

Analysing the dynamics of a language class after the pandemic times

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Table of contents

Resumen.....	4
Abstract.....	6
Contextualization.....	7
Research Statement.....	9
Research Question.....	10
General Objective	10
Specific Objectives.....	10
Literature Review.....	11
Research Design.....	14
Participants	15
Data Collection Instruments	16
Observation.....	16
Survey.....	17
Interview.....	18
Data Analysis and Discussion.....	19
Teaching performance	22
Student's Behavior.....	24
Conclusions.....	26
References.....	30

Appendices.....	32
Appendix A. Interview Sample	32
Appendix B. Survey Sample.....	33
Appendix C. Observation format.....	35
Appendix D. Sample survey application.....	36
Appendix E . Sample Observation application.....	38

List of tables

Table. 1 <i>Data Analysis coding</i>	19
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List of figures

Figure 1. <i>Data collection instruments</i>	16
Figure 2. <i>Subcategories found from the data analysis</i>	22
Figure 3. <i>Material Resources</i>	23
Figure 4. <i>Student's attitudes/behaviour</i>	25

Resumen

Este proyecto de investigación tiene como objetivo comprender las transformaciones en las dinámicas de una clase de inglés como lengua extranjera, experimentadas por los estudiantes del noveno grado (902) en la institución educativa Capitán Miguel Lara del municipio de Puerto López (Meta) durante y después de la pandemia.

Más allá de simplemente registrar los eventos y experiencias vividas por la docente y sus estudiantes, el enfoque primordial de este proyecto consistió en analizar la situación actual de este contexto específico. Con la irrupción de la pandemia del COVID-19, todas las instituciones educativas a nivel global se vieron obligadas a cerrar sus instalaciones y recurrir al uso de herramientas tecnológicas de la información y la comunicación (TIC) para continuar con el proceso educativo establecido. Según la Directiva No. 5 de 2021 emitida por los Ministerios de Salud y Educación, que establece el retorno a las clases presenciales para el año 2022.

Este estudio se llevó a cabo mediante un enfoque investigativo de estudios de caso, el cual posibilita el análisis de fenómenos desde una perspectiva externa sin perturbar la naturaleza del contexto en estudio. La recolección de datos se realizó a través de observaciones, entrevistas y encuestas, permitiendo así su posterior análisis.

Además, se examinaron el comportamiento y las emociones de los estudiantes, centrándose en sus percepciones sobre las clases en la era postpandémica. Esto ha abierto la puerta para un análisis más detenido de las diversas razones y contextos que influyen en la forma en que los estudiantes se sienten o actúan en el entorno escolar.

Los resultados revelaron que, a pesar de la variedad de recursos, metodologías y herramientas disponibles, la innovación educativa no solo está determinada por las

circunstancias externas o internas del entorno educativo, sino también por la formación del docente y sus creencias y perspectivas personales.

Palabras clave: Enseñanza a distancia de emergencia (ERT), Retos académicos post pandémicos, Enseñanza post pandémica.

Abstract

This research project aims to understand the transformations in the dynamics of an English as a foreign language class experienced by ninth grade students (902) at the Capitán Miguel Lara educational institution in the municipality of Puerto López (Meta) during and after the pandemic.

Beyond simply recording the events and experiences lived by the teacher and her students, the primary focus of this project was to analyse the current situation in this specific context. With the outbreak of the COVID-19 pandemic, all educational institutions globally were forced to close their facilities and resort to the use of information and communication technology (ICT) tools to continue the established educational process. In line with Directive No. 5 of 2021 issued by the Ministries of Health and Education, which calls for a return to face-to-face classes by 2022.

This study was conducted using a case study research approach, which makes it possible to analyse phenomena from an external perspective without disturbing the nature of the context under study. Data collection was carried out through observations, interviews and surveys, allowing for further analysis. The results revealed that, despite the variety of resources, methodologies and tools available, educational innovation is not only determined by the external or internal circumstances of the educational environment, but also by the teacher's training and personal beliefs and perspectives.

In addition, students' behaviour and emotions were examined, focusing on their perceptions of the classroom in the post-pandemic era. This has opened the door for further analysis of the various reasons and contexts that influence how students feel or act in the school environment.

- *Keywords: Emergency Remote Teaching (ERT), Post pandemic Academic challenges, Post pandemic education.*

Contextualization

With the arrival of the COVID-19 pandemic to Colombia in March 2020, all educational entities were forced to change from face-to-face education to an academic attention from home (as called in the Directiva No. 011, MEN), that required a completely virtual or technology-mediated teaching and learning modality called Emergency Remote Teaching (ERT). This was a decision made in order to prevent the spread of this highly contagious disease and still continue with the education processes for all the students in the country. And, while education in many of the country's public schools was already facing many challenges, difficulties and a lack of academic resources, with this new modality both teachers and students found themselves in a completely unknown situation in which none of these actors were prepared to face such a new reality.

Thus, educational institutions were forced to use virtual tools such as Zoom, Google meet, WhatsApp, etc., to carry out the educational process. From this moment, it became evident the inequality of resources that exists, since many students still don't have internet access, and similarly, there was a lack of knowledge of many teachers to use these virtual tools, which became a challenge for education.

After all that, by the end of 2021 the national government established that all schools had to return to the schools and continue with the classes within the classrooms, since the numbers of positive cases with COVID-19 had decreased significantly and most of the Colombian population had completed the vaccination program. Therefore, the present study approaches the possible lessons that the Emergency Remote Teaching has left for education in its return to the classrooms. The ability to transition from the remote learning method and adjust to traditional teaching is challenging and requires flexibility, adaptability and resilience. Teachers need to remodel their teaching strategies from virtuality, with different

methodologies, and find a balance between these new approaches and the student's learning motivation.

The present study is developed with a group of one EFL teacher and 42 ninth grade students (902) of the Institución Educativa Capitán Miguel Lara, who have an approximate age of 13 to 15 and is made up of 24 girls and 18 boys, this public school located in the urban area of the municipality of Puerto López (Meta), a municipality that is located one hour away from the city of Villavicencio. In this school students are educated from elementary school to high school allowing the formation of students with technical education under an agreement with the National Learning Service (SENA) in technical knowledge in software and hardware development.

This study is considered part of the Research field 2 “*The Study of the English Language and its contexts*”, proposed by the research guidelines of the LLEI program, because it intends to recognize the particular needs and characteristics of an educational community (teachers and students of the IE Capitan Miguel Lara school) and reflect upon the lessons learnt after all the pandemic constraints and the teaching of English under the virtual modality.

It is important to address the perceptions and experiences that the students had about the methodologies, strategies and resources used for the teaching of English as a foreign language during the virtual world, and see how those techniques were engaging for the students and can be adapted to this “new” post-pandemic era.

Key themes to be explored in this study include the effectiveness of the adaptability of virtual teaching methodologies to the traditional teaching environment, the challenges encountered during face to face instruction, student engagement, emotion management, participation levels, teaching proficiency, and the impact of physical learning on language acquisition and retention. Additionally, the study aims to identify successful strategies and

resources from the ERT phase that can be integrated into traditional classroom settings to enhance future EFL instruction.

