TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

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Poscovid teachers' perspectives about the use of technological instruments for teaching English at Mulaló Elementary School

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Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

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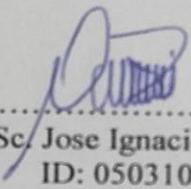
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2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled **"Poscovid teachers' perspective about the use of technological instruments for teaching English at Mulaló Elementary School"**, and researched by Montesdeoca Aguaisa Erick David and Puruncajas Quilumba Henerson Paul, ID number 1718956764- 0704743228, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.
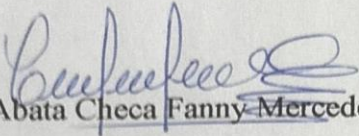
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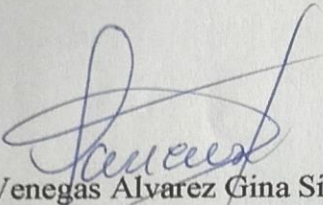
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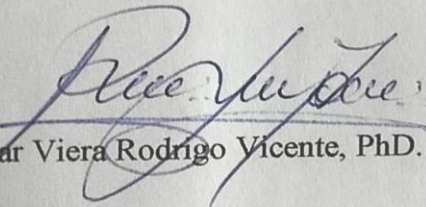
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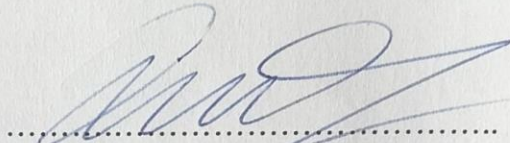
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GRATEFULNESS

I thank God so much for being in this beautiful time of my life. My parents, Efrain and Jeaneth were unconditional support and my support also were the ones who always encouraged me to complete my academic process. To my tutor Jose Ignacio Andrade for helping me with his wisdom and advice. And, to all the professors of the Language career who were a model of professionals and people to follow. To the Technical University of Cotopaxi, which is the door to me so I could finish my studies.

<div align="right">Erick</div>

First, I thank my parents for allowing me to have such a good experience at my university, I thank my university for allowing me to be prepared and become a professional in what I am so passionate about, and I thank each teacher who was part of this comprehensive training process. It has not been an easy journey so far, but thanks to your contributions, your love, your immense kindness, and your support, I have been able to achieve one more goal. I thank you and express my great affection for you, my beautiful family.

This is a very special moment that I hope will last not only in the minds of the people I thanked but also in those who invested their time to look at my thesis project.

<div align="right">Paul</div>

DEDICATION

I dedicate this project to God and my parents, Efraín Montesdeoca and Jeaneth Aguaisa for their hard work and who planted in me ethical and moral values, to my daughters Daira and Britany who are the engine of my success. And to the teachers at the Technical University of Cotopaxi who participated in my academic process.

Erick

To my parents, Carlos and Lucia who with their love, patience and effort has allowed me to fulfill one more dream, thank you for instilling in me the example of effort, courage, and not fear of adversity.

To my sisters Mishel and Carla for their unconditional love and support throughout this process, for being always with me, thank you. To all my family because with their advice and words of encouragement they made me a better person and in one way or another they accompany me in all my dreams and goals.

Finally, I would like to dedicate this thesis to all my friends, for supporting me when I need them the most, for extending their hand in difficult moments and for the love they give me every day, truly, thank you a thousand little sisters, I will always carry you in my heart.

Paul

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

THEME: Poscovid teachers' perspectives about the use of technological instruments for teaching English at Mulaló Elementary School.

Authors:
Erick David Montesdeoca Aguaisa

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Tutor:
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ABSTRACT

The challenges and opportunities of the new modality and of language teaching were very frequent points of discussion in the educational community. Appropriate strategies were needed to address and meet the needs of the learners. In other words, the proper handling of methodologies, and the different external factors in the teaching and learning process, required prior knowledge on the part of teachers. The teachers' and students' perspectives on the virtual modality and its effectiveness in the process of teaching and learning English were important points to discuss, as there were external and intangible difficulties in conducting the online classes, such as the psychological problems experienced by several of the students, as well as the teachers. Therefore, the main objective of this research is to explore the EFL teachers' perspectives on online education at Mulaló Elementary School. For the development of this project, the researchers used a qualitative method, considering semi-structured interviews using terms easily understood by the pre-service teachers. The results showed that the English teachers had to conduct prior research, as well as properly prepare themselves regarding the use of technological platforms and manage to carry out the teaching and learning process. Thus, the research results indicated that teachers were not familiar with the use of technological tools before the Covid 19 crisis and that they were not professionally prepared to carry out a fully virtual education, but they learned how to use them.

Keywords: Education; English; online teaching; teaching-learning process.

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RESUMEN

Los retos y las oportunidades de esta nueva modalidad y de la enseñanza de idiomas fueron puntos de debate muy frecuentes en el ámbito educativo. Se necesitaban estrategias adecuadas para abordar y satisfacer las necesidades de los alumnos. En otras palabras, el manejo adecuado de las metodologías, y de los diferentes factores externos en el proceso de enseñanza y aprendizaje, requería un conocimiento previo por parte de los profesores. Las perspectivas de los profesores y de los alumnos sobre la modalidad virtual y su eficacia en el proceso de enseñanza y aprendizaje del inglés fueron puntos importantes a debatir, ya que hubo dificultades externas e intangibles en la realización de las clases en línea, como los problemas psicológicos que experimentaron varios de los alumnos, así como los profesores. Por lo tanto, el objetivo principal de esta investigación es explorar las perspectivas de los profesores de EFL en la educación en línea en la Escuela Primaria Mulaló. Para el desarrollo de este proyecto, los investigadores utilizaron un método cualitativo, considerando entrevistas semiestructuradas utilizando términos de fácil comprensión para los profesores. Los resultados mostraron que los profesores de inglés tuvieron que realizar una investigación previa, así como prepararse mentalmente respecto al uso de las plataformas tecnológicas y lograr llevar a cabo el proceso de enseñanza y aprendizaje. Así, los resultados de la investigación indican que los profesores no estaban familiarizados con el uso de las herramientas tecnológicas antes de la crisis de COVID 19 y que no estaban preparados profesionalmente para llevar a cabo una educación totalmente virtual pero los profesores aprendieron a usarlas.
Palabras clave: Educación; inglés; enseñanza en línea; proceso de enseñanza-aprendizaje.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: Poscovid teachers' perspectives about the use of technological instruments for teaching English at Mulaló Elementary School.

Starting date: March 2022

Ending Date: August 2022

Place of Research:

Mulaló - Latacunga – Cotopaxi

Sponsoring Faculty:

Pujilí Campus

Sponsoring career:

National and Foreign Language Pedagogy

Linked research project:

Formative Research

Macro project of the career: Formative processes of teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

Work Team: M.Sc. Jose Ignacio Andrade, Erick Montesdeoca, Henerson Puruncajas.

Degree Tutor:

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Knowledge Area:

Education

Research line:

Education, communication, and design for human and social development.

Research line of the career:

Innovation in the English language teaching and learning as a foreign language.

2. PROBLEM STATEMENT

Learning about the different health problems that the online classes caused to the teachers, such as myopia, stress, and feelings of anxiety. In Ecuador, the teaching of the English language was considerably affected (Collyns, 2021) "The lack of smartphones, internet connectivity and a drop in income for their parents became a major obstacle to their continued schooling" Thus, the main inconvenience of online classes begins in the lack of appropriate materials like didactic resources, internet, web sites and technological instruments to take classes. In addition, in schools in the province of Cotopaxi, it was difficult to have access to this new online educational modality.

English language teaching has evolved in a way that constantly new activities, strategies, and other tools in general have been taking interest in the community of education. During the beginning of 2020, a terrible virus has attacked the entire world, significantly harming education, having a very significant change. For several months education was paralyzed and soon, the new technological instruments would be a considerable alternative. E-learning was the best alternative to prevent education from continuing to be paralyzed; however, as was to be expected, the new modality for continuing education presented some stumbling blocks. Therefore, students and teachers were forced to adapt to this type of education in which online classes predominated. Undoubtedly, online education has been an enormously useful resource in the face of the impossibility of attending face-to-face classes during confinement. The efforts of teachers and institutions are worthy of admiration. Also, another factor that influences the teaching-learning process is the methodologies to improve the English language within online education are not carried out properly by teachers due to the lack of knowledge of these methods.

Therefore, E-Learning is one of these integrated technological approaches which are used in an educational context, and which incorporate active language teaching and learning effectively. However, the students did not acquire adequate language skills development, resulting in a failure to achieve fundamental English language skills, affecting their language proficiency and academic performance. In addition, this research attempts to answer the following research question: **What were the teachers' perspectives about the use of technological tools for teaching English language?**

3. Objectives

General Objective:

To explore the perspectives of EFL teachers in online education at Mulaló Elementary School.

Specific Objectives:

- To analyze bibliographic information about online classes, technological instruments, and teaching English.

- To describe Poscovid teachers` challenges and experiences about Teaching English language in online classes.

-To identify the main health problems in Poscovid teachers related to the use of new technologies in online classes.

Specific Objectives	Activities	Means of Verification
To analyze bibliographic information about online classes, technological instruments, and teaching English.	Compilation of theoretical information regarding the online classes during the period of the pandemic, analyzing the most relevant aspects and considering various authors' research.	Theoretical Framework.
To describe Poscovid teachers' challenges and experiences about Teaching English Language in online classes.	Apply an interview	Semi-structured interviews. Analysis and discussion.
To identify the main health problems in Poscovid teachers in online classes	Through analysis identify the most relevant aspects of	Conclusions and recommendations.

technological instruments in online classes.	the research and the data obtained and establish the online classes to establish the conclusions about the use of technological instruments.	

5. JUSTIFICATION

This project will contribute to the educational field. It also serves as a guide for other teachers who want to know the different perspectives on how to deal with online classes. In the Mulalo elementary school, there is no research that establishes how teachers have adapted and experienced virtual education. Therefore, the researchers have proposed to conduct this research project with the aim of exploring the perspectives of poscovid teachers on the teaching-learning process of English through the use of technological tools, to face this emerging educational modality, since the theoretical contributions can be built enrich the production of knowledge in the area of the use of virtual spaces in English teaching.

