for different audiences.

7) Global collaborator: Works cooperatively with technology to identify global issues and develop possible solutions. Because of the use of digital resources, students can easily communicate with people from other parts of the world, share ideas and build knowledge together.

In conclusion, as the authors stated, the student's role in an RL requires an active attitude toward the learning process and a claim for meaningful practice that meets their needs in the language through interaction and experiences, creating solutions, and working cooperatively.

2.1.3 Competencies, Skills, and Factors in EFL Teaching and Learning during the Pandemic

Digital Competencies

Along with the advancements in technology and their use in education, digital competencies appear to be necessary to comply with the demands of today's society. Hence, identifying the context, the needs, and the available resources is the way to integrate the development of abilities to perform better in the digital world.

For instance, Ferrari (2012) believed that developing competencies that include information management, collaboration, communication and sharing, creation of content and knowledge, ethics and responsibility, problem-solving and technical operations would enable students and teachers to face situations such as the shift to ERT more successfully. Therefore, ELT class planning should base on teaching methodologies that align with the virtual aptitudes that learners need to acquire so that the process is contextualized with the actual use of the language in a society where the technology represents the core of today's communication.

Affective Factors in EFL Teaching and Learning during COVID-19

Based on the concept of an Affective Filter proposed by Dulay and Burt in 1977, Krashen (1982), in his "Affective Filter Hypothesis," highlighted three factors that function as a filter that prevent learners from absorbing the available input when learning a foreign language. For example, motivation, self-confidence, and anxiety can be negative emotions that hinder the process or positive emotions that can enhance language acquisition efficiency (Krashen, 1982).

Regarding motivation, the role of the teacher is to identify expectations, limitations, and needs, and to respond with a teaching plan that supplies specific needs. Gardner (1985) relates motivation in language learning to the effort and work put in by the learner to accomplish the language goal and feel satisfied. Therefore, it can happen in scenarios involving personal goals, perceptions, and external factors; thus requiring special consideration in the EFL field as it defines how students act about what they want to achieve with the language and how external factors can affect their process.

Moreover, self-confidence also influences the process because students who lack it tend to experience shyness and reluctance to participate when using the language meaningfully. Dornyei (2005) affirms that "lack of confidence is a sensitive area in school learning as they are in the developmental age and doubts and worries about themselves are more common feelings than confidence or pride" (p.87). Consequently, learning in a new and inexperienced context can have direct repercussions on their confidence to speak the language. Conversely, high self-confidence can lead to positive attitudes that can become effective learning strategies. According to Ni (2012), self-confidence is reflected in a person who takes risks to gain knowledge and learn, increasing their willingness to try new things to succeed. Hence, the teacher requires looking for strategies in which the majority of the students feel confident, respected, and whose efforts are valued.

Finally, students usually experience anxiety in the performance of a foreign language for the fear of being wrong or not knowing enough language features to express themselves accurately. As a result, anxiety involves students' concern and apprehension about performing in a foreign language. Bao & Liu (2021) state that "language anxiety is inversely proportional to language acquisition: the less anxious, the more acquisition, or the more anxious, the less acquisition. Similarly, anxiety is also inversely proportional to academic result, self-esteem, oral

and written competence, and self-confidence" (p.466). Hence, students who feel calm and comfortable in the classroom and with the teacher will be more likely to participate and volunteer. On the contrary, if they feel uneasy, tense, and stressed, the practices will seem incomplete and inadequate (Krashen, 1981).

In conclusion, the literature review of this inquiry showed that experiencing ELT in remote instruction during the pandemic aroused new elements to explore, practice, develop, and research. Although theories and concepts related to Remote English teaching have been adopted, these do not embrace the features of the unexpected transition and the conditions of an emergency. In this sense, new concepts and considerations have emerged, such as the Emergency Remote Teaching concept which describes the set of resources, skills, and adaptations that occur when this modality is embraced. Accordingly, some authors have set down characteristics for the teachers' and students' roles that relate to the environment in which technology is the mean for communication, instruction delivery, and the learning tool. Finally, theory showed that affective factors play are crucial in these situations as they act as the filter that affects the process.

2.2 Previous Related Studies

Among the research studies that have been done regarding EFL during the COVID-19 pandemic, Triviño, Rodriguez & Valencia (2021) reported a mixed-methods study, which gathered information about struggles and competencies towards the use of technology in teaching and learning English. This study was conducted with a randomly selected group of English language teachers from educational communities in Bogotá, whose ages ranged between 20 and 46 years old.

The results indicated that handling virtual platforms put into evidence the digital competencies that teachers had as the lack of proper technological devices, and connectivity,

among other external factors that affected the development of the course. Accordingly, results reported low participation in students who seemed unmotivated and disconnected from learning, considering that communication was also limited to video conferencing, which affected overall interpersonal and academic relationships.

Notwithstanding, the study also reflected the benefits teachers could get from this unexpected change. They expressed that they could explore new sources of information, new ways to present the contents and develop strategies to promote participation. They also acquired new skills in communicating instructions and information; still, they argued that they had not received enough training in digital resources. Accordingly, the research discusses the responsibility of English teachers in identifying and participating in training courses to keep their knowledge and development of digital skills updated.

In this study, the authors developed a mixed-methods approach that illustrated how teachers struggled with the ELT lesson and the competencies they developed during the emergency. The results revealed that the data obtained is relevant for this study as it relates to the teachers' experience evoking the impact on the students.

Similarly, Garcés & Martínez (2020) conducted a descriptive study to identify the teachers' digital skills facing virtual education in a public institution from the department of Valle del Cauca. The sample population consisted of 52 teachers working during the first academic period of 2020. The results determined five primary digital competencies teachers developed within the virtual setting. The first was computerization and information literacy, referring to the ease with which teachers can locate, identify and classify digital information needed for their teachings. The second was communication and collaboration to share information and resources using digital means, promoting interpersonal relationships among teachers and students. The third was the creation of

digital content in which creativity is fundamental to generate, edit, integrate, and rework online material to use in digital environments. The fourth was informatics security, which includes protecting personal data, as it seems essential to acknowledge within virtual environments. The fifth was the problem-solving competence that allows finding the most optimal way to address learning difficulties in students and redirect their problems in the online setting.

Consequently, the study's authors consider that the development and strengthening of digital skills in teachers are imperative since the education sector must adapt to the new demands where virtuality has become a necessary modality to overcome issues that disrupt physical interactions.

In this descriptive study, the authors gathered the experience of many teachers reporting the online skills they gained during the transition to ERT. The results reflected similar digital competencies that authors such as Ferrari (2012) describe as essential to thriving in today's society, and evoked the standards for teachers in distance learning proposed by the ISTE (2017). Therefore, the contributions of this research highlight the relevance of exploring the teachers' development of these online skills in the remote setting and the effect on language performance.

Additionally, Prieto & Ramírez (2020) presented a qualitative study that described the experience of a novice teacher during lockdown through a case study. The data collection instrument used for this research was diaries where information was collected. The results demonstrated changes and discoveries in ELT during the pandemic.

Platforms such as Zoom for virtual video conferences represented one of the main challenges. However, study strategies and routines were adopted with time. Therefore, platforms like WhatsApp and adapted physical study guides were also implemented to provide material. Besides, activities and pedagogical games were included to create an environment for sharing and

interacting, increasing participation and motivation. Lastly, the study discusses the relevance of transforming the educational system through adaptable adjustments to the students' diversity and needs. As a result, it suggests to English teachers sharing experiences and materials with colleagues who have faced the same circumstances and look for teaching support on social media and on websites and blogs specially designed to provide helpful content to teachers.

In this study, the most relevant aspect deals with teachers interchanging practices to collaborate while working in RL. As results indicated that integrating pedagogical activities and games promoted motivation and participation, the authors confirm that it is essential to share and locate resources and experiences to expand the knowledge of teaching online.

Similarly, Juárez-Díaz and Perales (2021) conducted a qualitative content analysis to describe the experiences and emotions that 26 English language teachers' faculty members and 32 pre-service EFL teachers and their students lived during the pandemic. The data was collected verbally through a questionnaire with open questions with semi-directed content analysis.

The study results showed that most teachers under Emergency Remote Teaching tend to make their lessons content-oriented by focusing the online interaction around student material and overlooking the social and metacognitive components. They considered this appropriate in supporting students who lack technological tools, but learners thought the opposite; they found this unhelpful because they could not get interaction or feedback from the teacher. However, few teachers used video calls and synchronous communication that allowed them to perform the social component. Nevertheless, they reported that some students did not participate and cheated on their assignments.

Regarding the teachers' feelings, they had both positive and negative feelings, although the majority expressed that they dislike working online because they had to work harder and longer

hours. On the contrary, positive feelings aroused when teachers could experience new teaching strategies, learn about ICT, and apply their knowledge to Emergency Remote Teaching. Nonetheless, concerning the students' opinions, all of them expressed that they had many negative feelings about experiencing ERT. They attributed these feelings to the overload of assignments, limited access to devices and connectivity, and lack of understanding and learning.

In this sense, the authors of the study suggest that it is essential for institutions to adapt to Emergency Remote Teaching by providing structural and emotional support and adjusting grading practices and strategies that help students manage stress. Besides, the authors point out that training students and teachers for remote environments should focus on technology management and skills for autonomous learning.

The method used in this research attained accurate descriptions of the language instructors' and learners' experiences and emotions as it enabled the collection of data that determined the teaching approach, the feelings, and the needs in ERT. The most remarkable results displayed that although the use of ICT increased, work time overload, mental issues and poor knowledge in the setting hindered the transition.

Furthermore, González-Lloret, Canals, and Pineda (2021) presented 15 papers from teachers and students divided into empirical and methodological studies that describe the experiences and perspectives of the authors facing the teaching and learning circumstances under the Covid-19 pandemic by informing their current and future practices. Many participants included pre-service, in-service language teachers, EFL learners, and students with learning disabilities. They are from Colombia, Poland, Mexico, and the USA, among others, and institutions like Universities, primary and middle schools, and language programs. From the results of the research, the most outstanding conclusions relate to the significance of the teachers' training in technologies

and the need of optimal structural conditions to keep students motivated with the course. In this sense, the challenges teachers faced related to the students' social realities when adapting to the shift to Emergency Remote Teaching. In addition, there were strategies that could work in face-to-face and online practices, for example, in tutoring sessions, to help learners improve their weaknesses in the language.

Apart from that, the authors of the methodological contributions presented two models for two different learning contexts. In the first one, adapting a curriculum for an ERT education context was established to support multiliteracies instruction consisting of synchronous instruction and asynchronous tools. In the second article, the authors established a theoretical dual immersion digital instruction model based on five dimensions: technological, content, social, linguistic, and pedagogical.

Finally, the editors of this research highlighted the role of teachers working under pedagogical and emotional challenges and described them as resilient and flexible. Besides, they point out that the studies also demonstrate how fundamental the technological tools are now because they represent innovation.

The findings of this set of inquiries opened up a wider picture of the experience and perspectives during the pandemic, describing how English teachers and students from countries around the world, with specific characteristics, adapted to ERT. The results induce new research paths in the topic encompassing technology management training, curriculum adaptations, theoretical models, and future practices.

Overall, varied research studies have been developed to analyze and discover the students' and teachers' struggles, competencies, digital skills, experiences, emotions, and perspectives during RL in the pandemic. In general terms, the results supported the theories related to the

development of digital skills and competencies; and the adaptation of specific characteristics of students and teachers to perform effectively since some features are required when working in online settings, especially related to technology. Although data is derived from varied methods and approaches, these studies do not contemplate a broader picture of the experience in emergency remote learning, including the teachers' and students' experiences and perspectives from different high schools in Manizales. For example, the experience including resources, devices, digital and language skills, in addition to the class development comparing the before and during the pandemic according to the English use, activities, materials, assessment strategies as well as the feelings, perceptions, and comments including attitudes, emotions, recommendations, and preferences.

Chapter III. Research Methodology

This study employed Survey Research to discover and report information from a sample population in terms of attitudes, emotions, beliefs, demographics, characteristics, and behaviors (Cozby, 2008), which can reflect the aim of describing the adaptations through the teachers' and students' perspectives on the impact, experiences, and practices. Additionally, according to Ponto (2015), it has a variety of methods to recruit participants, collect data, and use strategies like questionnaires that include multiple-choice questions, open-ended questions, or both, which allow for the collection of quantitative and qualitative information. Correspondingly, for the analysis of the information in this research study, a survey research approach was used to provide quantitative (statistical data) and qualitative results (open answers) to tell the thorough experience of studying English remotely during the school year of 2020.

3.2 Participants

The English teachers participating in the study were 20 males and 47 females. The age ranged between 31 to 50 years old (77, 6%), and most had 11 to 20 years of experience. Besides, most taught English in 9th and 11th grade, followed by 6th and 7th grade.

On the other hand, from the total of students, 1.047 were male and 1.179 female. Most were between 13 to 15 years old. 90% came from urban institutions and 10% from rural. Finally, most respondents were 9th, 10th, and 11th graders (63,8%) and had studied English for 6 to 10 years.

3.3 Data Collection Instruments

The participants filled out a survey (See Appendix A and B). They consisted of four sections that gathered 1) personal information, 2) the experience with the remote English classes, 3) the classes before and during the pandemic, and 4) feelings, perceptions, and comments.

Table 2. *Data Collection Instruments*

Technique	Instrument	Source	Purpose
Survey	Students' survey	6th -11th graders	Explore students' perceptions and feelings of the remote English classes during the pandemic.
Survey	Teachers' survey	English language teachers	Examine the teachers' experience and practices in English classes during the pandemic.

These surveys identified the dimensions of the transitioning process to remote instruction regarding methodologies, resources, activities, and assessment plans from the students' and teachers' views. They gathered individual comments, recommendations, and teaching and learning modality preferences.

Chapter IV. Data Analysis

4.1 Survey Design

Based on the objective to describe the experience of the EFL classes under the pandemic in high schools from Manizales, the units of analysis for this study were students and teachers because they experimented with the Remote Learning modality and can tell how the processes occurred.

Due to the limitations of the pandemic, the surveys had to be adapted to the online platform *Quia.com,* in which participants could answer the multiple-choice questions by clicking and writing freely in the open-ended questions. In this way, it made it accessible for students and teachers to take it at any time using a device with an internet connection. Nonetheless, the participation of the institutions in this study was low due to time constraints and limitations in communication.

4.2 Survey Instrument Development

Based on the objectives stated for the study, the students' and teachers' surveys asked about four aspects of the English class and adaptations under the RL. The sections of the survey consisted of the following:

Section 1: Questions about demographic information; Section 2: Perceptions and experiences of teaching remotely. Section 3: Main changes in the English class before and during the pandemic. In section 4: Students' and teachers' feelings and emotions studying English during the pandemic. Finally, recommendations about the ERT lesson and preference between in-person or remote modality.

4.3 Survey Execution

The surveys were piloted with four students from two institutions to detect ambiguous questions and inconsistencies in the students' survey. Besides, participants were not asked to identify themselves, and it was optional to indicate the name of the high school to which they belong. Finally, the surveys were administered over four months.

4.4 Survey Results

Frequencies and percentages arouse for the quantitative data (Brown & Rodgers 2002), codes, and categories for the qualitative data (Saldaña, 2016; Creswell, 2016). The results were:

A. Time Dedicated to the Study of English

The teacher and student survey gathered data on the time schools dedicated to studying English. Table 3 represents that during the pandemic, most teachers only delivered between 1 to 3 hours of class, which evokes one of the impacts of the pandemic.

Table 3. *Hours of English Class before and during the Pandemic, according to the teachers*

Hours per week	Before	During
1-3	38%	57%
4-6	37%	15%
Seven or more	25%	16%
No English class	0%	12%

According to *Table 3*, it is evident that before the pandemic, a similar amount of teachers had 1 to 3 (38%) and 4 to 6 (37%) hours. However, more teachers had only 1 to 3 hours during the outbreak. Additionally, some teachers did not even have a schedule for the subject. About this issue, some teachers commented:

- *"Me gustaría que el colegio asignara más tiempo a la materia, una clase cada tres semanas es muy poco tiempo. Para que los chicos mantengan la escucha estoy dando unos clases extra durante las semanas en las que no tenemos reunión oficial."*
  ("I would like the school to assign more time to the English subject; one class every three weeks is very few times. To make students keep their listening skills, I am conducting some extra classes during the weeks in which do not have an official meeting")

- *"Al ser menos horas semanales están menos expuestos al idioma y eso necesariamente afecta su nivel de inglés en todos sus componentes"*
("Since there are fewer hours per week, they are less exposed to the language, and that necessarily affects their level of English in all its components")

Similarly, the students' results showed that they also agreed that the time studying English decreased during the transition to ERT.

Table 4. *Hours of English Class Before and During the Pandemic according to the students*

Hours per week	Before	During
1 - 3	50%	69%
4 - 6	46%	23%
Seven or more	4%	3%
No English class	0%	5%

As shown in *Table 4*, the percentage of students who had 4 to 6 hours during the week decreased by half during the pandemic, making the majority only have 1 to 3 hours to study English. In addition, some students did not have an assigned schedule. Related to this part, some students affirmed:

- *"Durante las sesiones virtuales tenemos el acompañamiento del docente para el desarrollo de las guías, sin embargo falta practicar más y sobre todo más horas de clase para un mejor aprendizaje en inglés."*
("During the virtual sessions we have the teacher's support to develop the worksheets, however, it is necessary to practice more and specially having more class hours to get a better English learning"

- *"El aprendizaje autónomo es muy poco frecuente por lo tanto al contar con pocas horas de ingles es difícil mejorarte independientemente"*
("Autonomous learning is not so frequent; therefore having a few hours of English makes it difficult to improve independently".)

B. Learning Modality, Type, Means, and Devices Used in the English Class during the Pandemic

Regarding the learning modality during the pandemic, according to the teachers, online learning (38%) and learning through handouts (30%) were the most used ones, followed by Remote Learning (28%). The results ascertain that teachers had to adapt their methodologies to online and remote environments, both synchronous and asynchronous, to design and send

worksheets or handouts to students who had problems connecting online. Teachers used the following communication means for instruction:

Table 5. *Communication Means used According to the Teachers*

Communication Means	Percentage
Conferencing platforms (Zoom, Google Meet, Google Hangouts)	27%
WhatsApp	24%
Email	25%
Worksheets and Textbooks	28%
Google Classroom	9%
Others	1%

Teachers and students used tools to join, communicate, and develop activities, which according to the answers, it was easy to adapt for some but challenging for others. In this sense, technological devices like computers and smartphones were the primary resources of RL, as 92% of teachers used them, affirming that teachers resorted to ICT tools and online resources to continue in an environment that responded to the health measures to stop the spread of the virus. However, although it is a convenient alternative to continue, not all students have these tools. As a result, a teacher pointed out a common opinion found in the results:

> *"Primero que todo los estudiantes deberían contar con las herramientas(internet y dispositivos electrónicos) necesarias para estar en igualdad de condiciones y poder acceder a diferentes plataformas, ver videos, y participar en actividades lúdicas. Las actividades deben ser tan claras como sea posible y estar motivando a los estudiantes con frecuencia para continuar en su proceso de aprendizaje. Reforzar actividades de vocabulario y ejercicios orales"*

> ("First of all, students should have the necessary tools (internet and electronic devices) to be in equal conditions and be able to access different platforms, watch videos, and participate in didactic activities. The activities should be as clear as possible and frequently motivate students to continue in their learning process. Reinforce vocabulary activities and oral exercises")

On the students' side, they agreed that ERT corresponded to the core of the transition. 29% indicated that they took English in Remote Learning and learning through handouts, and 56% of students had to be connected to the internet to join. They used the following means:

Table 6. *Communication Means used According to the Students*

Communication Means	Percentage
Conferencing platforms (Zoom, Google Meet, Google Hangouts)	47%
WhatsApp	25%
Email	12%
Google Classroom	10%
Worksheets and Textbooks	5%
Others	1%

As a result, teachers and students used the means to communicate in similar percentages, only with the difference that instructors believed they used worksheets and textbooks more than students' did. In the same way, most of the students (88%) indicated that computers and smartphones were the tools used to study, agreeing with the teachers' perceptions. Hence, they had to become more aware of online platforms, websites, and programs. In addition, they needed to strengthen or develop skills in using these ICT tools to perform as they were asked. Related to this, some students suggested:

- *"Sacar provecho a la tecnología y utilizarla de manera innovadora por parte de los maestros, y a través de estas conseguir motivar a sus estudiantes lo maravilloso que es aprender otro idioma."*
  ("Take advantage of technology and use it innovatively by teachers, and through these motivate their students to the wonder that it is to learn another language.")

- *"Yo sugiero que el gobierno le ofresca mas beneficios a los niños que no tienen conexión en sus casas ni tampoco computadores ni tables para sus clases virtuales."*
  ("I suggest that the government should offer more benefits to children who do not have a connection at home or computers or tablets for their virtual classes.")

Consequently, the use of these platforms and tools brought advantages and disadvantages. Although they allowed instruction and communication, using or not the cameras and microphones gave students the freedom to do other things and not necessarily pay attention. Additionally, those who did not have the means to continue with school remotely were significantly affected, causing dropouts and a lack of motivation to continue with the academic process as teachers tried to comply with these limitations.

C. Teachers' and Students' Perceptions about the EFL Teaching Experience under the Pandemic

Concerning the experiences, teachers and students indicated the level of difficulty they perceived themselves in six aspects facing remote teaching and learning, as shown in Figures 1 and 2.

Figure 1. *Percentage of Teachers' Describing their Abilities Working Remotely*
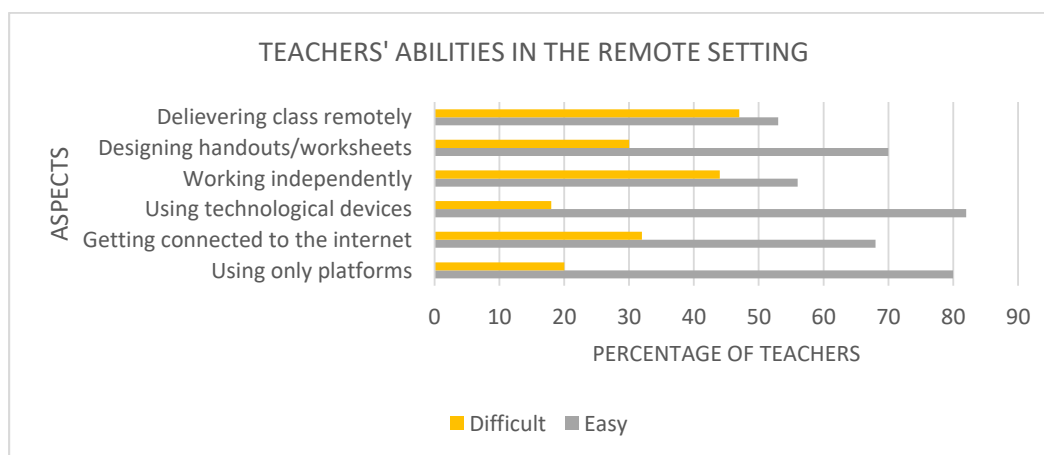
In the first aspect, 80% of the teachers pointed out that using conferencing platforms was easy, demonstrating that most had previous knowledge of web-based tools or were committed to learning and improving their abilities in these resources since they were available to communicate and teach.