The findings of this research may contribute to the academic discourse on EFL education in this educational times but also be a practical guidance for educators and educational institutions, offering tools for curriculum development, pedagogical approaches, and technology integration strategies tailored to meet the evolving needs of students.

The valuable lessons learned from the challenges and adaptations witnessed during the ERT period are the basis for an enhanced educational path. By documenting the experiences, perceptions, and outcomes of the students, this research endeavors to advance our understanding of effective educational practices amidst ongoing changes in the actual world. The ultimate goal is to foster motivation, innovation, and an improved education system in the English language instruction beyond.

Research Statement

Bilingual education in public schools in the country, has been one of the biggest challenges for government entities, and now taking into account the educational scenario of this post-pandemic period, we can indicate that virtuality despite being a great alternative to face-to-face education, in a country like Colombia, it represented even greater challenges than in industrialized countries for both teachers and students.

Thus, talking about education, the "post-pandemic" period opens an unknown path, since at the pandemic time, new ways of teaching were known, new strategies or methodologies, which in one way or another came to innovate the ways of teaching for all. It is for this reason that the researcher intends to analyse which of these resources, methodologies or strategies are still used in the classroom and the reasons why they are used or have been discarded.

In the Colombian public education context, we can identify the need to re-organise the political or governmental guidelines that govern the way in which education is taught in the country, even if we talk about all the challenges that the pandemic brought with it, education was one of the most affected factors, which led the education sector to renew itself for the purpose of to continue with the teaching processes.

One of these governmental alternatives was to adopt the Emergency Remote Teaching (ERT) plan, which allowed education to be transformed into teaching and learning from home. At the same time, teachers relied on virtual tools such as ZOOM, Google Meet and Whatsapp to be able to give classes, send and receive activities and communicate with parents and students.

ERT was a program implemented in Colombia by the government in response to the COVID-19 pandemic, to ensure the continuity of education, despite the closure of schools and educational institutions. The key strategies and initiatives of ERT involve the exertion of

digital platforms and online resources with access to educational content, virtual classrooms, and tools for teachers and students to facilitate remote teaching.

The ERT had to be performed in a short time frame, and teachers who were used to have their physical classroom and their regular teaching tools, were not familiarized with online classrooms, therefore they had to adapt to these new technologies, where they had to make extra efforts to learn new educational ways and the technology use for education.

The whole educational system had to be adjusted to this new digital era, not only the teachers needed to re-learn to teach, but the directives and administration had to change their guides and their policies, the students had to adapt and understand this new scenario, the families needed to change their routine, and the curriculum had to be renewed and suited to the new digital methods.

The institutions had to apply different learning objectives, to include the new digital resources, and adjust the strategies to deliver content effectively in a virtual format while aligning with the national educational standards and policies.

The Government granted access to a wide range of online tools like workshops, webinars, and digital resources given through the educational institutes to capacitate the teachers and help them in the transition to the online setting.

Colombia has two educational systems, public and private, and initiatives were launched to address equity and access for all the institutions to assure every student could keep assisting to classes. The main target of the government was to cover the public schools and the low-income families. The Colombian Ministry of Education partnered with telecommunication companies, provided the necessary resources such as tablets and laptops, and internet to students with low socioeconomic level, to ensure all students could participate in remote learning.

Schools, teachers, parents, and students collaborated closely through digital communication channels. Schools organized virtual meetings, established communication protocols, and provided regular updates to ensure effective coordination and support for students' learning needs.

Alternative methods of assessment and evaluation were introduced during ERT. Teachers employed digital tools for quizzes, assignments, and exams, adapted grading criteria, and provided feedback to students remotely to monitor progress and ensure academic continuity.

The well-being of students and educators was prioritized during ERT. Schools promoted mental health awareness, offered counseling services remotely, and encouraged social-emotional learning to support the overall welfare of the educational community.

ERT emphasized flexibility and adaptability in educational practices. Schools and teachers adjusted schedules, diversified instructional approaches, and accommodated individual learning styles to optimize student engagement and learning outcomes in the remote setting.

While these teaching alternatives seemed to be the best alternative, many students, teachers and parents did not agree with many of the educational policies created after the pandemic period, as they claimed they were not fair to all actors in this context and seemed to be unsuccessful for students' learning, at the same time claiming a lack of planning and resources for everyone to feel comfortable with the Emergency Remote Teaching (ERT) situation.

There was of course the rush of the new digital tools, new teaching environment and new teaching methods which were a shocking change, also related with the whole pandemic status and the working family environment. The sudden transition to virtual learning required

educators to quickly adapt their teaching methods, learn new technologies, and develop digital literacy skills, however the teachers were not ready, and their naivety and “unexperienced” handling of new technologies added to the non on site control, and the challenge of maintaining the student’s motivation, for the lack of face-to-face interaction, and the distractions at home, lead to a not as controlled educational situation. It was understandable that parents complained.

Under this context, the lack of preparedness and training for teachers in Colombia to conduct effective online classes, and the decreased students’ participation and learning outcomes; caused chaos among families and institutions. Teachers had to employ creative strategies to keep students engaged and motivated in a virtual environment and receive constant development programs and support to enhance their capacity for virtual instruction.

Additionally virtual education in Colombia, like in many other countries, has faced many other challenges, including limited and unequal technology and reliable internet connection access, particularly in rural and marginal areas. Despite the government's intention to cover the whole of Colombian students, it was a utopia, many students and even some teachers lacked the necessary devices or internet access to participate effectively in online classes, leading to disparities in educational opportunities.

Ensuring the quality and accessibility of digital learning materials was another challenge. Not all students had access to well-designed, interactive, and engaging online resources, plus traditional assessment methods had to be adapted to an online format, and ensuring academic integrity during remote exams became a concern.

Finally the shift to virtual education impacted the social and emotional well-being of students. Many missed the social interactions and support systems provided by physical classrooms.

The experience of virtual education during the pandemic also prompted innovations and adaptations in educational practices. It emphasized the importance of flexibility, resilience, and collaboration among stakeholders to ensure continuity of education in challenging circumstances. Moving forward, addressing these challenges will require sustained efforts from policymakers, educators, families, and communities to build a more inclusive and robust virtual education system in Colombia.

On the other hand, teachers intended to continue teaching and assessing in the same way as they did in their face-to-face classes, without thinking about the academic impact that this methodology could generate when the return to face-to-face classes was announced, as students have adopted this new way of education and would be faced with being back in personal contact with their classmates and teachers.

As a central idea of this project, the researcher seeks to analyze what lessons have been learned from the virtual education forced by the pandemic and on the other hand, to know if despite all the challenges faced, the tools and resources have been completely discarded to be applied in these post-pandemic times.

- **Research questions and objectives**

How is the TEFL process in 9th grade at Institución Educativa Capitán Miguel Lara in this educational time?

General Objective:

To analyze how the TEFL process is in 9th grade in a group of 42 students at Institución Educativa Capitán Miguel Lara in this educational time.

Specific objectives:

- To determine the changes of teacher's methodology in after pandemic times.
- To determine students' behaviours in after pandemic times.

