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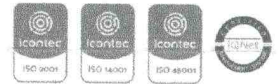
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Julián Andrés Rodríguez Castro

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TÍTULO COMPLETO DEL TRABAJO: Students' and Teachers' Perceptions of Online English Classes at a Public University in the Institutional English Program During the Pandemic

AUTOR O AUTORES: Julián Andrés Rodríguez Castro

Primero y Segundo Apellido	Primero y Segundo Nombre
Rodríguez Castro	Julián Andrés

DIRECTOR Y CODIRECTOR TESIS:

Primero y Segundo Apellido	Primero y Segundo Nombre
Fernández David	William Fernando

ASESOR (ES):

Primero y Segundo Apellido	Primero y Segundo Nombre

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RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Esta investigación cualitativa descriptiva apunta a analizar las percepciones de estudiantes y docentes con respecto a las clases de inglés en línea en una universidad pública en el programa de inglés institucional durante la pandemia de COVID-19. En la investigación participaron 10 profesores de inglés de tercer y cuarto nivel y 32 estudiantes divididos en 4 grupos, 16 matriculados en tercer nivel y otros 16 en cuarto nivel. Los instrumentos de investigación incluyeron encuestas de entrada y salida a estudiantes y docentes, entrevista a estudiantes y docentes y observaciones de clase. Esta investigación muestra que los estudiantes tienden a tener una percepción positiva de las Clases de Inglés en Línea (CIL) debido a la calidad de la pedagogía que los docentes demostraron durante el proceso. Los estudiantes también apreciaron el esfuerzo de los profesores para implementar diferentes actividades durante las CIL para captar más la atención de los estudiantes.

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Las clases grabadas fueron un factor positivo para los estudiantes. Por otro lado, la ergonomía de las plataformas en línea, la mala conectividad y la calidad de los equipos tecnológicos utilizados durante las CIL provocaron una percepción negativa en los estudiantes. Las percepciones de los docentes sobre las prácticas de evaluación en línea, la conectividad y la participación de los estudiantes fueron negativas. Las prácticas de evaluación fueron percibidas negativamente por los docentes, ya que sienten que no pueden evaluar el conocimiento real de los estudiantes y las estudiantes tienden a hacer copia.

ABSTRACT: (Máximo 250 palabras)

This descriptive qualitative research aims to analyze students' and teachers' perceptions regarding online English classes (OEC) at a public university in the institutional English program during the COVID-19 pandemic. 10 English teachers from the third and fifth levels and 32 students divided into four groups, 16 enrolled in the third and 16 in the fourth level, participated in the research. The research instruments included entry and exit surveys for students and teachers, and interviews for students and teachers, and class observations. This research shows that students tend to have a positive perception of OEC due to the quality of pedagogy that teachers demonstrated during the process. Students also appreciated the teachers' effort to implement different activities during OEC in order to grasp more students' attention. Recorded classes were a positive factor for students. On the other hand, the graphical user interface of online platforms, the poor connectivity and the quality of technological equipment used during the OEC contributed to students' negative perception. Teachers' perceptions were negative about the online assessment practices, connectivity and student

engagement. Assessment practices were perceived negatively by the teachers as they feel they could not assess the real students' knowledge and lead students to cheat.

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Students' and Teachers' Perceptions of Online English Classes at a Public University in the

Institutional English Program During the Pandemic

Julián Andrés Rodríguez Castro

Universidad Surcolombiana

Facultad de Educación

Maestría en Didáctica del Inglés

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Institutional English Program During the Pandemic

Julián Andrés Rodríguez Castro

Thesis Director

Fernando Fernández David

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Thesis Director's Signature

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Juror's Signature

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Abstract

This descriptive qualitative research aims to analyze students' and teachers' perceptions regarding online English classes (OEC) at a public university in the institutional English program during the COVID-19 pandemic. 10 English teachers from the third and fifth levels and 32 students divided into four groups, 16 enrolled in the third and 16 in the fourth level, participated in the research. The research instruments included entry and exit surveys for students and teachers, and interviews for students and teachers, and class observations. This research shows that students tend to have a positive perception of OEC due to the quality of pedagogy that teachers demonstrated during the process. Students also appreciated the teachers' effort to implement different activities during OEC in order to grasp more students' attention. Recorded classes were a positive factor for students. On the other hand, the graphical user interface of online platforms, the poor connectivity and the quality of technological equipment used during the OEC contributed to students' negative perception. Teachers' perceptions were negative about the online assessment practices, connectivity and student engagement. Assessment practices were perceived negatively by the teachers as they feel they could not assess the real students' knowledge and lead students to cheat

Keywords: Online English Classes (OEC), students' perceptions, teachers' perceptions, online assessment practices.

Summary

Esta investigación cualitativa descriptiva apunta a analizar las percepciones de estudiantes y docentes con respecto a las clases de inglés en línea en una universidad pública en el programa de inglés institucional durante la pandemia de COVID-19. En la investigación participaron 10 profesores de inglés de tercer y cuarto nivel y 32 estudiantes divididos en 4 grupos, 16 matriculados en tercer nivel y otros 16 en cuarto nivel. Los instrumentos de investigación incluyeron encuestas de entrada y salida a estudiantes y docentes, entrevista a estudiantes y docentes y observaciones de clase. Esta investigación muestra que los estudiantes tienden a tener una percepción positiva de las Clases de Inglés en Línea (CIL) debido a la calidad de la pedagogía que los docentes demostraron durante el proceso. Los estudiantes también apreciaron el esfuerzo de los profesores para implementar diferentes actividades durante las CIL para captar más la atención de los estudiantes. Las clases grabadas fueron un factor positivo para los estudiantes. Por otro lado, la ergonomía de las plataformas en línea, la mala conectividad y la calidad de los equipos tecnológicos utilizados durante las CIL provocaron una percepción negativa en los estudiantes. Las percepciones de los docentes sobre las prácticas de evaluación en línea, la conectividad y la participación de los estudiantes fueron negativas. Las prácticas de evaluación fueron percibidas negativamente por los docentes, ya que sienten que no pueden evaluar el conocimiento real de los estudiantes y las estudiantes tienden a hacer copia.

Palabras clave: Clases de inglés en línea, CIL, percepciones de estudiantes, percepciones de docentes, prácticas de evaluación en línea.

Introduction

Nowadays, people live in an ever-growing interconnected world where globalization makes online learning more accessible and effective (OECD PISA, 2018). Since the start of the Internet, the online learning demand has grown and its advantages became evident during the pandemic period as the COVID 19 disease ignited a revolution in the world, which affected all aspects of people's daily lives (Dhawan, 2020). Hence, academia and especially the teaching processes, were affected and faced the most drastic changes in its recent history. Educational institutions were forced to change the face-to-face teaching model for remote and virtual strategies to protect populations and comply with effective social distancing policies. Thus, without any previous experience and contingency plans to face such a scenario, world academia switched to virtual environments and remote teaching to survive.

Undoubtedly, this step forward translated into digital infrastructure investments in order to keep pace with the new social demands of remote teaching and staff ICT training. Accordingly, the students were also affected as the transition took several months and the academic boards in the institutions had to make curricula and evaluation processes more flexible to avoid many students abandoning their study aspirations.

Universidad Surcolombiana was among those institutions and several efforts took place to secure the continuity of academic activities to benefit teachers and students. In this research, we focus on the study of the students' and teachers' perceptions with regards to their experience with Online English Classes (OEC) in the Institutional English Courses Program (IECP). Firstly, the study included 32 students to know their attitudes during online English classes, the factors that impacted positively or negatively the English teaching-learning process and how digital assessment practices impacted their English classes. Secondly, ten professors also participated to

determine which factors impacted the English teaching process during their online English lessons

and how their assessment practices changed during the OEC experience.

Description of the Project

Statement of the Problem

Globalization has brought continuous changes to the world; in fact, it has given new opportunities and challenges for people as globalization has delimited new competencies that individuals should develop in terms of technology, education and communication not only to fill in the cultural setting, but also in the educational and labour fields (OECD PISA, 2018).

As a result, education has acquired a series of guidelines in order to cope with these requirements to create a proper and competitive labour force. In Colombia, the Ministry of education (MEN for its acronyms in Spanish) established specific guidelines in education that should be followed by all the educational institutions and universities, public and private to improve their citizens, society and workforce, to make them suitable for an interconnected world. In fact, education is considered a permanent process and a right to every citizen as cited by the MEN "La educación es un proceso de formación permanente, personal, cultural y social que se fundamenta en una concepción integral de la persona humana, de su dignidad, de sus derechos y de sus deberes" (MEN, 1994, p. 1).

In spite of the many advantages of technology and online learning in education, there are also several constraints to be overcome. For example, in terms of synchronic sessions, adult learners require more flexibility and time to develop the tasks included in an English course, the quality of digital infrastructures and the Internet connectivity play also a significant role, and with the recent events, more countries around the world were forced to work with online learning because of the Covid-19 pandemic with lack of training and financial and pedagogic support.

Prior to this study, a survey was administered to 38 students; 18 students from the third level and 20 students from the fourth level from different programs who attended English classes in the Institutional English program offered by the university as a requirement to graduate. Some of the findings led to the development of the present study. For example, the survey showed that 74% of the students had never participated in any type of online learning experience before the pandemic. With regards to the skills using a computer, only 5% of the students considered themselves with poor ICT abilities while 53% of the interviewees said they had good skills at the moment of using a computer and 42% of the students expressed they had moderate skills. As to the advantages of e-learning, 76% of the students considered that the major benefit is that one can access online materials while attending an online course and only 18.4% of the students considered the class interactivity as an advantage of e-learning. Contrarily, the disadvantages of e-learning for 89.5% of the students included the technical difficulties as the main issue, while 39.5% of the students regarded the lack of self-discipline as a disadvantage of e-learning.

In comparison with face-to-face learning, 31.6% of the students considered e-learning very effective to increase English Language Knowledge while 60.5% of the respondents affirmed that e-learning was somewhat ineffective. 50% of the students said that traditional face to face learning in terms of increasing English Language Knowledge is very effective while just 13.2% of the respondents perceived it as extremely effective.

Another aspect of the survey inquired about active participation during e-learning, despite the fact that they had not taken online classes, 21% of the students believed that their participation was very active while 61.5% of them indicated that their participation was somewhat ineffective and effective, and the commitment during traditional face-to-face learning was very active according to 41% of the respondents.

Finally, in terms of acceptance of e-learning, 56.4% of the students reckoned that the classes were somewhat enjoyable, 25.6% of the students indicated that e-learning classes were very enjoyable and 7.7% said that online instruction were extremely enjoyable during the pandemic.

Research Question

What are the students' and teachers' perceptions of online English classes at a public university in the institutional English program during the pandemic?

Research Objectives

General Objective

To analyze students' and teachers' perceptions regarding online English classes at a public university in the institutional English program during the COVID-19 pandemic.

Specific Objectives

To establish the attitudes students adopted during the online English class experiences.

To determine the factors that impacted positively or negatively the English teaching-learning process during online English lessons.

To analyze, from the students' and teachers' perspectives, how assessment practices were impacted in the frame of online English classes.

Literature Review

The upsurge of technology in educational settings has created concerns in researchers and teachers to analyze whether remote learning positively or negatively impacts the students' learning processes and English teaching. In addition, remote learning has allowed the implementation of a range of tools to interact with students, such as platforms, video conferencing, applications, virtual learning environments, and forums. Hence this section describes various research studies about remote learning, the resources those studies have implemented, their objectives, methodology, instruments, conclusions, and recommendations.

Keeping in mind what Dudeney and Hockly stated: "[y]younger learners are growing up with technology, and it is a natural and integrated part of their lives" (as cited in Herrera, 2017, p.484). Young students will receive with great enthusiasm the use of technology in the classroom. Prensky (2001) and Aretio (2007) have divided in terms of the digital aspect, which is highly debated today. First, we have "digital natives" learners who grew up using technology and learners who have joined the realm of technology at a later stage known as "digital immigrants" (Prensky, 2001, p. 2) and years later Aretio (2007, p. 3-6) coined the general typology of fourteen different ICT profile users[1].

A descriptive qualitative research study conducted by Herrera (2017) at a public university in Colombia. measured the impact of implementing Virtual Learning Environments (VLEs) in the EFL classroom. The descriptive mixed study focused on online platforms, also known as learning management systems. Such platforms allow students and teachers to present, share and interact with one another. As a result, descriptive statistics and qualitative research instruments: entry and exit questionnaires, class observation forms, quick surveys, and teachers'

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[1] See the article to explore in detail each one of these profiles.

narratives were implemented. At the end of the study, students realized that despite having a good command of digital competencies for entertainment purposes, the students demonstrated little control over using digital resources for educational aims but in general terms the work with VLEs had a positive impact in students. Herrera recommended considering the use of technology as an inevitable part of our students' lives and noted that technology teacher training is now a must. (p. 495-497).

A dominant feature in this research study was that, according to students´ opinions, online activities promote the development of autonomous learning and effective teacher-student communication. This statement can be useful in analyzing students' behavior because traditionally, students are not independent, and the teachers guide most activities. However, the pandemic changed the context and affected all our dynamics. An important instrument implemented during this research was the quick survey.

The author described it as a five-question survey that asked participants about their opinions during the activities. That instrument was intended to check participants' responses against researchers' observations. This may be a useful instrument to avoid getting biased.

There have been recent studies about online learning during the COVID-19 pandemic. Mahyoob, M (2020) conducted a research study to determine the challenges and obstacles that English Language Learners in Science and Arts College, Alula, Taibah University, Saudi Arabia, during switching to online learning in the second semester of 2020 due to the COVID-19 pandemic. This study followed a descriptive statistical method to test its validity. For the data collection, an online survey-based questionnaire was applied to 184 students, 85 male and 99 female. The author implemented an online survey questionnaire with yes and no questions and multiple-choice and open-ended questions using Google Forms to gather the data. Mahyoob (2020)

found that the main problems in online EFL learning during the pandemic were related to academic, communicational, and technical challenges; most EFL learners were not satisfied with online learning because they could not fulfil the progress they wanted to achieve in light of language learning performance. As a recommendation, further research should be undertaken to broaden teachers' perspectives toward online English language teaching.

Hazaymeh (2021) investigated participants' perceptions of online distance learning during the Covid-19 pandemic. This study sought to empower students to achieve ISTE standards (The ISTE Standards, formerly known as the National Educational Technology Standards (NETS). Those are standards for the use of technology in teaching and learning (technology integration). ... They include the ISTE Standards for Students, which list skills and attitudes expected of students) within the EFL classroom. The participants were 60 undergraduate students who responded to an online survey based on ISTE standards.