Taking into account that it is feasible to conduct this research because the investigators are students of the educational institution and have access to the teachers who were the main object of the study. The research is developed through interviews addressed to teachers. With this research the beneficiaries will be the teacher and the students because the teachers know how to teach in this visual mode and what are the advantages and disadvantages of online education.

The benefits of this research lie with the teacher and suggest the application of digital tools to improve the teaching of English. This research suggests teachers use online teaching methodologies that generate meaningful and autonomous learning. This research has important repercussions in the educational field because it suggests that teachers learn how to use digital tools to motivate student learning. In addition, the student is the one who benefits indirectly from the project because the teacher's objective is to generate meaningful learning in the

student. This project benefits the research community because it encourages the expansion of research and its application in different social contexts.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Another research paper was made by Rahmadani, Syafitri, Prasetyoningsih, Ubaidillah, Tavakoli, (2022) named "Teaching with Technology during COVID-19 Pandemic: An Interview Study with Teachers in Indonesia" This paper reports on an interview study with eight secondary school teachers in Indonesia regarding their experiences of teaching with technology during the COVID-19 pandemic. The interview analysis informs that the participating teachers negotiated efforts in online teaching during the COVID-19 pandemic using technology vis a vis with the challenges of an ever-changing era. The methodology of the research is developed with a qualitative approach with a semi structured interview that allows the researchers collect specific information. Findings from the study suggest insights into the impact of forced changes in teaching that could have implications for the professionalization of teacher education in terms of digitalization.

The research made by (Gómez, A & Escobar, F., 2021) placed in Peru, under the title "Virtual Education in times of in times of Pandemic: increasing social inequality in Peru" mentions how the students who participates in the virtual education are in a huge disadvantage, mentioning important factors such as: geographic location, economic, technological resources, and experience in the use of information and communication technology. The objective of this research aims to analyze the reality of virtual education, having on account of the social inequality that covid-19 has developed, making stress on how it does affect education. The methodology of the research is an hemerographic analysis through social media information which is easier to identify and to understand the current situation of the education, showing results of how the education has accumulated many inequalities placing the education in danger. This is how the research has aimed to show how education in Peru tends to be a right that is not allowed to all the vulnerable group, and an integration transformation that promotes the equality of education.

Another research carried out by (Estrella, 2022) named "Ecuadorian university English Teachers reflections' on emergency remote teaching during the COVID 19 Pandemic" the research placed in Guayaquil, aims to obtaining the reflections of the teachers and the teaching process during the Emergency of COVID 19, and their experience during thw two semesters that lasted the emergency and affected not only students but also teachers as well. The methodology implemented by the researchers, is an explanatory sequential mixed-method, also using a Likert-scale survey and interviews that determined specific information about the topic and to apport to the development of the research. Finally, the results showed that the teachers were not actually prepared mentally and professionally for the shift that the online classes represented for the educational field. The results also mention how the pandemic situation generated feelings of anxiety.

where it is mentioned that the implementation of technological resources on the web are important for a student development that currently learns the English language. This research used 'Design Thinking' design methodologies to collect information that represents the needs of the authors. In the same way, a teaching model called "Presentation, Practice and Production (PPP)" was essential to guide the development of reading skills in students. The investigation ends its development with an affirmation to the question of hypotheses raised, resulting in a very considerable development after the use of technologies in the English language reading skills.

6.2 THEORETICAL FRAMEWORK

6.2.1 What is perspective?

The perspective is the point of view about a subject. As Pajares (1992) points out "this view is based on the assumption that beliefs are the best indicators of the decisions individuals make throughout their lives" (p. 307). Is a point of view on an issue or problem. As we see it, each person's perspective is different. With different people's perspective, a problem can be approached from different angles. The teacher's approach to teaching should be positive and should be prepared with a clear classroom objective. According to Sanabria (2013) affirmed that:

> The pedagogical function of the teacher should not only consist of selecting and
> showing the scientific content to be acquired, but also planning the tasks, activities, and

the necessary resources so that they can be the students themselves. who autonomously search, analyze, and build the content or knowledge of study of the subject. (p.119).

6.2.2 Teachers' perspectives

In general terms, it can be affirmed that the teaching style is the way in which the teacher adopts a certain educational model to make the teaching-learning process effective. It is the way in which the teacher relates to the student and transmits the knowledge contained in the contents of the curriculum of the educational stage. Choosing the right teaching style is essential for the teaching-learning process to be carried out effectively. It will ensure that the student meets the objectives and acquires the competences of the subject and of the corresponding educational stage. Domenech (2004) states that:

> We can define teaching styles as the different ways in which teachers carry out their teaching role, which are their teaching role, which is concretized and observed through their daily classroom behavior way of interacting with their students, explaining, assessing, and interacting with their students, explaining, assessing, and exercising discipline classes. The teacher chooses the methodology and technological tools according to the level of the students. (p.25)

Teachers have different views on the methodologies and instruments that can be used in their classes. The teacher chooses the methodology and technological tools according to the level of the students.

6.2.3 Poscovid teachers' perspective

The great advantage, with respect to the times of confinement, is that teachers have learned to design new pedagogical approaches related to online learning and the use of technological resources, without forgetting what happened during the times of physical closure of educational institutions, in which some students lost learning that they will have to recover, so it will be the responsibility of the educational institutions to establish the instruments that are considered effective to cover those losses and have a better learning (Garcia, 2021).

After the pandemic, different public educational institutions have had to implement new technological tools and pedagogical methods required for online classes. On the other hand,

before the pandemic, teachers did not have enough knowledge to handle new technological tools, such as Zoom, Meet and Classroom.

6.2.4 The education in the Pandemic

The pandemic had a major impact on education due to school closures caused by the coronavirus, which disproportionately affected children and teachers who did not have access to technological tools that were necessary to continue learning during the pandemic, so many students had to withdraw from school. In addition, teachers had to learn to use various learning platforms so that students could continue studying. "The researchers believe that coronavirus is spreading exponentially, and many countries are locked in their education system, and enforcing their people strict quarantine to control the spread of this highly contagious disease" (Medical News Today, 2020, p.23).

6.2.5 Online Education

Online education is presented as an option to ensure lifelong learning as well as to provide an opportunity to study. Information and Communication, the Internet, the incorporation of platforms and learning environments, contribute to the learning and the development of this modality of study (Del Castillo, 2006). The Internet is and has been a revolution for the educational offer, since it has increased in a very short time the options of different types of studies. The Internet has increased in a very short time the options for different types of people, offering a wide range of possibilities. The key to the use of this tool lies in focusing the teaching-learning process in the teaching-learning process on the student (Tello, 2009).

E-learning is a concept that has become increasingly important in recent years. It is worth mentioning that virtual education is sitting in front of a computer and receiving classes through virtual platforms such as: zoom, WhatsApp, classroom and Nearpod. you also have within reach evaluative platforms such as Kahoot, Nearpod and google forms where you can measure the student's learning. Another aspect to take into account in online education is the atom learning that occurs in virtual education, this is because in the absence of a teacher or mentor who tells you what to do, it is necessary to learn on your own and be disciplined in terms of study, this is confirmed by Pedro and Cobo.

Learning in confinement teaches us that the best education is autonomous, developing social and personalized learning also in the digital ecosystem, which allows you to be a strategic learner and to know how to learn for the rest of your professional life (Pardo and Cobo, 2020: 33).

This global virus affected traditional education and therefore teachers were forced to assume a virtual education which consists of the use of technological tools to contact students. These technological tools vary depending on the teacher's activities. For example, to measure the vocabulary of a student one can use the WhatsApp application, or platforms which record the student's audio. It is worth mentioning that teachers are not prepared to use the different technological tools. As Cotino-Hueso (2020) says that neither before nor today, before Covid-19, computers, nor digital tools replace face-to-face interaction and human contact with teachers and classmates.

6.2.6 Advantages of the Virtual Education

The advantages of virtual education are numerous, and it is interesting to present some of them, in contrast to the face-to-face modality, which takes place in the physical face-to-face, which takes place in the physical scenarios of the classroom (García, 2017). Thus, in the virtual modality:

Firstly, students with a certain maturity have the possibility to work at their own pace: virtuality favors their role as protagonists in the learning process. learning process. A good design allows them to decide when, how and with what to learn. Secondly, online communication tools between teacher and student, as well as online communication instruments between teacher and student, as well as between them, can foster collaborative learning. These interactions enrich the experience with added value, such as a sense of belonging to a community, and the cultivation of values such as respect, solidarity or the approach to other cultures. and the approach to other cultures.

Thirdly, the virtual modality offers the possibility for both the student and the teacher to communicate and manage information in different formats and media. Students have at their

disposal a range of resources and activities, and can select those most suited to their style and interests. In addition, as far as the strategy to the extent that the strategy allows, they can even build these resources. For their part, technological platforms provide teachers with information to make decisions about their strategy. For instance, they can identify which resources and activities are preferred by their students. preferred by their students.

The next, along these lines, according to Martín and Salcedo (2018), the technology-mediated technology-mediated teaching processes that aim at strategic learning objectives should learning objectives, should provide for: the planning or instructional design process instructional design; the definition of a methodological a methodological process and teacher accompaniment for the development of self-learning capabilities; and an evaluation process with appropriate criteria and tools. appropriate criteria and tools.

Finally, adapting to online education has been a challenge for everyone, but there are many possibilities it opens up. Online socialization is also possible through meetings on platforms. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students (Singh & Thurman, 2019). The technological tools allow the development of skills, fostering critical thinking or creativity, favoring learning, and motivating the student. In virtual classes, some families also face connection difficulties. Online classes, through platforms or programs on television or radio channels, is not always possible due to access problems.

