CATHOLIC UNIVERSITY OF SANTIAGO DE GUAYAQUIL

FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE

TITLE OF PAPER

The effect of the online educational model in the teaching and learning process of UCSG´s School of English Language, during the Covid-19 outbreak in Semester A-2020

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SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR OBTAINING THE BACHELOR DEGREE IN ENGLISH LANGUAGE WITH A MINOR IN EDUCATIONAL MANAGEMENT

PROJECT ADVISOR

David Eduardo Hoyos Hernandez, MSc.

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CERTIFICATION

We certify that this research project was presented by **Camila Stephanie Elizalde Velez** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management.**

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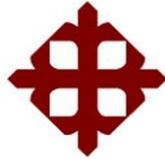
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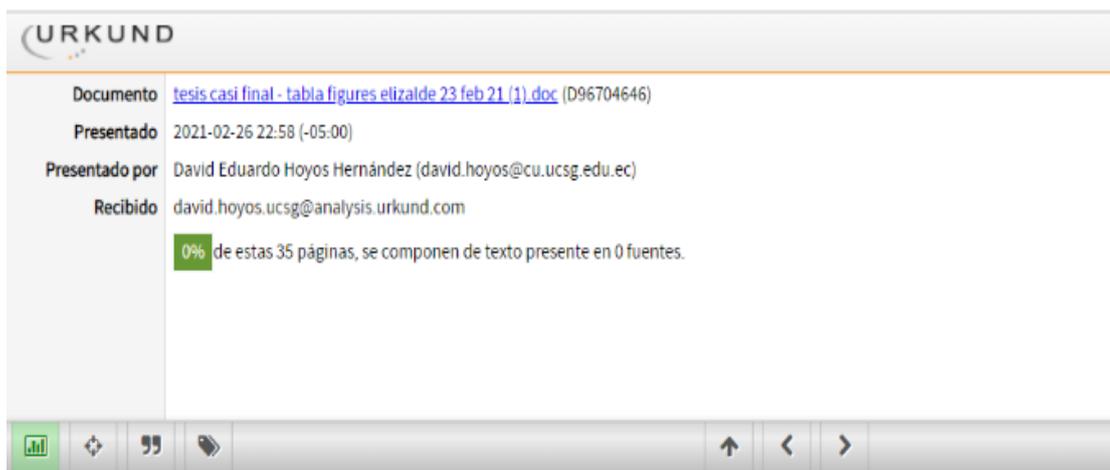
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VI

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DEDICATION

I dedicate this project to my grandpa Pedro and my dog Picki, my guiding lights. I love you both very much, this is for you.

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GRADE

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David Eduardo Hoyos Hernández

Project Advisor

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ABSTRACT

Students around the world endured a drastic change to their education in the year of 2020 due to the Covid-19 pandemic. For the School of English Language students at the Catholic University of Santiago de Guayaquil, this was no exception. This study aimed to analyze the effect of the online educational model in the teaching and learning process of UCSG´s School of English Language, during the Covid-19 outbreak in Semester A-2020. The methodological approach selected for this research was the mixed methods research approach. In order to analyze this effect, a survey and an interview was administered to a group of 8 students between the ages of 24 and 36 of the School of English Language. Additionally, a survey and an interview were also conducted to a group of 2 distance education teachers and 5 presence education teachers from the Catholic University of Santiago de Guayaquil.

Keywords: Covid-19, pandemic, online learning process, higher education, online education, online learning tools, UCSG, digital education platform

INTRODUCTION

The adaptation to online learning and teaching model has been an issue for many students and teachers at the beginning of the Covid-19 pandemic. This crisis has unleashed several obstacles such as individuals' lack of digital literacy, connectivity issues during online classes, disparities in access to technology for learners and teachers; and the struggle of adapting to this new educational reality.

In December of 2019, a fast-spreading viral infection was discovered in Wuhan, China. In a minimal amount of time, the virus expanded massively into other countries. (WHO, 2021) Coronavirus SARS-CoV-2 has transformed numerous aspects of human life, particularly education. Educational facilities, such as primary schools and universities were forced to shut down due to the disease. As a result of schools closing, UNESCO (2020) recommended the implementation of online learning systems for ensuring the continuity of pupils' education.