In the second aspect, it was identified that 68% of the teachers affirmed that getting connected was not a problem because of the good internet they had or their previous experience in its usage. However, for some others, connectivity represented a limitation because of a lack of good connection quality or poor mastery in getting online.

Moreover, 82% of the teachers manifested that handling devices was straightforward, meaning they had experience using smartphones and computers and did not represent an obstacle

to using them to teach. Nonetheless, teachers who did not regularly use these devices had to strengthen these abilities.

Concerning independent or autonomous work, results indicated that 56% of teachers successfully coped with this aspect, as they found online strategies and supporting resources. However, 44% stated feeling overwhelmed in their practices' decision-making without having their colleagues to work with them. In general terms, it can be said that the autonomy teachers developed during the emergency was a new and challenging experience that they faced in different ways.

In terms of the handouts or worksheets design, it was shown that 70% of the teachers perceived it to be easy, but still, some of them remained neutral or considered it difficult. Therefore, it can be said that although most of the teachers were already familiar with the design of handouts, creating them for ERT learning was challenging and demanding because they needed to make clear, exciting, and motivating worksheets.

Finally, regarding the general perception of teaching in ERT learning environments, it was evidenced that the experience was challenging for 53% of teachers. However, the rest of the teachers did not feel that teaching remotely was difficult since they found new strategies that resulted in advantageous for the teaching environment.

Figure 2. Percentage of Students Describing their Abilities Studying Remotely
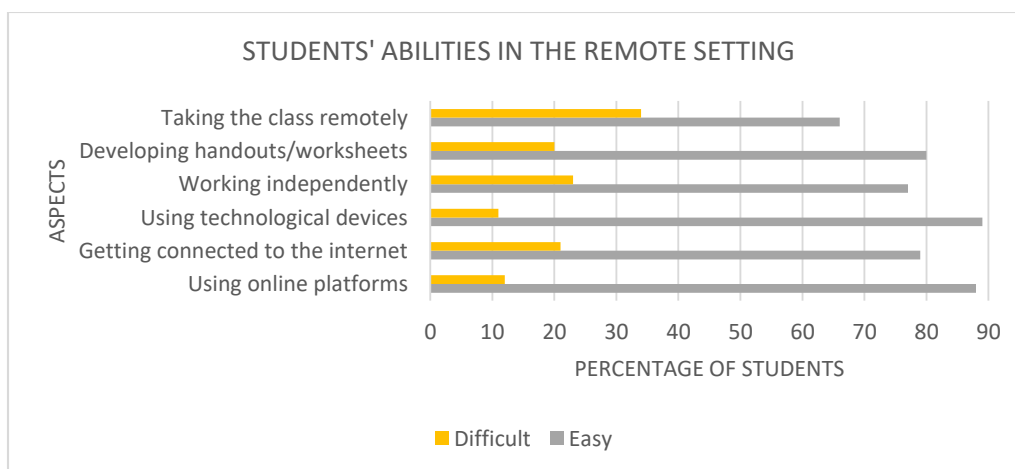
Regarding how the students experienced learning during the pandemic, Figure 2 indicates that the majority perceived themselves as good in the management of technology in the six aspects.

In the first aspect, most students reported being skilled in managing online applications, which could be the result of their constant use of social media and other smartphone applications that are daily used by them, considering that they are teenagers born in a digitalized era.

For the second aspect, the majority reported having good access to the internet and the ability to be connected. However, this was difficult for others because of the lack of economic resources to get data or the internet.

In this sense, in the third aspect, most of the students responded to being skilled and well prepared in the use of the different technological devices because, as said before, it is clear that they were used to using these tools as they represented an essential part of their lives, especially for communication and entertainment.

Concerning the fourth aspect, the results showed that most students could work independently. However, some of them perceived this as complex, which could be because they were not prepared to experience working without the teacher being present and telling them what to do, so the necessity of having the authority to ask them to comply with certain things is very noticeable when students require being accountable of their learning process. Additionally, being far from their schoolmates affected them emotionally. However, they still had the chance to communicate through social media, which helped them cope with the absence of physical interaction.

For the fifth aspect, most students showed that they could develop handouts or worksheets quickly; despite the possible struggles, these did not represent a thorny issue for them, considering that working from home allowed them to find support on the internet and from their family.

Finally, most students reported this to be manageable regarding the ability to learn English in a remote context. Nevertheless, others described this experience as challenging due to the changes and adaptations and the lack of support from their teachers, as they were required to be more independent and engaged despite external distractors and emotional issues.

D. Teachers' and Students' Perceptions of Teaching-learning Practices before and during the Pandemic

In the transition to Emergency Remote Teaching, students and teachers needed to adapt to the new environment and ways of displaying explanations and sending homework. Teachers had to plan how to replace the strategies they used back on-site and make them work in the remote instruction. The use of English, the frequency of tasks to practice the language skills, and the materials, resources, and assessment techniques changed to suit the new students' limitations and needs.

English Used by the Teacher in the EFL Class before and during the Pandemic

Teachers reported significant changes in the use of the target language. The percentage of L2 used to instruct decreased from 70% to 50%, meaning that teachers used less English because of the limitations of the communication means, making it difficult for students to understand without a closer interaction with the teacher that in-person interchanges provide. Therefore, teachers tended to use more Spanish in the ERT to make the process smooth for them.

Correspondingly, some students perceived that teachers used less English than on-site, resulting in a decrease from 64% to 58%. The adaptations to a new online setting with limited

contact made students think the teachers delivered the classes speaking more in Spanish than usually.

Frequency of Tasks According to Language Skills and Language Elicitation Strategies before and during the Pandemic

Figure 3. *Frequency of Skills Practices before and During the Pandemic According to the Teachers.*
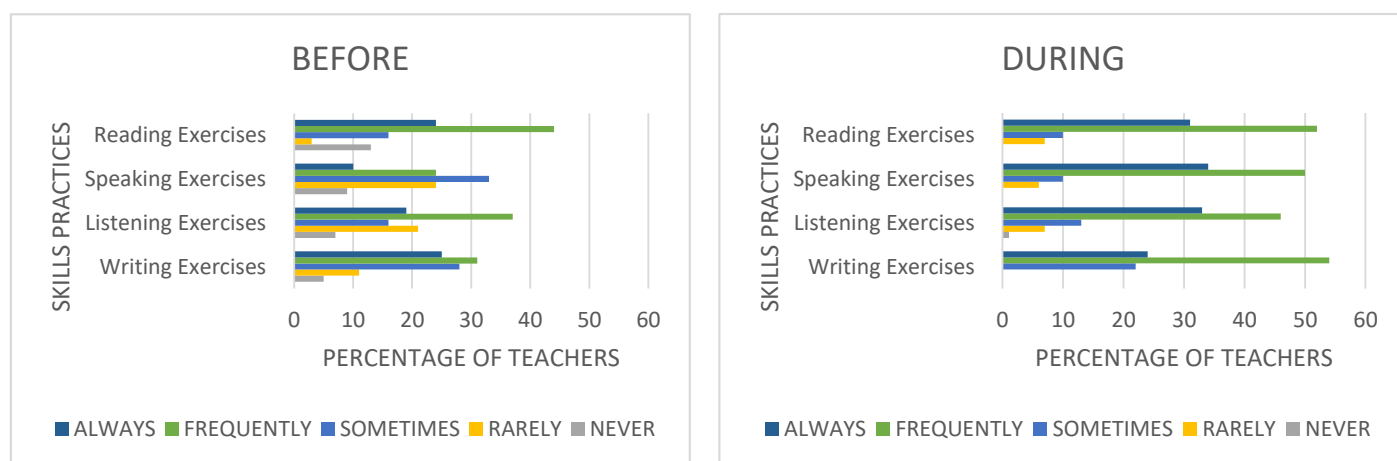
As illustrated in *Figure 3*, before the pandemic, reading, listening, and writing activities were frequently integrated, but speaking was less practiced as teachers sometimes or rarely implemented these exercises. However, during the pandemic, reading and writing activities considerably increased more than the other skills. Regarding this issue, some teachers asserted:

- *"Es muy difícil hacerlos hablar y que escuchen las instrucciones, mientras que leer y escribir lo toenen que hacer constantemente"*
  ("It is very difficult to make them speak and listen to instructions, while reading and writing is something they have to do constantly")

- *"La interacción en el aula de clase permite que los estudiantes se enfrenten a la necesidad de practicar inglés oralmente, mientras que la virtualidad lo hace más difícil. La practica de las habilidades de escritura y lectura se ha intensificado".*
  ("The interaction in the classroom allows students to face the need to practice English orally, while virtuality makes it more difficult. The practice of writing and reading skills has intensified.")

- *"Considero que mis estudiantes, han mejorado en la mayoría de los aspectos referentes al aprendizaje del Inglés, pues he tratado de que el cambio no los afecte, planeando clases que*

incluyan todos los componentes y creando, mediante la plataforma meet, ambientes en los que ellos socialicen y al mismo tiempo realicen actividades que les ayuden en gramática y vocabulario." ("I consider that my students have improved in most aspects related to learning English since I have tried not to let the change affect them, planning classes that include all the components and creating, through the meet platform, environments in which that they socialize and at the same time carry out activities that help them in grammar and vocabulary.")

Accordingly, in the students' perspectives, most considered practicing all four skills frequently, sometimes, or always before and during the pandemic (*See Figure 4*). However, during the pandemic, it was shown that reading and speaking activities were less done in comparison to on-site lessons.

Figure 4. *Frequency of Skills Practice before and During the Pandemic According to the Students*
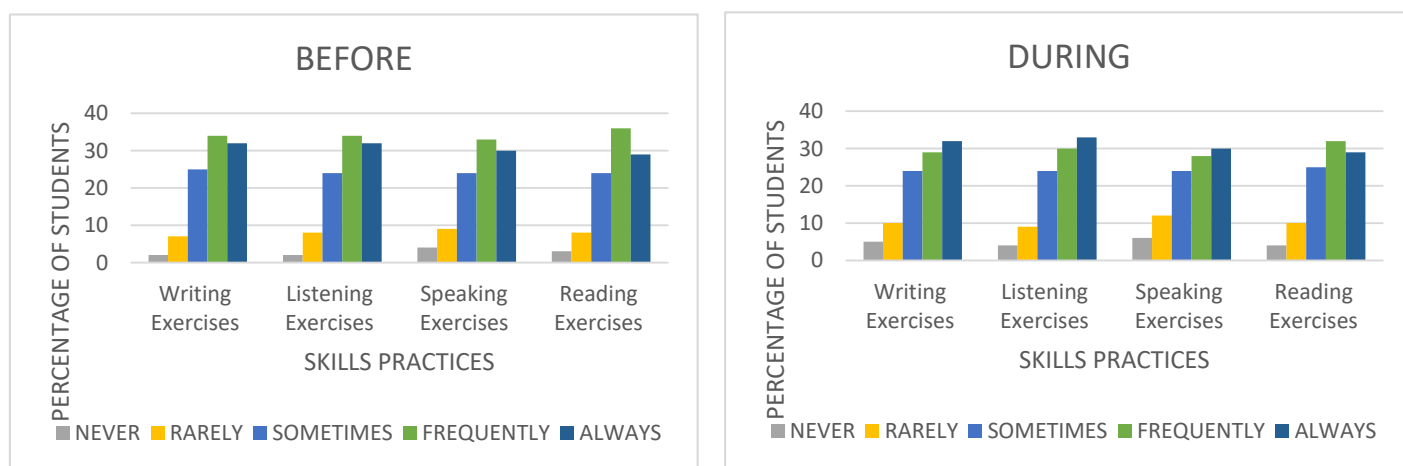
The low chance to speak during the RL was due to an unsatisfactory methodology, unwillingness to participate, or limited resources. Conversely, writing and listening exercises were more frequent because the teachers' workshops, videos, and audio focused more on these skills. In this regard, some students stated:

- *"A medida queme adapte a las clases virtuales fui mejorando uno que otro aspecto,en cuanto al habla sigue igual ya que no hay mucha interaccion oral"*
  ("As I adapted to the virtual classes, I improved one or another aspect, in terms of speaking, it remains the same since there is not much oral interaction.")

- *"En cuanto a la escucha ha mejorado porque pongo mas cuidado a las explicaciones.Al habla sigue igual ya que se me dificulta aprender su pronunciación. Tanto la lectura, escritura, Gramática y vocabulario siento que he mejorado mucho."*

("As for listening, it has improved because I pay more attention to the explanations. Speaking remains the same since it is difficult for me to learn its pronunciation. In reading, writing, grammar, and vocabulary, I feel that I have improved a lot.")

Nevertheless, other students agreed that they have improved in speaking but not in listening or other skills:

"He mejorado mi habla, lectura y vocabulario ya que en clase ponen canciones y prestó más atención a sus palabras y pronunciación, la escucha ha empeorado ya que no me logro concentrar y lo que sigue igual es la escritura y gramática ya que no han hecho énfasis en ello."
("I have improved my speaking, reading, and vocabulary since they play songs in class and I paid more attention to their words and pronunciation, listening has worsened since I cannot concentrate, and what remains the same is writing and grammar since they have not emphasized it.")

Language Elicitation Strategies

From the teachers' perspective, the most common language strategies before and during the pandemic were vocabulary exercises, dialogues, presentations, games, songs, and videos.

Figure 5. *Language Elicitation Strategies are Used According to the Teachers.*
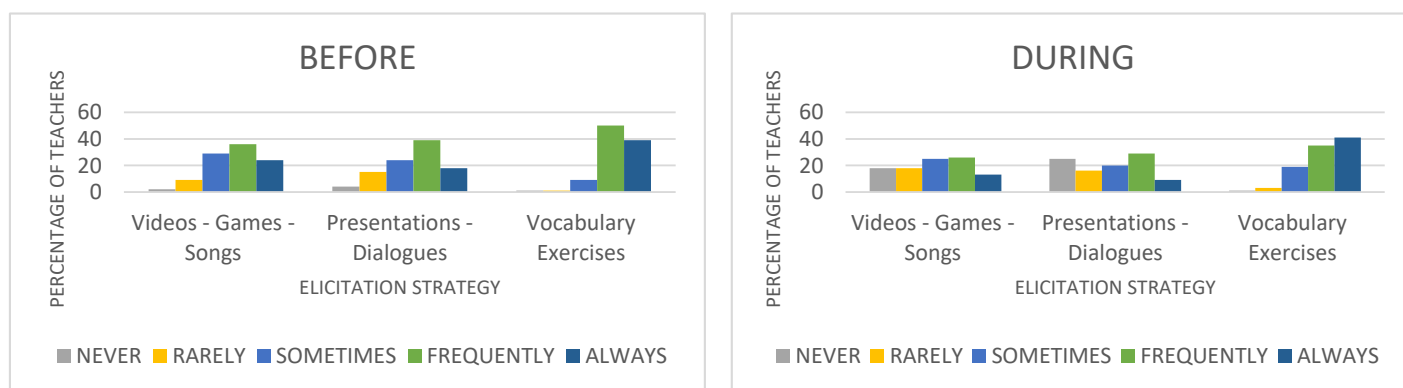
As illustrated in *Figure 5*, during the pandemic, teachers still included vocabulary tasks with more frequency in ERT. The use of presentations and dialogues was lower; most teachers said they never included these activities. The results on videos, games, and songs showed that while some implemented these techniques more frequently, others rarely or never did, which shows that some teachers took advantage of having devices and connectivity to practice the skills

through digital materials that included audiovisual and interactive elements that differentiated from the traditional on-site practices.

Students agreed that the language elicitation strategies practiced most commonly before and during the pandemic were videos, songs, games, presentations, dialogues, and vocabulary exercises.

Figure 6. *Language Elicitation Strategies Used According to the Students.*
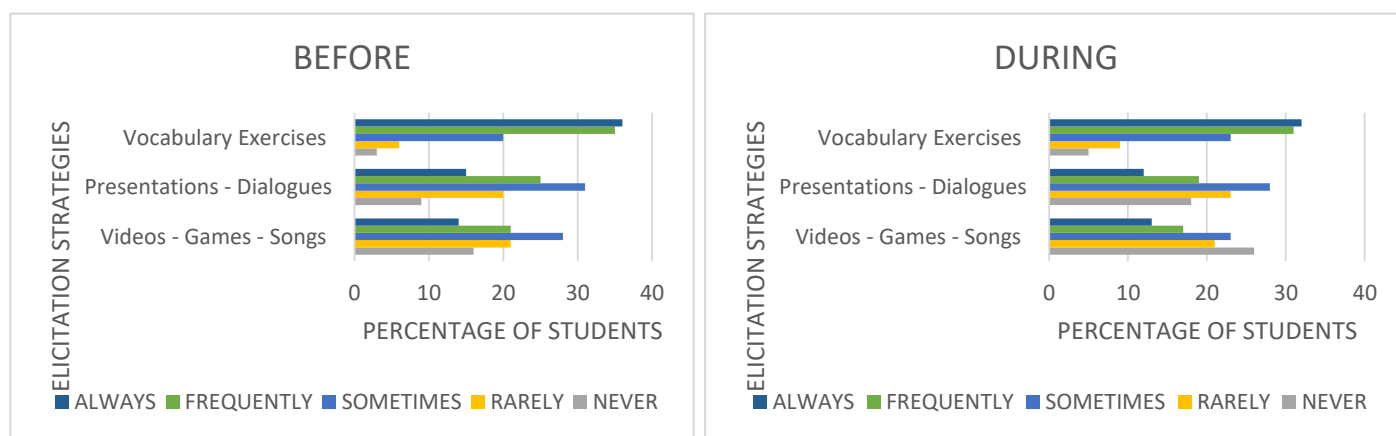
Nonetheless, as is shown in *Figure 6*, the frequency of all these tasks decreased during the pandemic, especially presentations, dialogues, videos, games, and songs, which most students believed were rarely developed. However, vocabulary exercises practically maintained a high frequency in both moments.

Materials and Resources Implemented Before and During the Pandemic

According to the teachers, the materials and resources more commonly used in both scenarios were printed materials, technological and online materials, and audiovisuals.

Figure 7. *Materials or Resources Used Before and During the Pandemic According to the Teachers.*
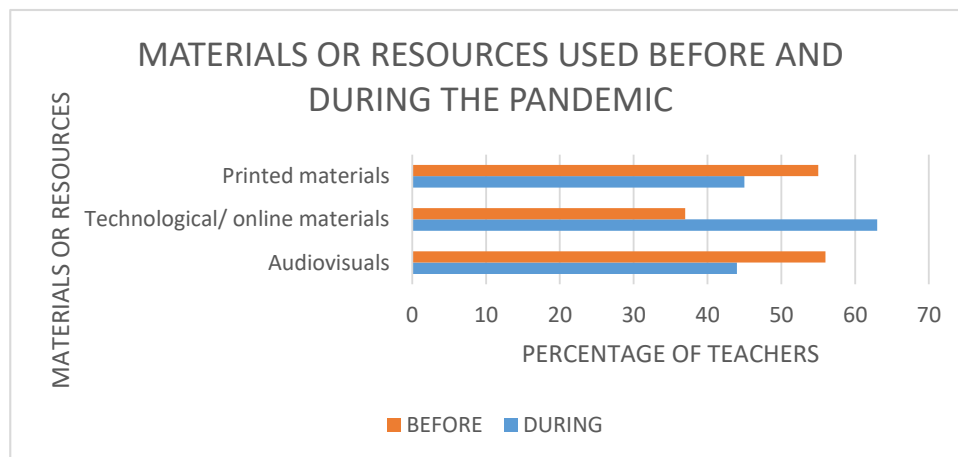
However, as shown in *Figure 7*, printed and audiovisual materials were more frequent before the pandemic. These included dictionaries, guiding texts, worksheets, and resources from the MEN presentations, flashcards, and posters. Conversely, during RL, technological resources became the foundations of English instruction. For example, mobile phones, digital apps, online games, presentations, audio, and videos. 43% of teachers used them face-to-face and 58% in RL, demonstrating that they were essential during this time because of distance. Finally, the use of worksheets or workshops that teachers designed remained almost the same. Accordingly, a teacher believed that:

- *"Considero que ésta, es una nueva era que ha puesto al planeta en las mismas condiciones, ya todos entramos con obligatoriedad a manejar dispositivos e internet, he visto como los estudiantes están evolucionando del cuaderno al computador y están explotando sus potencialidades con respecto al uso de herramientas tecnológicas como si hubiesen nacido con estos talentos."*
("I believe that this is a new era that has put the planet in the same conditions, and we all enter with the obligation to handle devices and the Internet. I have seen how students are evolving from the notebook to the computer and are exploiting their potential concerning the use of technological tools as if they had been born with these talents.")

- *"Debemos ser muy creativos y proactivos, para poder aprovechar al máximo los pocos recursos con los que cuentan los estudiantes en la ruralidad, pues esta notable escasez de recusos hace que el proceso de aprendizaje del Inglés, se vea gravemente afectado en todos los niveles académicos."*
(" We must be very creative and proactive to make the most of the few resources available to students in rural areas since this notable shortage of resources means that the English learning process is seriously affected at all the academic levels.")

From the students' view, they commented on similar perceptions of the materials; the decrease in the use of dictionaries, guide texts, worksheets, games, and flashcards. *Figure 8* illustrates the primary materials used in both moments.