It is time to reflect and assess how the COVID-19 pandemic has affected education, to see the opportunities that have arisen and the points we need to work on. In the situation we live in, it is necessary to build community among all, for teachers to hold constant meetings and for the content to be more leisurely, valuing what is essential and positive for the learning and motivation of students. Bartolome (2004) said the teacher's main objective should be that the student takes an active role in learning and that he/she knows why and for what purpose what he/she is learning is important.

Moreover, Studying is necessary throughout life because it gives you tools for decisions in work and personal life. It should never be put aside because the world is constantly changing and demands new skills.

The psychological and social impact of this pandemic is indisputable. The incorporation of the new teaching modality generated radical changes in educational interaction. Both teachers and students adapted the new classrooms at home. Some suffered difficulties because they did not have the necessary technological resources to fulfill their purpose. Some teachers were overcome with a feeling of helplessness when they heard their students express the impossibility of accessing virtual classes because they lacked the necessary means to continue with their studies.

In order to avoid desertion, some teachers demonstrated their professionalism and looked for ways to support those who showed some need. They looked for the means to ensure that the university students complied with the program and completed the period.

A very commendable task implemented by the teachers was to redouble their working hours, which included adapting the contents of their classroom subjects to emergency remote learning, the prolonged use of virtual platforms, the assignment of tasks, the way of evaluating them and the delivery of results; all these aspects that influenced the success of the assignment resulted in an exhausting task for the entire teaching staff, the physical and emotional wear was greater, which generates a mental state that brings with it high psychological and emotional consequences.

6.2.7 Challenges and opportunities online classes

Cornok (2020) proposes that, for a first approach to the role of ICT during this pandemic, it is necessary to remember past situations where attending classes has been suspended. He compares the current situation with the one that occurred during H1N1, in 2009, and sees a very different use of distance education then, at least in higher education. Meyer and Wilson (2011) studied the situation during the 2009 pandemic, when distance education was promoted from university websites, with a vision of "transmitting knowledge" and offering repositories. Today, says Cornok (2020), a student-centered approach is noticeable, in which students contribute content and actively participate in their learning. Therefore, an opportunity to make learners more autonomous may arise from this pandemic.

Many Ecuadorian students have experienced class closures due to strikes by students, teachers, or administrative staff. Today the closure of educational centers has an impact on all students in this country and the world. Therefore, information and communication technologies (ICT)

have been taken as a lifeline for children and young people, but it will be evident; as Cotino-Hueso (2020) says that neither before nor today, before the Covid-19, computers, nor digital tools replace face-to-face interaction and human contact with teachers and classmates.

We are, therefore, facing an unprecedented educational crisis, in which there has been no choice but for students to continue learning during lockdown time, even if the academic year does not continue normally. García, R (2020) says that:

> We are facing a situation that is far from having all the necessary elements for learning, such as highly trained teachers in distance education, connectivity and digital tools in every corner of a country, or a social context that guarantees the physical and emotional well-being of students. (p. 5)

There are, in this crisis, many opportunities, as Alonso (2020) reflects, "for the transformation of teaching in their work practices, because schedules and ways of teaching classes could be redefined." (p.20). Likewise, it can be raised as an occasion for transformations in training and pedagogical accompaniment described by Hernández and López (2018), so necessary for the development of digital skills in key educational actors. But perhaps what is most exciting as an opportunity is the realization that it is possible to learn in another way, more autonomously, with students increasingly responsible for their learning. From narratives to convincing about the benefits of ICTs for education, we have moved on to teachers experiencing first-hand the educational possibilities for the future.

6.2.8 Challenges during Online Classes

The challenge of distance education, the disadvantages are not so evident yet, but they are becoming more evident each time educational institutions offer this educational modality. According to Martinez (2005) states that:

> Isolated learning causes the lack of the essential components of an effective and enriching learning experience that occur through face-to-face interaction. Time management: Requires the learner to manage time efficiently, as many times the learner underutilized time and often the learner uploads assignments to the educational platform at the last minute. Well-established study habits, online education requires the student to adopt a variety of study habits. study habits that will allow him/her to

successfully complete the course, since virtual education requires more self-management. (p.18)

The cost of infrastructure and installation of computer systems and digital navigation capabilities becomes a major barrier to the implementation of virtual education, especially in Latin America. On the one hand, the optimal requirements to provide the connection to the network, all the foundations, equipment, and additional resources such as wiring and signaling characteristics at the physical level, computer networks, transmitters, and receivers, together with the agreed conditions with the Internet access provider offered by the higher education institutions to its students.

On the other hand, the family or individual possibility and according to their economic status, the student will be able to count on the installed capacity of digital navigation in their place of study and the computer equipment that allows them to practice virtual education. Virtual education limits students from establishing relationships and conventional shared or cooperative learning situations with other participants, which enrich the cognitive experience and are typical of traditional education (Suárez and Anaya, 2004). Although this inconvenience is overcome with the planned use of forums, emails, and video conferences with specialized applications, among others.

The multitude of resources and relationships available on the Internet make it necessary to review the immense amount of information on the network that, if the student does not maintain a degree of concentration on the proposed learning objective, referring to the places they browse or visit, they can 'get lost'. `` easily in the "ocean" of data that is accessed on the Internet. 'There is a risk of implementing sources of distraction and loss of student attention' (Torres, 2015). Many times, the use of self-regulated learning is a deficit of virtual education since academic failure comes from the student's inability to generate self-control actions towards the achievement of academic goals.

The implementation and use of the Smartphone applied to education have generated transformative processes in the methodology that traditional education had been using. Among the risks derived from the intensive use of the smartphone, psychological and sociological risks, cyberbullying, social, family, and academic problems, abstraction from reality, information saturation, loss of sense of reality, etc. stand out. (Calpa, 2017).

Virtual education has been eliminating the borders for the teaching-learning relationship due to the intensive use of the Internet, and the greater use of media connected to the network, which has expanded the implementation of virtual learning environments. Virtual education is a type of modality that represents an ideal alternative for an important group of students, since, for example, this type of education makes it possible to reconcile their work and family activity with their training, by developing it in their own home (Silvio, 2006). There is greater autonomy and independence that students enjoy for the development of their learning process, as it is the student who sets their work pace (Junta de Andalucía, 2012).

In other words, the student feels that he should be much more committed to preparing for it, which raises his level of responsibility for a set of self-regulated activities.

For Durall (2012), people want to be able to work, learn and study whenever and wherever they want. Virtual education in higher education is a means to implement good educational practices, since activities with well-defined narratives can be published through virtual platforms and these, at the same time, can be updated according to the needs of the course (Duran, 2015). The use of blog design, web pages, shared documents, the use of synchronous and asynchronous means of communication such as wikis, forums, chats, which facilitate document sharing, group creation, text and/or voice communications and the use of software for people with diverse abilities.

According to the ITU global connectivity committee (2016), the increase in mobile connectivity has been exponential. Even in prestigious universities, such as Harvard Law School, students can not only study their subjects online, but can also design their own virtual character and attend classes virtually (Carvin, 2006). The challenge facing the teacher is to promote a change in the use of mobile devices for learning through the use of strategic pedagogical applications for learning (Calpa, 2017).

6.2.9 Teachers and Student's role in online education

Although virtuality and technologies are transforming all professions, the teacher's profession is par excellence the one that should set the standard, basically for three reasons: the first is because students today have a wider range of capabilities and motivation for learning and ICT. The second is because the obsolescence of knowledge is more accelerated as a result of rapid technological changes in education, which leads to the need for continuous training and

updating of teachers, which is what gives rise to the third characteristic: "the emergence of new competencies for the modern teacher" (Martin, 2007).

Online education brings many changes for teachers and students, as new teaching and learning processes have been created at all levels of education. Although virtual education favors interaction in collaborative work, it is also true that it is modifying classroom and student relationships, beyond the transmission of knowledge (Area and Correa, 1992).

The student, for his part, must be aware that he is responsible for his learning, he is autonomous in his learning process; the desire to learn from him should lead him to self-train, the self-management capacity should urge him to seek learning tools and strategies according to his ability and his learning style; the communicative attitude is a common thread for teamwork, it must also be flexible to adapt to different educational scenarios (Salinas, 1997).

According to Aronowiwitz (1996), the pedagogical uses in Web 2.0 learning environments "are the technological response that facilitates the development of distributed learning based on information of a very diverse nature, such as content and communication resources of the Internet". Here the possibility of the student's thinking is preserved, where he/she makes decisions not only about contents, but also about their elaboration and socialization.

The teacher who practices in the distance mode must have a solid formation in his area of knowledge, in addition to mastering the techniques and strategies with the necessary didactic resources to stimulate learning, making use of effective communication. For Hernando and Florían (2004), it is a fact that the teacher's pedagogical management in the virtual modality requires technological strategies that lead to transformation and innovation, to respond to the innovation, in order to respond to present and future demands. The teacher must carry out a series of pedagogical and didactic actions that will contribute to learning centered on the student and not on him/herself, since the main figure is the student.

The teacher must carry out a series of pedagogical and didactic actions that contribute to facilitate learning centered on the student and not on himself. learning centered on the student and not on him/herself, since the main figure is the student.

According to Fainholc (2010), a successful teacher in the online learning process is the one that online learning process is one who:

"Promotes a commitment of responsibility with their educational work, promoting and facilitating the learning of their students". (p.8)

Encourages student participation without the need to intervene for them to achieve the learning objectives. It contributes to the establishment of effective communication among the different users of the virtual classroom. Finally, the role of the teacher in virtual education assumes new challenges since education is centered on the learner. The role of the teacher in virtual education assumes new challenges, since education is centered on the student, who is the main actor of the educational process, since it is self-management and self-learning of knowledge.

6.2.10 Online learning and digital tools

Virtual classroom activities should encourage participation, interaction, and feedback. These can be to practice different skills, knowledge, and attitudes. Classroom management applications such as Google Classroom, WhatsApp, meet, and Nearpod are useful platforms for teaching.