Online learning has not been accepted as the dominant system in education before the pandemic. Consequently, a pivotal adoption and ongoing development of this way of learning have been enforced to many learners and educators worldwide. It has risen as a safe alternative for teaching and learning all over the world. This new way of learning contributes to minimizing the risk of spreading the virus between students and educators according to researcher Pragholapati (2020). Furthermore, the switch from face-to-face to online education has provided opportunities for teachers to look for new ways for implementing and improving classes with the use of technology and effective teaching strategies. (Henderson, et al., 2020) Since virtual education is currently the most common way of learning, the educational community is adapting to move forward on this learning solution. Therefore, it is crucial to find out the opinions and experiences of pupils and teachers for exploring the effects in their teaching and learning process. (Nassoura, 2020)

This study points out how the teaching and learning process shifted with the new educational model applied in the School of English Language in UCSG´s Faculty of Arts and Humanities and focuses on the effect it had on students and teachers.

STATEMENT OF THE PROBLEM

When the pandemic originated, lots of countries, all over the world, were forced to shift the form of their education system, with the purpose to help people continue with their education process and to deliver them from harmful situations, regarding Covid-19.

When the emergency commenced, education was in danger, because of the confinement people carried out. Nobody had the chance to leave their home, not even for a bottle of water, without getting into trouble with the authorities that obliged the population to respect the confinement ordered by higher powers. This pushed various software companies like Microsoft and Google, to enhance their technological tools that would enable people to get together in a virtual way.

Issues emerged among teachers and students, because of the lack of knowledge they had, regarding the use of computer software for long-distance meetings and classes.

Today, people are more familiar with managing online teaching tools, but other problems started to appear when using programs like MS TEAMS, ZOOM, or GOOGLE MEET.

The learning process of students started to have problems and this was seen through the constant technical difficulties they had when trying to receive class or participating in an explanation. The students from UCSG´s School of English Language were no strangers to this issue.

It is also key to point out that all the students from the School of English Language that began with this kind of education (online education) in

Semester A-2020, were completely new to this way of learning, therefore, adapting to this different educational model wasn't easy and it still isn't.

Another important factor to be considered is that they were used to receiving class in the presence of their teacher and classmates, inside a physical classroom of the faculty (regular education mode). This situation changed thanks to the national emergency, caused by the Coronavirus, forcing students to adapt to a different educational reality and mode (distance education mode) that they still struggle to manage.

According to all the students of the school (based on the application of a survey), a myriad of problems was faced when applying online education models they never used before, making their learning process a complex situation that demanded lots of effort, technological services, and equipment and knowledge of new technologies, that were not easily accessed by a great amount of people, throughout the whole semester.

JUSTIFICATION

The time humanity is facing this year is completely unprecedented. Every day we all have to quickly learn and try to adapt to all these rapid changes, whether it be to wear a mask every time we go out or to now have to attend class on an online learning platform. No matter what educational level a person may be attending during the year 2020 (elementary, middle school, and high school or university), online classes became a mandatory matter in the country. With this pandemic being the first of its mysterious kind in the 21st century, every teacher and student got a little bewildered because most of them were unskilled at using technology when imperatively changing to an online platform full-time.

For a system like this to work efficiently in Ecuador, there needs to be an equitable learning environment in each student's home and that, unfortunately, does not exist. This only made everything the transition much harder to process, not only for teachers, but also for students. Therefore, it is important

to carry out this research to gather up information regarding the effects the online education model had on the teaching and learning process from Semester A-2020 at the School of English Language.

The primary beneficiaries of this study are the teachers of UCSG´s School of English Language, as the findings could serve as a basis to understand how to better reach their students and their online educational needs for future online semesters.

RESEARCH QUESTION

How did the online educational model affect the teaching and learning process in UCSG´s School of English Language, during the Covid-19 outbreak in Semester A-2020?

GENERAL OBJECTIVE

Analyze the effect of the online educational model in the teaching and learning process of UCSG´s School of English Language, during the Covid-19 outbreak in Semester A-2020.

SPECIFIC OBJECTIVES

- To explain and describe the current online educational model and its technological resources, applied at UCSG´s School of English Language during Semester A-2020.
- To establish the difference for teachers, between presence education and the emergency online educational model
- To identify student technological and social issues that have emerged in the transition of the educational process from traditional education to distance education, during Semester A-2020.