Figure 8. *Materials or Resources Used Before and During the Pandemic According to the Students*
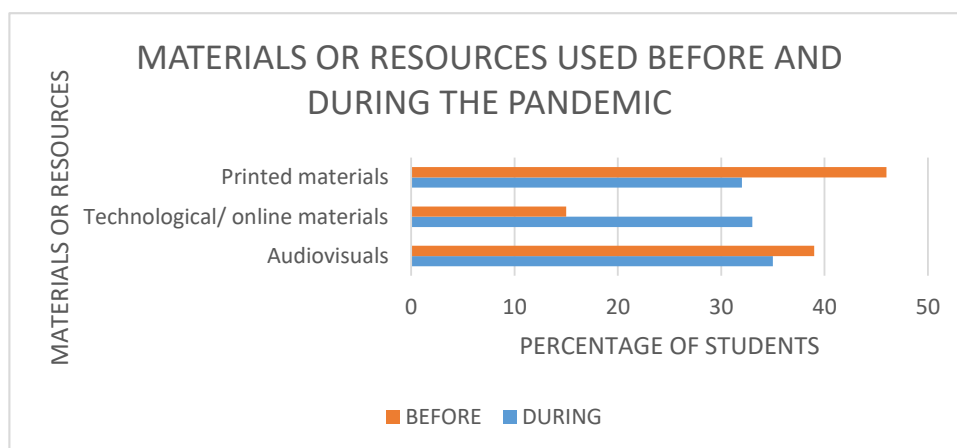
Results showed that the resources related to technology increased during RL. For example, videos 55% to 68%, audios 51% to 64%, interactive games 20% to 38%, apps 15% to 51%, and smartphones 19% to 66%. Other materials like TV shows, the one provided by the Ministry, and slides did not signify a noteworthy change. In brief, technological materials replaced the conventional resources used in the classroom and represented advanced ways to practice English. Regarding these resources, some students recommended:

- *"Mi recomendación para las clases de inglés a distancia es utilizar más ejercicios dinámicos para alcanzar un mejor aprendizaje de una manera menos cansada."*
  ("My recommendation for distance English classes is to use more dynamic exercises to achieve better learning in a less tiring way.")
- *" Pienso que deberían ser un poco más didácticas, nosotros no somos expertos en Inglés, y si lo hiciéramos con base a una motivación, y con algo que nos guste, ya sea hablar nuestra parte favorita de una película en Inglés y entender el contexto, entrevistas, o algo relacionado podríamos sentirnos más motivados."*
  (" I think they should be a little more didactic, we are not experts in English, and if we did it based on motivation, and with something that we like, it could be speaking about our favorite part of a movie in English and understanding the context, interviews, or something related, we could feel more motivated.")

Assessment Strategies Used Before and During the Pandemic

As illustrated in *Figures 9 and 10,* teachers and students agreed that the assessment strategies were fewer during the pandemic.

Figure 9. *Assessment Strategies Used Before and During the Pandemic According to the Teachers.*
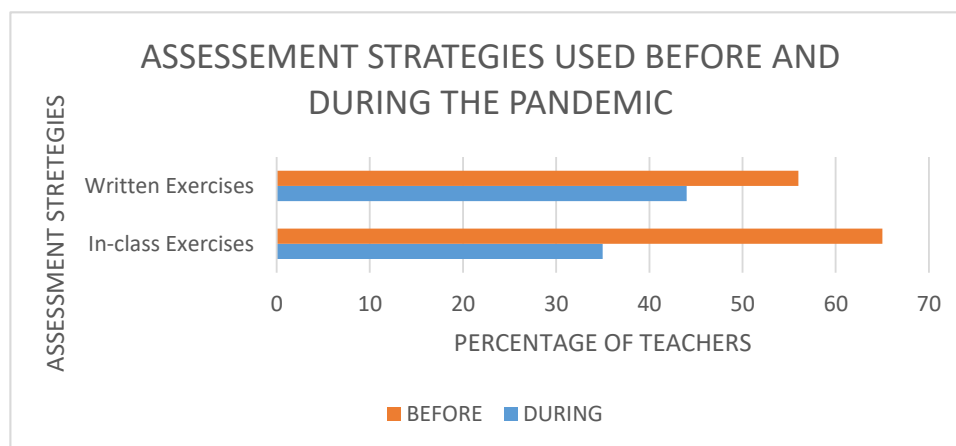
For example, role-plays, oral presentations, and tests or quizzes reduced in use by 11%. In contrast, workshops or worksheets, writing exercises, in-class activities, and video forums increased by 12% in ERT. Experiencing RL made teachers narrow the ways to assess their students' learning process.

On the other hand, as represented in *Figure 10*, students informed that the most remarkable changes were in exams and quizzes, which dropped from 83% to 53%, in-class exercises went from 86% to 69%, and oral presentations from 61% to 43%. Besides, workshops stayed nearly the same with a change of 2%.

Figure 10. *Assessment Strategies used before and during the Pandemic According to the Students.*
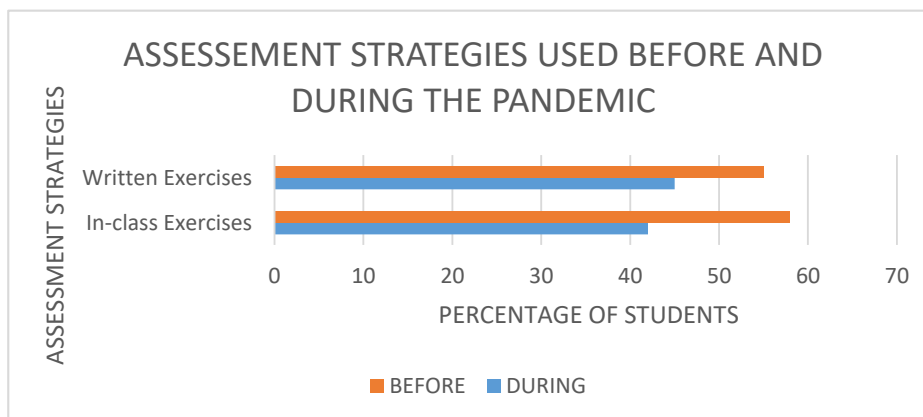
Traditional assessment strategies changed due to the RL environment. Exams or quizzes, in-class exercises, and presentations rarely happened because of the restrictions in connectivity and poor knowledge in assessing methods in this setting. On the contrary, video forums increased from 17% to 30%, and workshops stayed the same indicating that the assessment plans relied only on two options and did not contemplate possibilities such as videos, audio, presentations, conversations, and interactive assessment platforms to stand out the students' active performance.

E. Teachers' and Students' Perceptions about Students' Performance in the EFL Class before and during the Pandemic

The survey results explored how teachers and students believed they performed. The information gathered allowed identifying a difference in their perceptions.

Figure 11. *Students' Performance in the EFL Skills during the Pandemic according to the Teachers*
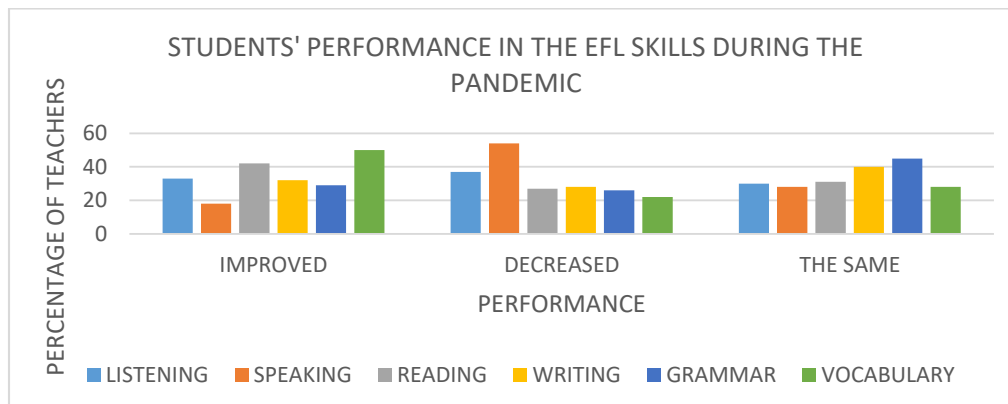
According to the teachers' view, listening (37%) and speaking (54%) suffered. Students showed a weaker performance during RL because they did not practice them frequently. On the other hand, reading (42%) and vocabulary (50%) improved as students demonstrated better results than before. Finally, writing (40%) and grammar (44%) stayed almost the same.

Besides, as illustrated in *Figure 12,* according to the students, most perceived their performance improved; some others thought that it stayed the same, and very few believed that it decreased. Listening and vocabulary seemed to be the ones that most students agreed they improved. Besides, the results showed that grammar improved the least as most students indicated it stayed the same. During ERT, they had more practice in listening and vocabulary; but in general, they felt that the remote environment did not affect their performance. On the contrary, they could profit from the methodologies and techniques used during RL to improve and practice with materials and means that called their attention and interest in the subject and the language.

Figure 12. *Students' Performance in the EFL Skills during the Pandemic According to the Students*
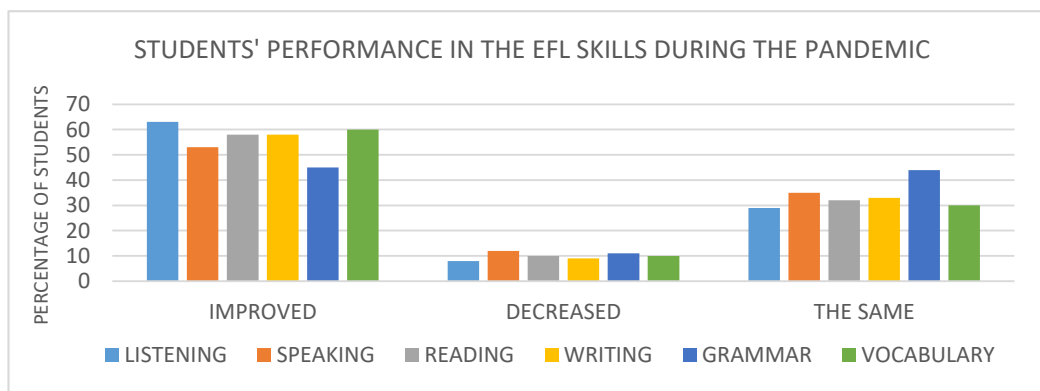
However, according to the information gathered from the teachers regarding language performance, RL affected the process of most of the students. Besides, although teachers stated that vocabulary and grammar stayed the same, students believed they improved in vocabulary. In conclusion, although students felt they had improved, they demonstrated that there was a drawback in their skills while studying in ERT.

F. Teachers' and Students' Perceptions about Students' Motivation, Participation, Interest, and Commitment toward the EFL Class before and during the Pandemic

Regarding the students' motivation, 91% of the teachers stated it was higher before the pandemic (*See Figure 13*) but decreased in the transition to RL. There were changes, limitations, and poor knowledge of the competencies and attitudes to study in distance.

In addition, 42% of the teachers indicated that the participation of the students decreased during RL. The reasons relate to unsatisfactory methodologies, lack of confidence when having to turn the microphones or the cameras on, or technology issues. Therefore, teachers felt it was challenging to identify the tasks that allowed the practice of communicative abilities in this environment because of these conditions.

Figure 13. *Teachers' Perceptions of the Students' Level of Motivation, Participation, Interest, and Commitment to the EFL Class Before and During the Pandemic.*
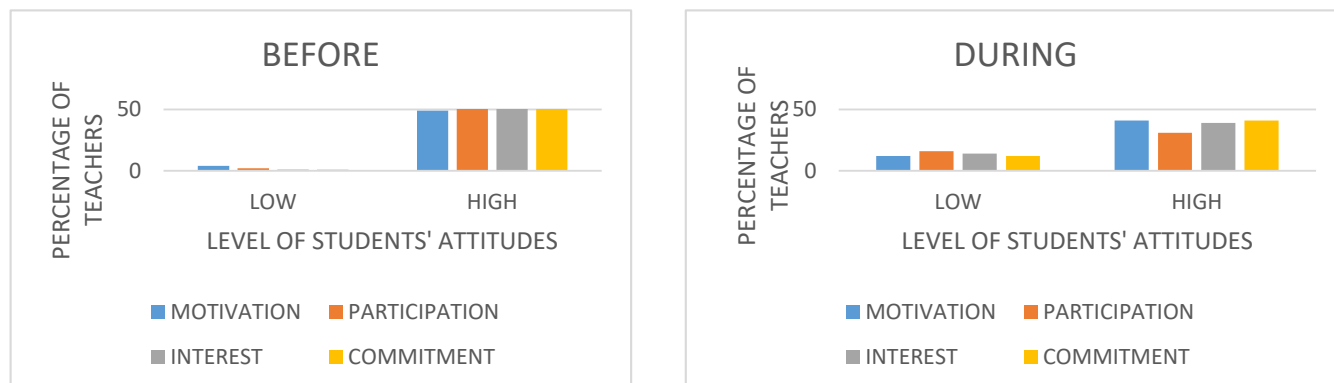

As a result, teachers said that the limitations decreased the students' interest and commitment to the subject and its duties. 94% of teachers perceived students to be highly interested and committed in the EFL class before the pandemic, while during ERT, 66% thought students showed interest and commitment. Psychological problems of the students that were found during this time, such as frustration, stress, anxiety, and sadness, among others, showed a significant impact on their disposition considering that they were forced to work isolated and independently at home. Consequently, the physical and emotional interaction with their classmates and teachers was lost, mainly provoking unfavorable feelings.

Talking about the students' feelings, they did not have a significant change, but it is clear that more students felt negative ones in RL *(See Figure 14).* To begin, 67% of students expressed feeling motivated during the pandemic, while 74% said the opposite. Similarly, 73% of the indicated that their disposition was high during, while before, they were 80%. Additionally, 62% reported having higher participation in the class before, while 53% thought they actively participated during RL. Moreover, 79% of students perceived themselves to be highly interested, while before, they were 71%. Finally, 76% felt committed during, while before, they were 82%.

Figure 14. *Students' Perceptions of the Students' Level of Motivation, Participation, Interest, and Commitment to the EFL Class Before and During the Pandemic.*
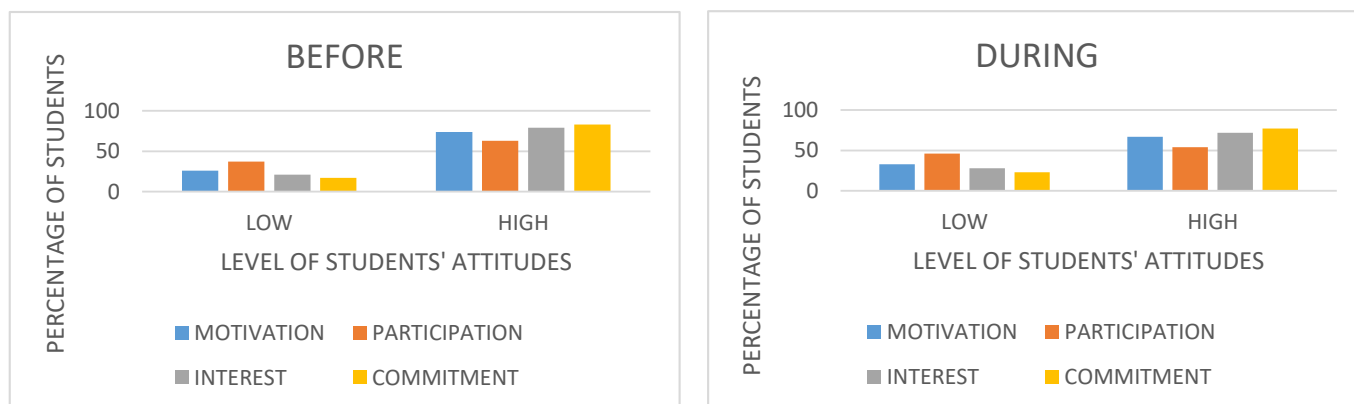
The results evidenced the significant differences in RL and the difficulty for students to adapt to limited interaction. The impact laid on their willingness to learn and practice the language, and feel mentally prepared to take the remote lesson, as they had to cope with socio-affective factors that affected their motivation towards their learning process.

G. Teachers' and Students' Perceptions of Their Feelings in the EFL Class During the Pandemic

Experiencing the transition to a new learning modality was a situation that all the educative community had to face during the hard times of the Covid-19 outbreak. In this sense, the surveys gathered information about how teachers and students felt working from home and experimenting with external and socio-affective factors. To begin, *Figure 15* demonstrates how teachers' perceived themselves emotionally when dealing with ERT.

Figure 15. *Teachers' Perceptions of Their Feelings and Emotions during the Pandemic.*
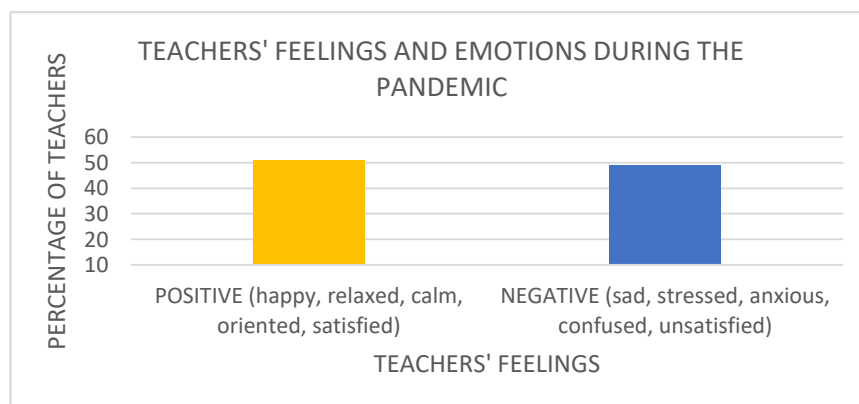
Regarding the teachers' feelings, *Figure 15* showed that 49% had negative emotions such as stress, confusion, anxiety, and dissatisfaction with their practice since they suddenly needed to make efforts to respond to the situation. On the other hand, 51% had positive feelings, describing themselves as pleased to continue teaching in this setting. They identified the methodologies and resources to overcome the emergency.

Concerning the perception of teachers on students' feelings, teachers recognized more positive than negative attitudes (*See Figure 16*). First, 43% identified stress, anxiety, confusion, and affective-factor issues. However, 57% mentioned positive feelings reflecting that some students wanted to continue with the modality, as they felt relaxed and happy. These students liked how the teachers adjusted their lesson plans and enjoyed activities that had to do videos, audio, and interactive games.

Figure 16. *Teachers' Perceptions of Their Students' Feelings and Emotions during the Pandemic.*
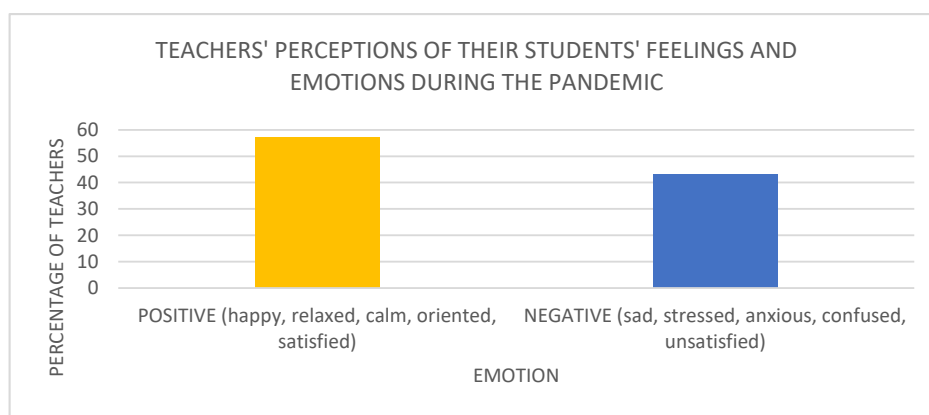
Similarly, students perceived themselves with positive feelings and emotions facing remote classes during the pandemic *(See Figure 17)*. 29% of answers corresponded to students indicating they felt happy and calm. In contrast, about 23% selected to be stressed and confused. However, around 21% represented students feeling relaxed and oriented. Finally, 14% of students considered to be anxious, unsatisfied, and sad studying English in isolation.

Figure 17. *Students' Perceptions of Their Feelings and Emotions during the Pandemic*
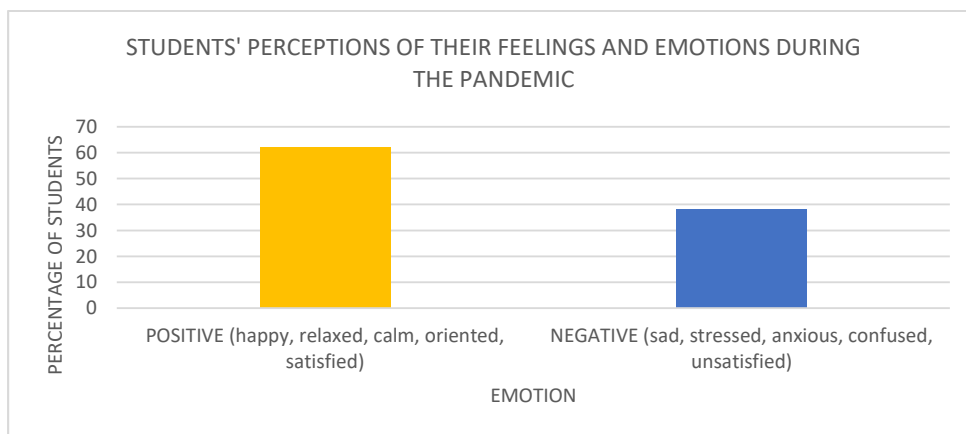
Therefore, it is reasonable to say that students felt mostly positive working under the pandemic circumstances, which could be related to the fact of being at home, using technological devices and the internet, and also because of the flexibility that most of the teachers adapted in their classes to deal with the students' conditions. Nonetheless, some negative emotions still influenced the students' performance and behavior, mainly because the pandemic was a new situation in which they coped differently.

Qualitative Data (Open-ended Questions)

The results of the open-ended questions are displayed in categories that emerged during the data analysis of the students' and teachers' results as follows:

Teachers' results:

Concerning the ***teachers' preferences on the teaching modality and expectations about learning***, it was clear that they expressed a preference for face-to-face classes, justifying that they wanted to be with the students in the classrooms because of three main reasons.

1) In face-to-face lessons, students understand English easily, with more interaction and communication. In this regard, one of the teachers expressed:

"Prefiero la forma presencial. sin lugar a dudas. A razón de la calidad del aprendizaje, del contacto visual, contacto físico, la interacción con la comunidad educativa, la capacidad de atención mínima de los estudiantes… por el acompañamiento que se le puede brindar a los estudiantes, por la calidad humana".

("I prefer face-to-face classes, undoubtedly, because of the quality of learning, eye contact, physical contact, interactions with the educational community, the minimum attention span of students… because of the accompaniment that can be provided to students, and human quality".)

2) Additionally, teachers remarked on the importance of providing feedback as it happens in the classroom, making necessary clarifications, and answering questions during the class to make students feel supported as they learn new things. Here is an excerpt of one of the teachers that confirms this:

"En forma presencial, es necesario tener el contacto afectivo con el estudiante para motivarlo, ayudarlo y fortalecer sus competencias. En la distancia se puede hacer, pero nuestra idiosincrasia es de visualización permanente y retroalimentación continua de conocimientos. Esto le da más seguridad al estudiante".
("In-person (classes), it is necessary to have emotional contact with the student to motivate him, help him and strengthen his skills. It can be done in the distance (classes), but our idiosyncrasy is of permanent visualization and continuous knowledge feedback, giving the student more confidence".)