Google classroom

According to Fernandez Y, (2020). "Google Classroom is a tool created by Google in 2014 and intended exclusively for the educational world. Its mission is to allow to manage a classroom collaboratively through the Internet, being a platform for learning management or Learning Management System". All the options of this tool are associated with a Google account, so that both the teacher and the students must have their Gmail, and their Google account will act as their identifier. This means that you will not have to create a specific account for this tool, as your Google identities will be used.

WhatsApp

According to Cervantes R Huamani (2021) "WhatsApp began its operation in 2009, as an exclusive social network for the iPhone brand, with the functionality of being a simple messaging system" (p.5), these platforms are useful to follow in the teaching-learning process. This application is used by English teachers to send audios for homework assignments. Dentro de este panorama la educación también ha tenido que asumir el reto de una enseñanza

virtualizada, apropiándose de diversas herramientas y recursos tecnológicos que facilitaran su desarrollo (Oliveira et al., 2020). Taking into account the pandemic as the cause of online education, teachers chose to use different tools at their disposal to continue the teaching-learning process.

Google Meet

According to Martin M, (2021). "Google Meet is Google's video conferencing application for web browsers and mobile devices, included in Google's application pack for professionals and therefore focused on the work environment". García, N. (2020) indicates that e-learning platforms are fields of preference for new technologies. Moreover, new technologies, schools every day decide to apply more in this aspect to promote education, because of the achievement that has been obtained and the benefit to a large number of users.

6.2.11 Health problems in teachers during the Pandemic.

The teacher took on some challenges in the pandemic. First, during the pandemic, teachers' stress levels increased and this generated feelings of anger and frustration as teachers learned to use technological resources, digital platforms or web pages. Second, problems such as anxiety were the main causes that affected students and teachers. According to Duan & Zhu, (2020) "Feelings such as fear, frustration and anger, and their effects can last for a long time". (p.10) Rodriguez R, (2020) "In addition, these emotions can increase problems such as anxiety, stress and depression". (p.5)

Teachers experienced stress and anxiety when teaching classes because they did not know how to use technological tools. Online classes were a challenge for all teachers and students who did not know how to cope with the new online modality. Rogers & Sabarwal, (2020) Teachers, being on the front line with their students, are probably not trained to respond to threats to the emotional well-being of their learners, as they may experience stress and anxiety.

It is common that when we hear a person expressing work fatigue, we immediately determine that one of the causes that generate it may be related to stress. In times of pandemic, the most important thing is to keep our health in optimal conditions since stress is considered as the trigger of several diseases. In this regard, ECLAC-UNESCO (2020) indicates:

Teachers are not exempt from the effects that the pandemic can have on their mental health, because several factors are added that make them a susceptible population group; such as the increase in responsibilities and work demands, the greater time required to prepare for their classes, to ensure adequate connections, to monitor their students, the need for more time to know and explore the different platforms and to have criteria for making decisions on their use. (p. 32).

Several factors are responsible for stress in the work of teachers during the Covid-19 pandemic. One of them is the modification of the activities they usually perform since the adaptation of their subjects to the virtual plane entails double the effort and exposes them to face situations in which some teachers had to solve technological situations. The use of new work tools with which they are not familiar resulted in exhausting workdays, due to the emerging changes.

6.2.12 Teaching-Learning process

Teaching is a procedure that makes possible the continuous evolution of the ideology, qualities and behavior of the students, originating interactions between what they receive from the teachers, that is, knowledge in scientific, artistic and speculative disciplines, with the reality and environment in which they are involved, be it family, friends, interest groups, among others; causing them to experience unique experiences, which ultimately contribute to their professional and personal development (Gimeno and Pérez, 1992, p. 34).

According to Contreras, L. (1990) the teaching process is a phenomenon that is born and develops from within, which is why it represents an oriented interaction based on certain intentions; so, it is also a way of obtaining deliberate information that originates in an institutional environment, also conceiving strategies aimed at provoking learning (p. 35).

For Not, L. (1987) the course of training refers to the way in which the relationship created between the subject who is acquiring the shared knowledge and the object of knowledge is understood and synthesized. In this sense, the author states that within the teaching field there are traditional and modern methods, where the former reflect the idea of cultivating, modeling, protecting from the outside, for which it represents a prototype that is desired to be inserted in the student.

An example of this is the masterful transmission, the instructions, which are supported by the structure of the contents; while the latter are based on the assumption that the student already has incorporated the means to develop, so this is the crucial element for the pedagogical action and the object is based on their initiatives, taking as an example of this active method the observational question, invention through adaptive experience, etc. (p. 154).

According to Campos, V. and Moya, R. (2011) within the teaching process there are different names given to teaching strategies, which are very diverse, having designations such as methodological strategies, didactic strategies, teaching techniques, teaching styles, etc.; therefore, it is important to differentiate between these, since each one has characteristics that predominate according to the subject and object of the teaching.

For instance, When the term methodological strategies are used, reference is made to what the teacher does in this teaching-learning procedure, instead the didactic strategies respond to the skills and techniques that the teacher has to transmit to the students (p. 25). Therefore, as Fariñas, G. (2005) states, the teaching procedure is very important, because by containing the teaching strategies, it allows personalizing actions, tools, and styles according to the characteristics of the student, so that their learning can be built. own learning based on the teaching developed (p. 19).

6.2.13 Teaching online process

For teachers, online teaching was a challenge they had to take on without being prepared. This process refers to an education outside the classroom because there is a certain distance between the teacher and the student. The lesson plans are prepared with more activities than the face-to-face ones, in addition to the use of the different virtual platforms in which a detailed record of the students' grades can be kept. Naranjo & Naranjo (2017) stated "The use of methodological strategies in the classroom is a sequence of systematically planned and organized activities that allow teachers to identify criteria in order to guide the teaching-learning process" (p.165). Moreover, using more activities in class keeps the student focused on the learning process.

6.2.14 Learning online process

Online learning is a process of knowledge acquisition. In this case the students and teachers acquired skills to learn English through the computer or cell phone which are technological instruments. In addition, Gandhi argues that: "Learning is not acquired by birth, but it is the process of acquiring competence by using hereditary resources". (p.9). Therefore, the online learning process is the same as face-to-face and is based on acquiring knowledge and skills.

Method of cases

Students should be able should be able to identify the key aspects of information that is presented as a case-problem, as well as well as to determine a set of solutions possible solutions, propose strategies for the solution, and making decisions in the face of the associated a problem.

When to use it: It can be implemented with students of any year, adjusting the proposed cases, and giving adequate feedback to individual and group work.

Time: It is recommended to be used within a whole thematic unit.

Evaluation: It is carried out through the results of the proposed solutions to the individual and group cases. An instrument based on criteria (rubric or checklist) is required.

Problem-based learning

It consists of directing the student towards learning through a problem; that is, before the students acquire a certain knowledge, they are offered a problem so that, through it, they discover what they need to know to solve it. For its implementation, it is important to consider the level and characteristics of the students in order to choose problems that are understandable to them. Consequently, this methodology tends to work best with students who already have a certain base in the discipline of study.

It is suggested that the teacher allocate a certain number of hours per week to the students' work, so that he/she is present and can accompany the process. This is done through the delivery of preliminary reports at the end of each of the following stages:

- analysis of the problem and determination of the knowledge required to solve it,
- Result of the research on the required knowledge.

- Final integration and solution proposal. At the end of the process, the teacher can encourage the hetero, co and self-evaluation through rubrics prepared for this purpose.

Project-based learning

It is carried out by working in groups of students, who choose a topic according to their interests and elaborate a related project. The work group has the necessary autonomy to establish its objectives, planning and decision making, having the necessary time to reflect on their actions and guide their work. It is generally used with students of higher years, but strictly speaking it can be adapted for students of any year by adjusting the proposed topics and the degree of autonomy required for the proper development of the project. It is recommended to occupy hours throughout an academic period. It is possible to use shorter times, but it will be necessary to adjust the planning so that it is feasible for the students. It is done through the preliminary deliverables and the final deliverable that have been agreed upon. It is important to also include co- and self-evaluation in relation to the work in general.

7. METHODOLOGY

The type of research was also descriptive since it recollects information of the sample related to the perspective of the teachers against the use of technological tools during pandemic. To provide an answer to the topic established in this research, the data received after an interview is based on the experience of the teachers with the use of technological tools in online classes for the English language teaching-learning process. It also has limited study research in the selected educational environment. Descriptive research in the current project, the interview was used, which is a very useful technical instrument in qualitative research, to collect data. The qualitative method research was used to analyze the teachers' perspectives about the use of technological instruments for teaching English in online education to obtain, interpret and analyze the data responding to the research question.

A qualitative method was used, and the interview was the main instrument to collect data. As (Palmer, C. & Bolderston, A., 2006) explains, a qualitative case study approach allows for the dense description of a context and the details of a phenomena. "Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviors

experienced in a certain social phenomenon, through the subjective experiences of the participants." (p.16) in this way, the researchers can give a better understanding to the topic of development as well as a substance that is lean on a direct concept according to the research and the process of the methodology applied.

Therefore, the current project used the qualitative method, to examine, demonstrate and evidence the data in its natural environment and uses, which help to demonstrate data of this project, ensuring the understanding and interpretation of Poscovid teachers' perspective about the use of technological instruments for teaching English at Mulaló Elementary School. The interview applied to teachers is divided into 5 categories and 6 subcategories, each one of them are related to their respective topic.

7.1 Sample and cite

The research is developed thanks to the Purposive sampling, which according to Scribbr, (2022) "involves the researcher using their expertise to select a sample that is most useful to the purposes of the research" this sampling is often used in qualitative research, where the researcher wants to gain detailed knowledge about a specific phenomenon rather than make statistical inferences. In this order the teachers were selected because of their experience as English teachers in times of pandemic, and they are the ones who first faced virtual education using online platforms. In this project, a deliberate sampling that allows the researcher to select the participants based on their judgment. This purposive sample was used because the interviews meet the necessary requirements to carry out the investigation. As a result, the data collected in this project was distributed into 5 English teachers chosen from the Mulalo elementary school who are between 30 - 39 years old, divided into 4 women and 1 men.