The results showed that most of the respondents (86.66%) acquired language proficiency successfully through online distance learning. Besides, data analysis indicated that participants improved their creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem-solving, decision-making, and digital citizenship. The study also mentioned drawbacks such as technical problems, poor or slow internet connections, absence of physical interactions, and demotivation to learn well. One hindrance regarding online learning was the lack of support for traditional students, and this was one of the aspects that students in our country had to face during the pandemic. This research study highlights a fundamental aspect of the recommendation to analyze teachers´ perspectives toward online ELT. This may be an aspect that impacts the way teachers develop their classes.

Almahaseesm et al. (2021) carried out a research study to identify both faculty and students' perceptions of online learning. They applied a survey to 50 faculty members and another survey to 280 students to measure internal consistency to indicate how the items were related resorting to Cronbach's alpha correlations.

The results of their study suggested that faculty members and students agreed that even if online education is useful in the current pandemic, it is less effective than face-to-face learning and teaching. They concorded on the benefits of online learning, such as self-learning, convenience, flexibility, and low costs. One of the challenges students faced during COVID-19 was the lack of motivation to attend classes and students struggle to adapt to online courses. It seemed that teachers and coordinators did not consider students' adaptation to the online courses as a recommendation, for this study proposed a checklist to be taken into account by coordinators and programs chairs to offer solutions to those challenges.

Moreover, evidence in the literature shows that students preferred face to face classes to learning English over distance learning. This aspect was seen in a qualitative study by Altunay (2019), which aimed to check the EFL students' views about learning English through distance instruction and advice improving English Language Teaching based on remote learning. The study participants were 62 first-year on-campus university students from Turkey. An additional aspect of this research is that several students received face to face orientation training for distance learning, although other students did not receive any training. Those students had PowerPoint presentations and written instructions posted on the web page about how to use the system and how to study properly. The study collected data through an online Likert-scale questionnaire that was adapted from a scale questionnaire by Yıldırım et al. (2014) to investigate the views of distance learners about distance education. Some of the items in the questionnaire

were related to personal suitability, effectiveness, teachability, and study habits. This study also implemented Cronbach's alpha for the questionnaire. At the end of the research, students were undecided about some items. Second, students agree that face-to-face interaction is necessary and results are more instant and clearer than distant learning. One of the issues mentioned in this study is that they need face to face communication and interaction for the best English Learning.

Đorić et al. (2020) developed an investigation of students' attitudes about online learning during the COVID-19 pandemic. This research was conducted at the Faculty of Technic Sciences in Čačak, and it involved 136 students from three study programs: Information Technologies, Engineering Management, and Electrical and Computer Engineering. The main barrier to online education identified by students was a lack of prior experiences using online tools. This has been a drawback mentioned by some of the studies in this section. Furthermore, it might be a pillar to investigate during my research study.

Đorić et al. (2020) collected the data through a questionnaire developed for the research including four categories of attitudes and 21 statements evaluated on a five-level Likert scale and a descriptive statistics data processing procedure using the SPSS software with Cronbach's alpha reliability. One of the subscales was the quality of e-teaching, cheating on a test in the e-environment, engaging in teamwork, and cognitive load.

Theoretical Framework

This section describes some of the theories implemented in studies focused on learners' perceptions and attitudes toward online English learning during the COVID-19 pandemic. It addresses perceptions from the psychological point of view, e-learning, teaching, and learning during the pandemic, the English learning-teaching process, the meaning of the process, online teaching, and methods and instruments implemented.

The Psychology of Attitudes and Perceptions

A considerable amount of research has been published on attitudes and perceptions, however, the tri-component model of attitudes is the key model implemented in research studies focused on the participants' attitudes. Pickens (2005) assures that an attitude includes three components: an effect (feeling), cognition (a thought or belief), and behaviour (an action). In addition, the author clarifies that attitudes help us define how we see situations and describe how to behave toward the situation or object. It is safe to affirm that the tri-component model of attitudes can fully evaluate a person and their emotional reactions to any situation.

Moreover, this model endures evaluating all the contexts, aspects, and feelings in which students may be involved in an online learning environment. To illustrate the above, the following questions can be addressed as an example: How do you feel during an online class? What do you think about the online course? How do you behave/react during an online class? For this reason, this research study implemented the tri-component model as a complete component to evaluate students' attitudes.

Online Learning

One of the key concepts involved in this research study is e-learning or online learning. According to Stern (2018), online learning is education over the internet. However, Stern

emphasizes that online learning is only one type of "distance learning" (as cited in Rifiyanti, 2020). Hence, e-learning, or online learning, is different from traditional learning; the principal issue is that the role of learners and teachers is reshaped drastically during online learning. According to Rifiyanti, teachers and learners must also be prepared to learn to use technology applied in their respective institutions (n.n). Bearing the above in mind, students' perceptions about e-learning may be influenced by their competence in using technology. Consequently, students' competence with technology affects their perception and attitude towards online learning.

Online ELT Teaching and Learning

Digital Natives and Digital Immigrants

Regarding online ELT teaching, a large body of literature describes the types of students we may teach today. For instance, as we read in the previous section, Prensky (2001) outlined the terms digital natives (all our students today) and digital immigrants (most teachers and school's leaders today). Lewis (2009) clarifies that a digital native is someone who has grown up sorrounded by digital technology. A digital immigrant is someone who grew up without digital technology and adopted it as an adult. However, we should consider that not all our students in the country grew with technology.

Technophobe

Lewis (2009) also suggests that "if you never use technology in your daily life may be because you have no access to the technological tool, you are simply a "technophobe" and feel threatened by technology. These descriptions can apply not only to our students, but also to some of our teachers (p.12). Another aspect to ponder when teaching online is how well equipped is

your school and your students. The first aspect is the Internet access, the second is the number of computers available, and the third is the access to training and technical support.

New Literacies

Implementing or adding technology into the classroom affects the students' learning process. The partnership for the 21st Century Skills initiative affirms the necessity of infusion of information literacy, critical media literacy, and information, communication, and technology (ICT) literacy into every subject taught in our schools. In addition emphasizes that without these skills and others, including visual, multimedia, and cultural literacy, our students will not be able to adapt to changes.   Leu et al. (2004) caution that our students will be left behind unless they gain these skills. Hence, new literacies may represent a challenge for our students. Adapting to these recent changes and experiences requires them to learn and master new literacies influenced by the changes in the world.

The last aspect directly connects with a trending term in today's schools—computer literacy. Lewis (2009) explains that understanding how computers work is a basic skill. These skills include manipulating a mouse, formatting and printing a document, searching the web, or playing audio and video on a computer. In addition, Lewis emphasizes that today most students are to a great degree computer literate, but one should not take this for granted. Teachers usually take for granted that all our students master computer literacy. However, due to the constant changes in the technology, Students can face many difficulties, for instance, the fact of implementation different learning environments

Student-Centered

According to several research studies, the internet changes the interaction between learners and teachers. Kern,1995 affirms that there is less teacher talk and more learner talk in

computer classes. In addition, two senses are predominant during online learning. According to WarschauermTurbee and Roberts, 1996 Vision and hearing are two dominant senses technology can provide to the students, thus providing greater opportunities for learning linguistic inputs. This should be used by teachers as an advantage when designing teaching activities. As Kajder (2003) clarifies, "Focus has to be placed on learning with technology rather than learning from or about technology. This statement takes for granted that students and teachers master the use of technology and do not take into account students with less or few skills when using technology

Authentic Learning Environment

A key aspect of learning English has been the discussion about providing an authentic environment for teaching and learning English. Some authors claim that it seems more useful when implementing original material to offer an authentic environment when teaching and learning English. However, with the implementation of the internet. Kajder (2003) claims that one of the advantages of using hypermedia for language teaching is that it provides learners with a more authentic learning environment. Furthermore, recent research in the field of first language literacy suggests that text messaging might improve students´ reading and spelling abilities (Plester et al., 2009).

ELT Assessment

Assessment is described as an essential component of education systems. Also, the term assessment is seen as an umbrella concept that covers several types of activities with various purposes—for instance, diagnostics, and placement, proficiency, and achievement, formative, summative, and quality assurance. Assessments have different goals, and they may come at various stages of a course or program. To illustrate, placement tests may come at the beginning of a program to place students in different groups to have efficient performances in the end of the

process. Assessment may occur during the course to establish how well the students learn as a formative assessment strategy. On the other hand, to see how much students have learned at the end of the period demands from the teacher to resort to summative assessment strategies.

ELT Online Assessment

Positive and Negative Factors - Aspects of Online ELT Teaching and Learning.

When we implement technology as a tool to assess our students, such an approach impacts all the learning and teaching processes.   According to Lewis (2009), it has a clear impact on how work is shared in the activity and the culture and rules of the activity. It sometimes changes the purposes of the activity. An example is computerized marking: where the students' answers can be marked electronically without human intervention to avoid biased results although the author clarifies that it changes the nature of the judgment that can be made.

 Computers programs work best with clear answers and cannot usually make the subtle decisions of which human markers are capable. Hence, using technology to assess students can help us easily mark more questions. Still, it requires clear answers or exact answers when the teachers may wish to evaluate different solutions to ponder if these are correct or incorrect. For instance, the author affirms that a policy decision to use only computerized marking may replace open-ended questions with, say, multiple-choice.

The third argument is that technology creates new possibilities; this argument concludes that every tool has affordances and constraints: things that you can do and things you cannot do with each device. One example in favor has to do with plagiarism checking. Hence before technology, there were two ways to identify or recognize copied text; the tutor could recognize the copied text of a fragment or the language implemented in the text was above the common ability of the students. However, we can easily find some coincidences in texts and identify those

similarities with plagiarism using technology. To sum up, the infusion of technology broadens the possibilities to assess students, but it requires a good level of computer literacy for students and teachers. In addition, students and teachers should be aware of all the constraints that one faces when incorporating technology during the assessment practices.

Research Design

Methodological Design

This study presents a descriptive qualitative analysis. Over the years I have been an English teacher at the IECP and I have noticed several obstacles in the process such as lack of students' motivation, lack of students' participation in the English class and so on. For the previous reasons, I would like to establish the attitude students adopted during the OEC experience. Creswell's (2009) reckons that:

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (p. 22).

This research refers to some predominant characteristics of the qualitative approach, such as that this approach explores the phenomena in depth, in this case analyzing the students' and teachers' perceptions of Online English classes during the pandemic. In addition, it is not based in statistics and meanings are extracted from the data. Another important aspect of the qualitative approach process that was evidenced during this research is that it analyzes multiple subjective realities, showing one of the benefits of the qualitative approach, such as its interpretative richness and the complete way in which the investigated phenomenon is contextualized.

Participants

The focus group of this study included 32 students divided into four groups of eight students each. Sixteen students enrolled in the third Institutional English level, and the other sixteen in the fourth Institutional English level at Surcolombiana university during the second

term of 2021. Their age ranges from 18 and 30 years old. Also, ten Institutional English teachers

took part in the research to determine the perceptions of online English classes during the

pandemic.

My role as a researcher was limited to describing the phenomenon by analyzing the

development of the classes of my colleagues, but in any moment my interest was to actively

intervene with pedagogical strategies but solely to describe the perceptions that I intended to

determine.

Context of the Study

Students of undergraduate programs at Universidad Surcolombiana are required to take

four English levels. Each level includes 64 hours of direct teaching and 32 hours of autonomous

student activities. Each course lasts 16 weeks over a semester and it is divided into two-hour

blocks of two instruction sessions per week. These students do not receive academic credits for

the completion of the courses, hence, it does not affect their final grade point average. Each

course follows the book "Channel your English" from MM publications (Mitchell & Scott,

2004); the Elementary version is used for the first and second levels and the Pre-intermediate

version is utilized for the third and fourth levels. However, the case of The Faculty of Education

differs; the students take six credited English levels as an institutional policy to strengthen the

professional profile of the future teachers. Each course follows the book "World English" from

Cengage Learning Company (Tarver et al., 2015); the text World English 1 is used for the first

and second levels, World English 2 for the third and fourth levels and World English 3 books are

utilized in fifth and sixth levels.

Instruments

In order to collect the data required to know the perceptions of students and teachers regarding the OEC experience, I resorted to surveys and interviews with teachers and students, and the analysis of various class recordings. Three surveys were applied to the two groups of students as follows:

A diagnosis survey was applied to 39 students ending the first academic term in 2021; twenty students from the third level and nineteen from the fourth level; it included eleven questions divided into four sections: the first one gathered participants' personal information, and the second section inquired about the advantages and disadvantages of e-learning through multiple choice questions with several responses. The third section included a comparison between face-to-face learning and e-learning with five-point Likert scale questions ranging from 1 extremely ineffective to 5 extremely effective. The last section included a five-point Likert scale question ranging from 1 extremely unenjoyable to 5 extremely enjoyable. This previous diagnosis survey helped to build the problem statement.

After the previous diagnosis survey to establish the problem statement, two surveys for each group of students were administered during this study. The entry survey was applied at the beginning of the semester, and the exit survey was administered before the last two weeks of classes.

Various class recordings were consulted in this study. In order to organize the data, I designed a class observation form based on the model by Herrera (2017) to identify the students' attitudes in the OECs in terms of motivation and engagement in the learning process, extraneous and intrinsic factors in teachers and students and the students and teachers' perceptions evidenced in the recorded class sessions.

Two class recording were viewed at the beginning of the study and two more classes in the last three weeks of the semester.

Entry Instruments

Entry Survey for Students. This instrument was based on postulates proposed by Đorić et al. (2020) and thus modified from the instrument proposed by Simon (2012). It was applied to seven students from each level after two weeks of OEC. The first question inquired about the student's previous experience with online learning before the pandemics; the second question looked into the importance of English learning, the questions three and four concerned the student's opinions about the English class and how the sessions increased their level of motivation. Questions related to the factors which influenced English learning and the opinion about the activities during the class were also present in this entry survey. The seventh question dealt with assessment preferences implemented during online classes, and finally, the last two questions of the instrument served to identify the students' attitudes toward OEC (See Appendix B).

Entry Survey for Teachers. This survey was proposed and modified based on the instrument proposed by Simon (2012). It was applied to ten teachers after two weeks of classes. This survey was divided into three sessions. Personal information, work experience, and teaching experiences in the face to face and virtual and distance education modalities were the aspects included in the first session. The second session was called Online Teaching Strategies and inquired about online activities and online learning platforms used by teachers during the pandemics. The last session was about the online English Teaching underlined factors to identify positive and negative aspects of remote teaching compared to the experience of face to face instruction (See Appendix B).

Class Observation. A class observation chart was utilised to analize the class recordings provided by my colleagues, there were three aspects explored of online English teaching: first of all, the student's attitude in OEC, then the intraneous and extraneous factors in teachers and students in OEC, and finally the student and teacher perceptions with regards to OEC assessment practices (See Appendix B).