Literature Review

Teaching English as a foreign language (EFL)

English as a foreign language (EFL) is the terminology commonly used to describe the study of English by non-native speakers in countries where English is not the main language. English as a foreign language is often taught in contexts where English is not the primary language of the community. On the other hand, where EFL is taught, they do not use English as the medium of instruction, but English is taught in schools. "The methods and approaches to teaching English as a second language and as a foreign language differ greatly" Fernandez (2012).

In the last years of public education in Colombia, different strategies and methodologies have been created to promote the teaching of English as a foreign language in the different schools around the country. Over the years these programmes have created the need to improve the professional development of EFL teachers, with the aim of creating a "bilingual Colombia",

Thus, in this context, according to Capdet (2011), the teacher is "a clever conflict mediator whose actions contribute decisively to negotiating a consensual meaning and to maintaining the stability and equilibrium of the context in which he or she works. and balance of the context in which they are immersed" (p. 57), through creativity. In this way we can allude to the great responsibilities of creativity, commitment and support for teachers to develop their pedagogical strategies and try to reach all their students academically. In this way we can allude to the teachers' responsibility to continue with their goal of maintaining the academic motivation that students require with the greater challenge of doing so virtually.

but how prepared were the educational and governmental actors to face a global event such as the pandemic of covid-19? What strategies were used to carry out the educational process (focused on EFL teaching)? While the use of digital and technological elements were the key to solving these challenges, what did we learn from this process? The use of virtual education in the teaching process in times of pandemic requires transformations in the way of being, thinking and acting of the subjects involved, and entails new ways of teaching.

Emergency remote teaching

Emergency Remote Teaching (ERT) is “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges, 2020, p.13). During the pandemic, the lives of people around the world were transformed; the pandemic caused thousands of students to drop out of public schools, transformed relationships between parents and educators, and exposed the learning needs of students across the country.

After pandemic, innovative ways of educating have also been established, and this must be done not only with what teachers and administrators now perceive as normal education, but also with parents and students as a way of to continue to transform all the challenges that the pandemic posed to public education.

This temporary shift from traditional, face-to-face education to remote, online learning was performed in response to the COVID-19 pandemic crisis, where schools and educational institutions worldwide were forced to close temporarily and indefinitely to prevent the spread of the virus. Unlike planned and structured online education, ERT was quickly implemented and the schools did not have sufficient preparation or resources for this situation, aiming to maintain educational continuity during times of crisis.

ERT heavily relies on digital technologies such as video conferencing, learning management systems (LMS), and online resources to deliver educational content remotely. The concept of ERT has gained popularity, and educators rapidly transitioned to remote teaching using digital technologies, online platforms, and virtual communication tools to deliver virtual instruction.

The digital tools have advanced since, and nowadays we count with an innumerable amount of applications (apps) and programs for anything we need in the educational field. Not only the teachers and students have access to these apps, but anyone with a computer and internet access, because most of them are free. And now with the fast digitalization and the artificial intelligence, everyday we have more tools.

There are specific softwares for education, which are acquired and installed for the institutions and offered to the students. However since the pandemic many other softwares have been developed, even for private teachers and people who teach online.

Some examples of apps that the students can use to communicate with their professor are the apps for work tools such as "Slack", "Zoom" and "Microsoft Teams". Additionally, the use of educational social networks such as "Edmodo" shares and discusses the progress of projects with other students and teachers. Apps for design quizzes and games questions related to the texts, which will evaluate comprehension and retention of information in a playful and participatory way; virtual libraries with search engines and digital databases such as Google Scholar to find academic articles and apps like Zotero for organize and cite sources; digital collaboration tools such as Google Docs, Google Slides, and Google Forms to create and share documents where students can collaborate in creating arguments and counterarguments.

Google Classroom, a platform to participate in online discussions, share opinions, conduct research, share resources, and collaborate on projects. Teachers can use Google Classroom to set assignments, share reading materials and provide real-time feedback.

While ERT shares similarities with online learning, it is distinct in its emergency-driven nature, characterized by a temporary implementation and for not being part of a pre-planned online education strategy, therefore educators have limited time to prepare, with all the issues that it implies. The primary goal of ERT is to ensure continuity of education during a crisis, despite challenges related to access, equity, and pedagogical effectiveness.

Educators often employ ad hoc solutions to address immediate educational needs, adjusting teaching methods and assessment practices based on available resources and student circumstances.

As a concept, ERT is an instrument in educational systems to effectively approach emergencies ensuring equitable access to quality education during times of crisis, emphasizing flexibility, resilience, and innovation in delivering instruction outside of traditional classroom settings.

According to an international study carried out in 2022 by Zancajo et al.(2022) in different European countries focusing on the use of digital tools during the covid-19 pandemic and how this affects the different socio-economic sectors of each country, it was identified that education systems are complex, multilayered, and resilient institutions that are more conducive to incremental change than groundbreaking transformations. The pandemic has accelerated previously initiated transformations (such as digitalization) and evidenced the importance of addressing problems that have been on the educational agenda for a long period, such as tackling educational inequalities and the professionalization of teachers' work.

With the end of the pandemic, educators now perceive that education in a post-pandemic world must combine the advantages of online teaching with important pedagogical objectives associated with face-to-face teaching. The market is likely to force this change.

Some students and their parents prefer a hybrid educational approach that accommodates the needs of those seeking much-needed supplemental employment while in school. Monrant D. (2021)

In the article called *education in a post-cool world by UNESCO (2020)*, the fact that education has changed profoundly after the pandemic is mentioned, emphasizing the need not to think that in education "everything has been seen" because with the events it is possible to think that there are no solutions that are totally correct in education, the idea of change and innovation must be present in the education system, because even though we always seek to learn about life by teaching, education should not be isolated from the events that occur in society, because just as there are changes every day, education is no different.

With the covid-19 pandemic, it has become evident to what extent the different educational systems do not take into account the socio-economic inequalities of their students, it is for this reason that it is necessary to restructure the inequality gap that exists in public education, virtual education should not be seen as a privilege and the improvement of easy access to digital media should be a basic necessity. Particularly in Colombia, where we have a high inequity index.

According to Keeter (2021), in her article *Teaching Lessons Learned from the Pandemic*, we can identify that not all of the pandemic has been chaos for education, Keeter mentions that virtual education has been an opportunity to improve and to see the mistakes that have been made in the current educational systems, as well, The lessons that the remote emergency education has left for education are not only based on the teaching needs and the lack of preparation for the use of digital media that teachers had during the pandemic, because beyond the lack of economic resources, in different homes there was more than one student who had to share the technological means which made the teaching process even

more complex, also we can mention the lack of commitment of some parents, since they are indispensable actors in the process of education of the students, the education in "the new educational normality" shows us educational systems that tend to be more flexible in terms of their rigidity and exigency and not to lower the educational quality, but on the contrary, we find that they take more into account the different contexts of the majority of the students.