7.2. Data-gathering strategies

The research instruments were applied through semi-structured interviews with teachers at Mulaló elementary school to provide useful information that would help verify the fulfillment of the objectives with respect to the research problem.

In addition, the interviews we use have open-ended questions, which will allow participants to better express their perspective without being constrained by the opinions of the researchers or previous research findings. Therefore, the interview was conducted in a virtual environment

using the WhatsApp application because it is easy to implement as it is possible to record the participants' voices on this research topic. In addition, they feel more comfortable in a confidential space to successfully conduct the interviews.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1. Interview

Once the interview with the English teachers of Mulaló Elementary School was conducted, it was possible to obtain the opinion based on the perspectives of the English teachers, who have been teaching English in this modality in the institution for several years, in addition to showing their dedication to their work. Thanks to the interview conducted, it is possible to obtain a favorable and direct point of view regarding the situation during online classes; teachers are a very important factor in the implementation of technologies in the teaching of the English language. Thus, through this interview it is possible to identify different internal and external factors, which affect the teaching-learning of the English language in virtual mode. It is also possible to establish that online classes are viable for English language teaching.

Category A: E-learning teaching-learning

Subcategory A1: Opportunities

The professors agreed that the virtual modality offers challenges and opportunities for the teaching-learning process since these instruments facilitate collaborative work and quick access to didactic materials. Thus, the teachers affirmed:

"Encontrar la manera de aprender a utilizar las herramientas tecnológicas para enseñar la lengua extranjera a los alumnos" [Find ways to learn how to use technological tools in order to teach the foreign language to students] (JP03).

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"Como una oportunidad para el profesor el uso de herramientas tecnológicas. Y como oportunidad para el alumno el aprendizaje autónomo" [As an opportunity for the teacher the use of technological tools. And as an opportunity for the student the autonomous learning] (JJ04).

"*En la última pregunta, considero que una de las oportunidades es que es posible utilizar materiales útiles de las plataformas digitales."* [In the last question, I consider that one of the opportunities is that it is possible to use useful materials from digital platforms.] (AG02).

"Como oportunidad para el docente aprender a usar las herramientas tecnológicas para así generar en el estudiante el aprendizaje electrónico y para el estudiante generar responsabilidad sobre su propio aprendizaje. Además, mejora la comunicación entre el estudiante y el docente." [As an opportunity for the teacher to learn to use the technological tools to generate e-learning in the student and for the student to generate responsibility for their own learning. It also improves communication between the student and the teacher] (KT05).

Similarly, Cacheiro, Medina, Dominguez (2019), claim that among the most important functions of online learning platforms are forums that allow student-teacher communication and collaboration in an asynchronous way, web conferences that allow video, audio and written communication, and chat, where users can send messages and receive responses in real-time.

Likewise, Suresh, M.Priya, V.V. Gayathri (2018), state that internet technologies facilitate the distribution of content at the same time, to a large number of users; E-learning platforms offer many advantages to learners such as control over the content, control over the time spent learning, and thus the process can be adapted according to the learner needs and objectives of learning. This might contribute to better communication with the students and in spite of some inherent challenges brought by this time of crisis, E-learning might enhance the learning process for students

Subcategory A2: Challenges

Most of the teachers agreed that the lack of internet access and difficult access to technological devices have been a major problem in the development of this virtual teaching and learning process, as they have not been able to adequately monitor the progress of the students. So, Teachers said that:

"Fue un gran reto para los profesores de inglés aprender sobre las nuevas tecnologías, entramos a la enseñanza sin ningún tipo de conocimiento sobre como motivar o que plataformas usar" [It was a big challenge for English teachers to learn about new technologies, we went into teaching without any knowledge of how to motivate or what platforms to use.] (JP03).

"La falta de comunicación fue un reto para mí. Las percepciones de nosotros los maestros al trabajar así fue diferente, los maestros de inglés debemos aplicar más material didáctico, un rol play en el aula y se aplicó los instrumentos tecnológicos. Muchos de los estudiantes no han podido acceder a los dispositivos tecnológicos debido a que son de bajos recursos económicos. Por otro lado, la mala conexión y señal de internet ha influido mucho en este proceso virtual." [Many of the students have not been able to access the technological devices because they are of low economic means. On the other hand, the poor internet connection and signal has had a great influence on this virtual process] (JJ04).

"El cambio a éste tipo de modalidad ha representado un gran reto para los que participamos en el proceso de enseñanza aprendizaje, sobre todo para los estudiantes que han tenido muchos problemas para acceder a las clases ya que muchos de ellos no disponen de dispositivos tecnológicos y de una buena conexión a internet lo cual ha influido de gran manera en el desarrollo del proceso educativo" [The change to this type of modality has represented a great challenge for those who participate in the teaching and learning process, especially for the students who have had many problems to access the classes since many of them do not have technological devices and a good internet connection, which has greatly influenced the development of the educational process](KT05).

"Sin embargo, el acceso al contacto presencial entre profesores y alumnos hace que la enseñanza y el aprendizaje sean bajos porque en este caso la supervisión de los profesores no

es completa y no es posible visualizar si los alumnos están prestando atención a la clase o no" [However, the access to face-to-face contact between teachers and students makes teaching and learning low because in this case the supervision of the teachers is not complete and it is not possible to visualize if the students are paying attention to the class or not](AG02).

"Para mi forma de pensar muchos han sido los desafíos e inconvenientes en la educación en línea, ya que tanto a docentes como a estudiantes nos ha faltado capacitación acerca del correcto manejo de las distintas herramientas tecnológicas, por lo que se nos ha hecho sumamente complicado adaptarnos a este proceso. Por otra parte, los estudiantes han tenido que pasar varias horas frente a un computador y de alguna manera esto ha afectado a su salud emocional" [To my way of thinking, there have been many challenges and inconveniences in online education, since both teachers and students have lacked training on the correct handling of the different technological tools, which has made it extremely difficult for us to adapt to this process. On the other hand, students have had to spend several hours in front of a computer and somehow this has affected their emotional health] (PO01).

Online education has many challenges and possibilities for teachers. They also mentioned learning to use digital platforms and tools as possibilities. Another challenge was to teach classes in spite of poor connectivity. This is related to the results obtained in similar research. Closely, OECD (2020), mentioned that some of the challenges universities must face were the fact that not all students have access to the internet, and managing and monitoring their access to devices in order to effectively collaborate with them.

In parallel, Aboagye, E.Yawson, J.A. Appiah, K.N.(2020), affirmed that students also had to face challenges and a study focusing on students' perspective on E-learning identified that among the main challenges that students encountered were accessibility, connectivity, lack of appropriate devices.

Category B: The teacher's knowledge sources of digital tools

Subcategory B1: before and during Covid 19

The interviewees affirmed that there is a big difference from before and after the use of technological tools in addition to the fact that they play a fundamental role in the teaching-learning process since the platforms motivate and organize the work in the best way so that students can transform information into knowledge. Thus, teachers mentioned that:

> *"Según la pregunta número uno, las herramientas digitales que utilizan los profesores como WhatsApp, también utilizan la plataforma universitaria, en este caso, para enseñar inglés utilizando la plataforma de Cambridge."* [According to question number one, the digital tools teachers use like WhatsApp, they also use the university platform, in this case, to teach ingles using the Cambridge platform.] (AG02).

> *"En mi punto de vista las fuentes de conocimiento de las herramientas digitales, antes y durante COVID 19 se podía buscar en YouTube a cómo usar las herramientas digitales, la diferencia es que durante la crisis incrementó demasiado porque los docentes se centraron en aprender a usar estas herramientas tecnológicas."* [In my point of view the sources of knowledge of digital tools, before and during COVID 19 you could search on YouTube how to use digital tools, the difference is that during the crisis increased too much because teachers focused on learning how to use these technological tools.] (JP03).

"Existe una gran diferencia entre conocimiento sobre el uso de las herramientas tecnológicas antes y después del COVID 19. Antes de la pandemia no se utilizaban mucho las herramientas tecnológicas. El uso de meet, zoom esto provocó que los profesores de inglés busquen más información para llegar a un aprendizaje significativo con los estudiantes." [There is a big difference between knowledge about the use of technological tools before and after covid 19. Before the pandemic there was not much use of technological tools. The use of meet, zoom this caused English teachers to seek more information to reach meaningful learning with students.] (JJ04).

"El conocimiento de las herramientas digitales fue bajo al principio de la pandemia, pero al pasar el tiempo aprendí a usar las herramientas digitales y las diferentes plataformas las cuales ayudan al docente en su trabajo. Durante la pandemia muchos compañeros aprendieron a usar las herramientas digitales." [The knowledge of digital tools was low at the beginning of the

pandemic, but as time passed, I learned to use digital tools and different platforms which help the teacher in his work. During the pandemic many colleagues learned to use digital tools.] (KT05).

The knowledge of technological tools to teach English classes was almost null. Because the teachers were not prepared to teach virtual classes. However, after a few days they investigated how to use digital platforms with the only objective of helping the student in their educational process. These results are consistent with what is mentioned in the following quote. Comparably, Havighurst (2020), declares that the function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively.

Subcategory B2: Use of technological instruments

There is agreement among the teachers since most of them believe that ICTs have contributed greatly to education and through them have facilitated their teaching work and therefore the learning of students. So, teachers mentioned that:

"Existen un sin número de aplicaciones y plataformas virtuales que han facilitado el proceso de enseñanza aprendizaje, aunque necesitamos aprender a utilizarlas de mejor manera" [There are countless virtual applications and platforms that have facilitated the teaching and learning process, but we need to learn how to use them better] (AG02).

"La tecnología ha influido en los estudiantes ya que han podido entender mejor los temas y han podido practicar lo que han aprendido de una manera más divertida e interactiva" [The technology has influenced the students as they have been able to understand the subjects better and have been able to practice what they have learnt in a more fun and interactive way] (JP03).