Exit Instruments

Exit Survey for Students. This instrument was applied to seven students from each level when they were in the thirteenth week of the semester. The first question explored the opinions students had about the development of the OEC. Later on, the main factors in the online teaching-learning process were analyzed in the second question. The general aspects which characterized the content of the OEC were kept in mind in the third question. Also, the survey inquired about the possibility that the English learned might expand their opportunities to get a job, the difficulties presented by the students to attend classes, and finally the opinion about the assessment practices implemented by the teacher during the OEC (See Appendix C).

Exit Survey for Teachers. This survey was applied to ten teachers who oriented classes at the third and fourth levels. This survey was divided into two sections. The first one gathered data about online teaching strategies used by teachers during the pandemic. The second question looked into the type of online learning platforms used for OEC during the pandemic period, and the final section was about online teaching underlined factors. In this section, teachers were asked to say if they received support from the university in terms of such as training or conferences to support the process of online English teaching (See Appendix C).

Interviews. Two semi-structured interviews were conducted with four students and four teachers. The four students were selected randomly: one per group the same as the teachers. For the research purpose of this study, the semistructured interview method permitted enabling reciprocity between the researcher and the participants, it allowed to improvise follow-up questions as the participant's responses were provided and their verbal expressions suggested more authenticity (Galletta, 2012; Hardon et al. 2004; Rubin & Rubin 2005; Polit & Beck, 2010).

Interview for Students. This interview was applied to four students: two of them from the third level and two of them from the fourth level. The first question sought to find out how the students had felt about the virtual classes throughout the semester. The second question inquired about the aspects that favored or hindered the English virtual learning process during the academic period of 2021-2. The third question looked into the opinions students had about the assessment strategies used by the teacher in the OEC during the period 2021-2.

Interview for Teachers. This interview was applied to four teachers. Two of them were enrolled in the third level and another two in level four. In the first question, the advantages and disadvantages of online and face-to-face teaching were explored. The second question was intended to find out how the evaluative practices used by teachers impacted the OEC experience, and finally, the last question inquired about other relevant aspects to highlight regarding the teachers' experience with the OEC during the pandemic period.

Data Analysis

The results obtained in the surveys will be presented using bar graphs and circular graphs (pie diagrams). In the case of the interviews, the data analysis was carried out with the help of the Atlas.ti software version eight.

Students' Entry Survey

Regarding the previous experience that the students had before starting their learning process through online English classes, Figure 1 establishes a slight inclination that the students did not have a previous experience with online learning. Before the pandemic (60%), this is an expected result since, before the pandemic, classes were held in person and virtuality was not a very common option for students.

Figure 1

Have You Had Previous Online Learning Experiences Before the Pandemic?
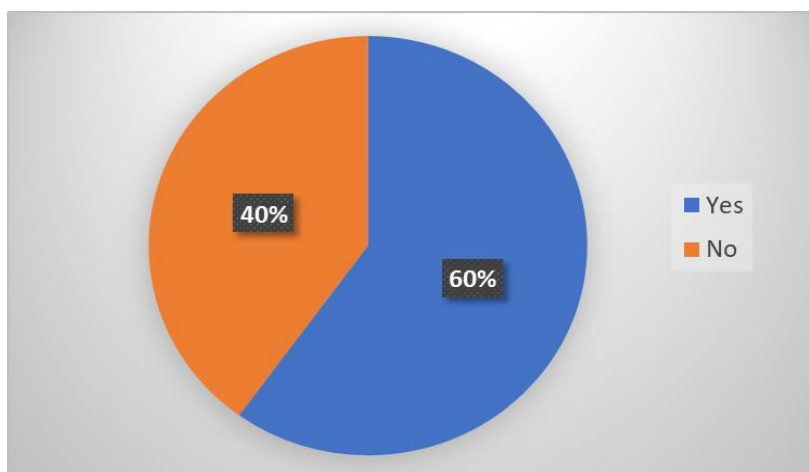
Note. Own elaboration.

Figure 2 shows how students determine that their main objective for learning English was to leave the country, either to get a job (83.3%) or to continue with postgraduate studies abroad

(73.3%). However, few students considered meeting people from other countries as one of their objectives in learning English.

Figure 2

Why Do You Think Learning English Is Important?
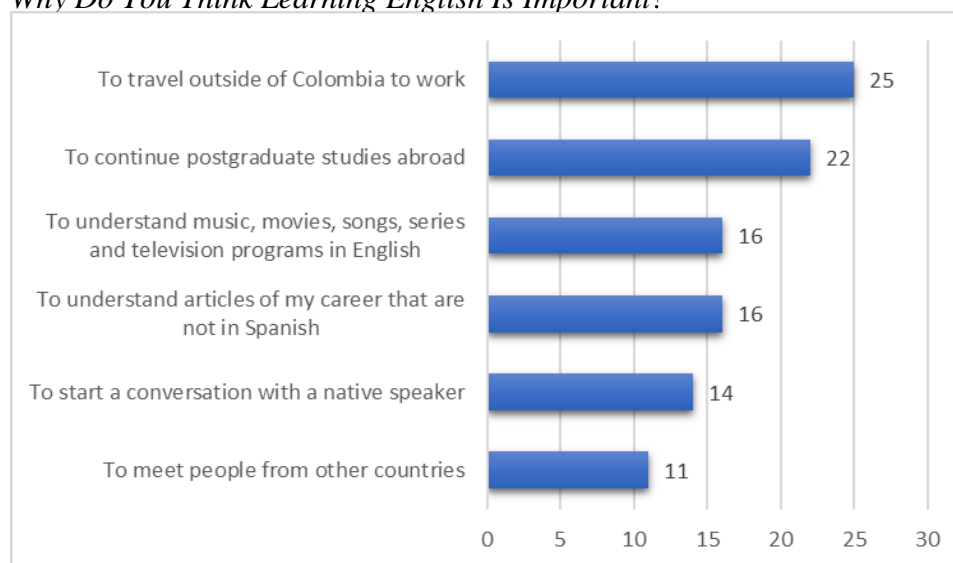
Note. Own elaboration.

Overall, students rated the OEC experience from very good to excellent (56.7%). This result is shown in Figure 3 and indicates that the students could still improve their perception of the English class since this initial vision does not indicate a great satisfaction with the class.

Figure 3

From 1 (One) To 5 (Five) How Do You Rate the Online English Class?
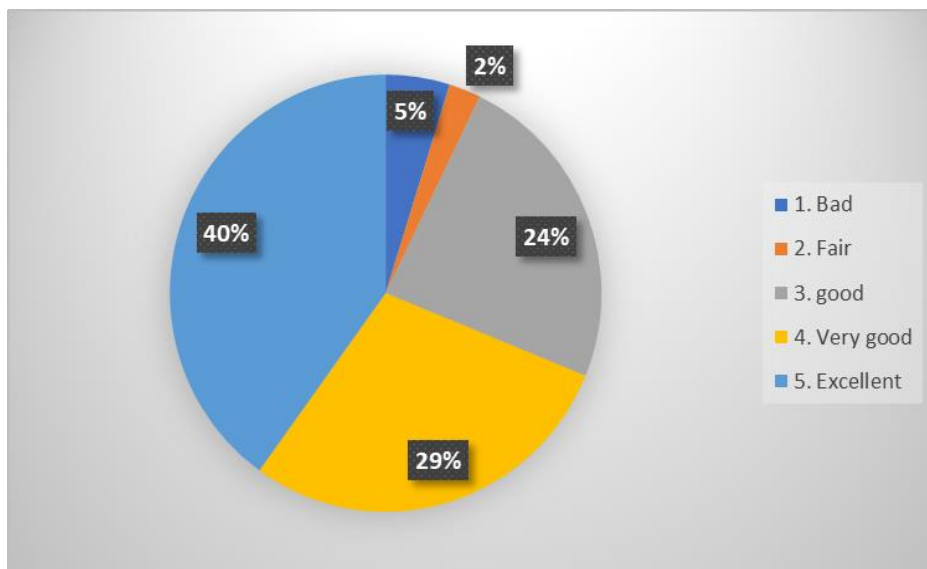
Initially, the students considered that the OEC have been effective in increasing their motivation (60%), but a significant percentage also reckoned that the level of effectiveness that the online classes have had in increasing their motivation towards learning English was not very effective as can be seen in Figure 4.

Figure 4

Using A Scale of 1 to 5 (1-Extremely Ineffective, 5 Extremely Effective) Rate the Level of Effectiveness That Online Classes Have Had in Increasing Your Motivation to Learn English.

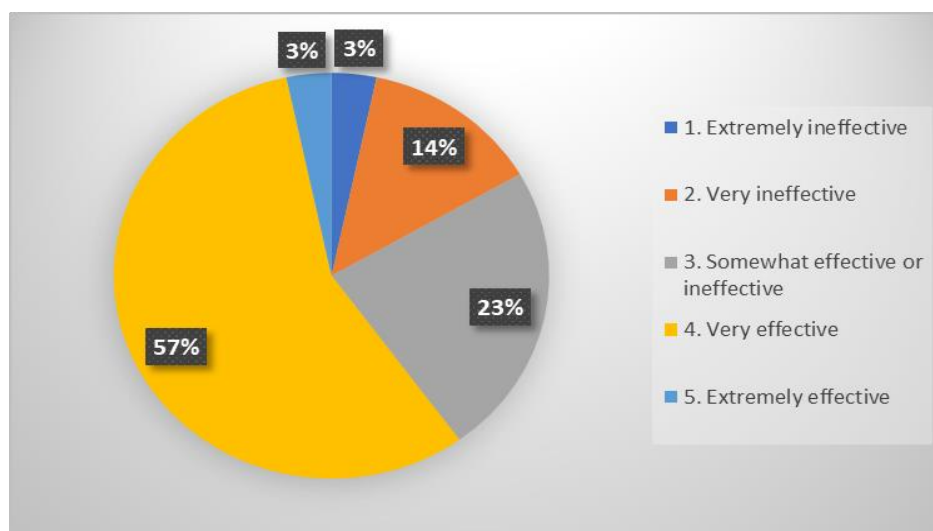With this survey, it was possible to identify the perception of the students regarding the factors that influenced the teaching-learning process of English online. Thus, the students considered that the teacher-student relationship, the innovative learning activities and the reliability of the Internet connection were the factors that most influenced this process. This is an indication that the educational and communicational link between the teacher and the student plus the usage of innovative technological tools had the greatest influence on the OEC experience (see Figure 5).

Figure 5

For You, What Factors Influence the Teaching-Learning Process of English Online? (Several Options Are Possible). If You Have Another Answer, Indicate What It Is in The "Others" Option
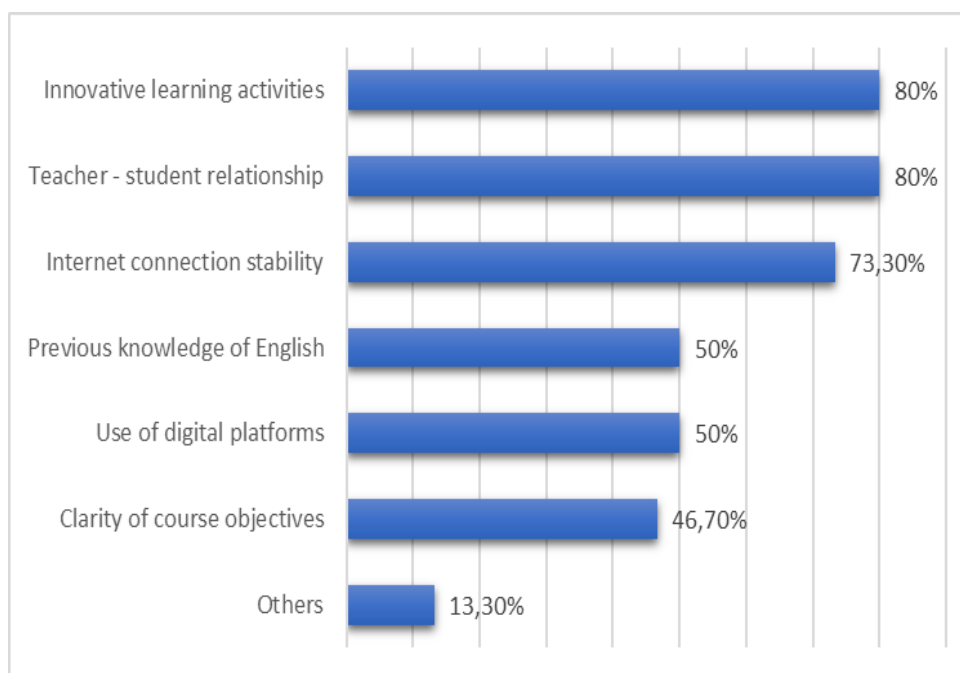
Note. Own elaboration.

Knowing that students sought a good teacher-student relationship and innovative activities, the satisfaction that students have had with the activities carried out at the beginning of their OEC, shows how 87% of the students surveyed felt fully satisfied with the activities developed; thus, it can be deduced that a strong educational bond has been forged from the beginning of the OEC process (see Figure 6).

Figure *6*

From 1 (Bad) to 5 (Excellent) Did You Find the Activities Carried Out during the course adequate?
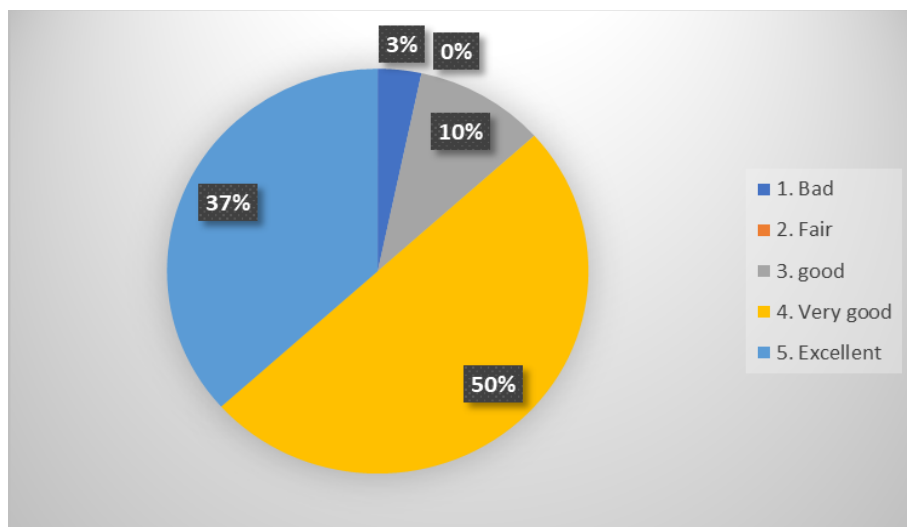
Note. Own elaboration.