With these concepts we can conclude that teachers' limited preparedness during the pandemic for digital teaching tools and lack of equitable access to technology among students, exacerbated the complexities of remote learning. However, despite this beginners' challenge, virtual education evolved and underlined defects within the regular educational system, prompting a critical examination of existing practices and structures. Virtual education, necessitated by the crisis, served as a catalyst from this point of view.

Many families faced technological limitations, with multiple students having to share devices for learning, as an example. These situations underscored the need to prioritize equity and inclusion in educational policies and practices, for equitable access to digital resources and highlighted disparities in technological infrastructure across different communities. It must be ensured that all students have access to quality learning opportunities regardless of their socio-economic background.

The pandemic accentuated the importance of parental engagement in students' education. Some parents struggled to provide necessary support and supervision for remote learning, emphasizing the need for strong partnerships between educators and families to facilitate effective learning experiences.

Educational systems adapted to the "new educational normality" by embracing flexibility without compromising educational quality. This shift emphasized the importance of tailoring teaching methods and curriculum to accommodate diverse student backgrounds, needs, and learning environments.

The pandemic prompted a reevaluation of educational rigidity and strict academic demands. Educational systems began embracing more adaptable approaches that consider individual student contexts while upholding rigorous standards, fostering a more inclusive and responsive learning environment.

The accelerated digital transformation of education harnesses the potential of technology to enhance teaching and learning, while also addressing digital divides and ensuring equitable access to digital resources.

It is important to develop future-ready skills and competencies, and switch towards a more holistic and interdisciplinary approach to an education that cultivates critical thinking, creativity, and adaptability, to build resilient education systems that can adapt to unforeseen disruptions, by creating flexible learning models and agile approaches to curriculum delivery and ensuring continuity of education during crises.

The learning of a second language, especially in teenagers, adds an emotional component to the learning process, and it has been demonstrated that cognitive functions like attention, memory, reasoning, and motivation have an influence during knowledge acquisition.

At the same time, it is also important to employ strategies that focus on the emotional component of the students, regarding the fact that post-pandemic education has become challenging for the students, who were used to "laid back" teaching techniques, to be at the comfort of their homes, in a confident environment that allowed them to be more themselves, than in an on site place surrounded by other people.

Many students easily habituated to this type of system and found a safe and comfy learning space. Therefore when the pandemic ended, a lot of students had to cope with socio-emotional issues which lead to a burden of psychological consultations among students, impacting on the families, teachers and institutions, bringing up the need to implement additional orientation and therapy sessions in order to readapt the students to the traditional education system.

The integration of technology into education was accelerated by the pandemic, emphasizing both its potential and its challenges. The institutions recognized the importance of digital literacy and technology-enhanced pedagogy in preparing students for future learning and workforce demands, and educators have a pivotal role in driving this educational transformation path. Investment in teacher professional development to equip educators with the pedagogical skills and digital competencies are needed to thrive in evolving educational settings.

Research Design

This research seeks to describe and analyze the way in which the teaching of English as a foreign language is being carried out in a particular context, which involves a global situation such as the pandemic of covid-19 and public education in a country like Colombia, although we no longer talk about what the pandemic was for education, now the researcher seeks to describe which were the impacts that the remote education of emergency had on the educational system based on the collection of investigative data which will be acquired through interviews, surveys and observation.

According to the nature of this project, this study is considered under a qualitative research approach, which is defined as: Qualitative research analysis non-numerical data with

the aim of obtaining an explicit approach to the phenomena it studies (Arias E., 2021). In this kind of research, written materials, speeches, drawings, graphs or images are used to construct an observation of the environment. Also, through qualitative research it is possible to understand to the greatest extent possible the qualities that characterize a given phenomenon.

In the same line, this study follows the research methodology of a case study. Case studies are considered useful in research because they allow researchers to examine the data about the problem of social behavior, the case studies present real-life data and provide a better understanding of the specific behaviors of the study population, as defined by Yin (1984.p. 23) “It is an empirical research that investigates a contemporary phenomenon within its real-life context, or natural phenomena” In this sense, it would be connected to the research problem in the direction of understanding the context in which the problem is being exposed by examining the behavior of the participants.

Case study research generally includes multiple data collection techniques and data is collected from multiple sources. Data collection techniques include interviews, observations (direct and participant), questionnaires and relevant documents (Yin, 2014), in this way the researcher will consider the method of non-participant observation since she is not a formal member of that context and in order to observe how teachers and students pursue the process of teaching English. On the other hand, the researcher considered that the second method of data collection she would use is semi-structured interviews which promote a more formal "conversation". Semi-structured interviews use a mix of closed-ended and open-ended questions, usually accompanied by follow-up questions about *why* or *how*, the dialogue may be a casual conversation (as opposed to using textual questions as in a standardized survey) and totally unexpected questions may emerge on the spur of the moment (Adams, William. 2015).

Exploratory case studies are used to explore any phenomenon in the data that is of interest to the researcher, research questions are generally designed to delve into the observed

phenomenon or situation, data collection can be done prior to the research question or research hypothesis.

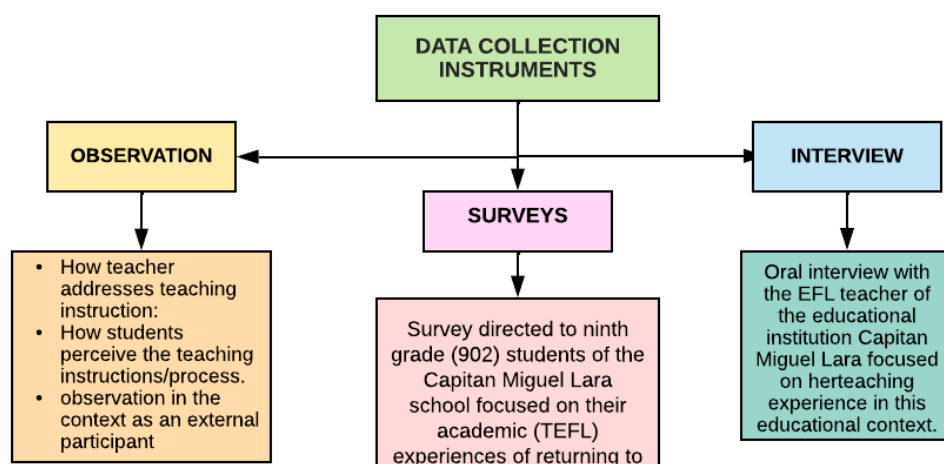
Participants

The participants of this project are adolescent students in grade 902 between 13 and 15 years of age from the educational institution Capitan Miguel Lara, some of them have been participating in this same educational context for years, as well as there are some who are new to this educational institution, the interest of this research study will focus mainly on those students who went through the process of virtual education in this same school. This way we can establish more focused conclusions to the context presented in this project since these participants can tell with more precision their experience and perspective of their learning process in both situations (pandemic and post pandemic), also, we will take into account the participation of the English teacher of this institution, who has professional training in the teaching of English as a foreign language with emphasis in French from the University of Chocó, she is the teacher in charge of teaching EFL in grades six to eleven at this school, and y who has been in this educational institution for approximately 8 years.

Data Collection instrument

Figure 1.