"A pesar de los inconvenientes para el acceso a las herramientas tecnológicas, estas han sido sumamente importantes en el desarrollo del proceso educativo en esta modalidad, ya que gracias a las llamativas características que ofrecen, han despertado el interés y la motivación en los estudiantes por aprender, lo cual ha influido significativamente en su formación

académica" [In spite of the disadvantages for the access to technological tools, these have been extremely important in the development of the academic process in this modality, since thanks to the striking characteristics they offer, they have awakened the interest and motivation in the students to learn, which has had a significant influence in the development of the academic process in this modality] (PO01).

"La educación en línea ha involucrado sin duda alguna el uso de herramientas tecnológicas como plataformas, forums, aplicaciones y programas, los cuales han generado una mejor interacción entre estudiantes quienes se han visto motivados a aprender a través de estos recursos sincrónicos y asincrónicos" [Online education has undoubtedly involved the use of technological tools such as platforms, forums, applications and programs, which have generated a better interaction between students who have been motivated to learn through these synchronous and asynchronous resources] (JJ04).

In like manner, Suresh, Priya and Gayathri (2018), hold that internet technologies facilitate the distribution of content at the same time, to a large number of users; E-learning platforms offer many advantages to learners such as control over the content, control over the time-spent learning, and thus the process can be adapted according to the learner needs and objectives of learning. This research coincides with the results obtained since we also found that the use of technological tools is important despite the different connectivity problems. These technological tools have facilitated the teacher's work because it is easier to find content for the classes and they have become much more didactic.

Homogeneously, Marinoni, G.; Van't Land, H.; Jensen, T (2020), avow that E-learning can also improve interaction with students by providing asynchronous and synchronous tools such as e-mail, forums, chats, videoconferences.

Category C: Main components of the instructional process.

Subcategory C1: Material and Resources

The teachers believe that the main components of the instructional process in online classes are significant for both the teacher and the student, and in this way, they can develop their skills and abilities with the use of materials, resources, activities and the application of methodologies which achieve the learning objectives proposed in online classes. Therefore, teachers mentioned that:

"Los materiales que se les ha enviado a los estudiantes, son recursos, materiales que si les han servido para poder aprender" [the materials that have been sent to the students are resources, materials that have helped them to learn] (PO01).

"Considero que las plataformas son óptimas son buenas son efectivas" [I consider that the platforms are optimal they are good, they are effective] (JP03).

"En este tipo de educación ha habido la necesidad de emplear diferentes tipos de materiales, recursos y actividades, los cuales han desarrollado notablemente las habilidades lingüísticas de los estudiantes" [In this type of education there has been the need to use different types of materials, resources and activities, which have significantly developed the language skills of students] (JJ04).

"Los recursos pedagógicos empleados, como materiales y actividades han tenido un impacto significativo en el desarrollo de la lengua objetivo, ya que les ha permitido a los estudiantes desarrollar sus habilidades en el idioma" [The pedagogical resources used, such as materials and activities, have had a significant impact on the development of the target language, as they have allowed students to develop their language skills] (KT05).

Correspondingly, Brown (2001), mentions that "it is useful to consider the pedagogical implications for a continuum of contexts ranging from high visibility, ready access to the target language outside the language classroom to no access beyond the classroom door" (p.116). The material used to teach online classes needs to be varied and didactic since the results of this research indicate that its use greatly enhances students' learning and performance. In addition, it generates motivation, and this helps to develop learning. Analogously, Krieger (2005), argues

that activities are a primary component in student instruction as it helps them develop new skills and thus improve their learning.

Category D: knowledge of digital tools

Most of the interviewees agreed that the knowledge of digital tools increased greatly after the Covid 19 crisis. In addition, they were able to highlight 4 platforms to assess, monitor student learning. For example: WhatsApp, zoom, meet and Google classroom are platforms on which teachers were able to prepare their class objectives.

"Pienso que si hay una gran diferencia más al uso de la tecnologías como son computadoras, y ahora los profesores también pueden aplicarlo en su entorno educativo, entonces las herramientas digitales se van a usar más porque los profesores ya aprendieron a usarlas" [I think that if there is a big difference in the use of technologies such as computers, and now teachers can also apply it in their educational environment, then digital tools will be used more because teachers have already learned to use it] (JP03).

"Efectivamente existe una diferencia entre el conocimiento de las herramientas tecnológicas que durante la pandemia de Covid 19 eso es debido a las nuevas herramientas tecnológicas que aplicaron para las clases. Entonces los profesores de inglés debemos adaptarnos más a estas herramientas y buscar información para aprender a usarla y así dar clases de una mejor manera" ["There is indeed a difference between the knowledge of the technological tools that during the Covid 19 pandemic that is due to the new technological tools that were applied for the classes. So English teachers should adapt more to these tools and look for information to learn how to use them to teach in a better way."] (JJ04).

"El profesor de lengua extranjera inglés experimentó algunas consecuencias negativas de la pandemia fue un momento extraordinario para aprender a adaptarse al nuevo sistema educativo" [the English foreign language teacher experienced some negative consequences of the pandemic it was an extraordinary time to learn to adapt to the new educational system] (KT05).

According to Hassel (2012), "digital media have the potential to transform the teaching process in three ways". (p.13)

Thanks to the interview with English teachers, the main findings that are mentioned most frequently are the way in which teachers and students managed to improve their knowledge regarding the use of technological tools, as well as the management of digital platforms that jointly contribute to the teaching-learning process. In addition, it is important to mention how students have developed a need for autonomous learning, the need to acquire new knowledge related to the use of new technologies and how to develop new knowledge through them.

9. RESEARCH IMPACTS (SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC):

 This project has repercussions in a social and education aspect since it provides a more general vision of what virtual education implies, taking into account both advantages and disadvantages that usually occur during the teaching-learning process in a virtual modality, besides raising awareness of the great development and progress regarding the use of technologies not only in education but also in terms of society during the period of Covid-19.

Therefore, this project is important in the educational field because it is useful for teachers who are experimenting with virtual classrooms and leads to further research on the subject. Moreover, works for pre-service and in-service teacher training. In terms of educational impact, the research benefits teachers in a way that they can have a better perspective of what it implies to teach virtual classes, besides they can have a perception of the different adversities that may arise, the participation and dedication to the profession. Through the research, teachers benefit thanks to the information gathered on the use of technological tools, as well as virtual platforms that contribute to the development of a teaching-learning process.

10. CONCLUSIONS AND RECOMMENDATIONS

- The challenge for the teacher was learning to use the technological tools and the lack of internet connection to the online classes because many of them did not have an adequate connection, and it was a great challenge for the teacher to achieve the objectives of the class. however, the teachers mentioned that the use of these tools facilitates and motivates learning.

- Thanks to the good development of the research, it was possible to identify the different challenges that usually occur during online classes. English teachers stated that technological tools constitute means that should be used in a didactic way as a complement to education within the classroom to achieve meaningful learning. Furthermore, how to challenge health problems was a factor mentioned by teachers who have been part of online education. In addition to that, teachers argued that it has been a very hard work to get used to this kind of modality, as it was necessary to apply many online platforms, such as, Classroom, Zoom, WhatsApp, and Meet, to learn how to teach through digital platforms, forums and technological applications that attracted students' attention, generating meaningful learning. However, several challenges had to be overcome, such as access to the Internet and deficiencies in its connection, lack of technological devices, and students' predisposition to learn. In addition, teachers reflect on the fundamental role they play in the educational process as they are in charge of transmitting information to students so that they can transform it into knowledge.

- After the teacher used the digital tools in their online classes, some health problems were identified such as stress, anxiety, headaches, these are the main health problems indicated by the teachers of Mulaló school.

RECOMMENDATIONS

- According to the research, it is recommended that both teachers and students put into practice the technological tools they learned to use in pandemic to improve the process of teaching and learning English in this modality, as this will help them to have a clearer idea of the factors involved in the educational process and thus generate a quality education.

- It is recommended that Mulaló Primary School implement a permanent training plan for teachers and students to guide the proper use of different technological tools and online teaching methodologies. To use them in the virtual learning context, providing motivation and improving students' learning. In addition to that, it is suggested to use a constructivist teaching system, because the technological tools make the teaching process easier through different teaching methods.

- It is recommended that the Mulaló Elementary school implement a seminar for teachers on how to take care of their health in order to avoid the different problems they reported during and after the pandemic.

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11. ANNEXES

<div align="center">

GUÍA DE ENTREVISTA

DATOS INFORMATIVOS

</div>

Entrevistador: **Entrevistado:**

Fecha: **Lugar: Mulaló**

Objetivo: To explore the perspectives of EFL teachers in online education at Mulalo Elementary School.

Bloque de Información General

Información Personal

1. ¿Cuál es su grado académico?

Bloque de información específica

Información institucional

2. ¿Cuánto tiempo labora en esta institución?

3. ¿Con qué niveles usted trabaja?

Categoría A: Componente de enseñanza-aprendizaje modalidad virtual

Subcategorías

Opportunities

- ¿Qué cambios han sido los más importantes desde su punto de vista entre la enseñanza virtual y presencial?

- ¿Cuáles son las percepciones de los profesores de inglés sobre los desafíos y oportunidades de la enseñanza a distancia de emergencia?

Challenges

- ¿Cree usted que la modalidad virtual ha sido un factor negativo para los estudiantes al momento de aprender?

- ¿Cuáles son los retos más fuertes que usted ha tenido que enfrentar en el proceso de enseñanza-aprendizaje en esta modalidad?

Categoría B: Las fuentes de conocimiento del profesor sobre las herramientas digitales

- **¿**Cuáles eran las fuentes de conocimiento de los profesores de inglés de lengua extranjera de las herramientas digitales antes y durante la crisis de COVID-19?

Subcategoría

Conocimiento Antes y Durante Covid 19

- ¿Quién cree que es el agente principal en la enseñanza del inglés en la modalidad virtual, el docente o estudiante? ¿Por qué?

Uso de los instrumentos tecnológicos

- ¿En qué forma cree que influye la tecnología en el proceso de enseñanza?

Categoría C: Componentes principales del proceso de instrucción

Subcategorías

Materiales y recursos

- ¿Considera que los materiales y recursos didácticos aplicados en este tipo de enseñanza han sido útiles y adecuados?