    The way in which students preferred to be evaluated can be observed in Figure 7. There is a clear preference for automatic evaluations mediated by a computer; that is, quizzes prepared virtually with automated grading and collaborative evaluations through discussion groups, debates, virtual forums or working group activities. In addition, it can be seen how written production was not one of the ways in which students wished to be evaluated.

Figure 7

What type of Assessment Would You Like to See Implemented During Online English Classes? (Several Options Are Possible)
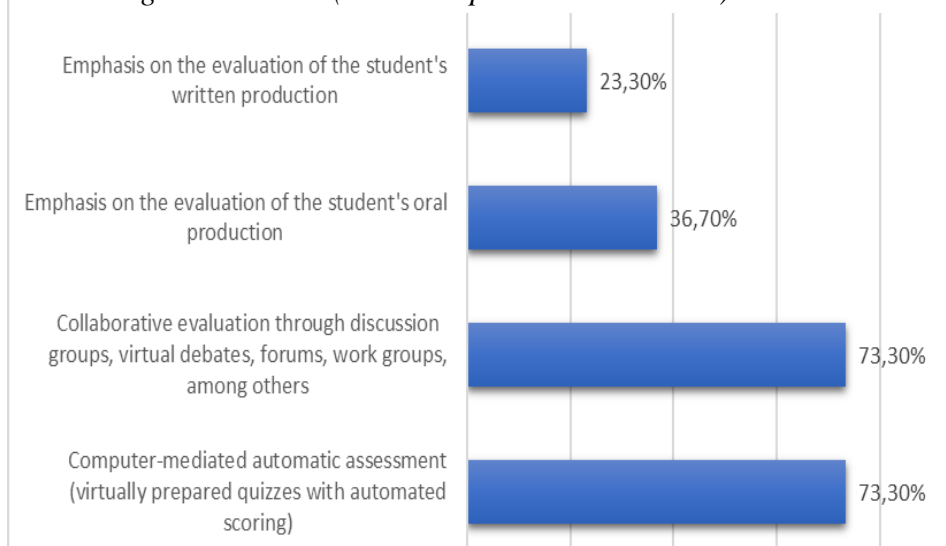
Note. Own elaboration.

For their part, the students showed that they preferred the use of traditional tools such as textbooks in combination with digital platforms (67%) as seen in Figure 8.

Figure 8

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Using a Scale of 1 to 5 (1-Extremely Inactive, 5 Extremely Active) Rate Your Participation During the Online English Classes
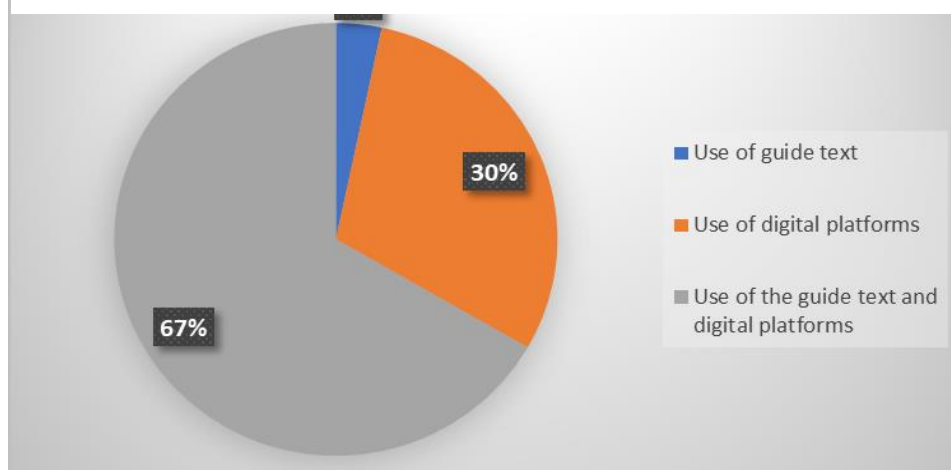
Note. Own elaboration.

Figure 9 shows the attitudes that the students have developed during the OEC experience; they reckoned that that they have acquired greater commitment and responsibility for the English learning process, which may be a cause of arousing interest in learning English through ICTs. Although there is a percentage that has lost interest, it is not an alarming scenario.

Figure 9

Among The Attitudes that you Have Developed During the Online Institutional English Course, Which Ones Identify You?
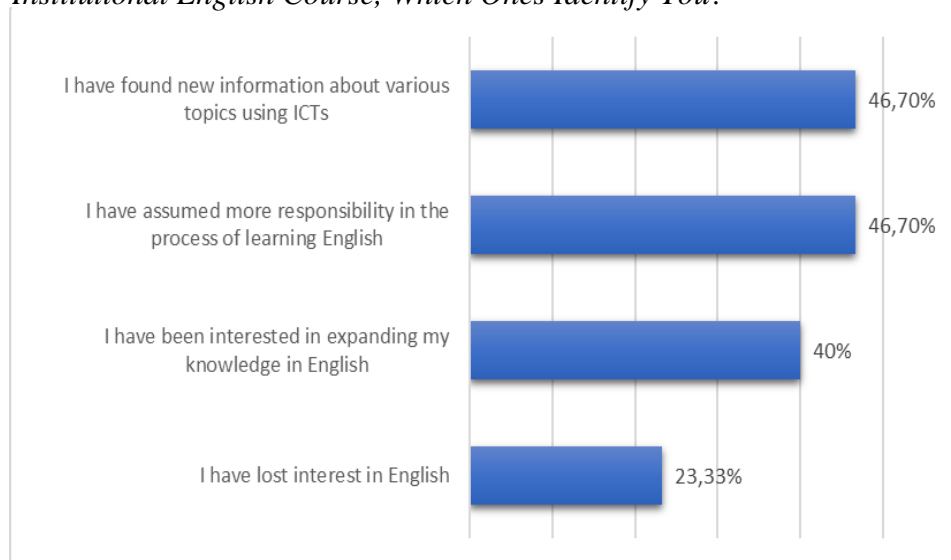
Note. Own elaboration.

Finally, as to the students who participated in class, it yielded a worrying result since 67% of those surveyed, stated that they had an average or below-average active participation and involvement in the OEC experience (see Figure 10).

Figure 10

Among the Attitudes that You Have Developed During the Online Institutional English Course, Which Ones Do You Identify?
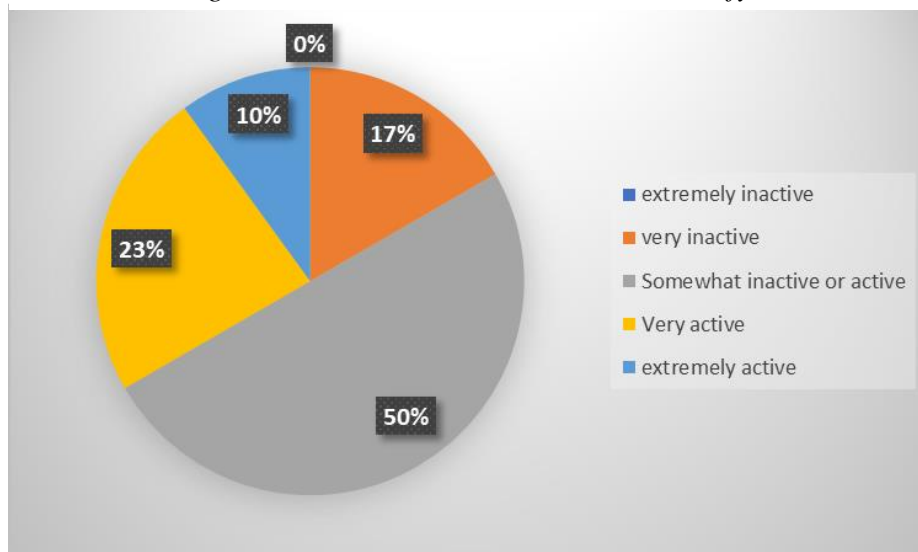
Note. Own elaboration.

Students' Exit Survey

At the end of the academic period, the exit interview was applied to find out the implications of the time developed in the learning process through online English classes. In the first measure, the students qualified their experience with this type of class, where it was obtained that 92% of the respondents had a very good or excellent experience. It is important to highlight that none of the respondents stated that they had had a bad or regular experience (see Figure 11).

Figure 11

After week 11 of Class and The Semester Is About to End, How Was Your Experience with the Online English Class?
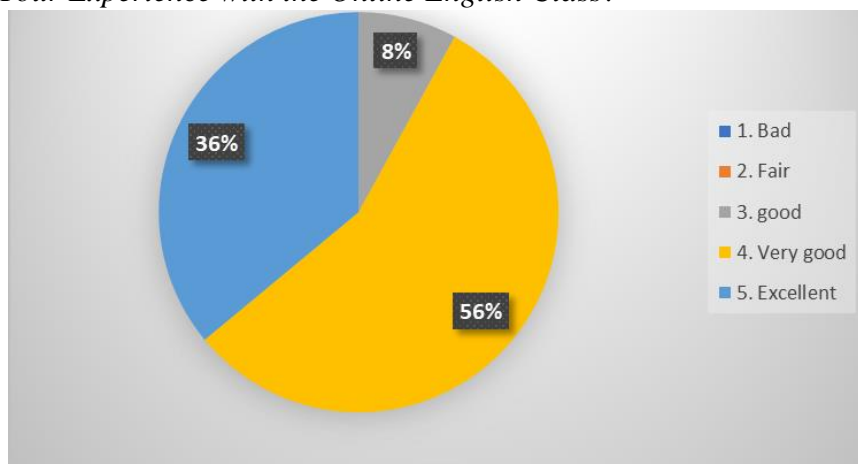
Note. Own elaboration.

The students were asked about the aspects that they considered to be outstanding in the teaching-learning process. The 8% of students considered that online classes require less commitment than face to face classes, nontheless, they framed that the fact of being able to access the prerecorded classes at any time was one of the most important features in this process, in addition, they stated that they were able to see the progress they achieved in terms of learning a foreign language (see Figure 12).

Figure 12

Considering Your Commitment to The Online English Course, What Aspects Do You Consider to Be the Most Outstanding in the Teaching-Learning Process?
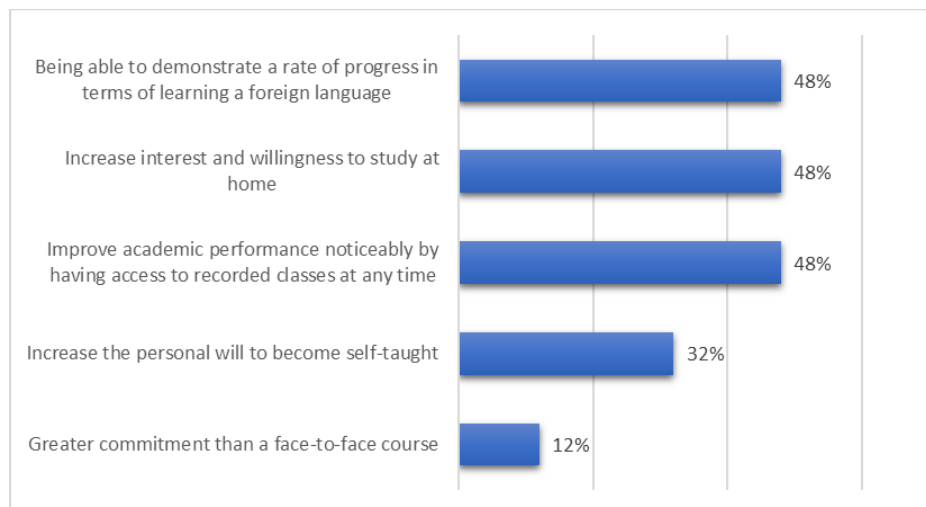
Note: Own elaboration.

In relation with the aforementioned, Figure 13 presents the aspect that characterized most of the contents of the course in remote mode: the instructions given by the teacher during the class were clear. It could be deduced that the quality of the teacher instructions and explanations prerecorded, had a positive influence on the process of learning English as expressed by the students when they stated that they did perceive the progress of learning.

Figure 13

What Aspects Characterized the Contents of the Course in Remote Mode?
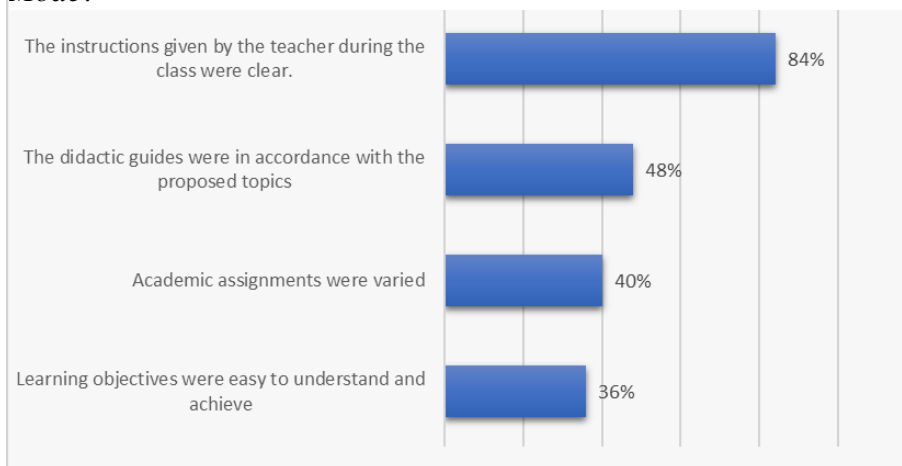
Note. Own elaboration.

Figure 14 shows that students had a positive perception about whether the English course received helped expand their job opportunities since 92% reported a satisfactory attitude about the teaching process.

Figure 14

Do You Think That the English Course Received Will Help Expand Your Job Opportunities?
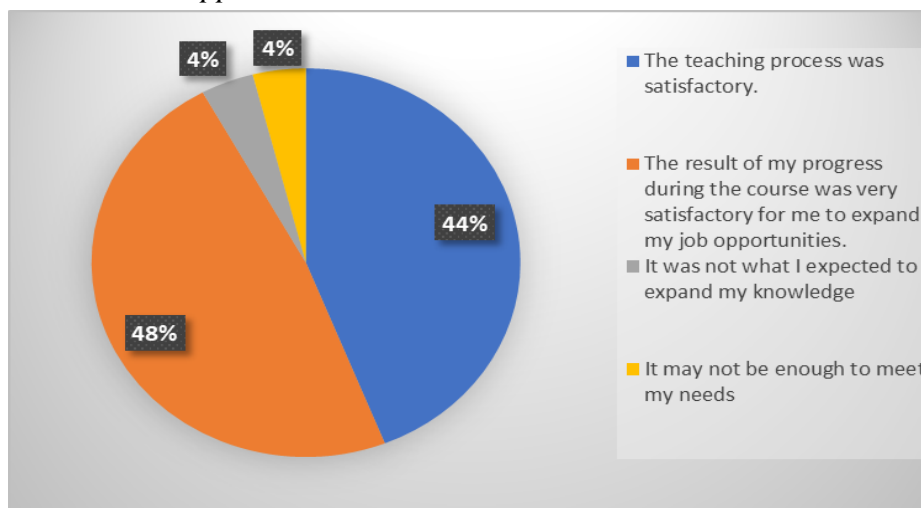
Note. Own elaboration.