Data collection instruments



Observation

Observation is defined as the systematic description of the events, behaviors, and artifacts of a social setting according to (Marshall & Rossman, 1989, p. 79) In this way a non-participatory observation was used, in this process the researcher will do the observation as an external participant with the purpose of not interfering in the naturalness of the observed participants' behaviors, In this case, the aspects to observe were collected according to a format (example of research instrument), en este

The researcher used the instrument of observation as a tool for analysing the context in which she entered to 2 English classes according to the timetable established by the educational institution, the researcher observed the practice of EFL teaching in this educational context, i.e. how the students pursue this teaching process and how the teachers pursue the teaching process, in this process the researcher did the observation as an external participant in order not to interfere with the naturalness of the observed participants' behaviors.

The aim is to describe through observation the characteristics and conditions of the EFL teaching process in this context in post-pandemic times, in order to identify how the teacher and students pursue this process, in this case the communication between the teachers and students was analysed, as well as the different academic resources used during the lessons.

Survey:

The survey sought to analyze the experiences of all students in post-pandemic times in a more in-depth way, as the idea is to get to know the different perspectives that can be had within a classroom according to their academic experience of returning to face-to-face classes, the survey was conducted in person, the researcher had to physically carry (sheets of paper) the required information for the participants to develop it, for the survey we included 13 opened questions where they could write and describe their experiences on their EFL teaching process during and after the pandemic.

Interview

Semi-structured interview

Semi-structured interviews use a mix of closed-ended and open-ended questions, usually accompanied by follow-up questions about why or how. The dialogue may be a casual conversation (as opposed to using textual questions as in a standardized survey) and totally unexpected questions may emerge on the spur of the moment (Adams, W. 2015).

In this case, the semi-structured interviews was applied in the most spontaneous way , using voice recorders, since these interviews was the opposite of a questionnaire, participants may take their time to respond in the most friendly way (friendly conversation), in this way, before starting the interviews the participants was informed about the use and objective of the interview for their knowledge and consent.

The interview was conducted orally, and recorded, then it was transcribed into a word document. The interview had 19 questions, 7 about general information, 6 questions for the

teacher's experience during the pandemic and 6 related to teacher's experience in post pandemic education. See Appendix C.

The aim was to listen to the perspectives of the teacher according to her experience of teaching English in this educational context during the pandemic and now in post-pandemic times, in order to analyze what are the characteristics or conditions in which this process is being carried out.

Data Analysis and Discussion

The data collected through the instruments (survey, interview and observation). Once these data collection processes were completed, the information from the interview was transcribed. To organize the information, it was created an excel sheet, there was a column for each instrument. Then we applied grounded theory to analyse the information.

Strauss and Corbin (2002) define coding as "the analytical process by which concepts are identified and their properties and dimensions are discovered in the data" (p. 110). In this way, coding consists of identifying and separating key words or phrases from each of the research instruments in order to associate them and identify which are the predominant categories and subcategories in the research study, in this way, the researcher has done the

following step by step to determine the categories and subcategories to perform the data analysis.

First, I identified inductive codes on teacher and students' behaviours, resources and performance and used colours for each of the instruments in the following way using an excel sheet where I captured the information of the obtained data

Table. 1

Data analysis coding

DATA ANALYSIS CODING		
STUDENT'S BEHAVIOURS		
CODE	FREQUENCY	SAMPLE
FAVORABLE PERFORMANCE	IIIIII	Survey: Sample 3. Question 10 "Here at school I get bored a lot, I would rather study at home. Sample 5 Question 5 "I do not like that the teacher speaks in English and doesn't understand that we do not all know English, it stresses me out because she doesn't take us into account". Sample 20 Question 5 "My classmates are sometimes rude to the teacher, and she gets stressed and scolds us" Sample 9. Question 8 "Well, I really don't like English, it's boring and I don't understand it. Sample 12 Question 8 "I think the most boring class is English, I don't like it at all". Sample 18 Question 5 "I don't like it, I get bored a lot, I like English, but the classes are very boring".

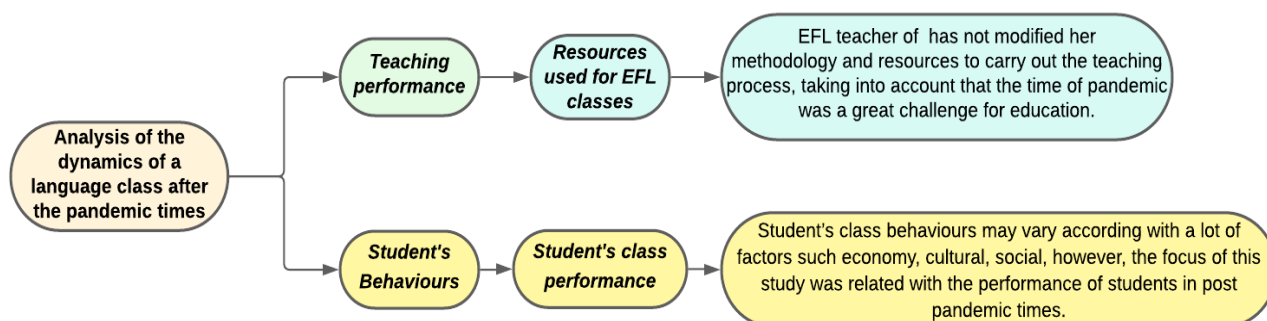
FAVORABLE PERFORMAN CE	II	Survey Sample 20. Question 4 "It's great that the teacher makes us play activities with our classmates, that's what I like the most" Sample 15. Sample 15. Question 4. "It seems to me that when we behave judiciously, the teacher makes us play games in English like when we play with glasses to learn the parts of the body in English, that's cool" Sample 3 Question 5 "I don't like it. Observation: Sample 1: It is observed that the teacher tends to be very empathetic with her students, since she answers any doubt the students may have regarding the subject.
RESOURCES AND PERFORMANCE		
CODE	FREQUEN CY	SAMPLE
CLASSROOM RESOURCES	IIII I	SURVEY Sample 6 question 9 " I use my cell phone sometimes a dictionary to do the activities, but that is very rare. Sample 1 Question 7 " Well, she gives us several guides for us to do in groups, I remember that when the classes were on the computer she also gave us guides” Sample 15 Question 9 "I use my notebook and pens, I also use a translator on my cell phone". Sample 18 Question 7 "I like the fact that she sometimes plays games on the cell phone, but they are for learning but my classmates don't know how to behave and she has to stop the class” INTERVIEW

		Sample 1 Question 8: "I try to use new tools to make games, but it is still difficult because not all students have the tools, so I have to make the classes as simple as possible using physical materials such as balls, poster boards, sometimes the projector." OBSERVATION Sample 1 The following materials are observed during the class: White board Television English books and dictionaries Library type shelf with different artistic materials
--	--	--

Once the coding was done, the researcher identified the most common codes and merged similar codes. The result of this analysis process created 2 categories, which can be seen in the following figure:

Figure 2.