Actividades de inglés como lengua extranjera

- ¿Considera que las actividades realizadas han ayudado al desarrollo de las habilidades del idioma inglés?

Objetivos de aprendizaje

● ¿El material de estudio ha sido el apropiado en la consecución de los objetivos académicos?

Metodologías de aprendizaje

● ¿Qué tipo de metodología ha aplicado en este tipo de enseñanza?

Categoría D: Conocimiento de las herramientas digitales

- ¿Existe una diferencia entre el nivel de conocimiento de los profesores de inglés de conocimiento de las herramientas digitales y el uso real durante la crisis de COVID-19?

- ¿Cómo se relaciona la diferencia entre el conocimiento y el uso de las herramientas digitales con los retos que experimentaron los profesores de inglés en el extranjero durante la crisis de COVID-19?

TRANSCRIPTS OF INTERVIEWS

Transcription 1

Interviewed: AG02

Interviewer: IN

Date of interview: June 17, 2022

Location of interview: Online interview

List of acronyms: Teacher 1= AG02 Interviewer = IN

[Begin transcription 20:49]

¿Cuál es su grado académico?

Mi título académico es licenciado en ciencias de la educación mención inglés.

¿Cuánto tiempo labora en esta institución?

Emm… seis años

¿Con qué niveles usted trabaja?

Trabajo con 2do 3ro 4to 5to de básica.

¿Cree usted que la modalidad virtual ha sido un factor negativo para los estudiantes al momento de aprender?

Puede ser un factor negativo pero no en su total aprendizaje sino más bien en el ámbito del uso del internet, del poseer internet para conectarse y de los dispositivos para poder estar dentro de clase de ahí considero que esos son los factores negativos de la educación virtual pero en si considero que la educación virtual cuando se tiene la responsabilidad y los medios adecuados

es un factor muy importante que permite inclusive diría yo, mejorar la calidad del aprendizaje de los estudiantes mucho más que un aprendizaje tradicional presencial que se tiene en el aula porque en el aula no se tiene todos los recursos didácticos, toda la tecnología para poder desarrollar ciertas actividades, pero sí con la educación virtual, insisto siempre y cuando se tenga todos los materiales e inclusive la predisposición de los estudiantes esa responsabilidad de los estudiantes también para poder aprender de una forma virtual.

¿En qué forma cree que influye la tecnología en el proceso de enseñanza?

La tecnología influye para un mejor entendimiento de los temas y sobre todo para practicar de una manera más rápida más interactiva más dinámica más entretenida para los estudiantes y que no lo vean como una pesadez no, pero sí permite mejorar el conocimiento de los estudiantes y enfocarse en ciertas particularidades que le va a permitir desarrollar su conocimiento y su profesión en las diferentes áreas y temas que los estudiantes están aprendiendo.

¿Cuáles eran las fuentes de conocimiento de las herramientas digitales de los profesores de inglés antes y durante la crisis de COVID-19?

Según la pregunta número uno, las herramientas digitales que utilizan los profesores como WhatsApp, también utilizan la plataforma universitaria en este caso para enseñar inglés utilizando la plataforma de Cambridge.

¿Existe una diferencia entre el nivel de conocimiento de las herramientas digitales por parte de los profesores de inglés y su uso real durante la crisis de COVID-19?

Según la pregunta número dos, la oportunidad fue drástica porque muchos profesores no sabían utilizar las plataformas digitales de dime, pero con la pandemia vieron la necesidad de aprender.

¿Cómo se relaciona la diferencia entre el conocimiento y el uso de las herramientas digitales con los desafíos que los profesores de inglés experimentaron durante la crisis de COVID-19?

En el caso de la pregunta número tres para las clases de inglés los profesores se vieron obligados a utilizar actividades online para reforzar las instrucciones a sus alumnos, los profesores también envían actividades a través de la plataforma educacional como classroom.

¿Cuáles son las percepciones de los profesores de inglés sobre los desafíos y oportunidades de la enseñanza a distancia de emergencia?

En la última pregunta, considero que una de las ventajas es que es posible utilizar materiales útiles de las plataformas digitales. Sin embargo, el acceso al contacto cara a cara entre profesores y alumnos hace que la enseñanza y el aprendizaje sean bajos porque en este caso la supervisión de los profesores no es completa y no es posible visualizar si los alumnos están prestando atención a la clase o no.

Transcription 2

Interviewed: JP03

Interviewer: IN

Date of interview: June 17, 2022

Location of interview: Online interview

List of acronyms: Teacher 2 = JP03 Interviewer = IN

[Begin transcription 17:10]

¿Cuál es su grado académico?

Licenciatura en la enseñanza del idioma inglés

¿Cuánto tiempo labora en esta institución?

Agosto del 2011

¿Con qué niveles usted trabaja?

Estos tres últimos tres años trabajé con 6to 7mo A y B

.

¿Qué cambios han sido los más importantes desde su punto de vista entre la enseñanza virtual y presencial?

Muchos cambios, bueno la interacción el contacto que solíamos tener en las clases presenciales, la interacción en el aprendizaje poco a poco se ha ido fortaleciendo eso porque hemos aprendido, bueno yo hablo desde mi experiencia poquito a poquito he ido aprendiendo que herramientas no más utilizar para la interacción zoom, whatsapp otras herramientas que nos permiten, Nearpood que permite poco más visualizar la presencia del estudiante porque al inicio cuando recién se empezaba pues solo estaba con el power point y la cámara y no se sabía si están o no están eso poco a poco se ha ido mejorando entonces la interacción es el cambio más grande pero vemos que también yo me voy dando cuenta de que también existen ósea espacios para la interacción en lo virtual lo que hay que hacer es aprender a usarlos y desarrollarlos de mejor manera y requiere crear actividades a través de diferentes herramientas tecnológicas para que el estudiante no se convierta simplemente en un recepto.

¿Existe una diferencia entre el nivel de conocimiento de los profesores de inglés de conocimiento de las herramientas digitales y el uso real durante la crisis de COVID-19

Si, porque el profesor de lengua extranjera inglés experimentó algunas malas consecuencias de la pandemia, fue un momento extraordinario para aprender a adaptarse al nuevo sistema educativo.

¿Cómo se relaciona la diferencia entre el conocimiento y el uso de las herramientas digitales con los desafíos que los profesores de inglés experimentaron durante la crisis de COVID-19?

La brecha entre el conocimiento y el uso de las herramientas digitales fue un reto para los profesores durante la COVID 19. Este virus muestra los efectos de la educación de la división digital y los profesores y los estudiantes mostraron insuficiencia en el uso de la nueva tecnología, también aumenta la ignorancia del conocimiento.

¿Cuáles son las percepciones de los profesores de inglés sobre los desafíos y oportunidades de la enseñanza a distancia de emergencia?

Por último, las percepciones de los profesores de inglés sobre el reto y las oportunidades de la enseñanza a distancia de emergencia son que tienen la misma capacidad para impartir la enseñanza a distancia, que diseñan el material adecuado que permite a los estudiantes desarrollar el aprendizaje electrónico y que tienen la habilidad necesaria para controlar el aprendizaje electrónico.

Transcription 3

Interviewed: JJ 04

Interviewer: IN

Date of interview: June 18, 2021

Location of interview: Online interview

List of acronyms: Teacher 3 = JJ04 Interviewer = IN

[Begin transcription 10:15]

¿Cuál es su grado académico?

Mi grado académico es Magister en enseñanza del idioma inglés como lengua extranjera.

¿Cuánto tiempo labora en esta institución?

Actualmente trabajo 7 años.

¿Con qué niveles usted trabaja?

Bueno actualmente yo trabajo con primero, quinto y sexto de la carrera pedagogía de los idiomas nacionales y extranjeros inglés.

¿Cree usted que la modalidad virtual ha sido un factor negativo para los estudiantes al momento de aprender?

Bueno, negativa al 100 por ciento no, pero sí me gustaría decir que es un 60 por ciento negativo por el simple hecho de que no están aprendiendo de la forma correcta no estaban ellos acostumbrados a utilizar plataformas virtuales no estaban acostumbrados ellos a esto no a lo que estamos viviendo en la actualidad entonces yo pienso que no al 100 por ciento es un problema en sí, pero si es un 60 por ciento. Como le decía anteriormente el problema aquí radica en el uso de la tecnología y también a la falta de recursos didácticos como por ejemplo la plataforma, no estaban acostumbrados a trabajar en plataformas no estaban acostumbrados a trabajar con el tiempo entonces ustedes como estudiantes de idiomas saben que dentro de las plataformas dentro de una plataforma Cambridge es todo con el tiempo entonces no nos podemos pasar entonces los estudiantes no estaban acostumbrados a ese tipo de enseñanza.

¿Cuáles son los problemas más fuertes que usted ha tenido que enfrentar en el proceso de enseñanza-aprendizaje en esta modalidad?

El problema que yo he evidenciado con mis estudiantes es que no todos tiene acceso a una computadora, a un IPad, a un teléfono entonces muchos de ellos tienen que salir de la zona rural a la urbana para poder ellos aprender entonces creo que una de las debilidades dentro de esta modalidad siempre va hacer la tecnología.

¿En qué forma cree que influye la tecnología en el proceso de enseñanza?

Bueno el proceso de enseñanza actualmente eee…bueno utilizando la tecnología es como ustedes saben chicos es vital sino tenemos lamentablemente la tecnología en la actualidad no podemos instruirnos de una forma valga la redundancia "formal" , entonces hay

muchas personas como les decía anteriormente no tienen una computadora si ellos no cuentan con ese recurso como ellos van aprender, cómo ellos van a tratar de comprender lo que el profe lo hace porque si ustedes recuerdan en la presencialidad nosotros teníamos la oportunidad de interactuar con el docente en cambio a través de lo virtual quizás por el tiempo que es muy limitado no se puede hacer imagínense si un dispositivo electrónico o una computadora o un teléfono o un IPad donde nosotros podamos interactuar si no tenemos este recurso tan necesario cuál es la respuesta sería negativo verdad por el simple hecho de que no contamos con un material en este caso muy importante para la educación.