In the Figure 15 below, the students agreed that the greatest difficulty they faced in attending all the online classes was due to the Internet poor connection with 88% of the respondents. Interestingly, 12% of the students pinpointed their lack of interests in the OEC.

Figure 15

What Difficulties Did You Face in Attending All the Online Classes?
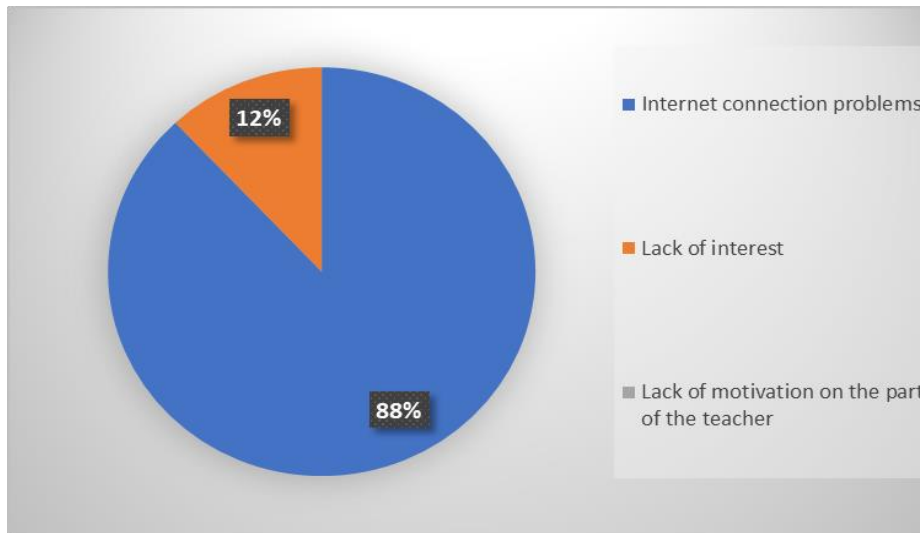
Note. Own elaboration.

Regarding the opinion of the students about the evaluative practices implemented by the teacher during the OEC, the students agreed that the evaluative practices were dynamic and participatory (see Figure 16).

Figure 16

What Is Your Opinion of the Evaluative Practices Implemented by Your Teacher During the Online English Course?
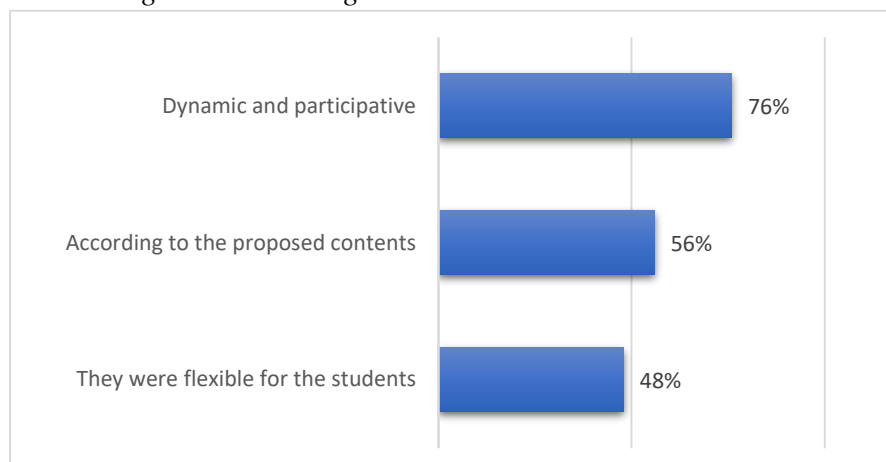
Note. Own elaboration.

Finally, the students were asked about the degree of satisfaction regarding their teacher evaluative practices during the OEC; to which the students agreed that they were totally satisfied (see Figure 17).

Figure 17

How Satisfied Are You with The Assessment Practices Carried Out by Your Teacher During the Online English Course?
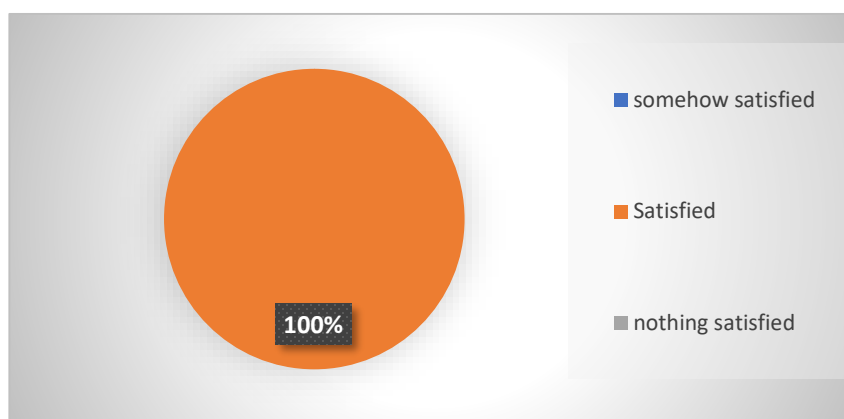
Note. Own elaboration

Teachers' Entry Survey

Two main components were analyzed in the entry survey for teachers: Online Teaching Strategies (OTS) and Online English Teaching Underlying Factors (OETUF). Regarding the OTS, as shown in Figure 18, the teachers stated that they resorted to online quizzes, which are related to the activities that the students preferred to be evaluated upon. Multimedia and interactive activities such as videos and online games were other activities preferred by teachers. When making the comparison with the results obtained by the students, it can be denoted that the teachers incorporated activities according to the preferences of their students. It is important to highlight that the blogging activity was not used by teachers, which is also an indicator that teachers opted for the preferences of their students, as discussed before, written production was the form of evaluation. that students did not prefer to face.

Figure 18

What Type of Online Activity Do You Like To Use in Your Classes?
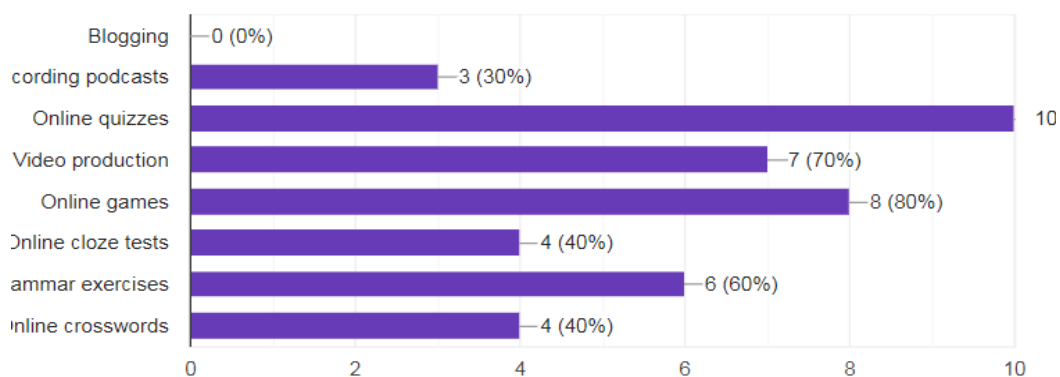
Note. Own elaboration.

The teachers preferred to incorporate the previous activities through online learning platforms such as Google Classroom and Google Meet. Interestingly, the main Virtual Campus platform Sakai is not used at all (see Figure 19).

Figure 19

What Kind of Online Learning Platform Do You Use in Your Classes?
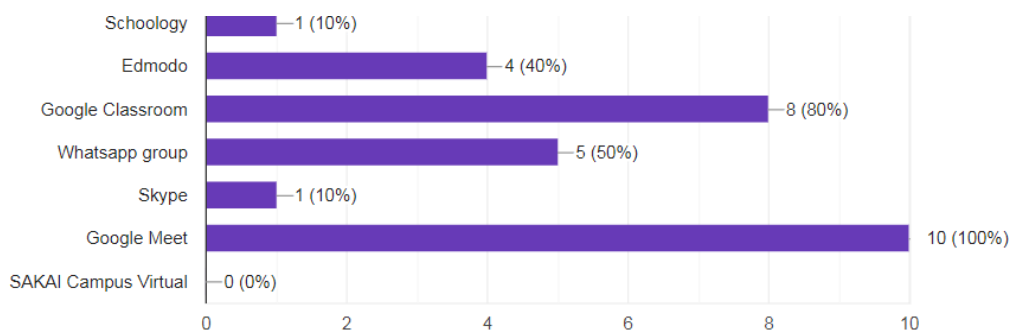
Note. Own elaboration.

Regarding the online English teaching underlying factors, it was observed that a higher percentage of the teachers surveyed did not have experience prior to the pandemic in online classes (70%), this relationship being greater than the percentage of students who did not have experience prior to the pandemic in online classes. online classes (see Figure 20).

Figure 20

Before the Pandemics Have You Had Experience in Online English Teaching?
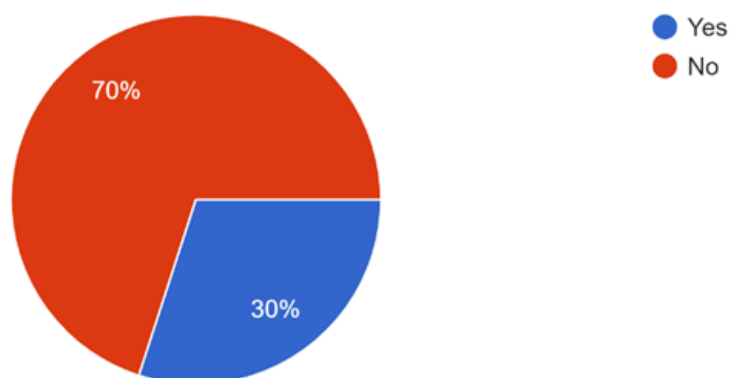
Note. Own elaboration.

The university opted to give conferences and workshops on remote teaching to help both teachers and students face the lack of experience in online classes as observed in Figure 21.

Figure 21

Did You Receive Aid From Your University to Teach English Online?
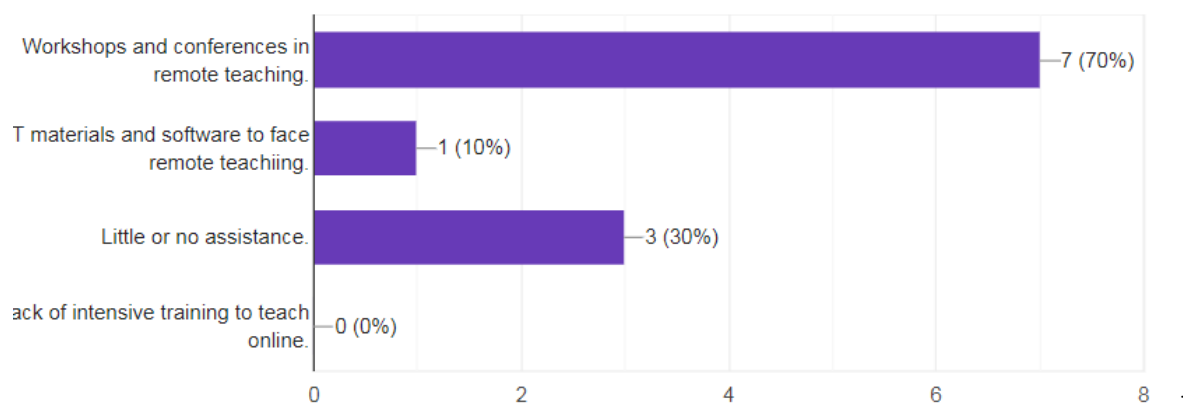
Note. Own elaboration.

The teachers agreed that OEC offered greater flexibility as there was the possibility of having a greater variety of teaching resources, however, the teachers also pinpointed that the students felt less motivated in online classes than in face-to-face classes (see Figure 22).

Figure 22

What Is Your Opinion of Online English Teaching (OET)?
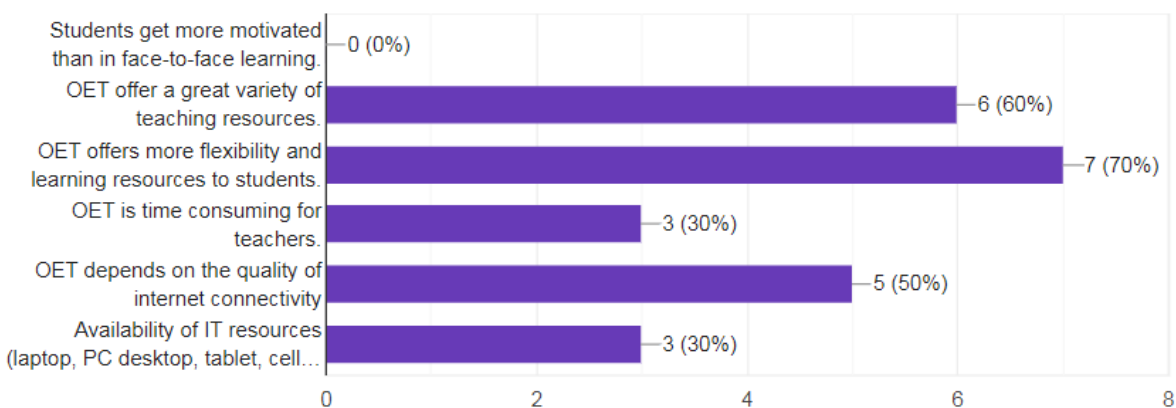
Note. Own elaboration.

As noted above, teachers did not have previous experience in teaching online classes, and they also observed that students felt less motivated than in face-to-face classes, so, to counteract this situation, teachers were in a continuous search for new strategies for teaching online in their free time as observed in Figure 23.

Figure 23

Have You Made Use of Your Free Time to Train Yourself in New Strategies to Online English Teaching?
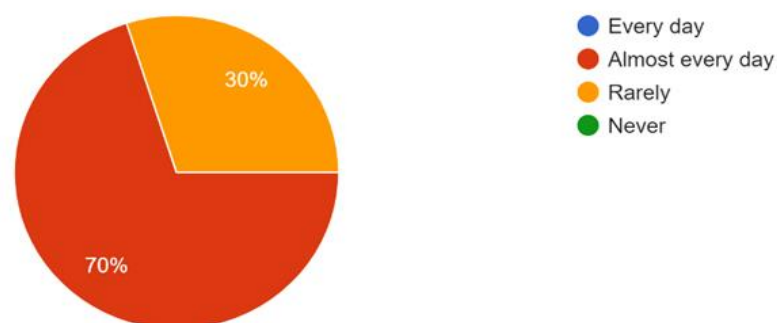
Note. Own elaboration.