Subcategories found from the data analysis



1. Teaching performance

After the pandemic the EFL teacher's performance was modified because it was necessary to make changes in the resources and the way students were managed. In the sub-categories it will be described and analysed how the ELF teachers modified it in their teaching practicum.

1.1 Resources

According to the students, after the pandemic the teacher used the board, and guide sheets and sometimes she let students use their technological recourses (cell phone or tablets) to be able to carry out the classes, It was corroborated with the first students that answered "Just worksheets" "No, sometimes she lets us take out the cell phone to take pictures of the whiteboard" "The teacher explains on the board, and we must write".

In the second class observed, it could be seen that the teacher continued to use the same elements that were mentioned above in the classes, which can be corroborated with the following excerpt from the observation instrument.

Figure 3

Material And Resources

MATERIALS-RESOURCES
Durante la clase se observan los siguientes materiales: Tablero blanco Televisor Libros y diccionarios de ingles Estante tipo biblioteca con diferentes materiales artísticos La docente deja una guía de actividades impresas relacionadas con el tema visto en la clase.

In this case, taking into account the teacher's interview, she mentioned the following : question 8 “In your current English classes do you use some of the elements, strategies, resources or methodologies that you used during the pandemic or, on the contrary, do you consider that you keep the style of classes you used before the pandemic? (yes/no Why? which ones?)” “ answer: "Well, in my case I send them the activities by WhatsApp, I try and try to use new tools to make games, but it is still difficult because not all students have the tools, so I have to make the classes as simple as possible."

According to this information, it can be concluded that the EFL teacher of this educational institution has not modified her methodology and resources to carry out the teaching process, taking into account that the time of pandemic was a great challenge for education, it was also an opportunity to experiment with different academic technological resources which could be used to good advantage in face-to-face classes nowadays. This could be because her beliefs about language teaching have been established in her personality for a long time, so modifying them could be complicated.

On the other hand, the teacher states that the resources that the school itself offers are not enough to change her methodology and "move" to the use of digital materials, this according to the survey question N°7 "I think that every process leaves teachings and I consider that for all teachers to learn to handle different technological tools, apps, to know interactive online games. Currently I do not use those resources much because there is not always internet here at school, so I can say that I keep my old lesson plans”.

In this educational context since that is not the point of this research work, the researcher could point to the need to improve different aspects outside the classroom, since the quality of teaching does not depend only on the teacher but on aspects that go beyond what the teacher of each area can reach, such as the resources that the same educational institution could offer to the teacher so that her classes can be more "attractive" for the students.

2. Student's Behaviour

2.1 Students' Class performance.

There were some changes in the performance of students in the classroom after the pandemic. It could be mentioned that upon their return, the students forgot to write, because they were limited to the use of technological tools, they forgot their routines and were lazy, they became less tolerant and fought more frequently.

According to the observation No. 1 the teacher tried to control the behaviour of the students while she explained the subject matter of the class and left activities related to the subject matter. Seen, while some students performed the activity others did not attend to the instruction that the teacher has given them in such a way that they encourage indiscipline within the classroom and do not follow instructions from the teacher.

It was observed that students tend to be indifferent to the class, some were distracted or doing activities that do not correspond to the class, there is no harmony between the students and the teacher.

Figure 4.

Student's attitudes/behavior

STUDENTS' ATTITUDES/ BEHAVIOR
Los estudiantes se pueden observar distraídos de la clase, algunos están haciendo actividades que no están relacionadas con la clase, también otros estudiantes interrumpen la clase con desorden e indisciplina, algunos están recostados sobre sus escritorios en donde aparentemente están "durmiendo", cuando la docente les llama la atención, estos estudiantes la ignoran.

As could be observed in different answers of the student survey, for example, question No. 9, "What is positive about the English classes and the return to the classroom? The student answered "I like the classes because I can understand better, when I was on the

computer, I did not understand the topics", students understand the importance of face-to-face classes and the direct connection with teaching. It shows that when the students said he likes, it would mean they had a good attitude towards the class, that makes the class atmosphere appropriate.

On the contrary, the teacher had a different perception of students performance, as it was evidenced in the interview: "...Upon their return, they forgot their routines, so they seemed lazy, and they became less tolerant, so they fought more often.", it is possible to analyse that in spite of the return to face-to-face classes, the students still keep attitudes that they used to have during the time of the emergency remote teaching, which would represent one more obstacle to cross on the part of education in general, Moreover. That behaviours made the teacher continued using the same strategies to control the class.

Conclusions

The study delves into the researcher's comprehension of diverse contexts with how English as a second language instruction occurs in Colombia. Consequently, the researcher was able to engage in critical self-reflection regarding her instructional methodologies, discerning which strategies merit adoption or modification in her professional development for language instruction.

The situations posed by the COVID-19 pandemic have had a significant impact on the actual educational system locally and worldwide.

In the educational context, the pandemic provoked an improvement for flaws that nobody was ready to take over, including the need to address technological disparities, inequity, enhance parental engagement, and foster flexibility in educational approaches with motivation and without compromising quality.

The lack of preparedness for online instruction among educators was the first obstacle tackled by ERT. Most of the teachers experienced a difficult time adapting to virtual teaching methods, affecting the learning process; nonetheless, most countries quickly adjusted to the situation and implemented capacitation programs, which lead to an enhanced digital pedagogy skill and a steady upgrade of the teaching techniques which stands nowadays and keeps evolving.

The pandemic also exacerbated inequalities in access to technology and internet connectivity among students, particularly in developing countries like ours. This disparity accentuated the urgent need for equitable distribution of educational resources to ensure all learners can fully participate in remote learning initiatives.

The complexities of adapting to a new digital era for the whole family also influenced the education process, and parental engagement and support was demanding for most of the students in remote learning environments. Due to the flexibility and “freedom” given by virtuality, the success of this mode of education often depended on the involvement of parents and caregivers, emphasizing the need for effective communication and collaboration between schools and families.

Emergency Remote Teaching (ERT) served as an impetus for educators and institutions to rethink traditional practices and embrace innovative strategies that prioritize autonomy, equity, inclusion, flexibility and adaptability.

It is imperative to continue evolving to new approaches and technologies for educational strategies and reshape education systems to better meet the diverse needs of students in this digitalized world. This includes leveraging technology effectively, investing in teacher professional development, and prioritizing equitable access to education for all learners.

This “new” educational system also encloses a psychosocial component that must be managed by the students, families, educators and institutions, so as to assure the students a proper engaging educational environment.

The learning process comprises an entire spectrum of emotions related, and the second language itself is even more demanding regarding this issue. Positive emotions and intrinsic motivation are crucial for lasting learning, modifying brain structures, and enhancing cognitive functions.

By integrating lessons learned from the pandemic, education systems can emerge stronger, more resilient, and be better equipped to prepare students for future tests and opportunities. This transformative journey requires collective action and a shared commitment to forward-thinking educational environments.

Through this investigation, it became evident that the individual beliefs of each participant in the educational process across various fields of knowledge necessitate consideration. Beyond the overarching impact of events such as the COVID-19 pandemic on education, the dedication required of each educator to adapt to novel teaching technologies is recognized. Although discernible differences were not apparent in EFL instruction within this specific educational context following the transition from emergency remote teaching, the study underscores the significance of acknowledging and valuing the efforts exerted by teachers in navigating such challenges.