THEORETICAL FRAMEWORK

1. Characteristics of an online educational model

1.1 Traditional education vs distance education

According to the online Cambridge Dictionary, the word education is defined as the process of teaching or learning, especially in a school or college. Individuals can acquire knowledge in several ways. To start, there is traditional education which is the oldest form of education. In traditional education, "students acquire education from teachers present in the classroom and get direct assistance from them in the time of inconvenience or doubts regarding the subject." (Panigrahi, n.d.) Traditional school supplies such as backpacks, notebooks, pencils, pens, erasers are used in this format. Therefore, every teacher is very familiar with it and knows what works best. Some of the benefits of this format include social exposure, extracurricular activities, and proper guidance.

There is a second format of education: distance education. Greenberg (as cited in Valentine, 2002, Definitions of Distance Learning section, para. 1) describes distance learning as "a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning". It is said that distance learning is a learning experience at a distance, designed to inspire students to learn on their own via a technological device. Stauffer (as cited in Raluca, 2020, p. 84) interprets distance education as when "students go through their digital classes at home and the teacher only checks in digitally". It is a much more independent approach where the student is the one mainly responsible for getting their own work done. However, distance education isn't as new as many people may think. Kentnor (2015) states that, "Distance education was common beginning in the late 1800s, but its rapid growth began in the late 1990s with the advance of the online technical revolution" (p.22). This technical revolution that started in the 90´s is nowhere near done and there

are new apps and programs every year. Some of the benefits of distance learning include: lower costs, flexible schedules, work from anywhere with a Wi-Fi connection, and no social anxiety for shy students.

1.2 Online learning vs distance learning

It should be noted that online learning and distance learning may sound the same, but they are not. Sometimes called "e-learning", online learning consists of the students and teacher in a virtual classroom, but the method of learning is with a digital lesson and assessment, via a digital device such as a computer or a mobile device. As distance learning has no physical interaction between the teacher and students, everything is solely online. Another difference is that the interaction between teacher and students in online learning is on a daily basis, while in distance mode it is not. This is due to the fact that Stauffer (as cited in Raluca, 2020, p. 84) asserts that "online learning is just a part of a more complex network of in-person teaching methods". This means that online learning is an element of a blended learning technique. With distance learning being a home-based format, besides technological issues, there is hardly anything that can interrupt this type of education mode. On the other hand, online learning can run into obstacles that could represent an impediment to carry out this type of learning. Distance learning gives students the flexibility to access lessons and classwork whenever they find it convenient to do so. Students with irregular work schedules are able to work at their own pace with this mode.

Moreover, although they have their differences, they also have similarities. For example, for both modes, the students must have an internet connection and a device on which to work on. Another similarity is that both modes require a lot of screen time that isn't necessarily the best for anyone's health. Baig (2020) warns that too much screen time can lead to: "physical problems: eye strain, insomnia, and pain in the neck and shoulders." He also mentions its importance in today's circumstances: "The fear about digital addiction is real, but the need to increase screen time is

a present necessity." (p.8) Lastly, a similarity but also a downfall is that students have more of an opportunity to cheat when using technological devices in their learning process.

1.3 Distance education vs current online education model during the Covid-19 outbreak

To begin, as previously mentioned, Kentnor (2015) mentions that distance education surged in the late 90's and is still thriving today because of all the technological advances. According to Abrami et al. (2011), this method is based on independent work done by the student with very little teacher interaction. A downfall of distance education is that apart from little teacher-student interaction, there is also little to no peer communication.

Today´s education model has a hybrid format because students are receiving online classes with in-person instruction to allow the' learning continuity and improve the pupils' overall experience. This new mixture of learning is the direct result of schools shutting down and transitioning the students' learning process into a secure and safe manner. As stated by Dusseault (2020), hybrid learning can be a mixture of the best of face-to-face and online classes. In online education, students are exposed to a wide range of resources such as e-books, video lectures, journals, discussion forums, computer-based exams, Learning Management Systems (LMS), and many different online instructional methods and approaches. Nevertheless, for plenty of students, it can become a threat to the stability of their learning process.