Teachers' Exit Survey

The exit survey, was intended to look for changes compared to the findings in the entry survey. Accordingly, it was observed that there was a significant increase in the use of videos and online grammar exercises in the development of the classes; in turn, the podcast recordings decreased (see Figure 24). Undoubtedly, Figure 25 shows how online teaching platforms continued the same trend.

Figure 24

What Types of Online Activities Did You Use for Online English Teaching During the Pandemic?
(If "Other", Please Specify)
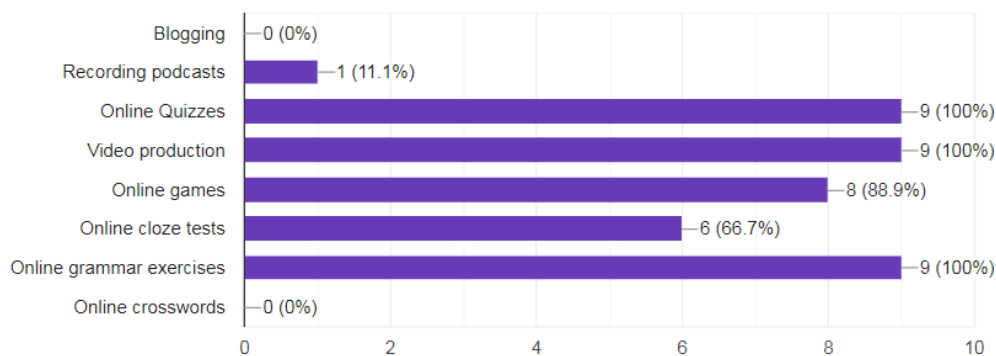
Note. Own elaoration.

Figure 25   .

What Kind of Online Learning Platforms Did You Use for Online English
Teaching During the Pandemic?
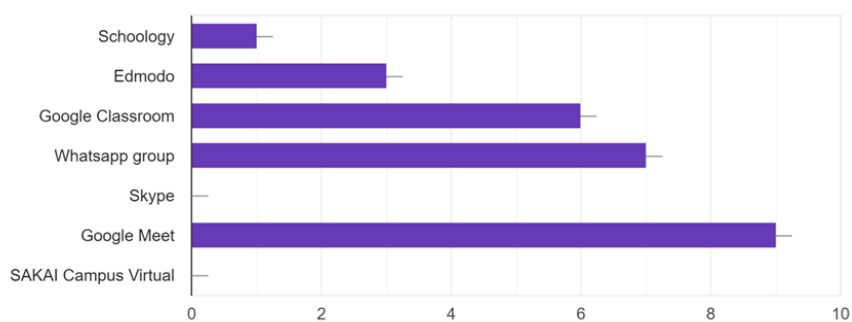
Note. Own elaboration

In Figures 26 and 27 we observed how the trend initially identified in the entry survey remained unchanged. The university continued to provide with workshops and conferences on remote learning - without providing any type of support material - and, in addition, the teachers

continued in search for new strategies to catch the attention of students and thus generate ignite

interest in learning a foreign language.

Figure 26

During Your Classes in The Pandemic, Did You Receive or Not Aid from Your University To Support Your Process of Online English Teaching (OET)?
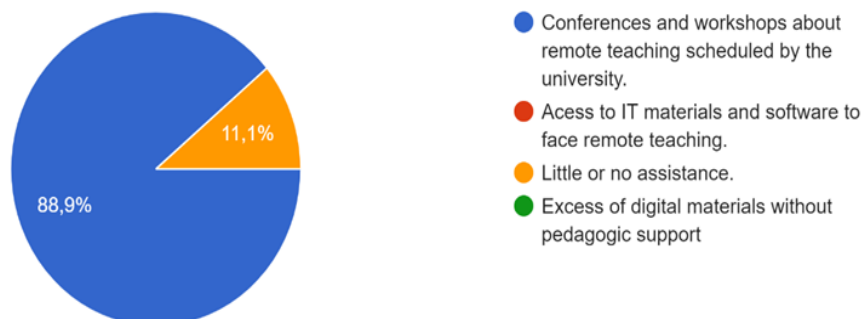
Note. Own elaboration.

Figure 27

During the Development of the Process of Online English Teaching (OET), Did You Use Your Free Time to Train Yourself in Remote Teaching?
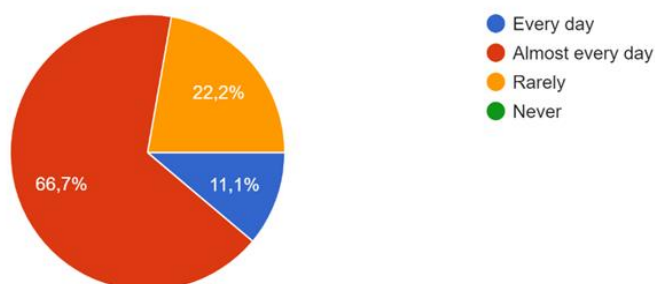
Note. Own elaboration.

Factors That Impacted Positively or Negatively the English Teaching-Learning Process During Online English Lessons

Using the qualitative analysis software Atlas.ti 8.0 version, an exploratory analysis was carried out on the data collection instruments applied to students and teachers to propose the following categories and the semantic network:

- *Assessment practices:* This category includes the strategies that teachers implemented to evaluate and examine the knowledge acquired by the students during the OTC experience. This category incorporates the quizzes, evaluations, or the methods that the teachers used to grade their students' performance.

- *Class content:* This category is exclusive to students and included: facts, concepts, skills and attitudes by which the activities were organized in the teaching process.

- *Technology Connectivity:* It encompasses the possibility of a device to connect or not and ease the exchange of information to establish a direct remote digital connection.

- *Number of students:* This category refers to the number of students that were present in a class.

- *Online Teaching Platform:* It refers to the Learning Management System (LMS), and its main function to administer distance learning environments and manage various digital resources that facilitate the interaction between the student and the teacher.

- *Recording of classes:* the permanent availability of online class recordings and its subsequent access to students.

- *Teacher pedagogy:* Allows the teacher to develop, through didactic strategies and methods, activities in which all students are in equal conditions to acquire and appropriate the

content studied as part of their training process. This category included all the strategies, activities, creativity, forms, and methods used by teachers to teach English online.

●   *Technological tools:* It includes the set of computer programs aimed at facilitating the performance of a task in the remote environment. Electronic devices were also grouped into this category.

●   *Student commitment:* In this category, the attitude, commitment, motivation and participation of the students in the class sessions were considered. This category emerged from the teachers' perceptions and assessment.

●   *Student learning:* This category also emerged from teachers and includes all the considerations about the reception of the knowledge that the students demonstrated from the topics covered in the OEC.

The network diagram below links the associations among the different categories, in addition to the type of perception that each one generated in both students and teachers (see Figure 28).

Figure 28

Semantic Network on the Factors That Impacted the Perception of Online English Classes
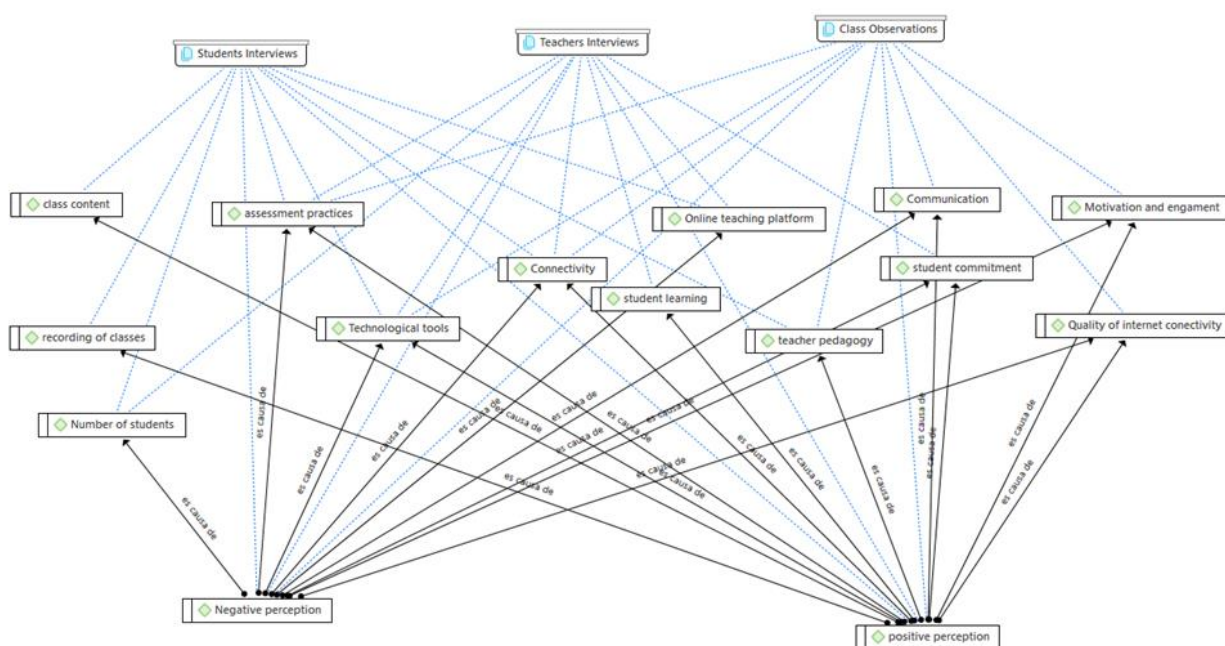
Note. Semantic Linkages Obtained in The Qualitative Data Analysis Using Atlas.Ti Software

Students' Interviews

In the interviews that were conducted with the students, it was possible to determine if their perception of the online English classes was positive or negative according to the categories that were determined inductively with the analysis of the interviews. These categories entailed the answers provided by the interviewees subjectively according to the criteria of the researcher. Thus, it was observed that students in general have a positive perception of online English classes, the most determining factor being the teacher's pedagogy, as well as the content of the classes, which is closely related to the pedagogical aspects and the fact of counting with class recordings, which makes it easy for them to access at any time to review the topics covered. Among the negative aspects that stand out the most are the number of students, the teaching platform that was used for

the classes, and connectivity, since the students reported having quite a few connectivity problems (see Figure 28).

Figure 29

Students' Perception of Online English Classes
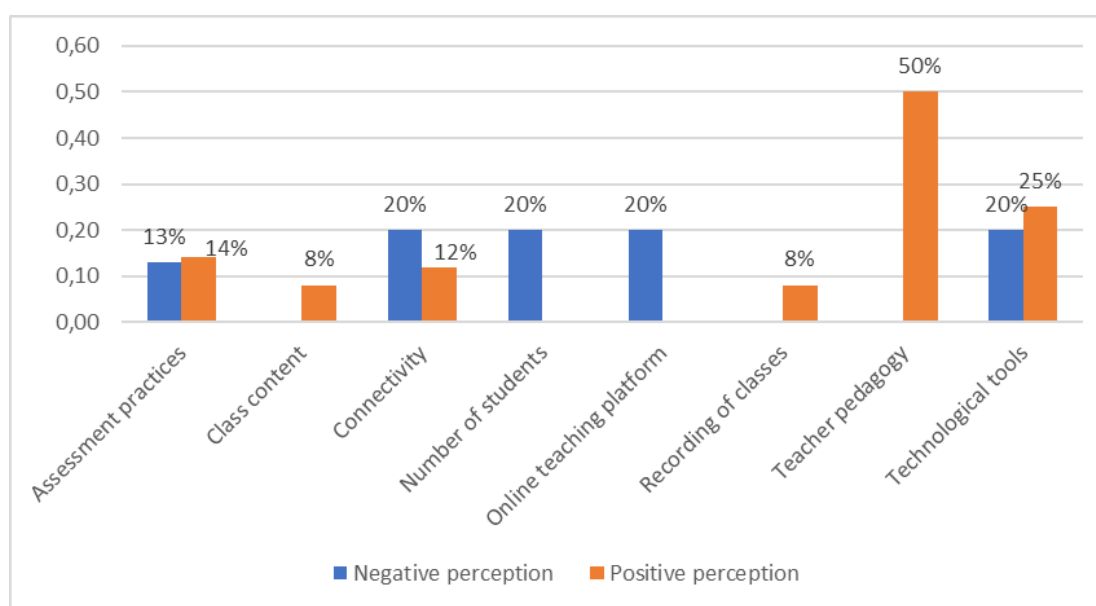
Note. Graph obtained in the qualitative data analysis using Atlas.ti software

One of the extraneous factors to remark in one of the students' interview was that: "the virtual classes during the 2021-2 period were stressful, considering that being at home implies emotional wear and tear due to the different interruptions and family obligations" (translated from Spanish). Clearly, it affected not only the student focus on the class, but also the learning performance.

Teachers' Interviews

Contrary to the findings collected with the interviews with students, the teachers' perception of the OEC experience was slightly negative. Connectivity problems, assessment practices and student commitment were crucial factors for teachers to cast out negative perceptions. The assessment practices, contrary to what was expressed by the students, had a very

negative perception on the part of the teachers. The teachers considered that OEC facilitated cheating behaviours during assessment moments and did not reflect the real knowledge of the students. However, the technological tools, were perceived as very positive (see Figure 29).

Figure 32

Teachers' Perception Of Online English Classes
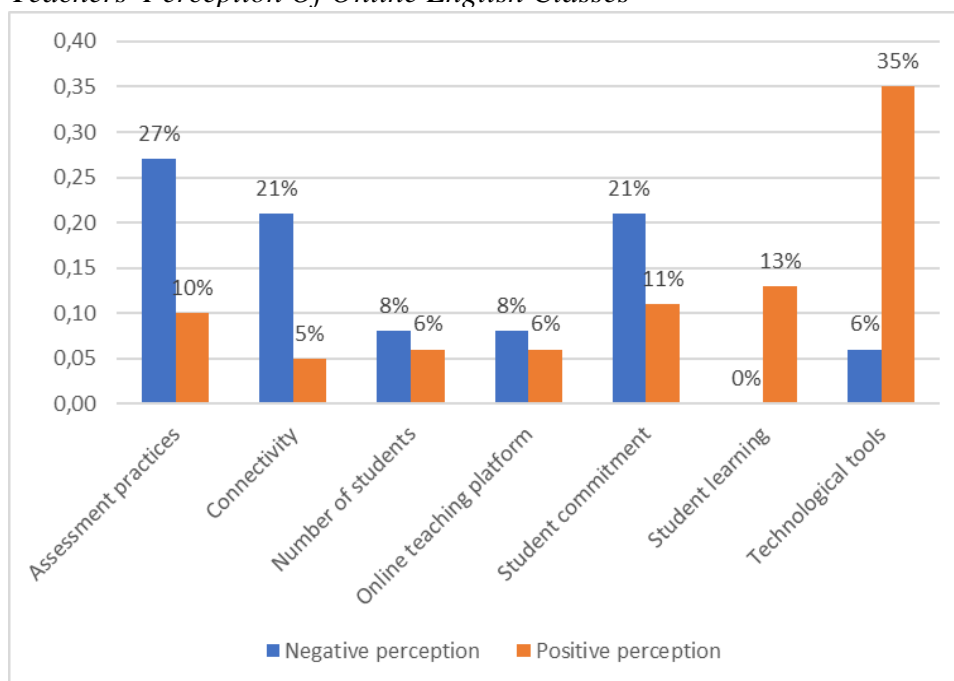
Note. Graph obtained in the qualitative data analysis using Atlas.ti software

The extraneous factor to remark in one of the teachers' interview was: "... the workload is less than online teaching". Undoubtedly, from the teacher' perspective, there is more work to do in online instruction as more time should be devoted to the "possibility of using more online resources and tools," than in classroom work where the textbook plays a major role.