It can be discussed about the different reasons that the teacher had to return to their old methods, such as leaving aside the use of technological tools for her classes, without mentioning specific reasons, it is intended to highlight the fact of how complicated changes tend to be for any person, however, in a field as wide as education and taking into account that we work every day with hundreds of people who are still in academic training, we could make an invitation to the constant reflection on the work that is exercised in the classroom.

The implementation of a case study allowed the researcher to approach to the context, without interrupting the nature of the context that was analyzed on this study. Through the interview, which was directed to the EFL teacher, it was possible to know in depth the beliefs, methods, and teaching practice, which could be complemented with the observation work, where key points were analyzed, such as the relationship between the teacher and the students, the teacher's role in the classroom and the classroom organization. In this way, the researcher was able to take all these concepts mentioned and analyse them from an external participant's point of view, the main objective was not to intervene or alter the nature of this context, since it was important to appreciate and analyse the most possible information that could be obtained.

With the above, the researcher has been able to understand the teaching practice and all that it involves carrying out a successful teaching process in any circumstance and more in this case of education after the pandemic. Through the analysis of the information, we were not able to appreciate the great difference between before and after the pandemic teaching English process in this specific context. In the interview, the teacher has made known her preference for her traditional teaching methods, so it could be mentioned how challenging it can be for a person to change her beliefs or perspectives on life and especially, in this case, on education.

The lack of training in the formation and use of virtual learning environments in the current public education of many teachers can be evident when making decisions about the strategies to use in the classroom, on the other hand, even when there are different virtual and technological resources offered by the government, all this lack of "updating" of the methodologies generates ignorance about the technological issue.

The researcher has managed to understand the teaching practice from the external perspective and thus understand the practices and beliefs of teachers during and after the

pandemic. The teacher also understands the nature of each participant according to the data analyzed, indicating that the existing changes do not depend only on the practice, but on the way that teachers see the world, and the frequency with which a teacher is willing to update his/her methods and resources.

A topic that could open the field for a new study focused on the question ¿how to implement new strategies and methods for teaching English as a foreign language through technological tools? We could also talk about the importance of creating spaces for teacher reflection to discuss and share the new challenges of teaching.

In this way, through this study process the researcher had some challenges that could represent a gap in the analysis of her study. Since it was not possible to conduct the survey to all the students for different reasons, first, not all of them could attend the same day, and second, the researcher had the need to conduct more observation sessions with a view to immerse herself even more in the educational context. Additionally, the fact that several years have already passed since the event of the Covid-19 pandemic was addressed, which means that much of the knowledge and experiences have been forgotten, turning all the lived moments into only a brief experience of the past.

Ultimately, this study facilitates an examination of further research efforts derived from its findings and data analysis. In doing so, this study proposes future research focused on the analysis of educators' practices in relation to the use and integration of information and communication technology (ICT) tools in the classroom, specifically adapted to the teaching of English as a foreign language (EFL). Emphasis is placed on discerning the importance of such tools in the contemporary educational environment. Furthermore, it advocates an evaluation of the effectiveness of the resources, materials and methodologies used in teaching English as a foreign language, with a focus on outlining their respective pedagogical objectives. This recommendation underlines the need to use teaching resources with clearly

defined objectives so that to promote a more useful educational approach, increasing the effectiveness of such resources in facilitating the improvement of academic outcomes in the field of teaching English as a foreign language.

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Appendices

Appendix A. Interview Sample

INTRODUCTION

Esta entrevista se enfoca en conocer sus experiencias y opiniones como profesora de INGLÉS en tiempos de post-pandemia en esta institución educativa. Toda la información y datos recolectados durante su entrevista serán utilizados únicamente para fines académicos que solo son del interés del entrevistador. Sus datos serán tratados con confidencialidad.

Esta entrevista se dividirá en 3 partes. La primera tendrá preguntas de información general sobre su perfil y experiencia en el campo de la enseñanza del inglés como lengua extranjera. La segunda parte será sobre su experiencia en la enseñanza del inglés durante la pandemia y la tercera parte tendrá preguntas relacionadas a los tiempos actuales, es decir, a lo que llamamos post-pandemia.

- Para iniciar con la entrevista, amablemente solicito me confirme su voluntad de participación libre, y también que comprende que su participación no tiene retribución económica para ninguna de las partes y que podrá desistir de continuar en cualquier momento. SI __ NO __

Questions

1. General information

Nombre:

Edad:

Título:

Tiempo experiencia como docente de inglés:

¿Qué nivel de inglés tiene? ¿Certificado?

¿Cuánto tiempo lleva trabajando en esta institución?

¿Ha recibido alguna formación en el campo de la enseñanza virtual o mediada por tecnología? Si __ No __ ¿Cuál?

2. During the Pandemic.

3. Teniendo en cuenta su experiencia en tiempos de enseñanza remota de emergencia, ¿para usted cuál o cuáles fueron los desafíos más importantes que tuvo que afrontar como profesora de inglés?
4. ¿Cómo planeaba sus clases, actividades o recursos pedagógicos para la enseñanza del inglés durante la pandemia?
5. ¿Cuál era el o los objetivos académicos para sus clases de inglés durante este tiempo?
6. ¿Cuál cree que fue el desafío académico más importante que sus estudiantes tuvieron que afrontar durante la educación remota de emergencia?

7. ¿Qué aspectos positivos y negativos cree usted que tuvo la enseñanza del inglés en la virtualidad?
8. ¿Qué recursos (físicos y/o digitales) le fueron asignados por parte de la institución para la enseñanza del inglés en la virtualidad?

3. Post pandemic

9. Ahora teniendo en cuenta esta información, ¿considera que todo ese proceso de la enseñanza remota de emergencia ha marcado algún cambio en cómo realiza o planea sus clases antes y ahora que ha regresado la presencialidad? si/no ¿por qué?
10. ¿En sus clases actuales de inglés usa algunos de los elementos, estrategias, recursos o metodologías que usaba durante la pandemia? (si/no ¿Por qué?, ¿cuáles?)
11. ¿La educación remota de emergencia ha causado algún impacto en la forma en que observa su proceso de enseñanza en la actualidad? (si/no, por qué?)
12. ¿Cuál cree que fue el impacto que la educación remota de emergencia causó en sus estudiantes (positivo, negativo, no hubo) y en su proceso de aprendizaje del inglés como lengua extranjera?
13. ¿Considera que este impacto ha causado algún efecto en el nivel académico de sus estudiantes en la actualidad enfocándonos en EFL? si/no, por qué?
14. ¿Volvería a enseñar inglés de manera virtual o remota? (si/no, por qué?)

Appendix B. Survey Sample

INTRODUCCIÓN:

Esta encuesta se enfoca en conocer sus experiencias y opiniones como estudiantes de INGLÉS en tiempos de post-pandemia en esta institución educativa. Toda la información y datos recolectados a través de esta encuesta serán utilizados únicamente para fines académicos que solo son del interés del entrevistador. Sus datos serán tratados con confidencialidad.