3) They felt they needed interpersonal interaction in the classrooms to communicate and have fluent discussions. They could make appropriate decisions as they notice how students feel and perform in the class. The following excerpt was taken from one of the teachers' rection:

"Extraño el contacto con otros. El poder ver sus expresiones faciales y corporales. Identificar en el rostro de mis estudiantes las dudas o incomprensiones y poder acercarme a ayudarle y apoyarle. Detrás de cámara no es posible percibir muchas cosas".
("I miss the contact with others, being able to see their facial and body expressions, identify doubts or misunderstandings in my students' faces and be able to approach them to help and support them. Behind the camera, it is not possible to perceive many things".)

There were positive and negative opinions concerning **the teachers' perceptions of remote methodology or modalit**y. On the one hand, some mentioned that remote methodology was suitable as they could manage the different resources and adapt the content and the curriculum to the new conditions. They highlighted the importance of the practice of active online learning, referring to keeping students in action during these classes by developing interactive and engaging

activities using online academic games and English websites to do different exercises that prevented students from being bored or stressed. Therefore, teachers became more resourceful in their classes, looking for exciting and fun tasks for students to develop. In addition, as teachers had to perform in online environments, they developed digital skills, contributing to their professional development. One of the teachers stated:

> *"Para mí ha sido enriquecedor, en el sentido que he aprendido y me he formado en el manejo y uso de herramientas tecnológicas, he podido brindarle a los niños diversas actividades desde la parte virtual, ya que en el colegio, no contamos con internet ni con los suficientes dispositivos tecnológicos".*
> ("For me, it has been enriching, in the sense that I have learned and have been trained in the management and use of technological tools, I have been able to offer children various activities in virtuality since at school, we do not have internet or enough technological devices.")

On the other hand, there were some negative perceptions since they felt stressed because it was hard to adapt their teaching to an environment they could not fully control. They realized that working from home caused students to need more academic support and follow-up, which due to the circumstances and the load of work, was hard for teachers to provide to all, so students did not display complete commitment, motivation, or interest in the class. One of the teachers expressed:

> *"Considero que en el contexto en el cual trabajo, los jóvenes necesitan al docente cerca para que les queden más claros los temas, además, ellos carecen de recursos para acceder a plataformas que puedan ayudar más en el proceso".*
> ("I consider that in the context where I work, young people need the teacher nearby so that the topics are clearer for them, in addition, they lack the resources to access platforms that can help more in the process.")
> Accordingly, teachers commented about the lack of support from the Ministry of Education

or the Secretary of Education regarding the need for resources and guidance to face this kind of environment and keep helping their students.

Teachers considered that the ***technological resources issues***, the lack of devices, and the poor experience in using technology or online tools to teach and learn affected the remote class, significantly provoking negative feelings towards remote education. For instance, the Government

must invest in connectivity and devices in public schools to bridge the gap with private schools.

In this regard, some teachers manifested:

- *"No tiene sentido la virtualidad si los estudiantes e incluso docentes no tienen los recursos minimos para responder en las clases. Los estudiantes y sus familias deben escoger si desayunar o hacer una recarga para Whatsapp. Si el gobierno no brinda los recursos, prefiero la presencialidad".*
  ("Virtuality makes no sense if students and even teachers do not have the minimum resources to be in class. Students and their families must choose whether to eat breakfast or pay data to use Whatsapp. If the government does not provide the resources, I prefer face-to-face".)

- *"Considero que hay inequidad, pocos recursos económicos para acceder a la tecnología y sus herramientas. Además, se han generado sentimientos de incertidumbre, tristeza, desesperanza y ansiedad en la sociedad, en especial, en los niños, adolescentes y jóvenes. La educación virtual no está dada ni pensada para este tipo de población".*
  ("I consider that there is inequity, few economic resources to access technology and its tools. In addition, feelings of uncertainty, sadness, hopelessness, and anxiety have been generated in society, especially in children, adolescents, and young people. Virtual education is not given or intended for this population".)

Moreover, teachers felt that there were some ***methodology expectations*** that students had

and that the teachers needed to adapt. For example, they had to contextualize the topics of the

classes to make students feel that they were learning the language significantly, and it was

challenging to motivate them to practice the language at home. Some teachers asserted:

- *"En mi opinión, es recomendable generar cuestionamientos en los estudiantes que den razón de su contexto para que de esta manera consciente puedan asimilar que el inglés pertenece a la cotidianidad y que su uso constante mejora y multiplica el impacto del aprendizaje".*
  ("In my opinion, it is advisable to generate questions in students that are related to their context so that in this conscious way they can assimilate that English belongs to everyday life and that its constant use improves and multiplies the impact of learning.".)

- *"Pienso que durante la pandemia se resaltó la necesidad de generar clases donde los estudiantes perciban que el contenido les sirve para la vida, no solo para la clase o por la nota. Lograr eso generará motivación intrínseca que detonará autonomía".*
  ("I think that during the pandemic, it was highlighted the need to generate classes where students perceive that the content is useful for life, not just for the class or the grade. Achieving that will generate intrinsic motivation that will trigger autonomy".)

Besides, teachers thought they were required to design very well explained and complete

workshops or worksheets with precise descriptions and instructions for students to feel that they

were in the actual class as they had to understand the topics and develop the activities without the

teacher being present there with them. Finally, teachers noticed the necessity of establishing objectives and goals that are more flexible for the students to achieve in RL considering the limitations and circumstances. One of the teachers indicated:

> *"Entender que los estudiantes no van a aprender igual, por eso el nivel de exigencia es diferente y la motivación es baja. Las guías deben pensarse teniendo en cuenta que todos aprenden diferente, que se debe dejar espacio para que ellos sean más autónomos y que ya no importa tanto cumplir con el contenido de un plan de área como para crear actividades sin fin. Recordar que menos es más".*
> ("Understand that students are not going to learn the same, that is why the level of demand is different, and motivation is low. The worksheets must consider that everyone learns differently, that space must be left for them to be more autonomous, and that it is no longer important to comply with the content of the curriculum and create endless activities. Remember that less is more".)

Finally, working under the pandemic made teachers not only deal with the process of adapting and adopting their teaching practices but also with ***emotional concerns about COVID-19 risks***. Students were worried and anxious about their biosecurity and their families; they showed stress and sadness about the changes, creating a visible impact on their lives and their behavior. This excerpt was taken from one of the teacher's surveys:

> *"Definitivamente ha sido impactante ver como gran parte de los estudiantes se han visto afectados por la pandemia, en todos los sentidos, económico, salud, muchos de ellos deprimidos, esas cosas también nos afectan como docentes, a mi particularmente al inicio de la pandemia me afecto esto enormemente".*
> ("Definitely, it has been shocking to see how many students have been affected by the pandemic, in every way, economically, in health, many of them depressed. These things also affect us as teachers, particularly me at the beginning of the pandemic, which affected me enormously".)

In conclusion, the questionnaire answers revealed the impact, experiences, and practices teachers lived in the transition to ERT classes, where they faced challenges, adjustments, and negative emotions. The categories identified in the comments stated by the teachers provided more insights into the situation.

Students' results:

The following are the main results obtained from the analysis of the open-ended questions in the students' survey:

Regarding the preference that students had for the modality of taking the English class, the majority affirmed having ***positive perceptions of face-to-face classes***, which justifies the lower levels of motivation, participation, interest, and commitment during the remote class. Although some of them stand out the advantages and good experience lived in the ERT setting, most of them agree that physical classes are better because of the following reasons:

First, students stated that being physically in the classroom, they could better understand the language and the class, which enhanced their practice in the skills through interaction. Accordingly, feeling the support of their teacher or classmates was essential in their process since they felt that in-person classes created an environment of learning in which students and teachers could help each other, and they did not feel alone when performing the activities. In this sense, most students believed they were comfortable, enjoyed being in the classroom, and indicated that physical human interactions are fundamental in the learning process and a significant part of their lives as children and teenagers. Accordingly, some students expressed:

- *"Indudablemente, presenciales. Porque obviamente tener al profesor de manera física nos va a permitir tener una mejor comprensión de los temas. Además, como seres humanos, es necesario para nosotros tener esa interacción física con las personas".*
  ("Undoubtedly, face-to-face. Because having the teacher in person is going to allow us to have a better understanding of the topics. Also, as human beings, we must have that physical interaction with people.".)
- *"Presencial, siento que la interacción con el profesor y mis compañeros me ayudan a la motivación y disposición frente a las clases; por otro lado siento que el profesor vería mejor mi desarrollo personal en el proceso, ya que en la virtualidad puede generar dudas".*
  ("Face-to-face, I feel that the interaction with the teacher and my classmates help me to be motivated and ready for the classes; on the other hand, I feel that the teacher would see my personal development better in the process since, in virtuality, it can generate doubts.")

Furthermore, considering their ***perceptions about remote methodology or modality,*** some students indicated positive notions about remote classes and highlighted some advantages. They said they enjoyed how the teacher developed the class and the resources used to explain the topics,

in addition to the presented activities, mainly because they were varied and dynamic as the central resource was technology and the internet.

Some manifested that having remote classes allowed them to be more confident in participating in the class since they feel shy and insecure in face-to-face classes. They indicated that in the online classes making use of video-conferencing platforms, they did not have to appear in camera, so they noticed that this was somehow advantageous for some of them in terms of participation without being seen.

In addition, they emphasized how much they liked ERT through activities that kept them active such as online academic games like *Kahoot* or *Quizizz,* and English websites that allowed them to develop varied, dynamic, engaging, and interactive exercises, which resulted in being significant for them as they could practice but still have fun. In this regard, some students affirmed:

- *A distancia pues se nota mucho más a ctiva la participación pues casi nadie Tiene pena pues no se ven pero Aún así aprendemos un poco más”.*
  ("From a distance, because the participation is much more active since almost nobody is ashamed because they do not see each other, but even so, we learn a little more.")

- *"A distancia pues creo que a través de páginas y juegos web me gustan más y me divierto aprendiendo”.*
  ("In distance since I think that through web pages and games I like them better and I have fun learning.")

On the other hand, some students revealed some negative aspects about the remote methodology or modality. First, they disliked how the teacher presented the topics and activities, causing negative feelings and attitudes in some of the students towards the English class because the methodology did not motivate them to perform actively, and they felt lost with the explanations and exercises. Accordingly, some students said they did not participate as much as they did in face-to-face classes. Some said that it was because of the lack of interest in the class, and others affirmed that they did not have opportunities to participate because the remote classes were focused only

on the development and handout of workshops or worksheets. Thus, students feel that they required more academic support and follow-up since they mostly felt alone in their process as they tried to understand the topics and activities on their own, so they expressed not having enough guidance from the teacher.

Consequently, students confirmed having comprehension issues in online tasks because it was harder to understand the teacher behind a screen. They said that face-to-face classes were more manageable as they got their classmates' help, but RL was complicated, and in general, they were only trying to comply with the tasks but did not have significant learning and practice on the language. Some of the students said:

- *"Me aburro bastante en clase, casi no pongo atención, perdí mucho interés a esta clase porque no estoy aprendiendo algo"*
.
("I get pretty bored in class, I hardly pay attention, I lost much interest in this class because I am not learning anything.")

- *"Las clases a distancia son menos entendibles, uno se estresa al no entender y solo pensamos en cómo cumplir y entregar para no sacar una mala nota".*
("The distance classes are less understandable, one gets stressed by not understanding, and we only think about how to comply and deliver so as not to get a bad grade.")

- *"Es más complicado estudiar virtualmente así que más apoyo por parte de profesores e instructores no estaría mal".*
("It is more complicated to study virtually, so more support from teachers and instructors would not be wrong.")

Besides, students also evidenced two main concerns regarding the ERT methodology or modality because:

1) Most of them reflected having a lack of awareness of online skills, as they were not prepared to face the changes and challenges that virtuality brought, which contradicts their statements about the ability to manage the online tools properly.

Therefore, they manifested that there were abilities and abilities which they needed to learn and develop, considering that for RL, it is crucial to practice independent work and efforts that they did not experience before in face-to-face classes. One of the students stated:

> *"Aunque el estudio virtual ha sido difícil debemos esforzarnos y dedicarle tiempo a las clases, tratarse entrar a ellas y tener una buena actitud"*
> ("Although virtual learning has been difficult, we must make an effort and dedicate time to classes, try to join them and have a good attitude.")

2) Students complained about the academic overload they had to face during the pandemic, as more teachers only assigned loads of tasks to hand out because it was their primary strategy to assess students learning. As a result, students had to decide in which subjects to center their focus, affecting their general learning progress in all their duties. Finally, they also commented that they had concerns about time in the English class. Some believed they did not have enough time in the English class to practice the language and required more frequent classes. Besides, some of them expressed the need for extended homework deadlines, as they were swamped complying with the duties of the other subjects. One of the students suggested:

> *"Que den más clases de inglés y por favor, pongan menos trabajo, ya que primero estresa el no tener muchas clases y segundo la cantidad de trabajos que envían los profesores. Necesitamos también descansar y dedicarnos a otra cosa que no sea el estudio".*
> ("Deliver more English classes and please, put less work, since firstly not having many classes is stressful and secondly the number of work teachers send. We must also rest and dedicate ourselves to something different than studying".)

Concerning the ***methodology expectations***, students affirmed that they enjoyed and felt motivated when there were varied types of activities in the class, such as drawing, making handicrafts, singing, listening to music, watching videos or movies, and playing, among others. In this sense, some students that had these activities in their English class highlighted the positive experiences, but others suggested that the teacher develop these activities so that they could feel more interested in the class since the practices they had were monotonous. Accordingly, some

students expressed that they recommend the teachers consider that they have different learning styles essential because while some activities, some felt comfortable, others felt bored. Therefore, they stressed using visual or auditory resources, games, and interactive strategies. Some students asserted:

- *"Que la cl(a)se se oriente de una manera dinámica, en el idioma INGLÉS en la que podamos desarrollar nuestra escucha, nuestro habla, y mejorar nuestros conocimientos, sea con juegos o métodos efectivos para apropiarnos de conocimientos en el idioma, enriquecimiento en vocabulario entre otras cosas."*
  ("That the class is delivered dynamically, in the ENGLISH language in which we can develop our listening, our speaking, and improve our knowledge, it can be with games or effective methods to appropriate knowledge in the language, vocabulary enrichment among other things.")

- *"Que los estudiantes sean mas activos, se realizen más proyectos/trabajos interactivos como pag(inas web) para aprender la comunicación de manera clara etc."*
  ("That the students are more active, to develop more interactive projects/works like websites to learn communication clearly, etc.".)

- *"Deberíamos aprender mas vocabulario, mas música, ver películas jugar juegos, no solo leer y escribir del traductor, avanzar mas en cuanto a escritura y pronunciación".*
  ("We should learn more vocabulary, music, watch movies, play games, not just read and write from the translator, practice more in terms of writing and pronunciation.")

Finally, students declared that the pandemic situation affected them in different ways. ***Emotional concerns about COVID-19*** risks worried them, expressing that they preferred not to return to school because they wanted to protect their families from the virus and ensure the vaccine protected them from the illness. A student stated:

- *"En tiempos de pandemia a distancia porque prefiero protegerme a mi y a mi familia de el virus."*
  ("In times of pandemic, remote because I prefer to protect myself and my family from the virus.")

- *"Por seguridad es mejor virtual al menos hasta que el riesgo de Covid-19 no sea tan mortal y la vacuna funcione perfectamente, aunque obviamente seguiria usando los protocolos de seguridad hasta que el Covid-19 sea considerado una enfermedad normal y no mortal".*
  ("For safety, virtual is better, at least until the risk of Covid-19 is not so deadly and the vaccine works perfectly, although obviously, I would continue to use the biosecurity protocols until Covid-19 is considered a normal and non-fatal disease".)

Consequently, students developed negative emotions because of the spread of the virus, and it affected them in all aspects of their lives, one of them was their education process since they had to adapt abruptly to changes that made them feel emotions of sadness, and stress, anxiety, among others.

In conclusion, through the closed-ended questions, the results made evident how students experienced the ERT classes during the pandemic and how they reacted and felt to this adaptation. Furthermore, the open-ended questions allowed discovering the most frequent elements mentioned in the students' answers when explaining why they prefer in-person or remote teaching and what their suggestions for remote teaching are to make them learn more effectively.

Chapter V. Findings

This chapter discusses students' and teachers' views based on the objectives of the study. The results indicated the adaptations in the English class during Remote Learning in three dimensions: the impact, the experiences and the practices.

1. Impact of the COVID-19 Pandemic on the EFL Teaching and Learning Process

The study identified four effects of the Covid-19 emergency: 1) less class time, 2) less English use, 3) positive and negative changes in methodology, and 4) students' negative attitudes.

First, the time to study English was reduced for most students during the pandemic; they had one or two hours less every week. The decrease affected their progress in communicative skills especially. Authors like Al-Zoubi (2018) state that "exposure can directly improve a target language so that language proficiency may be a result of social interaction" (p.153). That is to say, the most time learners are in contact with the target language, the more they will try to use it to communicate. However, in the ERT context, time diminished affecting the students' learning process. One of the participant teachers affirmed:

> *"Al ser menos horas semanales están menos expuestos al idioma y eso necesariamente afecta su nivel de inglés en todos sus componentes"*
> ("Since there are fewer hours per week, they are less exposed to the language, and that necessarily affects their level of English in all its components")

The type of modalities and the platforms that ERT allows can also affect time management, confirming what Hsiao (2010) stated about synchronous classes. Although it allows real-time interaction, it limits time flexibility. Therefore, teachers needed to join online classes on narrow schedules, making them concerned about their students' progress.

Second, the teachers affirmed that they lowered the use of English during ERT. Since isolation affected interaction and communication, teachers explained that they used less English because the remote modality restricted language features such as body language that helped

students understand better. However, most of the students affirmed that they perceived teachers still used the same percentage of English.

While one of the teachers said:

> *"Prefiero orientar las clases presenciales en inglés porque es un idioma que se expresa con las palabras y el cuerpo. Limitarlo a las palabras es limitar la comunucación y se pierde de su escencia misma."* ("I prefer to deliver on-site classes in English because it is a language that it is expressed through words and the body. Limiting it to words it limiting the communication, which loses its very essence.")

Some students agreed that:

> *"Yo sé que estamos en clases de inglés pero no somos los más expertos en esta asignatura. Es bueno que en alguna vez de la clase sea con un poco de español para que uno pueda asimilar y reflejar las traducciones"* ("I know that we are in English classes but we are not experts in this subject. It is good that at some point in the class Spanish is used a little so that one can assimilate and reflect the translations.")

In on-site classes, these elements helped teachers to be better understood English, but within the ERT context, teachers tended to lower the use of English and use it as much as Spanish, to clarify the contents and tasks. However, students affirmed something different from the teachers since they perceived that English did not decrease significantly, as teachers still spoke in English as much as possible during the remote classes despite the possible limitations. In this regard, it is essential to remember that English teachers should keep using the target language actively also in remote settings having in mind that classroom interaction is the key to building language development and not only practicing or learning it for the class (Yu, 2008).

Third, according to the tasks, materials, and assessment strategies implemented in the remote classes, it was found that there were positive and negative effects in comparison to face-to-face practices. Students and teachers differed in the frequency of skills practice but agreed on the type of language elicitation strategies, materials, and assessment strategies included in the ERT class.

Students affirmed that they improved in their listening skill and their range of lexicon. Most felt that studying remotely did not influence their performance negatively; on the contrary; the adapted methodologies benefited them. However, considering their other answers and the teachers' perceptions, it was evidenced that the pandemic negatively affected the students' English oral production. Teachers agreed that listening and speaking activities lagged due to the little knowledge and training in using digital resources to promote them. About this, a student commented:

> "*Al escuchar ha mejorado por que ya puedo resolver las cosas mas faciles, al hablar se dificulta por que aveces no entiendo lo que dice, al escribir mejoro en cuanto a la ortografía y todo lo pronunciado y a la gramatica se dificulta demasiado por que no se hacerlo como dicen y en cuanto al vocabulario mejoro demasiado puedo decir las palabras como son y decir lo mas de facil.*"
> ("Listening has improved because I can now solve things easier. Speaking is not easy because sometimes I do not understand what is said. When writing, I have improved in terms of spelling and pronunciation. Grammar is too difficult because I do not know how to do it as they say, and in terms of vocabulary, I have improved too much; I can say the words as they are and do it as easily as possible.")

While a teacher asserted:

> "*A los estudiantes se les dificulta el proceso de escucha y habla, ya que solo realizan los ejercicios trabajados en clase. Respecto a la lectura, escritura, gramática y vocabulario, tiene la ayuda de la búsqueda por internet, explicaciones extras, fuera de las clases y desarrollo de variadas actividades y ejercicios para complementar los temas.*"
> (The listening and speaking process is complex for the students since they only do the exercises worked on in class. Regarding reading, writing, grammar, and vocabulary, they can get help searching on the internet, extra explanations, outside of class and development of varied activities and exercises to complement the topics.")

In addition, the students' technology and connectivity issues interfered with the learning process and the students' possibility to take advantage of the digital resources. About this issue, a teacher suggested:

> "*Aprovechar al máximo las clases con los estudiantes que cuentan con conectividad por medio de actividades llamativas con el fin de mantener su motivación hacia el aprendizaje del idioma.*"
> ("Make the most of classes with students who have connectivity through engaging activities to maintain their motivation towards learning the language.")

Concerning the materials and resources, teachers replaced printed dictionaries, guiding texts, games, and posters with videos, interactive games, apps, and smartphones, enriching the remote class planning. Therefore, technology became essential in the class due to the new conditions, replacing most traditional on-site materials.

Regarding the assessment strategies, teachers narrowed the ways of evaluating the students' achievements. Thus, they stopped using songs, role-plays, posters, oral presentations, tests, and quizzes; instead, they preferred to use mostly writing exercises to assess the progress and performance of the students. For instance, students and teachers agreed that they mainly used workshops, written exercises, and video forums to assess performance which evoked a significant change in the evaluation process. There was an influence on the students' process because there was no integration of abilities that promoted communicative outcomes. Instead, most of the students practiced the language skills in isolation, for example, reading and writing, which confirms what Boling et al. (2012) mentioned about the constraints of asynchronous online learning, in which less interaction happens and the other skills become more frequent.

Fourth, teachers noticed students with negative attitudes and behaviors. Students expressed feeling overwhelmed because of the academic overload; they had many activities to hand out from all the school subjects. Therefore, many felt they were only trying to comply with these tasks and did not have significant learning and practice in English. In this regard, teachers noticed an impact on the affective filter (Krashen, 1982), in which issues related to motivation, anxiety, and self-confidence affect the regular development of the class in terms of participation, interest, and commitment. Students explained that studying at home was difficult because of distractions, connectivity issues, and devices. One of the students explained:

- *" Es un poco difícil luchar contra la distracción, aún cuando uno se encuentra en la comodidad de su casa, es muy fácil distraerse, últimamente he empeorado mi pronunciación del inglés, y eso me da tristeza, casi no participo y de vez en cuando hablo."*

(" It is a bit difficult to fight against distraction, even when you are in the comfort of your home, it is very easy to get distracted lately I have worsened my English pronunciation, and that makes me sad, I hardly participate and from time to time I speak .")