Conclusions and Pedagogical Implications

Undoubtedly, the students' and teachers' perceptions regarding online English classes at a public university in the institutional English program during the COVID-19 pandemic were positive for the students and negative for the teachers.

Both students and teachers reported having no prior experience in online English classes before the pandemic (See Figures 1 and 20) The novelty of the experience led to some apathy at the start of the academic term in 2021-2, however, as classes progressed, both students and teachers acquired greater expertise in handling technological and digital tools, which facilitated and fostered more conducive learning environments with greater educational value for students but with some concerns for teachers.

Through the analysis of the data collection instruments using the Atlas.ti research qualitative software, different categories to portray positive or negative perceptions in students and teachers were found. In general, it was concluded that the students had a greater inclination towards a positive perception of the OEC experience (see Figures 28 & 29), while the teachers manifested negative perceptions (see Figures 28 & 30). Such findings are in line with the results by Herrera (2017) who found that both teachers and students appreciated the use of technology and VLEs in their English teaching and learning experiences, but there were disadvantages to consider as well (p. 495). Besides, this finding corresponds to the results obtained by Đorić et al (2020) who established that: "the results of the research show that the hypothesis set on the positive attitudes towards online teaching during the pandemic is partially confirmed" (p. 160).

According to the results of this research, students tend to have a positive perception of online English classes due to the quality of pedagogy that teachers demonstrated during the OEC (see figure 17 and 29), since students felt that the teacher put more effort into looking for

different activities that manage to grasp the attention of the students (see Figures 17 and 29). This was a paramount factor to perceive positively the OEC experience. The results also showed that the fact of having access to prerecorded classes were factors that were perceived positively by the students. In contrast, the ergonomics of the online teaching platform, the poor connectivity due to connection problems and the quality of technological equipment used to access classes, played a major role in negative perceptions (see figures 19 & 29). Several of these finding were also evidenced in the study by Mahyoob (2020) particularly in terms of academic, communicational, and technical challenges (p. 360).

With regards to the assessment practices, the students reported a slightly positive perception, since, as observed in the entry and exit surveys, the students preferred to be evaluated through online quizzes as it provided them with automatic feedback (see Figure 7). Conversely, the teachers reflected a negative perception of online English classes due to assessment practices, connectivity and student engagement (see Figure 30). As stated by the teachers, the assessment practices were not processes with which they could fully evaluate the knowledge of the students, since, being non face to face, they were conducive to cheating. As for students, teachers too regarded connectivity issues as an obstacle since they experienced many cases of Internet crashes among the students who did not have the appropriate technological tools and infrastructure which favoured an excellent class development. Another aspect to highlight about the negative perception by teachers was student commitment and involvement because students did not have the same attitude as with face to face classes, so participation in classes was very low.

To conclude, this research established the perception of students and teachers regarding the OEC experience with extraneous and intraneous factors that impacted both negatively and positively on their perception (see Figures 28, 29 and 30). On the part of teachers, their

perspectives with online assessment practices were perceived negatively as they encouraged cheating behaviours during testing moments and did not permit to assess the real knowledge of the students. Contrastively, the students accorded that the online assessment practices open new perspectives which benefit their perception of online English classes. Brightly, these practices provided effective automatic feedback and peer assessment which helped them greatly to progress in the learning of English.

Limitations and Further Research

There were several limitations in conducting this research. Firstly, because the pandemic is a recent scourge and the main theme of the research has been little investigated, there is no standardized system for categorizing the factors that impact student perception. In addition, the sample of students and professors was not significant, so the results obtained in the research cannot be representative to portrait the university reality.

Due to the pandemic situation and social distancing, the interviews could not be carried out in person, therefore additional questions could not be formulated to complement the responses of the interviewees. Finally, no further class observations could be carried out because the university did not renew the contract with the Google company and, therefore, the class recording service was suspended. It is important that the new investigations carry out face to face interviews or, through live video calls, since with this it is possible to ask more questions that go deeper into the perceptions of the interviewees.

For future research it is important to deepen on the reasons for the factors that this research uncovered. Thus, it could be investigated how the pedagogical and didactic activities of the classes positively impact the students' performance in online instruction environments. It is also necessary to be able to compare the students' perception of online classes when they return to face-to-face

modalities to firstly recognize the impact that the change in the way of teaching instruction and autonomy in online learning remains, evolves or is affected during classes in situ.

Lastly but no less important, it paramount to make a comparison of the grades obtained by students in online English classes and face to face instruction to correlate the degree of students' learning performance in both modalities.

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Appendixes

Appendix A

Diagnosis Survey

What are the students' and teachers' perceptions of online English classes at a public

university in the institutional English courses during the pandemic?

Dear Students:

The last year in March when the government of Colombia declared a state of pandemic

emergency, which become in the suspension of face-to-face learning in schools and universities.

All public and private universities were obliged to implement e-learning during the pandemic. I

hope that the results of this study will help improve the quality of English learning and will give

more tools and facilitate the implementation of e-learning in the curriculum. Participation in this

survey is voluntary and anonymous.

Please indicate that you agree to participate in this study.

_____ I agree to participate in this study. I was informed that my participation in this study is

voluntary.

1. What is your gender?

____ Male

____ Female

2. What English level are you in?

____ Third

____ Fourth

3.   How do you describe your skills using a computer?

____ Good

____ Moderate

____ Bad

4. Have you ever participated in any type of online learning before the pandemic?

____ Yes

____ No

ADVANTAGES AND DISADVANTAGES OF E-LEARNING

5. What are the advantages of e-learning? Tick all you consider are true.

____ You can stay at home.

____ You can record a meeting.

____ You can learn at your own pace.

____ You can access to online materials.

____ Comfortable surrounding.

____ Classes interactivity.

6. What are the disadvantages of e-learning? Tick all you consider are true.

____ You can have technical problems.

____ You can face poor learning conditions or environment at home.

____ Reduced interaction with the teacher.

____ Social isolation.

____ Lack of self-disciplined.

COMPARISON BETWEEN FACE-TO-FACE LEARNING AND E-LEARNING

7. Using a five-point scale (1-extremely ineffective, 5-extremely effective) rate the
   effectiveness of e-learning in terms of increasing English language knowledge.

1. Extremely ineffective

2. Very ineffective

3. Somewhat ineffective and effective

4. Very effective

5. Extremely effective

8. Using a five-point scale (1-extremely ineffective, 5-extremely effective) rate the

    effectiveness of traditional face-to-face learning in terms of increasing English language

    knowledge.

1. Extremely ineffective

2. Very ineffective

3. Somewhat ineffective and effective

4. Very effective

5. Extremely effective

9. Using a five-point scale (1-extremely inactive, 5-extremely active) describe your

    participation or activity during e-learning.

1. Extremely inactive

2. Very inactive

3. Somewhat inactive and active

4. Very active

5. Extremely active

10. Using a five-point scale (1-extremely inactive, 5-extremely active) describe your

participation or activity during traditional face-to-face learning.

1. Extremely inactive

2. Very inactive

3. Somewhat inactive and active

4. Very active

5. Extremely active

ACCEPTANCE OF E-LEARNING

11. Using a five-point scale (where 1-extremely unenjoyable. 5-extremely enjoyable) rate

how much did you enjoy e-learning classes during the pandemic.

1. Extremely unenjoyable

2. Very unenjoyable

3. somewhat enjoyable

4. very enjoyable

5. extremely enjoyable

Appendix B

Entry Instruments

Entry Survey for Students

Esta encuesta tiene como propósito conocer su percepción sobre los cursos institucionales de inglés orientados en línea (virtualmente) durante la pandemia de COVID 19. Posteriormente se busca establecer mejores alternativas en pro de la enseñanza-aprendizaje del Inglés de forma remota. Sus datos serán tratados de forma confidencial y únicamente con fines investigativos para este sondeo.

Encuesta basada en postulados propuestos por Đorić, Blagojević, Papić & Stanković, 2020 y el instrumento propuesto por Simon (2012).

Género

Masculino _____

Femenino _____

1. ¿Ha tenido experiencias previas de aprendizaje en línea antes de la pandemia?

Si _____

No _____

2. ¿Por qué cree que es importante el aprendizaje del Inglés?

Para comprender artículos relacionados con mi carrera que no estén disponibles en Castellano. _____

Para entablar una conversación con un hablante nativo. _____

Para viajar fuera de Colombia a trabajar. _____

Para conocer personas de otros países. _____

Para entender música, películas, canciones, series y programas de televisión en Inglés.

____

Para continuar estudios de potsgrado en el exterior. ___

3. De 1 (uno) a 5 (cinco) ¿cómo califica la clase de Inglés en línea?

1. Mala

2. Regular

3. Buena

4. Muy buena

5. Excelente

4. Usando una escala de 1 a 5 (1-extremadamente inefectivo, 5 extremadamente efectivo) califique el nivel de efectividad que han tenido las clases en línea para aumentar su motivación frente al aprendizaje del Inglés.

1. Extremedamente inefectiva

2. Muy inefectiva

3. En cierto modo inefectiva o inefectiva

4. Muy efectiva

5. Extremadamente efectiva

5. ¿Para usted qué factores influyen en el proceso de enseñanza-aprendizaje del inglés en línea? (Varias opciones son posibles). Si tiene otra respuesta, indique cuál es en la opción "otros"

Relación docente - estudiante. _____

Estabilidad de la conexión a Internet. ____

Claridad de los objetivos del curso. ____

Uso de las plataformas digitales. _____

Conocimientos previos de Inglés. _____

Actividades de aprendizaje innovadoras. _____

6. Del 1 (mala) al 5 (excelente) ¿Has encontrado adecuadas las actividades realizadas durante el curso?

1. _____
2. ____
3. ____
4. ____
5. ____

7. ¿Que tipo de evaluación le gustaría que se implementara durante las clases de Inglés en linea? (Varias opciones son posibles)

Evaluación automática mediada por un ordenador (quizzes elaborados virtualmente con calificación automatizada) _____

Evaluación colaborativa mediante grupos de discusión, debates virtuales, foros, grupos de trabajo, entre otros. _____

Énfasis en la evaluación de la producción oral del estudiante. _____

Énfasis en la evaluación de la producción escrita del estudiante. _____

8. Para el desarrollo del curso institucional de Inglés en linea durante la pandemia, ¿qué prefiere?

Uso del texto guía. _____

Uso de plataformas digitales. ____

Uso del texto guía y plataformas digitales. _____

9. Dentro de las actitudes que ha desarrollado durante el curso de Inglés institucional en linea, ¿cuáles lo identifican?

He asumido más responsabilidad en el proceso de aprendizaje del inglés. ____

He encontrado nueva información acerca de diversos temas haciendo uso de las TIC´s. ____

He perdido interés por el inglés. ____

Me he interesado por ampliar mis conocimientos en inglés. ____

10. Usando una escala de 1 a 5 (1-extremadamente inactiva, 5 extremadamente activa) califica tu participación durante las clases de Inglés en línea.

1. Extremadamente inactiva.

2. Muy inactiva.

3. En cierto modo inactiva o activa.

4. Muy activa.

5. Extremadamente activa.

Entry Survey for Teachers

This survey is linked to a research project whose purpose is to know your initial perception of institutional English courses oriented online (virtually) during the COVID 19 pandemic. Subsequently, it seeks to establish better alternatives for the remote teaching-learning of English.

Your data will be treated confidentially and only for research purposes for this survey.

PERSONAL INFORMATION AND WORK EXPERIENCE

Gender

Male ____

Female ___

Age range

25 - 30

31 - 35

36 - 40

41 - 45

46 - 50

51 o más

Teaching experience in face to face learning.

5 - 10 years ____

11 - 15 years ____

16 - 20 years ____

Teaching experience in virtual and distance education.

1 - 4 years ____

5 - 10 years ____

11 - 15 years ____

16 - 20 years ____

ONLINE TEACHING STRATEGIES

1. What type of online activity do you like to use in your classes?

Blogging _____

Recording podcasts ____

Online quizzes ____

Video production ____

 Online games ____

Online cloze tests ____

Online grammar exercises ____

Online crosswords ____

2. What kind of online learning platform do you use in your classes?

Schoology ____

Edmodo ____

Google Classroom ____

Whatsapp group ____

Skype ____

Google Meet ____

SAKAI Campus Virtual ____

ONLINE ENGLISH TEACHING UNDERLINED FACTORS

3. Before the pandemics have you had experience in Online English Teaching

Yes ____

No ____

4. Did you receive aids from your university to teach English Online?

Workshops and conferences in remote teaching.____

IT materials and software to face remote teachiing. ____

Little or no assistance. ____

Lack of intensive training to teach online. ____

4. What is your opinion of Online English Teaching (OET)?

Students get more motivated than in face-to-face learning. ____

OET offers a great variety of teaching resources. ____

OET offers more flexibility and learning resources to students. ____

OET is time consuming for teachers. ____

OET depends on the quality of internet connectivity ____

Availability of IT resources (laptop, PC desktop, tablet, cellphone). ____

5. Have you made use of your free time to train yourself in new strategies to Online English

Teaching?

Every day ____

Almost every day ____

Rarely ____

Never ____

6. What positive aspects did you find out about remote teaching compared to face-to-face

teaching?

_____

_____.

7. What negative aspects did you find out about remote teaching compared to face-to-face

teaching?