- amablemente solicito me confirme su voluntad de participación libre, y también que comprende que su participación no tiene retribución económica para ninguna de las partes y que podrá desistir de continuar en cualquier momento. SI __ NO__

Por favor responder cada pregunta de acuerdo a su experiencia como estudiante:

15. Nombre: _____
16. Edad: _____
17. ¿En qué grado escolar estaba en el año 2020? _____
18. ¿Cómo fue su experiencia en las clases de inglés durante la virtualidad?
19. Buena
20. Mala
21. Regular
22. Normal

¿Por qué? _____

5. ¿Cuáles eran los elementos que usaba para ingresar a las clases de inglés?

23. Computador

24. Celular

25. Tablet

26. Otro: _____

6. ¿Compartía estos elementos con alguien más?

Si _____ ¿con quien? _____

No _____

7.. ¿Qué fue lo positivo de las clases de inglés durante la virtualidad?

8.. ¿Qué fue lo negativo de las clases de inglés durante la virtualidad?

9.. ¿Cree que las clases de inglés han cambiado después de la virtualidad ahora que volvieron a los salones de clase? si/no, ¿por qué?

10.. ¿Qué es lo positivo de las clases de inglés de vuelta a la presencialidad?

11. ¿Qué es lo negativo de las clases de inglés de vuelta a la presencialidad?

12. ¿Qué aspectos (actividades, materiales, instrucciones) que fueron utilizadas en la virtualidad te gustaría que fueran usadas en la presencialidad?

13. Si tuvieras que volver a estudiar en virtualidad, ¿qué aspectos te gustaría mejorar de tus clases?

14. ¿Has notado que el profesor de inglés usa algunos materiales, recursos o actividades que solía usar en la virtualidad? Da ejemplos.

Appendix c. Observation format

OBSERVATION FORMAT FOR GRADE 9TH STUDENTS AND EFL TEACHER OF THE INSTITUCIÓN EDUCATIVA CAPITÁN MIGUEL LARA

OBSERVATION FOR DATA COLLECTION IN THE RESEARCH CONTEXT

(Instrument adapted from Dörnyei, 2007)

INSTITUCIÓN EDUCATIVA CAPITÁN MIGUEL LARA	observed group: STUDENTS ☐ TEACHERS ☐	Observation N°: _____
Date:	Time:	Observer:
Objective of the observation:	To analyze how the TEFL process is in 9th grade at Institución Educativa Capitán Miguel Lara in post-pandemic times.	

CLASSROOM ORGANIZATION
LEVEL OF ENGLISH
MATERIALS-RESOURCES
ROLE OF THE TEACHER
INTERACTION AMONG PARTICIPANTS
USE OF ENGLISH/SPANISH
STRENGTHS/ WEAKNESSES
STUDENTS' ATTITUDES

--

Appendix D. Sample survey application



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1. Nombre: _____

2. Edad: _____

3. ¿En qué grado escolar estaba en el año 2020? 7

4. ¿Cómo fue su experiencia en las clases de inglés durante la virtualidad?

- 1. Buena
- 2. Mala
- 3. Regular
- ☒ 4. Normal

¿Por qué? Porque las clases fueron normales y mas facil

5. ¿Cuáles eran los elementos que usaba para ingresar a las clases de inglés?

- ☒ 1. Computador
- ☒ 2. Celular
- 3. Tablet
- 4. Otro: _____

6. ¿Qué fue lo positivo de las clases de inglés durante la virtualidad?

Tenia mas tiempo para estudiar en mi casa

7. ¿Qué fue lo negativo de las clases de inglés durante la virtualidad?

No entendia mucho algunos temas, no le entendia a la profe, las guias eran muy largas

8. ¿Cree que las clases de inglés han cambiado después de la virtualidad ahora que

volvieron a los salones de clase? si/no, ¿por qué?

no creo las clases siguen iguales como antes



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PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA



9. ¿Qué es lo positivo de las clases de inglés de vuelta a la presencialidad?

ser más con mis amigos, entiendo mejor las
clases

10. ¿Qué es lo negativo de las clases de inglés de vuelta a la presencialidad?

la profesora nos deja menos guías, los otros
niños hablan mucho y que no se escucha bien

11. ¿Qué aspectos (actividades, materiales, instrucciones) que fueron utilizadas en la virtualidad te gustaría que fueran usadas en la presencialidad?

a veces la profesora hacía juegos en el celular

12. ¿Has notado que el profesor de inglés usa algunos materiales, recursos o actividades que solía usar en la virtualidad? Da ejemplos.

Si usa guías

13. ¿Volverías a estudiar de forma virtual?

Si, no? Por que?

si porque es mas facil, ademas no nos tenemos
que levantar tan temprano

Appendix E . Sample Observation application



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OBSERVATION FORMAT FOR GRADE 9TH STUDENTS AND EFL TEACHER OF THE INSTITUCIÓN EDUCATIVA CAPITÁN MIGUEL LARA OBSERVATION FOR DATA COLLECTION IN THE RESEARCH CONTEXT

(Instrument adapted from Dörnyei, 2007)

INSTITUCIÓN EDUCATIVA CAPITÁN MIGUEL LARA	observed group: STUDENTS ☒ TEACHERS ☒	Observation Nº: <u>1</u>
Date: <u>Monday August 1st</u>	Time: <u>11:40 - 12:40 pm</u>	Observer: <u>Laura Romero</u>
Objective of the observation:	To analyze how the TEFL process is in 9th grade at Institución Educativa Capitán Miguel Lara in post-pandemic times.	

CLASSROOM ORGANIZATION
los escritorios de los estudiantes no se encuentran tan alineados, se puede observar diferentes agrupaciones de estudiantes.
LEVEL OF ENGLISH
No se observa un nivel de ingles muy alto, por el contrario los estudiantes hacen bromas usando palabras inexistentes en el idioma
MATERIALS-RESOURCES
se observa que el material principal de la clase es el tableta, tambien algunos estudiantes usan diccionarios de ingles a español.
ROLE OF THE TEACHER
la profesora trata de controlar los comportamientos de los estudiantes, ella brinda el tema a aprender y deja actividades relacionadas con el tema, mientras los estudiantes realizan la actividad, ella revisa una tarea que dejó anteriormente



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PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

2010-2011



No se observa el dominio de grupo total.	
INTERACTION AMONG PARTICIPANTS	
Se observa que los estudiantes se distraen fácilmente, solo hay dos estudiantes que se observan atentos a la explicación, la profesora interactúa más con ellos.	
USE OF ENGLISH/SPANISH	
Se observa un uso limitado del inglés, el uso del español sobresale para las explicaciones de los temas y actividades.	
STRENGTHS/ WEAKNESSES	
Strengths - Comunicación entre profesora y estudiantes	Weaknesses - falta dominio de grupo - Organización del salón - uso del inglés
STUDENTS' ATTITUDES	
Se observa que la actitud de los estudiantes tiende a ser indiferente con la clase, algunos se observan distraídos o haciendo actividades que no corresponden a la clase.	