- *"La clase que sea más lúdica y se interesen más por el aprendizaje del estudiante, que por avanzar en los temas. Muchos estudiantes no están aprendiendo, solo se están desarrollando los talleres por obligación."*
  ("A class that is more didactic and (teachers) get more interested in the student's learning than in to make progress in the topics. Many students are not learning; they only develop workshops out of obligation.")

Consequently, the distractors affected their willingness to learn and be active in class, mainly because they felt they did not have enough support from the teacher. Nonetheless, some students also affirmed their positive feelings towards the remote methodology since some enjoyed the activities or the methodologies. However, some others expressed negative emotions due to the Covid-19 emergency and experienced worry, sadness, stress, anxiety, confusion, and dissatisfaction. Similarly, teachers ascertained that they perceived students and themselves to experiment with positive and negative emotions in the ERT class. In their case, they felt stressed, anxious, confused, and dissatisfied because of the adaptations, challenges, limitations, and socio-affective factors that evoked the transition to remote teaching and learning, which they had to face not having enough knowledge in the matter. However, they also felt relaxed, happy, calm, and oriented because of their success with the suitable strategies and practices they could adapt and the digital skills and knowledge they got from experience.

2. EFL Teachers and Students' Experiences under the Covid-19 Pandemic

Regarding the lived experiences, three main situations were detected: 1) Using ICT tools to study and communicate, 2) abilities to work remotely, and 3) experiencing active online learning.

First, during ERT, teachers, and students tried synchronous and asynchronous classes making use of ICT online conferencing platforms (Zoom, Google Meet, Google Hangouts),

WhatsApp, and Google Classroom, among others, as their means of communication and instruction delivery, which represented a new experience in their teaching and learning practice. On the one hand, students had to be connected to the internet and use devices to join the class and hand out their tasks. On the other hand, the teacher needed to adapt their class planning, including online activities and audio-visual materials. However, both experimented with technology and internet issues, including lack of proper devices, connectivity failures, having to work with unknown platforms, new teachers and students' roles, not knowing the specific methodology to be used, and other considerations that interfered with the classes, causing negative emotions such as frustration, stress, confusion, among others. Nonetheless, Gillis and Krull (2020) confirmed that the unpreparedness that students and teachers experience is expected in ERT as they transition to online classes due to an unexpected situation. However, it made it evident that schools need more and better devices and connectivity to face RL.

Second, considering the difficulty the teachers and students perceived in their abilities to work remotely, it was found that for most of the teachers, it was easy to deal with the use of online platforms, getting connected to the internet, managing technological devices, and designing handouts. Nonetheless, about half of the teachers believed that working in isolation was a challenging experience that made them feel overwhelmed. They affirmed that students need the interaction created physically in the classroom to foster the comprehension of the language. Thus, it resulted in demanding to learn and teach independently because it was a new skill needed in physical classes that made it difficult to deal with in isolation.

In brief, teachers concluded that their general experience delivering classes in RL was demanding because of the limitations, adaptations, and lack of knowledge in the remote setting. In addition, they reported that students needed more academic support and follow-up, which was

difficult for them to comply because of their workload. Similarly, although students could manage ICT tools without difficulty, they considered specific abilities needed to perform better in the online setting, such as time management and independent learning. Therefore, students struggled with the independence they had to adapt because they had little support from the teachers, and an absence of physical interaction with their classmates affected their process. This result confirms the teachers' perceptions on how they identified that students needed to have more assistance during RL but that it was not possible for time and work overload. In this regard, a teacher affirmed:

> *"Para los docentes el trabajo se a triplicado porque los pocos que se conectan se les envía la actividad más de una vez y los grupos son varios, así que cuando ellos te piden por whatsapp enviame el trabajo nuevamente profesora es difícil desde revisar por whatsaap hasta la retroalimentación del mismo porque son muchos estudiantes y por el celular es muy dispendioso."*
> ("For the teachers, the work has tripled because I sent more than once the activities to the few who get connected, and the groups are several, so when they ask you on WhatsApp, 'send me the work again, teacher,' it is difficult to check and give feedback from WhatsApp because there are many students and by the phone, it is very wasteful.")

Besides, students reported facing other external factors influencing their performance, attitude, and motivation towards the class. For example, distractions at home, namely noise, errands, chores, and emotional issues related to the emergency and isolation directly related to their academic performance. Accordingly, teachers not only dealt with the adjustments they had to make according to their student's needs but also faced emotional issues from the pandemic outbreak. Consequently, students valued the teachers' efforts to keep them motivated and interested in the activities.

Third, although most teachers dealt with issues teaching the language in ERT, some promoted students' active online learning through innovative methodologies and activities in which students practiced the skills integrally and interacted with their peers in the new environment. Outstanding the student's role and planning the activities around communicative

exercises confirmed that success in RL lies in strengthening interpersonal interactions and actively

involving in the context (Sherry, 1995). Regarding this situation, some students shared:

- *"En mi opinión me gusta más a distancia ya que podemos ver juegos online,videos y incluso exámenes pero con atractivos mucho más entretenidos"*
  ("In my opinion, I like it more from a distance since we can watch online games, videos, and even exams but with much more entertaining features")
- *"Considero que el profesor de inglés ha sido muy didáctico a la hora de enseñar en sus clases, y esto ha contribuido a que mi desempeño en inglés no baje a pesar de la situación tan dura como es la virtualidad."*
  ("I consider that the English teacher has been very didactic when teaching in his classes, and this has contributed to my performance in English not going down despite the tough situation of virtuality.")

Consequently, motivation and interest were higher when the teacher included enjoyable

exercises making a profit from the devices and the circumstances. Conversely, some other students

mentioned that when exposed to monotonous classes, they felt lost and not committed to learning

the language. In this regard, one student stated:

> *"Es difícil aprender cuando solo ponen talleres y no actividades para hablar ni actividades que nos ayuden a él hablé, gramática entre otras a mejorarlo."*
> ("It is difficult to learn when they only assign workshops and no speaking activities or activities that help us speak, grammar, among others, to improve it.")

In other words, the results supported what authors like Ferri, Grifoni, & Guzzo (2020) think

about the goal of today's education, which is to emphasize and promote the active role of the

students by enhancing cooperative and creative work and the share of knowledge in the digital

classroom.

3. Teaching-learning Practices Derived from the Wake of the Covid-19 Pandemic

Two main results were identified in terms of the practices: 1) online games and digital tools

that promoted active learning, and 2) contextualized workshops and activities.

First, technology represented the core of the remote classes; still, it was a challenging

experience as there was a higher integration of ICT resources compared to on-site. There were

smartphones, digital apps like WhatsApp and Youtube, online games like Kahoot and Quizziz,

EFL Websites, and other academic platforms. Although they required time to explore and learn to apply in the class, implementing these tools represented the main factor in the students' willingness to participate, interest, and commitment. In this sense, the results confirmed what Clark (2002) tells about the significance of audiovisuals, animations, drawings, charts, and digital resources as tools that help succeed in today's education. A teacher and student stated:

- *T: " Hemos aprendido como docentes a hacer uso de herramientas virtuales que complementan de manera significativa nuestro quehacer,"*
  (T: "We have learned as teachers to make use of virtual tools that significantly complement our work,")

- *S:" La verdad siento que hay mucha variedad en las clases virtuales y recomiendo que se siga así porque es mas fácil aprender prácticamente que con una guia ."*
  (S: "I really feel that there is much variety in virtual classes, and I recommend that you continue like this because it is easier to learn practically than with a guide.")

In these terms, teachers implemented strategies suited to the context students could enjoy simultaneously. They found academic tools that were not conventionally used in the physical class but had significant advantages in the ERT setting and that adjusted effectively to the students' need to work with interesting, varied, and valuable materials that promoted interaction and communication while being in isolation from home. As a result, students who experienced this type of methodologies valued the efforts of the teachers in developing practical activities that were appealing to them. However, some students who did not experiment with this highlighted the importance of developing activities like drawing, making handicrafts, singing, listening to music, watching videos, and playing since these remain essential in the remote setting to overcome the limitations and replace them with dynamic methodologies and techniques that make them feel comfortable, interested, and motivated. For example, some students recommended:

- *"Me gustaría ver más juegos, yo soy alguien quinestésico así que juegos o cosas que tengan que ver con algo a desarrollar o que representen un reto es algo motivante y me ayuda a aprender mejor, y en un momento en donde la virtualidad es algo importante debería coger fuerza metodologías con juegos en las clases."*

("I would like to see more games, I am someone kinesthetic, so games or things that have to do with something to develop or that represent a challenge is something motivating and helps me learn better, and at a time when virtuality is something important should gain strength methodologies with games in the classes.")

- *"Me parece que todo está muy bien, solo hacer actividad más interactivas y más llamativas, como utilizar kahoot o juegos parecidos"*
  ("It seems to me that everything is fine, just do more interactive and more attractive activities, such as using Kahoot or similar games")

- *"He mejorado en algunos aspectos acerca de mi progreso en el ingles, algunos de estos mejoramientos han sido la lectura ayudándome de textos y libros, también la escucha ya que he tenido un contacto mas profundo con una variedad de medios, por ejemplo videos, canciones o películas."*
  ("I have improved in some aspects of my progress in English, some of these improvements have been reading with the help of texts and books, also listening since I have had a deeper contact with a variety of media, for example, videos, songs or movies.")

Therefore, it can be concluded that instruction was teacher-centered or content-centered during this time because it was mainly focused on explaining the workshops to handout rather than providing students the tools and strategies to make them discover the topics and demonstrate their abilities through active language practice. Nonetheless, considering the teacher's role needs to adapt to the new needs. It is valuable to consider the standards suggested by the Society for Technology in Education (2020) for teachers to integrate into this learning modality, related to being a: learner, leader, citizen, collaborator, facilitator, and analyst. All of these characteristics emphasize the active role of the students as they become more accountable for their accomplishments with the language.

Second, teachers had to design worksheets and workshops explaining the topics and giving instructions for the exercises for students to feel like they were on-site and be more oriented to know what to do or what they were expected to learn and practice. In this regard, some teachers expressed:

- *"Pienso que durante la pandemia se resaltó la necesidad de generar clases donde los estudiantes perciban que el contenido les sirve para la vida, no solo para la clase o por la nota. Lograr eso generará motivación intrínseca que detonará autonomía. ¿Recursos? Los que sean necesarios."*

("I think that during the pandemic, the need to generate classes where students perceive that the content is useful for life, not just for the class or the grade, was highlighted. Achieving that will generate intrinsic motivation that will trigger autonomy. Means? Those that are necessary")

- *Con respecto a los estudiantes que no cuentan con conectividad pero reciben material en físico, procurar que las temáticas estén bien explicadas(tanto las instrucciones como el tema a aprender) y tengan actividades de entretenimiento (sopa de letras, crucigramas, historietas, etc).*
  (Concerning students who do not have connectivity but receive physical material, ensure that the topics are well explained (both the instructions and the topic to be learned) and have entertainment activities (word search, crossword puzzles, comics, etc.)

In conclusion, contextualizing the activities to real-life was essential to keep students' motivation as they practiced English through meaningful, valuable, and enjoyable exercises that related to their interests, daily activities, and hobbies. Additionally, activities that developed 21st century skills also contributed to calling students' attention and promoting their creativity, problem-solving, and critical thinking skills through collaboration and teamwork to handle information and communication with technology.

Chapter VI. Conclusions

The Covid-19 pandemic represented a before and after in our lives. In education, the transition to a teaching-learning modality that allowed the continuity of the school year of 2020 represented a challenging experience for all educators and students worldwide. Concerning the ELT practices, virtual strategies and materials contribute to creating an active online learning environment in RL. However, external issues influenced the process—for example, the lack of resources and affective factors. As a result, the research on the Emergency Remote Teaching modality in ELT reflected the impact, the experiences, and the teaching-learning practices, expanding the literature on the subject.

First, the impact on the ELT practices highlighted a decrease in-class time and language exposure during the pandemic. Therefore, in ERT, there should be alternatives to compensate the few hours in contact with the language. For example, additional resources and learning strategies related to communication and games ensure practice inside and outside the remote class. Digital tools that relate to current needs and trends are essential to be included in RL since they enhance interest and commitment in difficult circumstances.

Nonetheless, the emotions and attitudes that act as the affective filter that interfere with the process relate to motivation, self-confidence, and anxiety. These factors play the foundations of the learners' performance, participation, interest, and commitment in ERT but in the same way, the return to in-person classes will also reflect issues related to bullying, mental health, unpredicted attitudes, indisposition, and indiscipline. Thus, the emotional state will still be a factor that the educative community need to pay attention and make a plan to counteract the influence on the process.

Second, the use of ICT, the management of digital platforms, and the positive outcomes of active online learning reflect how ELT practices can be supported with the integration of technology. Nonetheless, it is necessary to have an investment in quality devices and a better internet connection in public schools so that all educative communities are supplied to face remote conditions and also foster the use of digital tools to learn, encourage creativity and improve critical thinking. In this sense, the student's role should comprise features like those proposed by the International Society for Technology in Education (2016), consisting of empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. These qualities enhance independence because they assume more accountability and make them capable of determining what works for them to improve their proficiency in English.

Third, in identifying the teaching-learning practices during the pandemic, online interactive tools and contextualized activities are the core of RL.

Applications allow communication and work to practice the language through voice notes for speaking and pronunciation or audio for listening comprehension. Besides, conferencing platforms propitiate the space for synchronous interaction and cooperative work by allowing visual and auditory exchanges that complement the transmission of meaning. Moreover, academic games and websites nurture the teachers' work because they inspire students to show their learnings through interactive pedagogical resources from which teachers also can reflect on the students' strengths and weaknesses.

Besides, regarding the activities in remote learning, teachers should allocate realistic and meaningful tasks in which students demonstrate their achievements in the language designing

comprehensible workshops that aim for the integral practice of the language by giving clear instructions on how to develop the exercises in the absence of the teacher.

To avoid over-focusing some of the English skills, teachers should execute an approach that stimulates communication and collaboration, overcoming the ERT environment limitations—for instance, the task-based (TBL) or project-based learning (PBL) approach integrate the competencies, skills, roles, and collaborative work needed in RL to respond accurately to the circumstances. According to Nunan (2006), in TBL, teachers can select content according to a needs-based approach, emphasize communication through interaction, introduce authentic texts, focus not only on language but also on the learning process itself, enhance the learner's experiences as vital elements to classroom learning, and link language learning with language use outside the classroom. Therefore, leading students to work collaboratively and respond accurately to tasks that reflect real-life situations.

To conclude, the experience of delivering and taking the English class in the ERT environment evoked learnings and forward-thinking in the EFL field since several factors needed to be tailored and from which teachers and students' could profit from further practices. For example, the significance of technology and digital competencies not only in the English language teaching and learning but also in personal growth as members of a modern society where ICT facilities are the foundations of education. Consequently, teachers should update their practices by attending to seminars, conferences, workshops, or other courses that strengthens their knowledge and skills in the virtual setting.. Moreover, it was remarked how relevant it is for students to be contextualized and significant learning, mainly when external factors affect their motivation and interest. As a result, teachers can reflect on these experiences to acknowledge what procedures remain valuable to administer in remote and in-person settings.

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Appendix A. Teachers' Survey Results

SECTION I – DEMOGRAPHIC INFORMATION

1. Age Range
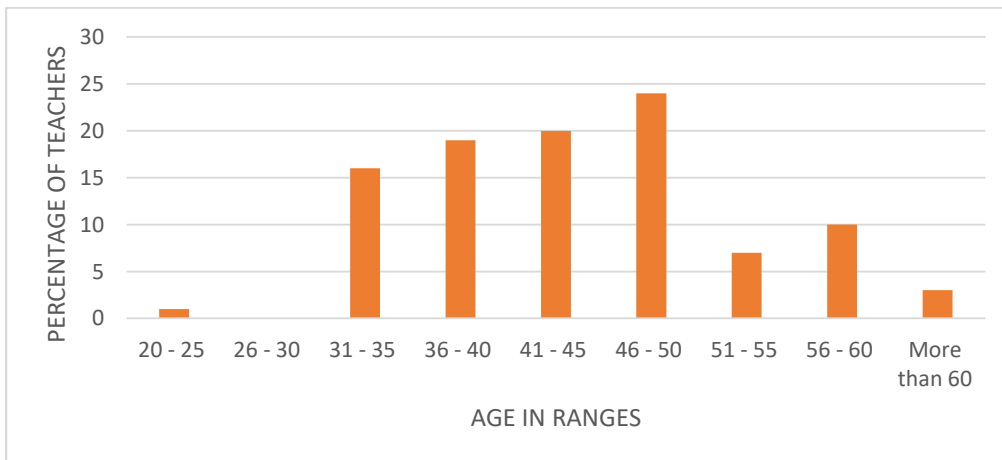
2. Gender
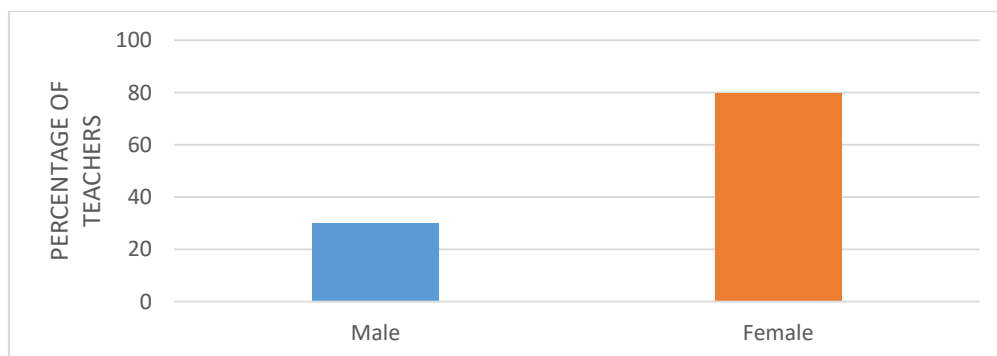
3. Grades Currently Teaching
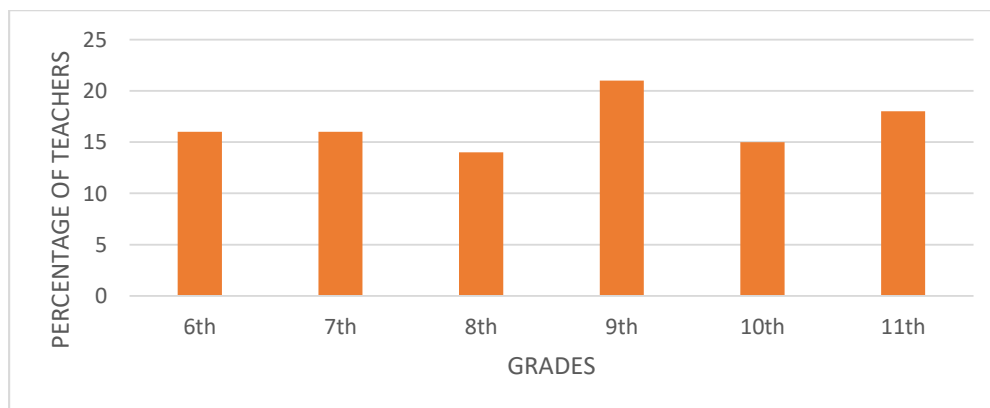
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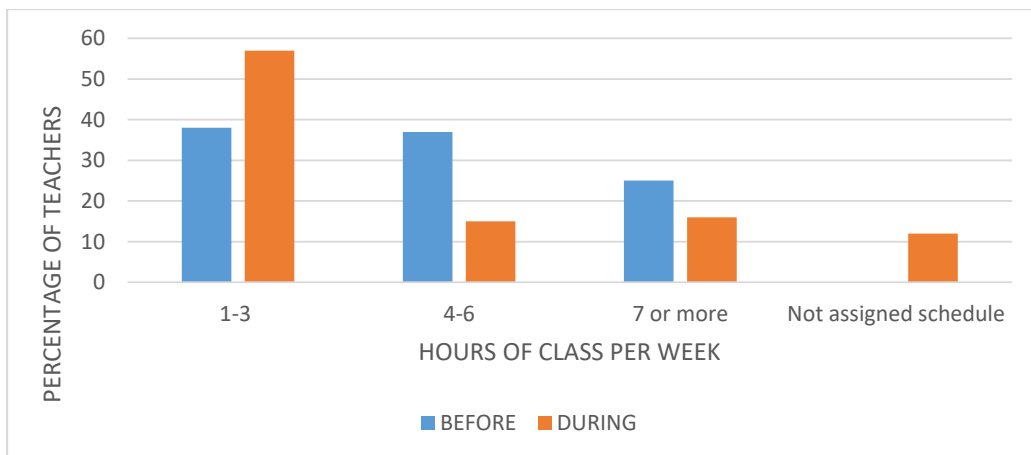
SECTION II – EXPERIENCE IN THE ENGLISH CLASS DURING THE PANDEMIC