_____

_____.

CLASS OBSERVATIONS

CLASS OBSERVATION CHART	
Date:	
Time:	
# of students attending class:	
Topic:	
I. STUDENT'S ATTITUDE IN OEC	**NOTES**
Show motivation and engagement in the learning process.	
Good communication between student and teacher.	
Students' skill to adapt and solve problems during online lessons.	
The methodology, teaching strategies and planification influence in students' motivation	
II. EXTRANEOUS AND INTRANEOUS FACTORS IN TEACHERS AND STUDENTS IN OEC	
Quality of internet conectivity.	
External noise during the class.	
Lack of student's participation in the class.	
Students' skills in ICT.	
Lack of resources to access online English lesoons	
III. STUDENT AND TEACHER ASSESSMENT'S PERCEPTIONS IN OEC	
Students' self evaluation has a positive effect on English learning.	
Students find difficult to understand the teacher's online lesson.	

Appendix C

Exit Instruments

Exit Survey for Students

Esta encuesta está vinculada a un proyecto de investigación tiene como propósito conocer su percepción final sobre los cursos institucionales de Inglés orientados en línea (virtualmente) durante la pandemia de COVID 19. Posteriormente se busca establecer mejores alternativas en pro de la enseñanza-aprendizaje del Inglés de forma remota.

Sus datos serán tratados de forma confidencial y únicamente con fines investigativos para este sondeo.

Encuesta basada en postulados propuestos por Đorić, Blagojević, Papić & Stanković, 2020 y el instrumento propuesto por Simon (2012).

1. Después de la semana 11 de clase y estar a punto de culminar el semestre, ¿cómo fue su experiencia con la clase de inglés en línea?

    a. Mala

    b. Regular

    c. Buena

    d. Muy buena

    e. Excelente

2. Teniendo en cuenta su compromiso con el curso de Inglés en línea, ¿qué aspectos considera que fueron los más sobresalientes en el proceso enseñanza - aprendizaje?

Mayor compromiso que un curso de forma presencial. _____

Mejorar rendimiento académico notoriamente al tener acceso a las clases grabadas en cualquier momento. _____

Incrementar la voluntad personal para llegar a ser autodidácta. _____

Aumentar el interés y voluntad para estudiar en casa. _____

Poder evidenciar un ritmo de progreso en cuanto al aprendizaje de una lengua extranjera. _____

3. ¿Qué aspectos caracterizaron los contenidos del curso en modalidad remota?

Las guías didácticas estaban en concordancia con los temas propuestos. _____

Las asignaciones académicas fueron variadas. _____

Las instrucciones dadas por el docente durante la clase fueron claras. _____

Los objetivos de aprendizaje eran fáciles de entender y alcanzar. _____

4. ¿Cree usted que el curso de Inglés recibido ayudará a ampliar sus oportunidades laborales?

El proceso de enseñanza fue satisfactorio. _____

El resultado de mi progreso durante el curso fue muy satisfactorio para mi para ampliar mis

oportunidades laborales. _____

No fue lo que yo esperaba para ampliar mis conocimientos. _____

Quizas no sea lo suficiente para satisfacer mis necesidades. _____

5. ¿Qué dificultades enfrentó para asistir a la totalidad de las clases en línea?

Problemas de conexión a internet _____

Falta de interés. _____

Falta de motivación por parte del docente. _____

6. ¿Qué opinión tiene de las prácticas evaluativas implementadas por su profesor durante el curso

de Inglés en línea?

Fueron flexibles para los estudiantes. _____

De acuerdo a los contenidos propuestos. _____

Dinámica y participativa. _____

7. ¿Qué grado de satisfacción le deja las prácticas evaluativas realizadas por su profesor durante el curso de inglés en línea?

De alguna forma satisfecho _____

Satisfecho _____

Nada satisfecho _____.

Exit Survey for teachers

This survey is linked to a research project whose purpose is to know your final perception of institutional English courses oriented online (remotely) during the COVID 19 pandemic. Subsequently, the results may lead to identify better alternatives for the remote teaching-learning of English. Your data will be treated confidentially and only for the research purposes in this survey.

Encuesta basada en postulados propuestos por Đorić, Blagojević, Papić & Stanković, 2020 y el instrumento propuesto por Simon (2012).

PERSONAL INFORMATION

Gender

Male _____

Female ___

Age range

25 - 30

31 - 35

36 - 40

41 - 45

46 - 50

51 o más

ONLINE TEACHING STRATEGIES

1. What types of online activities did you use for Online English Teaching during the pandemic? (if "other", please specify

Blogging ____

Recording podcasts ____

Online Quizzes ____

Video production ____

Online games ____

Online cloze tests ____

Online grammar exercises ____

Online crosswords ____

2. What kind of online learning platforms did you use for Online English Teaching during the pandemic?

Schoology ____

Edmodo ____

Google Classroom ____

Whatsapp group _____

Skype _____

Google Meet _____

SAKAI Campus Virtual _____

ONLINE ENGLISH TEACHING UNDERLINED FACTORS

3. During your classes in the pandemic, did you receive or not aids from your university to support your process of Online English Teaching (OET)?

Conferences and workshops about remote teaching scheduled by the university. _____

Access to IT materials and software to face remote teaching. _____

Little or no assistance. _____

Excess of digital materials without pedagogic support. _____

4. During the development of the process of Online English Teaching (OET), did you use your free time to train yourself in remote teaching?

Every day _____

Almost every day _____

Rarely _____

Never _____

5. Indicate the difficulties you faced during the process of Online English Teaching (OET)

_____

_____

6. At the end of the process what positive aspects you may indicate about your experience with remote Online English Teaching (OET).

_____

_____.

7. Once finished the Online English Teaching (OET) during the pandemic, what aspects are worth working on to improve the Online English Teaching (OET) experience?

_____

_____.

Interview for Students

This interview is linked to a research project whose purpose is to know your initial perception of institutional English courses oriented online (virtually) during the COVID 19 pandemic. Subsequently, it seeks to establish better alternatives for the remote teaching-learning of English. Your data will be treated confidentially and only for research purposes for this interview.

1.   ¿Cómo se sintió en sus clases de Inglés virtuales durante el periodo 2021-2?

_____.

2.   ¿Qué aspectos considera usted que favorecieron u obstaculizaron su proceso de aprendizaje virtual de Inglés durante el periodo 2021-2?

_____.

3.   ¿Por qué razón le gustaron o no las estrategias de evaluación utilizadas por su profesor en las clases de Inglés virtual durante el periodo 2021-2?

_____.

4.   ¿Qué aspectos usted resalta o no en cuanto al rol del profesor que pudieron influenciar tu proceso de aprendizaje de Inglés virtual durante el periodo 2021-2?

_____.

Las evaluaciones estuvieron siempre dentro de lo que se explicó y se trabajó en la clase, los temas estuvieron bien desarrollados y explicados

Interview for teachers

This interview is linked to a research project whose purpose is to know your initial perception of institutional English courses oriented online (virtually) during the COVID 19 pandemic. Subsequently, it seeks to establish better alternatives for the remote teaching-learning of English. Your data will be treated confidentially and only for research purposes for this interview.

1. According to your teacher experience, name 3 advantages and disadvantages of online teaching and face-to-face teaching?

2. In your opinion "How your assessment practices impacted the online English classes in 2021-2.

3. Any other aspect you consider relevant to discuss regarding your experience with the online English classes in 2021-2.

Student 1

1. ¿Cómo se sintió en sus clases de Inglés virtuales durante el periodo 2021-2?

Buena pedagogía, temas puntuales y precisos.

2. ¿Qué aspectos considera usted que favorecieron u obstaculizaron su proceso de aprendizaje virtual de Inglés durante el periodo 2021-2?

El tiempo invertido en las clases estuvo acorde con los temas vistos, muy bien explicado lo que sirvió para llevar en buen ritmo el entendimiento de las clases.

3. ¿Por qué razón le gustaron o no las estrategias de evaluación utilizadas por su profesor en las clases de Inglés virtual durante el periodo 2021-2?

Appendix D

Interviews Transcripts

INTERVIEW FOR TEACHERS

This interview is linked to a research project whose purpose is to know your initial perception of institutional English courses oriented online (virtually) during the COVID 19 pandemic. Subsequently, it seeks to establish better alternatives for the remote teaching-learning of English.

Your data will be treated confidentially and only for research purposes for this interview.
*Obligatorio

1. According to your teacher experience, name 3 advantages and disadvantages of online teaching and face-to-face teaching? *

Advantages of online teaching: working at home may be more comfortable, the possibilty of using more online resources and tools, you can teach from anywhere. Disadvantages of online teaching: it is tiring, students' participation is low, difficulty to work out some group activities. advantages of face to face teaching: we have more contact with students, it is possible to work out more practical activities, the workload is less than online teaching. Disadvantages: sometimes the space to work is not appropriate, not having technological resources at hand.

2. In your opinion "How your assessment practices impacted the online English classes in 2021-2. *

It was more difficult because most of the time we couldn't control students when taking a test or an exam.

3. Any other aspect you consider relevant to discuss regarding your experience with the online English classes in 2021-2. *

Students should be more committed to this kind of teaching.

INTERVIEW FOR STUDENTS

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1. ¿Cómo se sintió en sus clases de Inglés virtuales durante el periodo 2021-2? *

Las clases virtuales durante el periodo 2021-2 fueron estresantes, teniendo en cuenta que el estar en casa implica un desgaste emocional por las diferentes interrupciones y obligaciones familiares.

2. ¿Qué aspectos considera usted que favorecieron u obstaculizaron su proceso de aprendizaje virtual de Inglés durante el periodo 2021-2? *

El proceso de aprendizaje virtual se veía obstaculizado cuando la red de internet fallaba o las mismas herramientas tecnológicas presentaban fallas técnicas, apresar de eso, la

implementación de la virtualidad dinamizo el aprendizaje y eliminó los límites para el acceso a la educación y la información.

3. ¿Por qué razón le gustaron o no las estrategias de evaluación utilizadas por su profesor en las clases de Inglés virtual durante el periodo 2021-2? *

Me gustan las herramientas de evaluación utilizadas por mi profesor de Ingles por qué resultan didácticas e interesantes por lo tanto el aprendizaje fue didáctico.

4. ¿Qué aspectos usted resalta o no en cuanto al rol del profesor que pudieron influenciar tu proceso de aprendizaje de Inglés virtual durante el periodo 2021-2? *

Resaltó la creatividad del docente para generar confianza y motivar a los estudiantes dura te el desarrollo del curso!

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1. ¿Cómo se sintió en sus clases de Inglés virtuales durante el periodo 2021-2? *

Muy cómodo con las posibilidades y herramientas que brindan estar desde computador o celular, pudiendo preguntar al docente y su vez buscando en Internet para reforzar el contenido.

2. ¿Qué aspectos considera usted que favorecieron u obstaculizaron su proceso de aprendizaje virtual de Inglés durante el periodo 2021-2? *

Creo que favorecieron muchos elementos, el hecho de tener el apoyo de los equipos electrónicos para consultar y aclarar dudas, el hecho de que las clases quedarán grabadas para repasar en cualquier momento, el cambio metodológico del los docentes, más abocados a llamar la atención de los estudiantes que a imponer su "autoridad" como suele ser costumbre en la presencialidad.

3. ¿Por qué razón le gustaron o no las estrategias de evaluación utilizadas por su profesor en las clases de Inglés virtual durante el periodo 2021-2? *

Me gusta porque creo que se puede evaluar más el progreso individual, de manera más objetivas, ya que la pruebas virtuales suelen estar compuestas de preguntas o puntos en donde se evalúan cada una de las competencias de manera práctica y con calma, diferente a la presencialidad, en la cual se ve limitada la evaluación por el tiempo en cual se cuento con el aula de clase.

4. ¿Qué aspectos usted resalta o no en cuanto al rol del profesor que pudieron influenciar tu proceso de aprendizaje de Inglés virtual durante el periodo 2021-2? *

Resaltó, que en definitiva el rol del docente en la clase virtual cambia, se ve obligado a ser mas propósitivo, a acudir a las herramientas pedagógicas para captar la atención de sus estudiantes, ya que al perder en gran medida "la autoridad" que los reviste en la presencialidad, su principal herramienta es la pedagogía para captar la atención de sus estudiantes, por otra parte, los equipos electrónicos le permiten al docente poder dar ejemplos y brindar otros elementos aparte de los consagrados en las cartilla y material de apoyo ya establecidos, dando mejor bases a los estudiantes.

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*Obligatorio

1. According to your teacher experience, name 3 advantages and disadvantages of online teaching and face-to-face teaching? *

First, students improve their pronunciation, second students can practice in different web pages and third, we can teach to several students or more students in an online session. Three disadvantages are internet connection, devices with low capacity and students can not easily adapt to E- learning

2. In your opinion "How your assessment practices impacted the online English classes in 2021-2. *

Some students found really difficult to adapt to e-learning.

3. Any other aspect you consider relevant to discuss regarding your experience with the online English classes in 2021-2. *

Maybe the fact that some students decided to stop studying due the fact that classes were not face to face.

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English.

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*Obligatorio

1. According to your teacher experience, name 3 advantages and disadvantages of online teaching and face-to-face teaching? *

+ Teachers have endless online resources and activities to share in real time. + Sts can participate a little bit more because nobody is watching them. + Audiovisual activities are really appealing to sts. - Not all sts can take part actively in the lesson due to poor connection or device drawbacks. - Assessment and testing processes are not sometimes reliable enough. - We miss that human contact and interaction that only takes place in classrooms.

2. In your opinion "How your assessment practices impacted the online English classes in 2021-2. *

Sts were able to carry out all the activities and deadlines were enough for them. Autonomus learning was a key for them to achieve good results in terms of learning and grades.

3. Any other aspect you consider relevant to discuss regarding your experience with the online English classes in 2021-2. *

NA

INTERVIEW FOR STUDENTS

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*Obligatorio

1. ¿Cómo se sintió en sus clases de Inglés virtuales durante el periodo 2021-2? *

Muy bien.

2. ¿Qué aspectos considera usted que favorecieron u obstaculizaron su proceso de aprendizaje virtual de Inglés durante el periodo 2021-2? *

Favorecieron el tema de la conectividad, la facilidad de poder asistir a clase desde cualquier lugar. Digamos que un poco el obstáculo se presenta por el número de alumnos y la falta de organización de actividades en una única plataforma con fechas preestablecidas de actividades

3. ¿Por qué razón le gustaron o no las estrategias de evaluación utilizadas por su profesor en las clases de Inglés virtual durante el periodo 2021-2? *

En mi caso se asignó un portafolio que es u. Poco dispendioso por la extensión y máxime cuando estaba compuesto de 3 partes. Me agrado la interacción en clase de la docente en la medida que preguntaba de forma constante y hacía que uno se concentrara en la actividad

4. ¿Qué aspectos usted resalta o no en cuanto al rol del profesor que pudieron influenciar tu proceso de aprendizaje de Inglés virtual durante el periodo 2021-2? *

Me agrado la puntualidad y el desarrollo de la clase. Quizá el pasar los temas de forma tan rápida dificulta un poco la interacción.