¿Cuáles eran las fuentes de conocimiento de las herramientas digitales de los profesores de inglés antes y durante la crisis de COVID-19?

Existe una gran diferencia entre conocimiento sobre el uso de las herramientas tecnológicas antes y después del COVID 19. Antes de la pandemia no se utilizaban mucho las herramientas tecnológicas. El uso de meet, zoom esto provocó que los profesores de inglés busquen más información para llegar a un aprendizaje significativo con los estudiantes

¿Existe una diferencia entre el nivel de conocimiento de las herramientas digitales por parte de los profesores de inglés y su uso real durante la crisis de COVID-19?

Efectivamente existe una diferencia entre el conocimiento de las herramientas tecnológicas que durante la pandemia de COVID 19 eso es debido a las nuevas herramientas tecnológicas que aplicaron para las clases. Entonces los profesores de inglés debemos adaptarnos más a estas herramientas y buscar información para aprender a usarla y así dar clases de una mejor manera En este tipo de educación ha habido la necesidad de emplear diferentes tipos de materiales, recursos y actividades, los cuales han desarrollado notablemente las habilidades lingüísticas del estudiante.

¿Cómo se relaciona la diferencia entre el conocimiento y el uso de las herramientas digitales con los desafíos que los profesores de inglés experimentaron durante la crisis de COVID-19?

La educación en línea ha involucrado sin duda alguna el uso de herramientas tecnológicas como plataformas, forms, aplicaciones y programas, los cuales han generado una mejor interacción entre estudiantes quienes se han visto motivados a aprender a través de estos recursos sincrónicos y asincrónicos

¿Cuáles son las percepciones de los profesores de inglés sobre los desafíos y oportunidades de la enseñanza a distancia de emergencia?

Como una oportunidad para el profesor el uso de herramientas tecnológicas. Y como oportunidad para el alumno el aprendizaje autónomo.

La falta de comunicación fue un reto para mí. Las percepciones de nosotros los maestros al trabajar así fue diferente, los maestros de inglés debemos aplicar más material didáctico, un rol play en el aula y se aplicó los instrumentos tecnológicos. Muchos de los estudiantes no han podido acceder a los dispositivos tecnológicos debido a que son de bajos recursos económicos. Por otro lado, la mala conexión y señal de internet ha influido mucho en este proceso virtual

Transcription 4

Interviewed: KT05

Interviewer: IN

Date of interview: June 18, 2021

Location of interview: Online interview

List of acronyms: Teacher= KT05 Interviewer = IN

[Begin transcription 11:15]

¿Qué cambios han sido los más importantes desde su punto de vista entre la enseñanza virtual y presencial?

Haber debemos partir desde el punto de vista de que las universidades en el mundo por el tema este de la pandemia, tuvimos que obligatoriamente insertarnos dentro de lo que es la educación online, la educación virtual o la educación en línea que también le llaman cuyo principal eje es el uso de las Tics de las tecnologías de la comunicación alineadas a lo que es la educación. También tenemos que hacer una diferencia llamémosle así o generar una diferencia entre lo que es la educación presencial y la educación virtual. Si bien es cierto, que los dos ámbitos tanto presenciales como virtuales requieren mucho del estudiante que se ha dicho con los nuevos paradigmas o nuevos conocimientos que el docente aporta con un 25% y el estudiante con un 75 %. Pero yo considero que se ha ido un paso más allá creo que se ha incrementado en el porcentaje del docente que el del estudiante porque fuera del aula física llamémosle así, el estudiante hasta cierto punto no ha querido producir un cambio, continúa siendo un agente pasivo no activo. Mientras que en la educación virtual de una u otra manera a pesar de varios factores el estudiante ya va ingresando dentro de lo que es este nuevo proyecto de este cambio de paradigma es decir el estudiante ya genera sus propias decisiones, genera un trabajo colaborativo mucho más amplio, la participación en los diferentes medios como son los el ámbito de los foros el ámbito del trabajo autónomo hoy la educación está más actualizada dentro de la investigación científica y es por eso que tienen todas las facilidades de poder ingresar dentro de ese proceso. Claro, sin dejar a un lado el proceso que tienen los profesores. Mas sin embargo es el estudiante quien necesita auto motivarse en el tema de poder leer más, poder investigar más poder buscar más información hay tanta información dentro de lo que es la web que los jóvenes estudiantes lo que tienen que poner es esa disciplina ese empeño para que obtengan ee.. consigan mejorar ese proceso de aprendizaje.

¿Cree usted que la modalidad virtual ha sido un factor negativo para los estudiantes al momento de aprender?

Bueno, yo diría que sí y no varios son los factores que se involucran dentro de ellos. Uno de ellos es el ámbito sociocultural, el ámbito socioeconómico y el uso de la tecnología. Por qué hablo del ámbito sociocultural porque muchos de los chicos a pesar de haber asistido a la universidad no han tenido las condiciones todavía de poder manejar estas herramientas nuevas

estas herramientas que están en boga. Y que también muchas de ellas ya se las utilizaba, pero no fueron aplicadas dentro del proceso presencial. ¿Hablo del tema socioeconómico también porque muchos de los padres de familia por este tema en sí que les mencionaba hace un minuto en el ámbito de la pandemia cómo ha afectado a todos los países del mundo y sobre todo a nuestro país que conocemos el nivel en el que nos encontramos afectado totalmente por que los padres de familia no han podido tener los recursos económicos para comprarles a los chicos el internet no? O en muchos de los lugares que viven los chicos a los alrededores no hay esas conexiones y los pobres muchachos les toca viajar hacia algún sitio donde este un amigo o familiar y por ahí medio colgarse entonces esa ha sido la desventaja en sí de esta modalidad virtual. Como ustedes mismo hemos pasado el tema de que ustedes e inclusive yo como docente estando viviendo en el centro de una ciudad se cuelga el internet los documentos que ya se han bajado los links que se han bajado no funcionan y pues ha sido un gran problema este tema de la virtualidad. Mas sin embargo reiterar que depende mucho también de las personas que se involucran en este proceso docente y estudiante debe haber responsabilidad, autocontrol y disciplina ustedes estudiantes, sobre todo. ¿Considero que nosotros como docentes o al menos en mi caso no nos dejamos llevar por las redes sociales en cambio ustedes como jóvenes si, todavía tienen abierta la pestaña para poder tener esta relación con el docente o con sus compañeros en el trabajo colaborativo y cooperativo sino también está el Facebook, el WhatsApp el Instagram el tick tok que está en plena boga se les y ve a los chicos ahí riéndose no? La simple reacción que se agachan, solo se les ve los ojitos. Y ni siquiera preparan su información para defenderla, ni si quiera para leerla. Aunque sea que se peguen una repasadita de cuál es el orden que tienen que exponer. Entonces, si ha sido un factor negativo la tecnología dentro de este proceso por eso le decía al inicio que sí y no. Si ha ayudado, si ha sido un factor que ha fortalecido sin embargo se ha bajado la calidad de la educación por esto de que no hay esta disciplina de poder estudiar.

¿En qué forma cree que influye la tecnología en el proceso de enseñanza?

Haber, yo también ahí diría que grandemente si ha sido si habido una alteración si ha influido la tecnología en el proceso de enseñanza porque el ámbito de poder tener las grabaciones en el ámbito de poder si es que no hay un entendimiento suficiente poder buscar videos audios, pruebas que están colgadas en online ha permitido que los chicos generen en si una curiosidad por aprender no de todos por su puesto pero si de chicos que si quieren dar un paso adelante

del docente y eso es digno de felicitar. pero en cambio hay otros chicos que la influencia de la tecnología ha sido negativa por lo que mencione hace un momento no? En vez de poder mirar aplicaciones, videos y programas que mejoren su proceso de aprendizaje buscan información que no pertenece y alinea de ninguna manera al hecho mismo de aprender.

¿Cuáles eran las fuentes de conocimiento de las herramientas digitales de los profesores de inglés antes y durante la crisis de COVID-19?

El conocimiento de las herramientas digitales fue bajo al principio de la pandemia, pero al pasar el tiempo aprendí a usar las herramientas digitales y las diferentes plataformas las cuales ayudan al docente en su trabajo. Durante la pandemia muchos compañeros aprendieron a usar las herramientas digitales.

¿Existe una diferencia entre el nivel de conocimiento de las herramientas digitales por parte de los profesores de inglés y su uso real durante la crisis de COVID-19?

A pesar de los inconvenientes para el acceso a las herramientas tecnológicas, estas han sido sumamente importantes en el desarrollo del proceso educativo en esta modalidad, ya que gracias a las llamativas características que ofrecen, han despertado el interés y la motivación en los estudiantes por aprender, lo cual ha influido significativamente en su formación académica

¿Cómo se relaciona la diferencia entre el conocimiento y el uso de las herramientas digitales con los desafíos que los profesores de inglés experimentaron durante la crisis de COVID-19?

Primero hay que decir que los estudiantes son los responsables de su aprendizaje a través de la responsabilidad en el cumplimiento de las tareas y actividades asignadas por los docentes, las cuales sirven de guía para la formación integral y académica de los estudiantes. El conocimiento sobre las herramientas tecnológicas fue nulo al inicio de las clases, pero después e investigando se logró aprender a usarlas.

¿Cuáles son las percepciones de los profesores de inglés sobre los retos y las oportunidades de la enseñanza a distancia de emergencia?

Como oportunidad para el docente aprender a usar las herramientas tecnológicas para así generar en el estudiante el aprendizaje electrónico y para el estudiante generar responsabilidad sobre su propio aprendizaje. Además, mejora la comunicación entre el estudiante y el docente.

El cambio a éste tipo de modalidad ha representado un gran reto para los que participamos en el proceso de enseñanza aprendizaje, sobre todo para los estudiantes que han tenido muchos problemas para acceder a las clases ya que muchos de ellos no disponen de dispositivos tecnológicos y de una buena conexión a internet lo cual ha influido de gran manera en el desarrollo del proceso educativo.