5. Teaching Modality
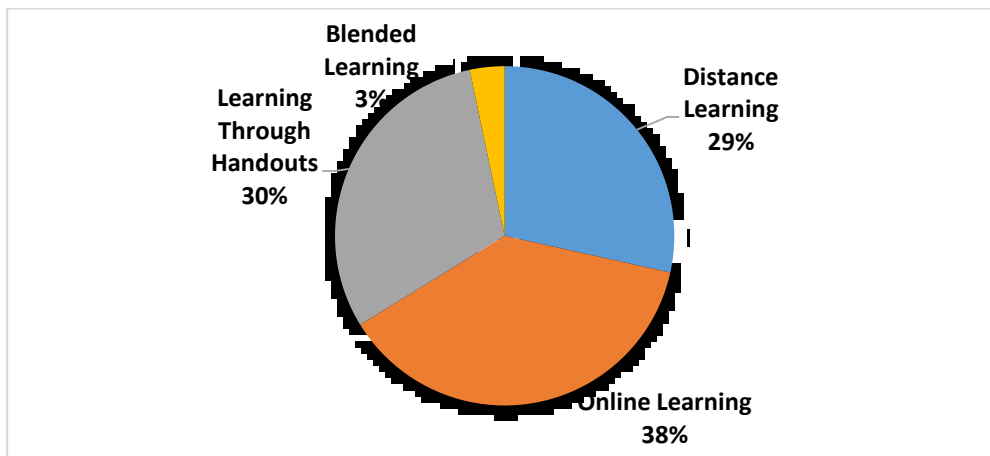
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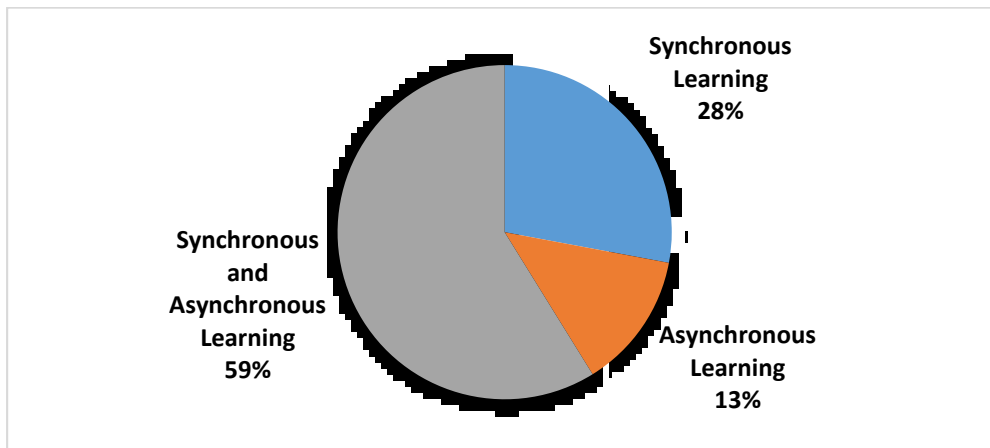
7. Teaching Means
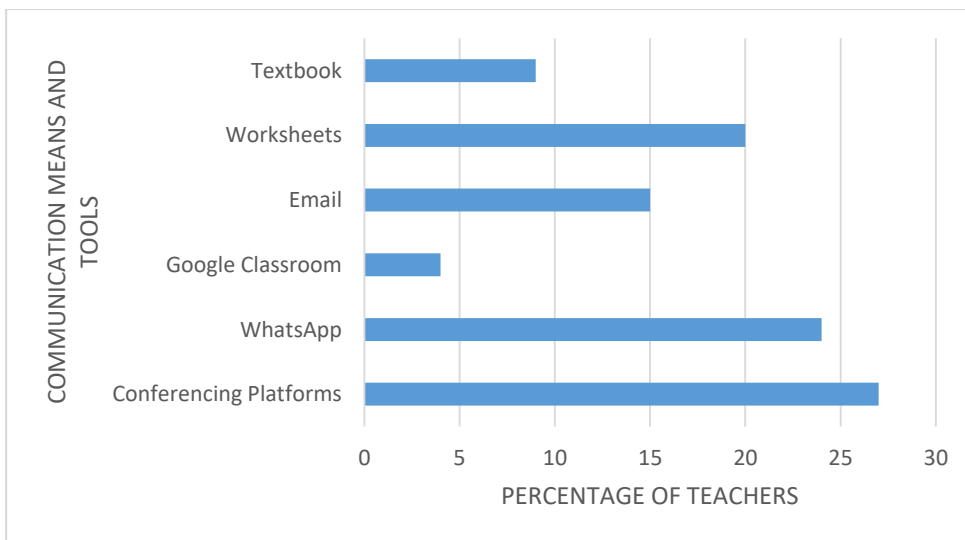
8. Teaching Devices
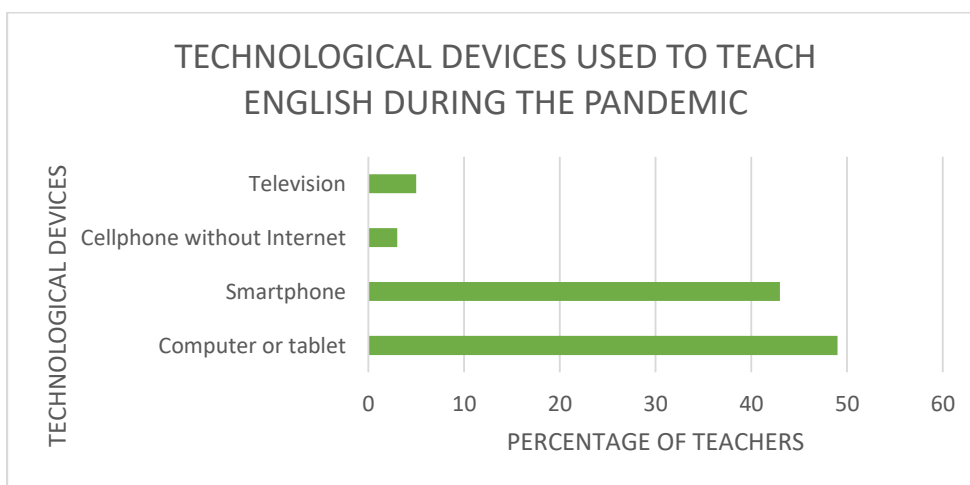
9. Challenges in the Remote Setting
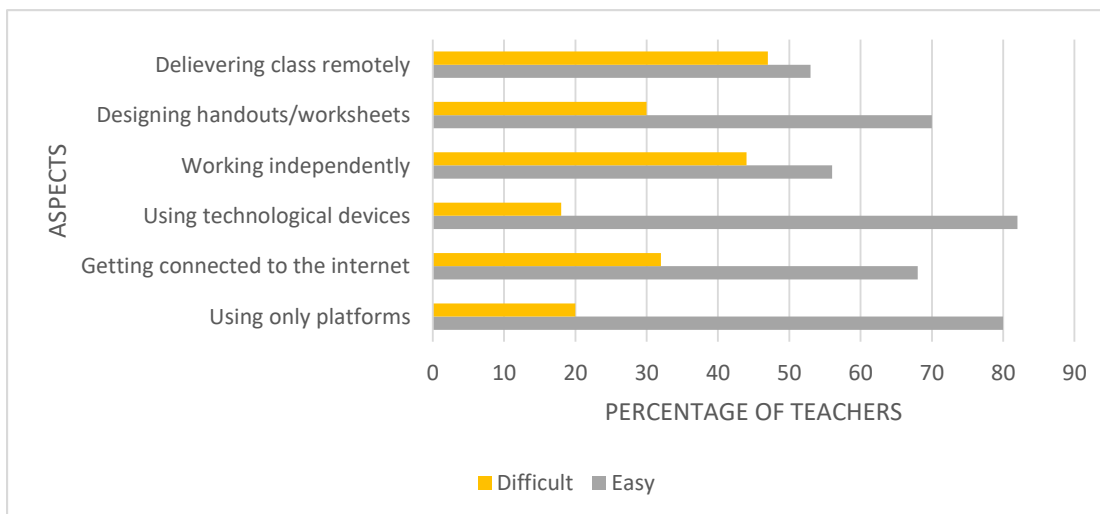
10. Perception of the Students' Performance
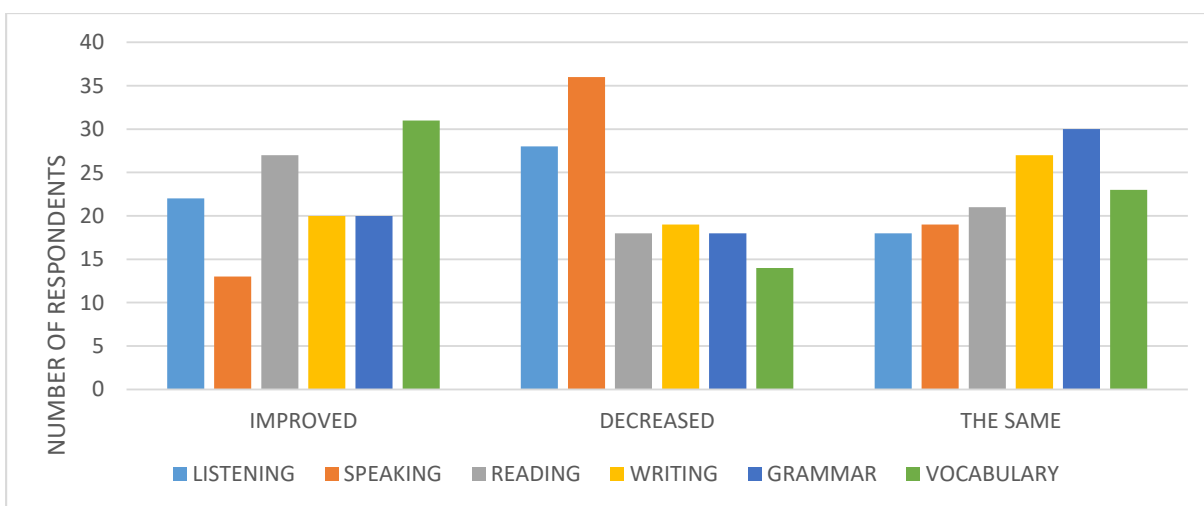
SECTION III: THE EFL CLASS BEFORE AND DURING THE PANDEMIC

11. Percentage that English classes were/are taught in English
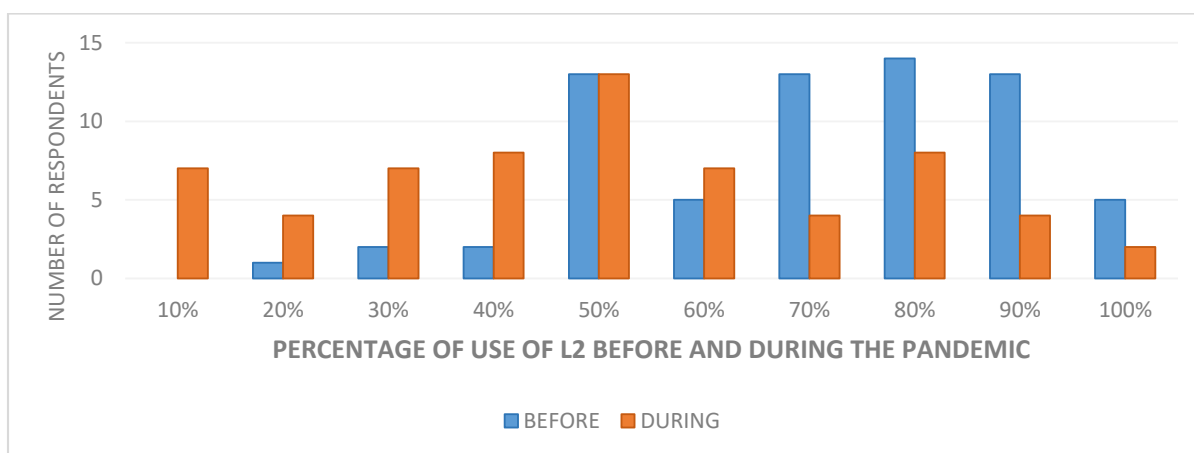
12. Frequency of Tasks According to the English skills
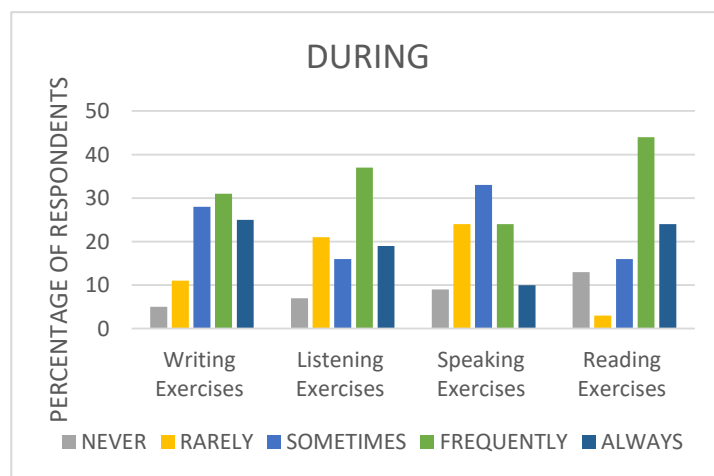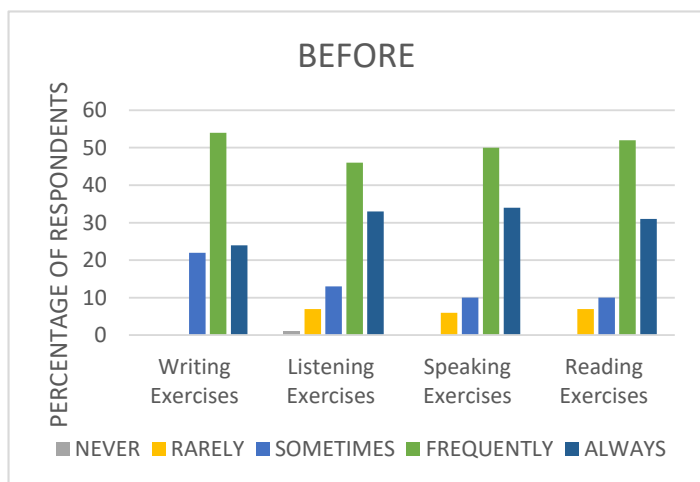
13. **Frequency of Tasks According to the Language Elicitation Strategies**
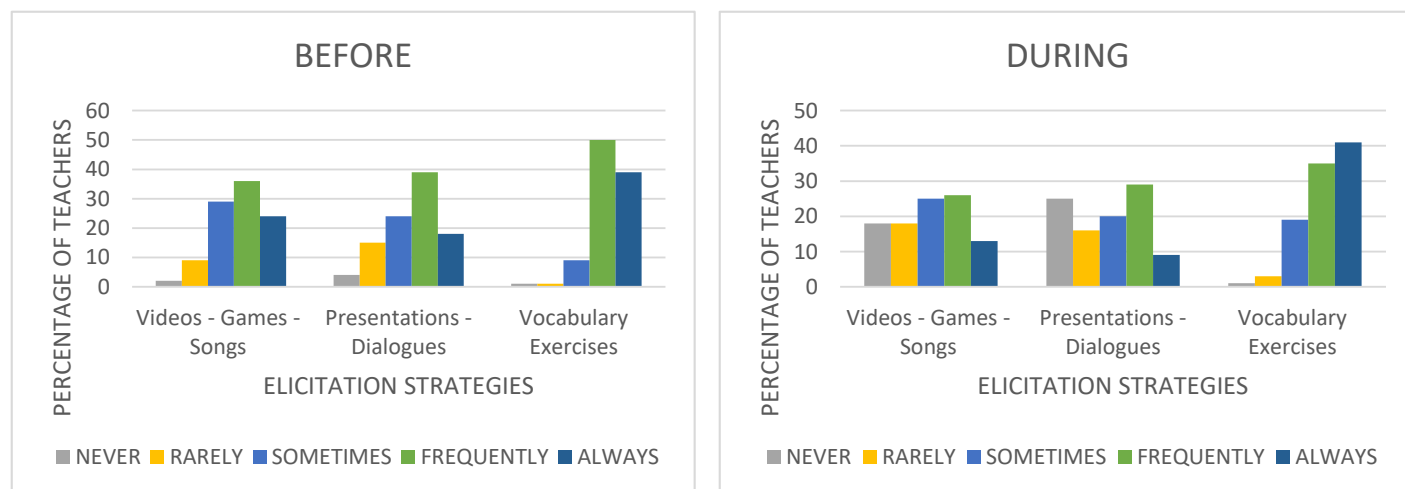
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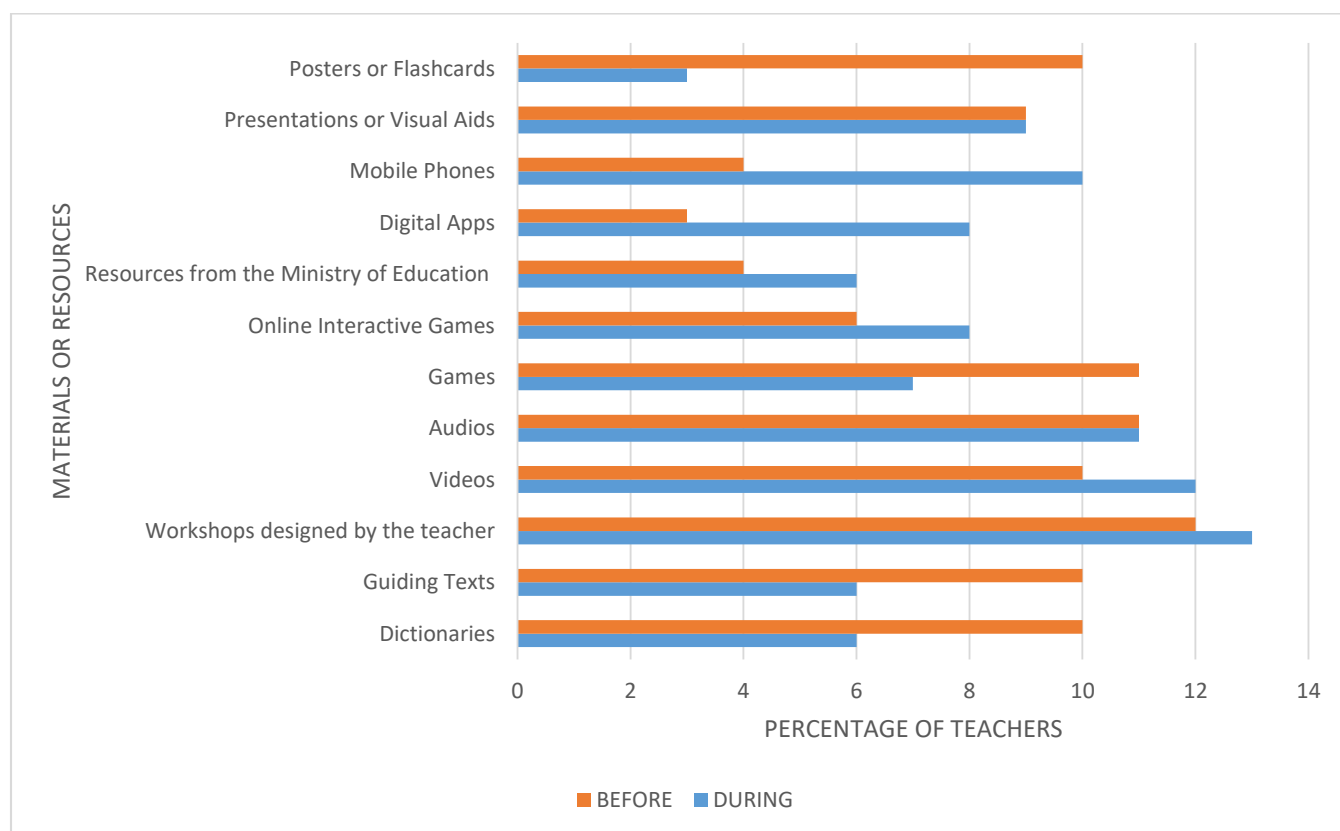
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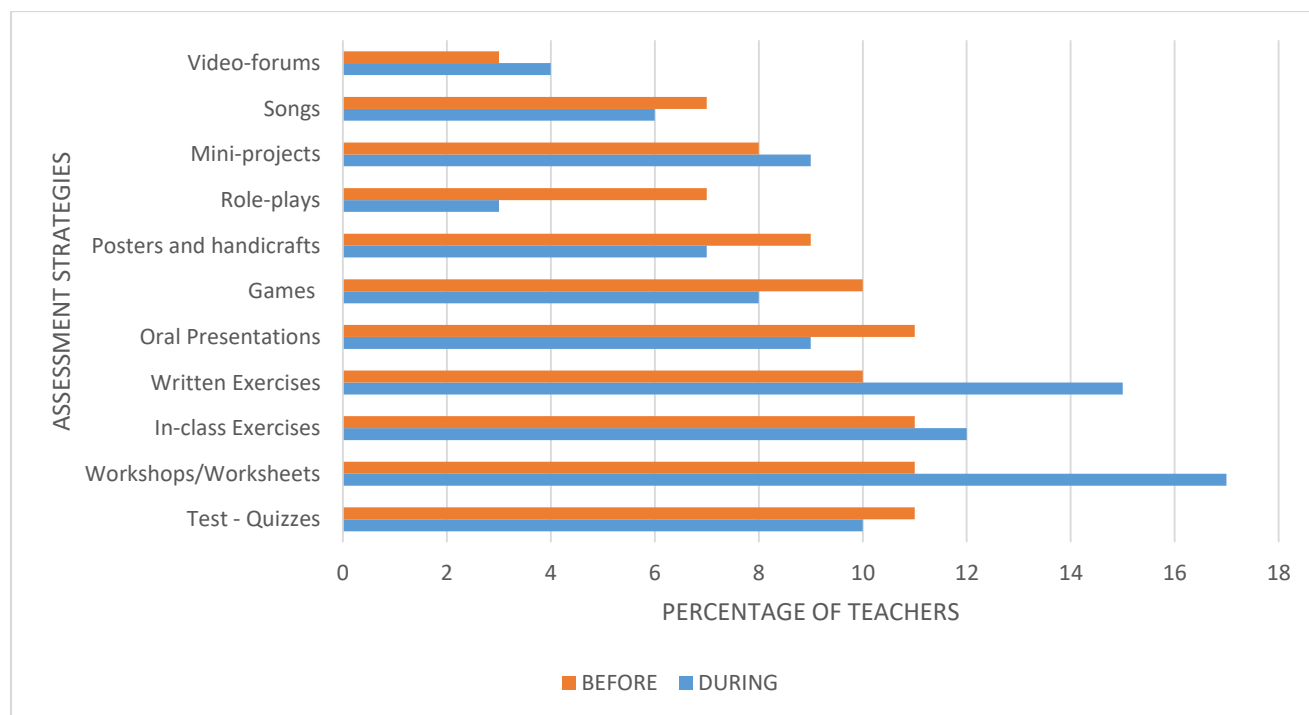
16. Rate of Students' Attitudes toward the English Class
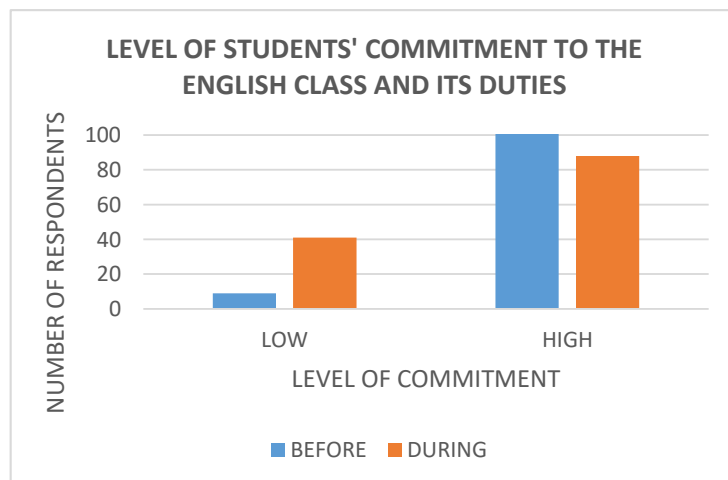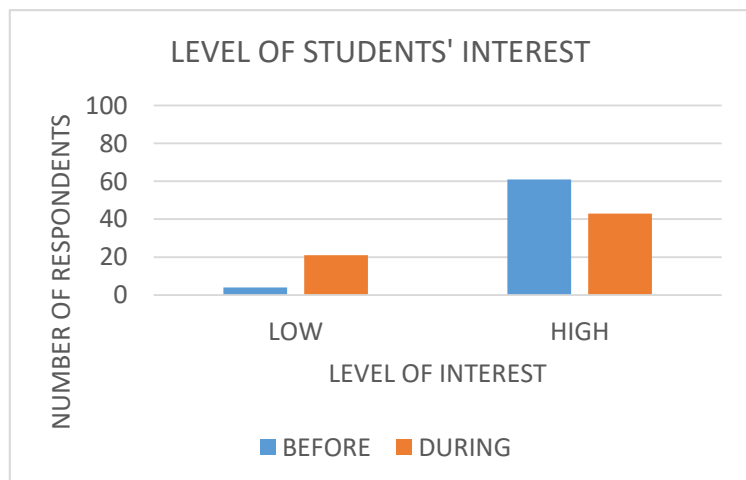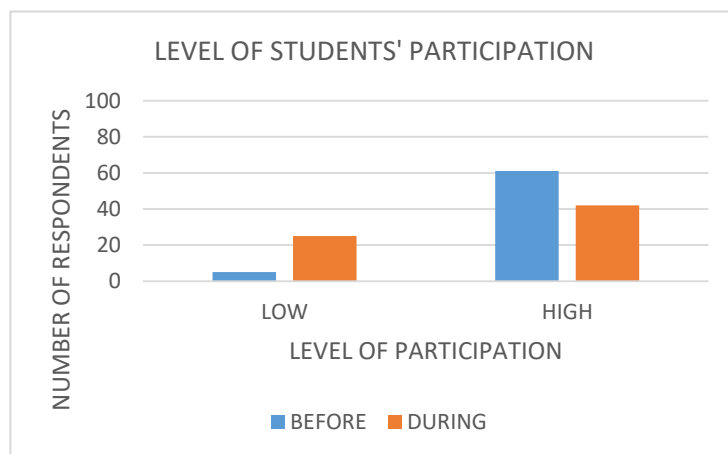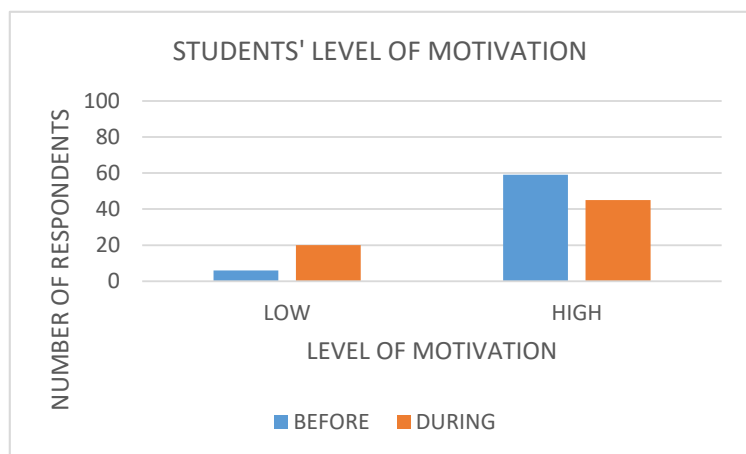
17. Perceptions of Students' Feelings and Emotions in the English Class During the Pandemic
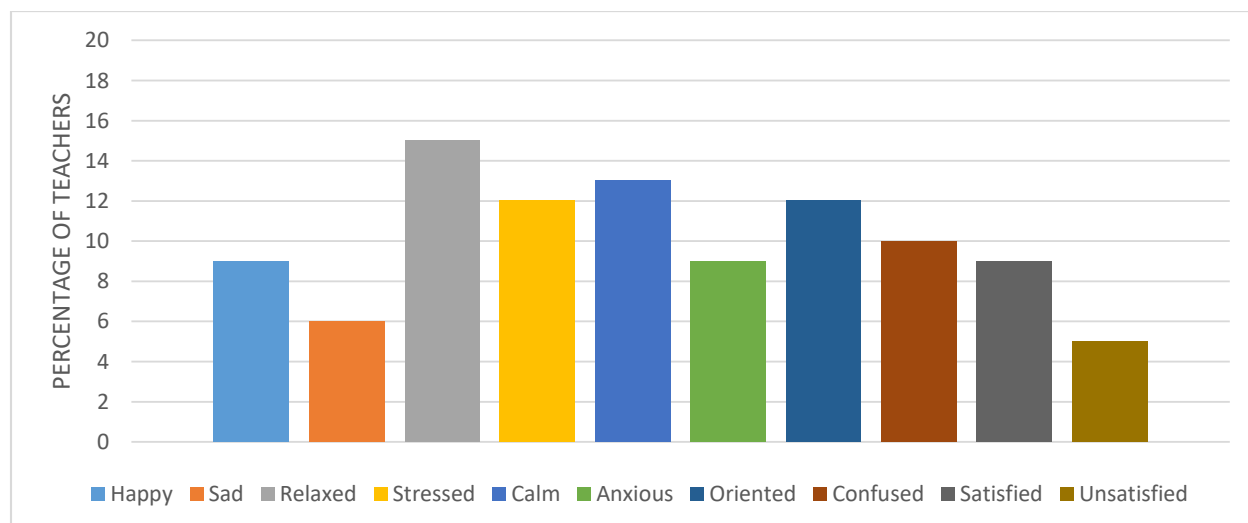
18. Teachers' Perceptions of their own Feelings and Emotions during the Pandemic
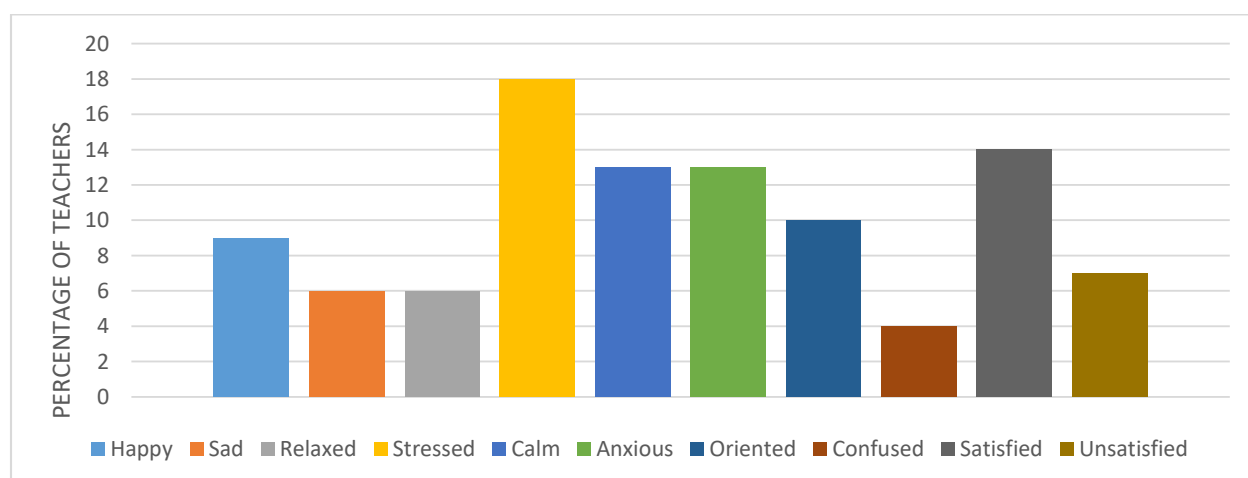
19. Rrecommendations or suggestions do you have about the remote English classes during the pandemic

(Relevant answers)

- "El internet debe ser un servicio gratuito para los estratos 1,2,3. Así los niños se podrán conectar y no se sentirán frustrados algunas veces frente a la clase de inglés. - El ministerio de Educación debe invertir en plataformas que permitan a los profesores llegar con más facilidad a los estudiantes."

- "Deberíamos contar con un mejor acceso a la virtualidad de parte de la escuela pública pues eso esta aumentando la brecha entre escuela publica y privada."

- "Destacar que, el tipo de actividades y estrategias que se llevan a la clase virtual son determinantes para realizar buenas practicas de enseñanza-aprendizaje."

- "Es necesario conocer muchas plataformas o páginas interesantes e interactivas y disponer de mucho tiempo para elaborar actividades y estrategias que se puedan desarrollar en clase."

- "Me gustaría que el colegio asignara más tiempo a la materia, una clase cada tres semanas es muy poco tiempo. Sobre todo porque hay que compartir el tiempo con otras materias, yo trato de que cada curso tenga por lo menos dos reuniones virtuales en esa semana. Para que los chicos mantengan la escucha estoy dando unos clases extra durante las semanas en las que no tenemos reunión oficial. Son en las tardes nuestra jornanda es en la manaña, pero todos los chicos no asisten por sus condiciones economicas, no todos pueden conectarse. Estas clases son más como un club, donde vemos videitos cortos, y cantamos canciones y practicamos pronunciación. Son libres no se califica asistencia y no son obligatorias se conectan los que quieren y pueden."

- "No ha sido el mejor escenario para la enseñanza ni para el aprendizaje, mucho más, tratándose de una segunda lengua. Considero que hay inequidad, pocos recursos económicos para acceder a la tecnología y sus herramientas. Además, se han generado sentimientos de incertidumbre, tristeza, desesperanza y ansiedad en la sociedad, en especial, en los niños, adolescentes y jóvenes. La educación virtual no está dada ni pensada para este tipo de población."

- "Que le han quitado horas de clase a los grupos, no deberían ser así."

20. Preference between face-to-face or remote classes (explain)

(Relevant answers)

- "A distancia tengo mas herramientas digitales para dar una clase didáctica mientras que presencial la falta de internet en mi colegio era una gran debilidad."
- "Ambas formas son muy utiles, pero la falta de recursos de los estudiantes de las instituciones públicas dificultan la virtalidad."
- "En forma presencial hay más interacción y más acompañamiento por parte del docente, lo que hace que las metas de aprendizaje se logren de una manera más fluida y práctica."
- "En forma presencial, es necesario tener el contacto afectivo con el estudiante para motivarlo, ayudarlo y fortalecer sus competencias. En la distancia se puede hacer, pero nuestra idiosincracia es de visualización permanente y retroalimentación continua de conocimientos. Esto le da más seguridad al estudiante."
- "Es mejor orientar las clases de forma presencial; ya que de esta forma se pueden mejorar los procesos de los estudiantes y estar más pendientes de sus habilidades frente al idioma. Además es muy importante la retroalimentación de forma presencial."
- "La presencialidad, le permite al docente identificar las fortalezas y debilidades del estudiante, evidencia además su ritmo de trabajo."
- "Me ha parecido muy interesante el trabajo a distancia. En temas de movilidad (desplazamiento desde y hacia el trabajo) se ahorra uno mucho tiempo que aprovecha en otras actividades (planeación, revisión de trabajos)."
- "Prefiero enseñar inglés de forma presencial, dado que puedo estar pendiente de cada uno de los ritmos de aprendizaje de mis estudiantes, los puedo motivar y orientar basándome en sus debilidades y fortalezas."
- "Prefiero la forma presencial. sin lugar a dudas. A razón de la calidad del aprendizaje, del contacto visual, contacto físico, la interacción con la comunidad educativa, la capacidad de atención mínima de los estudiantes, los pocos recursos económicos de las familias (comen, subsisten o pagan un servicio de internet para que sus hijos accedan a clases virtuales), por el acompañamiento que se le puede brindar a los estudiantes, por la calidad humana."
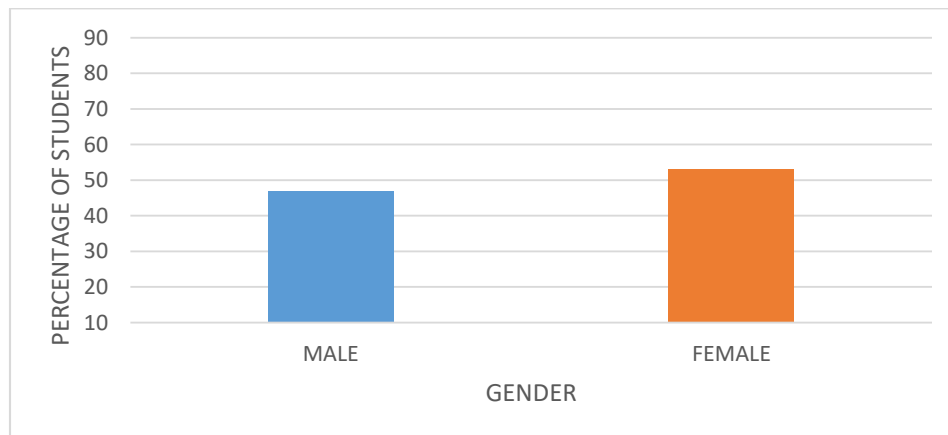
Appendix B. Students' Survey Results

SECTION I – DEMOGRAPHIC INFORMATION

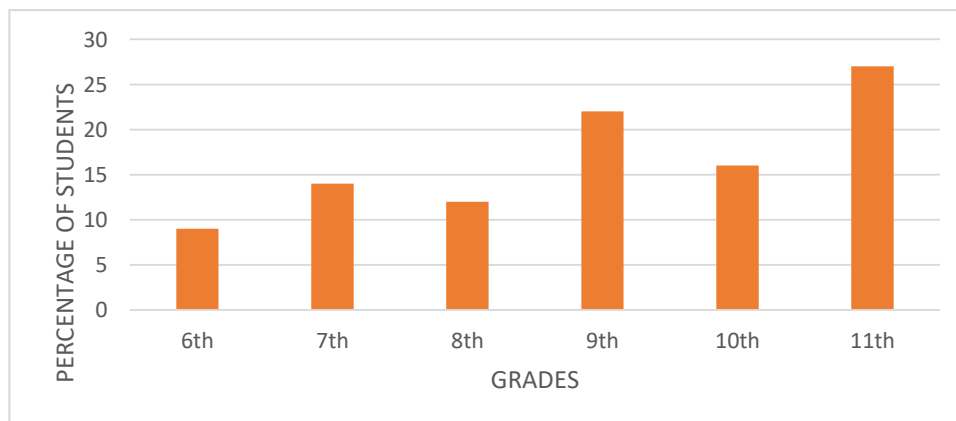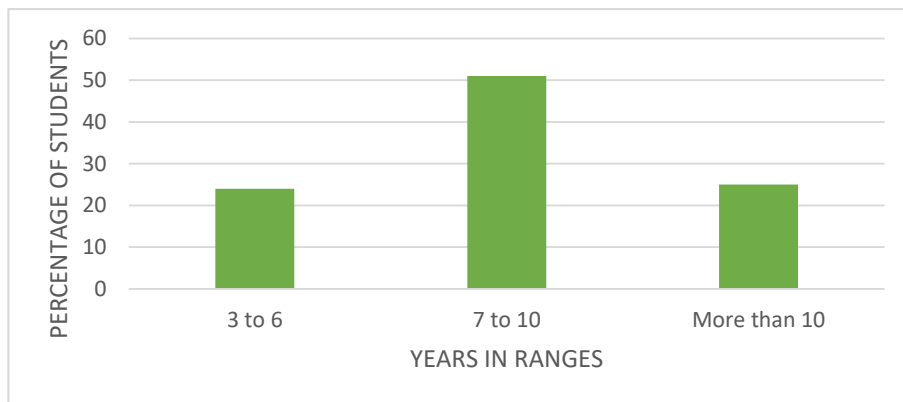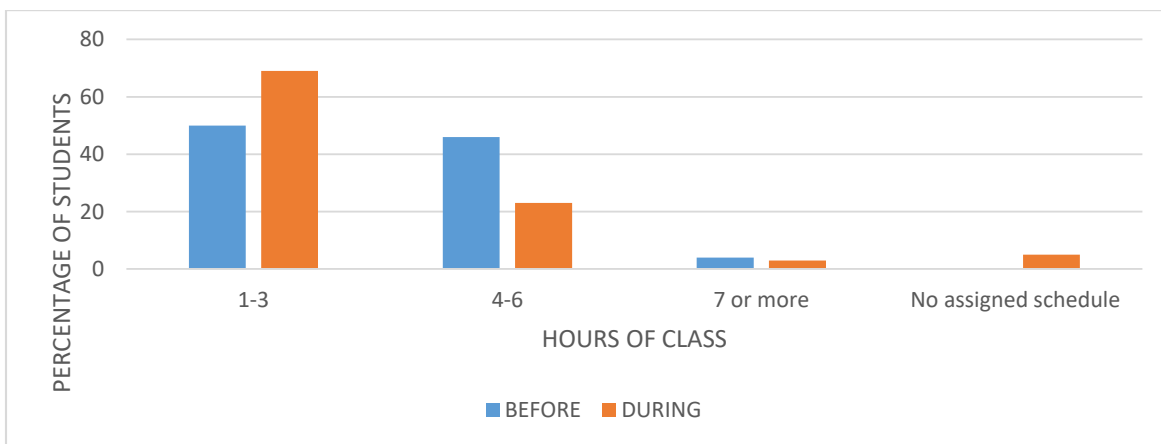### 1. Age Range
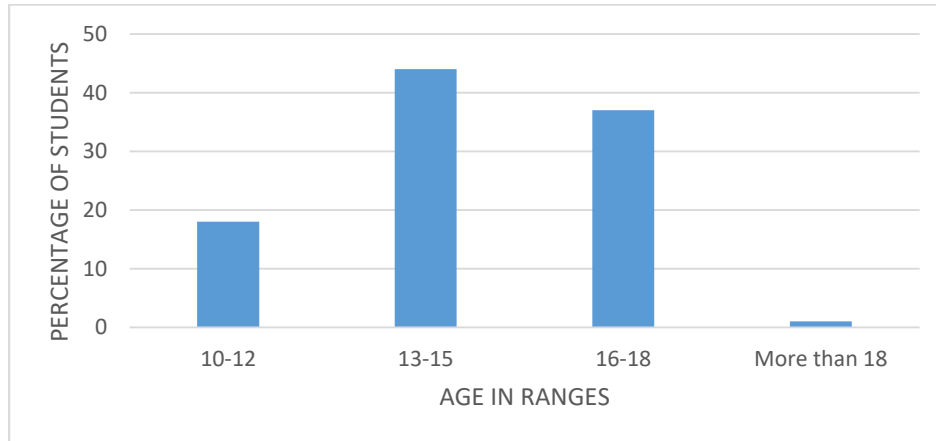
2. Gender

3. Grade

4. Number of years studying English
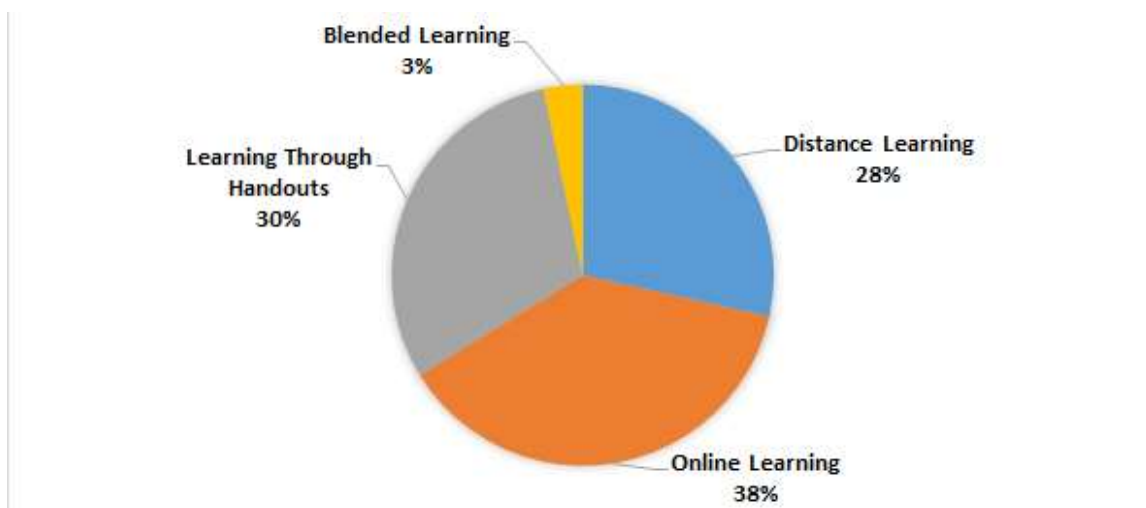

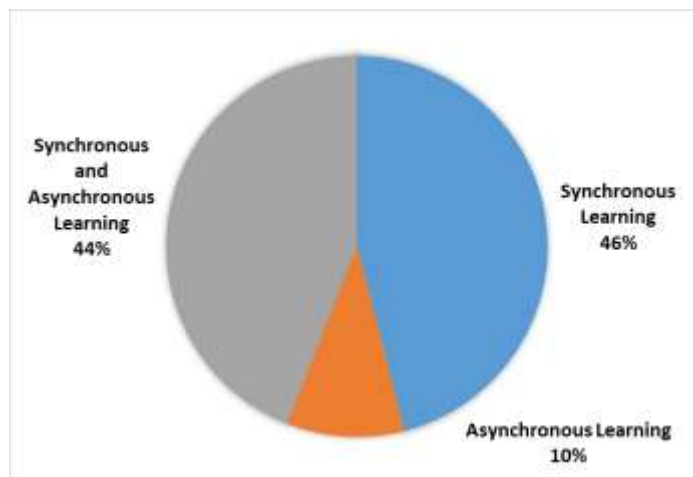**5. Hours of English per Week before and During the Pandemic**

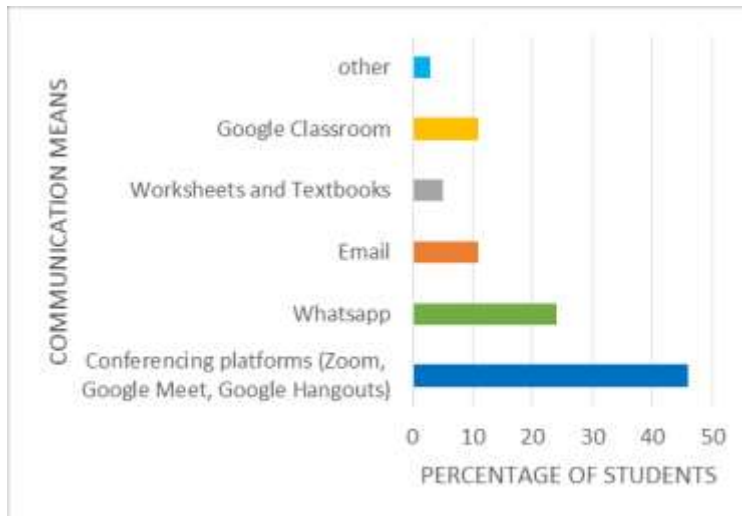# SECTION II – EXPERIENCE IN THE ENGLISH CLASS DURING THE PANDEMIC
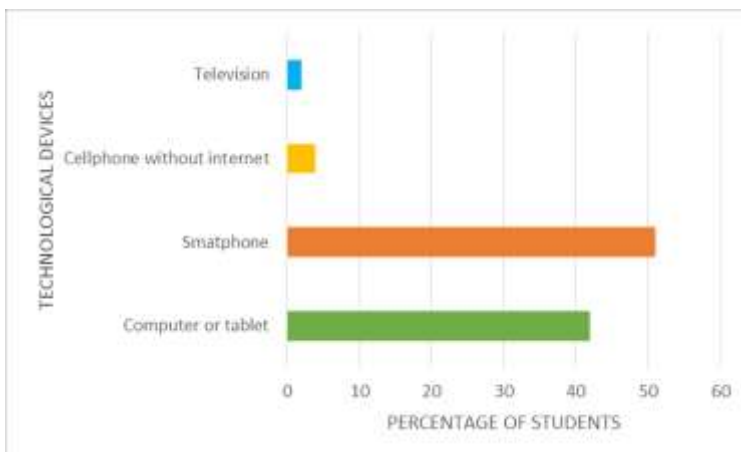
6. Learning Modality

7. Learning Type

8. Learning Means

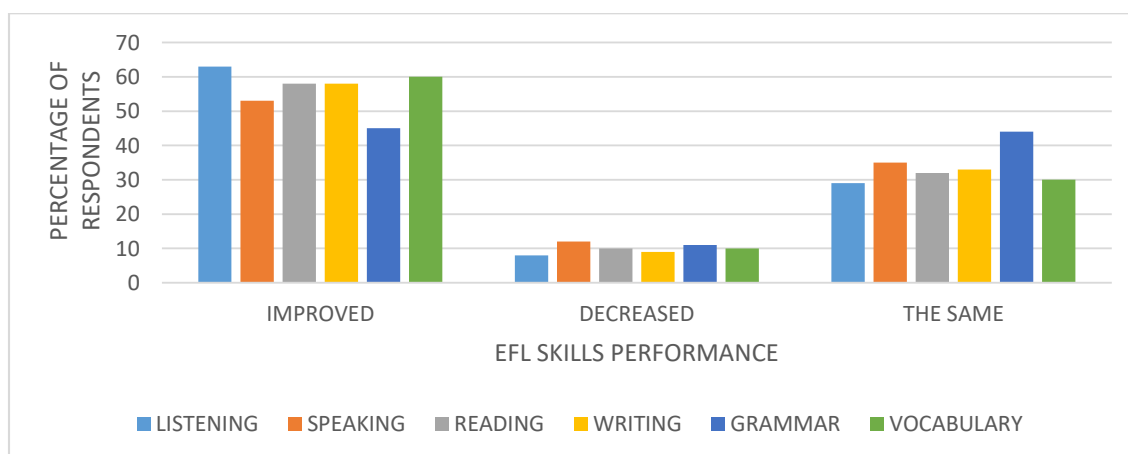## 9. Learning Devices

10. Challenges in the Remote Setting
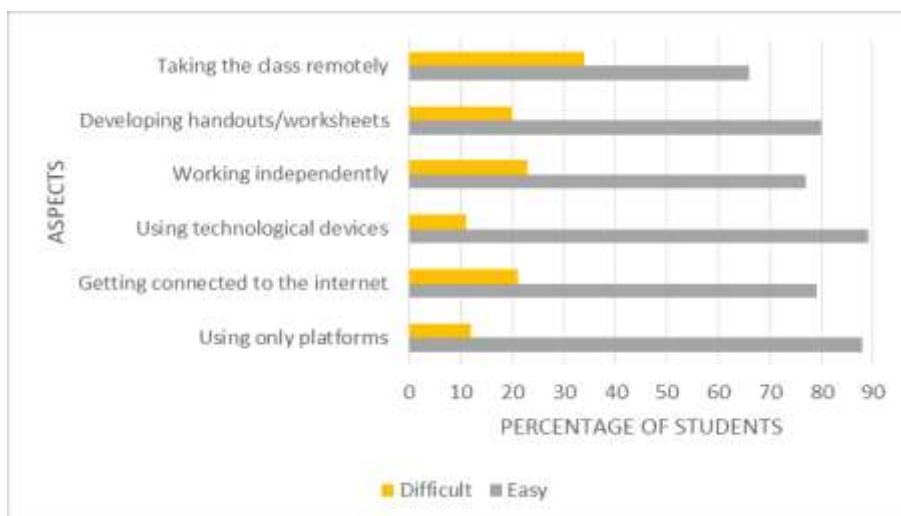
11. Performance in the English skills during the Pandemic

SECTION III: THE EFL CLASS BEFORE AND DURING THE PANDEMIC

12. Percentage that English classes were/are taught in English
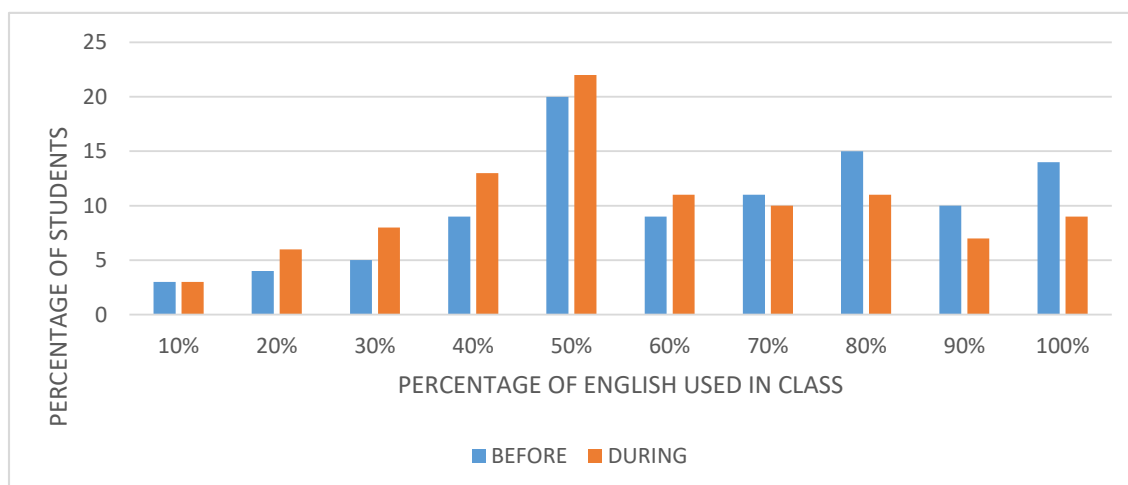
13. Frequency of Tasks According to the English skills

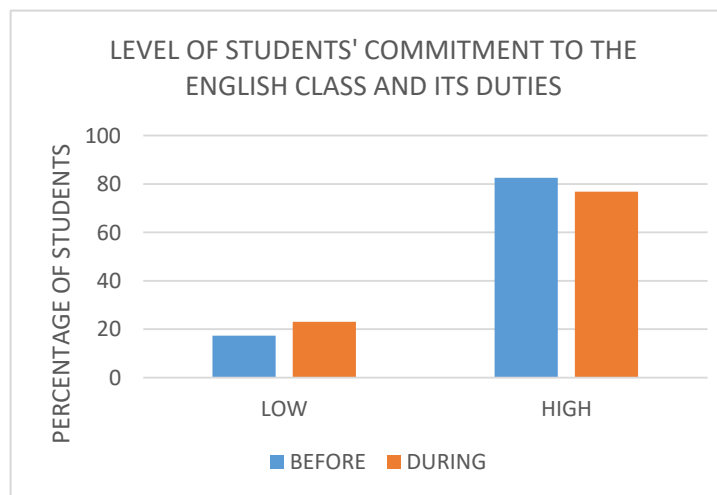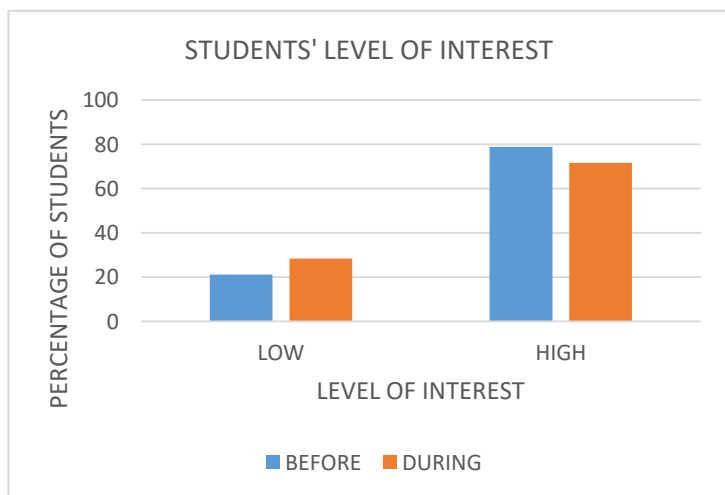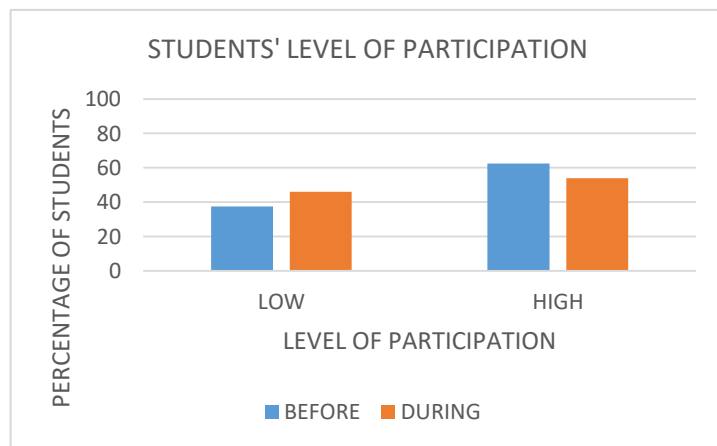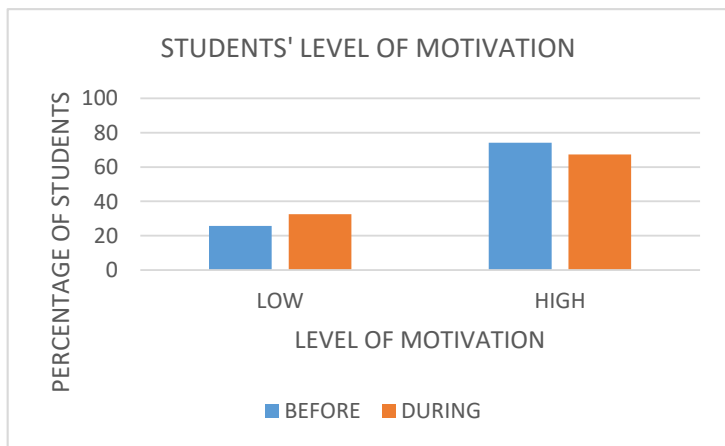## 14. Frequency of Tasks according to Language Elicitation Strategies
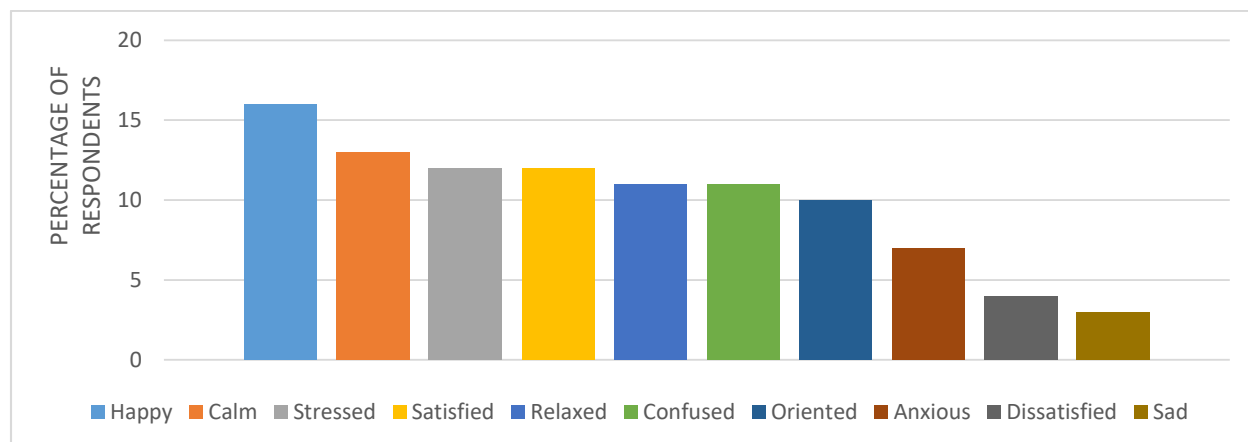

15. Materials and Resources Used
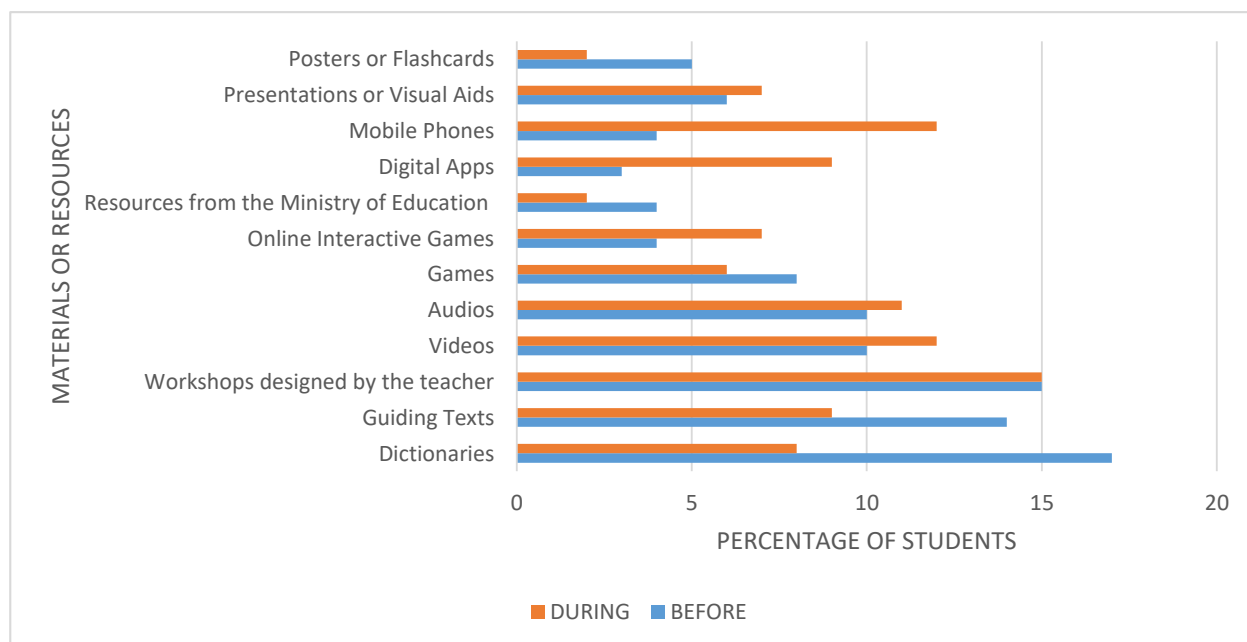
16. Assessment Strategies Used Before and During the Pandemic
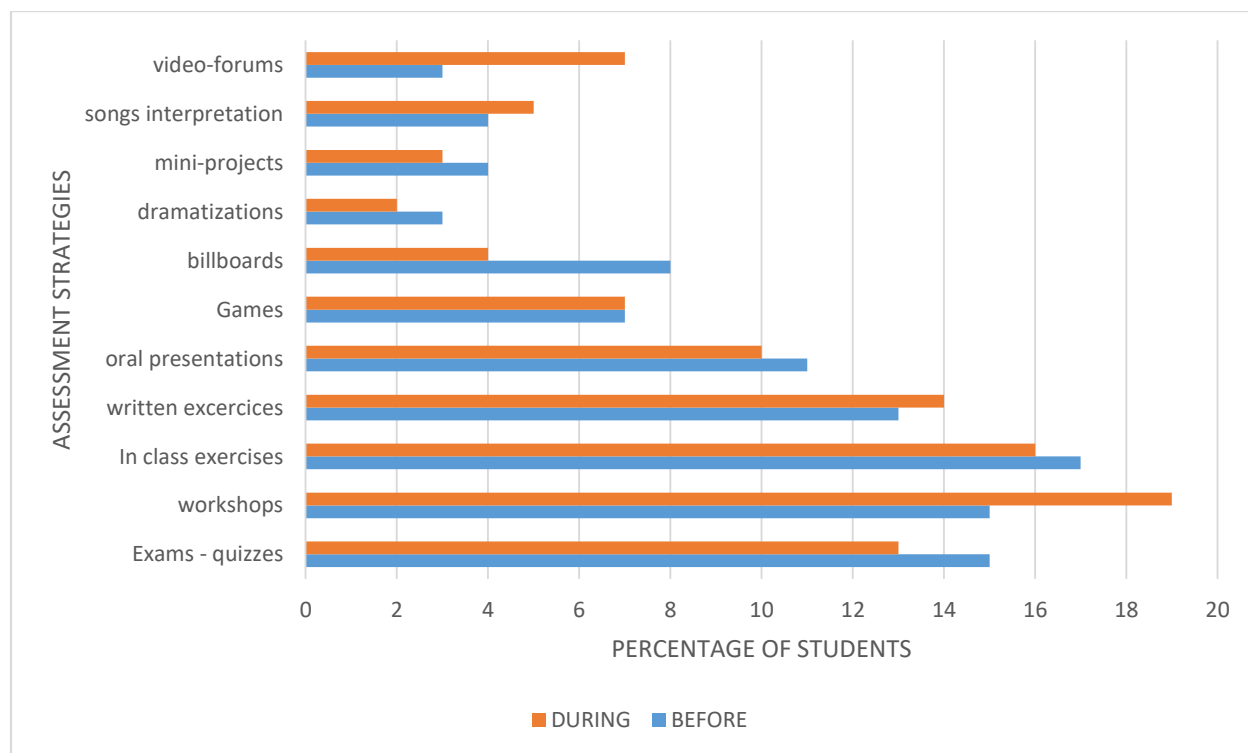
17. Rate of Attitudes toward the English Class before and During the Pandemic

18. Students' Feelings and Emotions in the English Class during the Pandemic

19. Recommendations or suggestions do you have about the remote English classes during the pandemic.

(Relevant answers)

- "Aveces son muy bnas las clasases,por una parte a veces no me guatan las clases virtuales porque aveces el intenta o mi celular se descarga pero por agora estoy bie gracias a lafu dacion luker que nos mando tabletas para mas comodidad."
- "Ayudar a mejorar los ejercicios de escuha."
- "buena comunicacion, mejor explicacion y mas dialogo."
- "Bueno a mi parecer, le recomendaría al profesor que se abriera a nuevas dinámicas para enseñar a los estudiantes ya que muchas veces es tedioso por los trabajos que el dispone."
- "Bueno para mí las clases en plataformas son una forma de cuidarnosasi que no tengo ninguna recomendación porq son perfectas."
- "Bueno realmente devido a la enfermeda nos toca trabajar de esa manera pero en realidad es mejor q los niños hacitan precenciales por aprende mucho mas nunca sera lo mismo frente a un pisaron q en una hoja o por celular."
- "Creo que es importante buscar nuevos métodos para que los estudiantes estudien el inglés. Un ejemplo son los juegos, los videos, las actividades orales, etc."
- "creo que la educación a distancia es supremamente difícil tanto para los estudiantes como para los profesores."
- "Creo que lo único que mejoraría nuestros saberes es entrar al colegio, aunque tenemos una excelente profesora es demasiado complicado en casa por que hay demasiada distracción."
- "Cuandon haya clase de ingles podamos presencial, el día en que toque ingles ese dia de la semana presencial al otro día de la semana en casa e irnos turnando."
- "Recomiendo que se hagan más actividades donde se pongan en juego las habilidades orales, no solo que se desarrollen guias."

- "Dar más clases donde puedan preguntar dónde agan juegos llamativos donde todos participen traducir si no entendemos ,que hablemos o por lo menos intentemos y nos permitan hablar en inglés."
- "Darle más intensidad a la materia, ya que en el período solo vemos una o dos clases
- "de que en las clases sean respondiendo las preguntas y explicar después de explicar, estar preguntando de vez en cuando cada uno de los estudiantes para ver si entendieron y dar puntos extras a los que no pudieron participar."
- "Desde mi punto de vista, podriamos implementar mas actividades a la hora de estar tomando la clase de ingles."
- "Disfruto mucho las clases de ingles, pero recomiendo hacer juegos en la web como kahoot más frecuentemente, para hacer las clases un poco mas dinámicas."
- "Durante la pandemia no hay mucho que hacer, sin embargo me gustaría más interacción con el docente."

20. Preference between face-to-face or remote classes (explain)

(Relevant answers)

- "A distancia, ya que podemos utilizar plataformas como herramientas para un desarrollo más rápido."
- "Considero que las prefiero en presencial, pues así se tiene la manera de interactuar con otras personas, entre ellas los compañeros y los maestos, aspecto que facilita el sencillo intercambio de aprendizaje."
- "creo q presencial es mucho mejor ya q puedo entender más y así desarrollar talleres."
- "Creo que a todos nos cansan la virtualidad pero gracias a las reuniones he podido interesarme más por la asignación aún así prefiero la presencialidad."
- "Creo que ambas están bien, no depende tanto de la modalidad, depende más bien de la forma en la que se enseña y de los trabajos en clase."
- "Creo que es mejor presencial porque nos ayuda a entender más."
- "Creo que es mejor presencial ya que es más fácil interactuar entre alumnos y docentes, quedan más claras las actividades y se pueden usar más recursos."
- "de forma presencial y a distancia, en mi anterior colegio casi no cambio la forma de enseñanza así que de las dos formas me gusto, sin embargo en este, creo o supongo que seria mejor presencial."
- "de forma presencial y a la vez virtual mejor dicho 50/50 por lo tanto me gusta estar asi
- "De forma presencial ya que es más satisfactorio a la hora de aprender inglés y es mucho más fácil para ambos tanto como estudiante y para el profesor."
- "De forma presencial ya que los procesos educativos son mas personalizados."
- "De las dos formas me gusta ya que tienen sus pro y sus contra. Me parece que presencialmente se le presta mas atencion a la clase pero crea en muchas ocaciones mas estres, virtualmente se pierde un poco de estres pero no se presta casi atención."
- "De las dos formas me he sentido muy comodo pero en mi opinión, prefiero ver estas clases de forma presencial, para poder entender dudas de forma más claras."