A positive scenario in online learning is that students and staff are kept safe from Covid-19 by schools and useful real-time instruction is delivered to students for meaningful homework completion at home. However, not all of the students have the same opportunities when it comes to online learning, learners who do not enroll in online classes get left behind in comparison to students who follow remote learning.

2. Student learning process

2.1 Student learning styles

According to Kolb, D. A. (1984), learning is a process where knowledge is created by transforming experience. Every student learns in a different and unique way. Verkko-tutor (2005) points out that there is not a single or correct way to learn something new. Therefore, pupils could opt for a variety of learning styles and theories that work best for them. The aforementioned author clearly states that the teacher's knowledge, the learning material, and the student's motivation, assemble and interact with each other, once the student starts to learn. Waynne and Gardner (1995), define learning styles as the complex understanding in which learners effectively perceive, process, accumulate and internalize skills and information.

When teachers, as well as students, comprehend the importance of recognizing the different learning styles, they can help learners grow and succeed in the future and at the same time, build a better learning environment for everyone. Educators may be able to improve pupils' learning performance, enhance problem-solving skills, and upgrade learning strategies to a more efficient level. According to Vainionpää (2006), learning styles can be classified by the way learners grasp and approach information. For instance, students may absorb data by reflecting or acting, memorizing, moving or exercising, reasoning logically or intuitively, watching or listening.

Dunn & Dunn (1978), pointed out that, through thought observation, they could propose one of the oldest and most used approaches to learning styles. They noticed a variety of ways in which students managed and responded to instructional materials given. They also took into consideration biological and individual characteristics of pupils to determine learning styles. This means that a group of students learns by listening, others acquire information by watching, and some through experience. Moreover, researcher Fatt (2000), posits visual learners as

people who prefer reading, watching movies, observing visual aids, graphs and photos to comprehend a topic in a better way.

Also, Silver et al, (1997), indicates that pupils who are presented with visual aids such as mental maps or diagrams during a test, tend to obtain a better result. Besides, the same author indicates that students who opt for listening when learning may take better decisions about what they have read or heard. Learners that prefer to learn by listening, would rather listen to tapes, CDs, seminars, webinars, and lectures. These kinds of learners find themselves predisposed to ask questions about what they have learned or haven't understood. They also are more likely to do their best when giving oral examinations. Additionally, communication to the environment and feelings is preferred by kinesthetic pupils. This type of student prefers to experience learning by doing, as well as for opting for a system of "trial and error". They are prone to absorb and develop what they have learned by hands-on experience. Kinesthetic learners would stand out as coaches, professional athletes, and choreographers.

Furthermore, Gardner, H. (1999), developed his theory and ideas on multiple intelligences. This theory was powerful enough to make the education and psychology community embrace and establish it as a model and make it an eminent reference. This work allowed teachers and psychologists to comprehend and demonstrate the many faces of human learning styles, personality, and intelligence in education. The author refers to intelligence as the skill to solve issues and create output that is valuable for a community. In his theory, the individuals own eight autonomous intelligences, these are the following: Linguistic intelligence, spatial intelligence, naturalistic intelligence, logical intelligence, kinesthetic intelligence, interpersonal and intrapersonal intelligence, and musical intelligence.

2.2 Online educational strategies vs traditional educational strategies

Welsh, Wanberg, Brown, & Simmering (2003) define online learning as the action of learning in which individuals use information and communication technologies (ICT). Another concept of online learning is given by Rosenberg, M. (2001), in which he states that online learning through Internet Technology is a way to deliver and broaden knowledge and performance. The educators' role is to be the facilitator of the course structure and discussions. The strategies for online education could improve the students' engagement, encourage students' interaction and boost satisfaction and attention. One introductory strategy for an online course is to present a brief presentation of the educator. By using an updated picture for the introduction, teachers will provide students a visual connection. Teachers should also encourage learners to upload pictures from them to stimulate a sense of community. Another teaching strategy is presenting course syllabuses, schedules, assignments' dates and grading rubrics for assignments and discussions. When this information is given to students, they get the chance to be prepared in advance for the course. Thus, learners are more likely to have positive perceptions from their interactions with their technological tools and their learning environment.

On the other hand, Newcomb et al. (1986) state that for grasping comprehension of knowledge and learning, it is pivotal to make decisions to use appropriate instructional teaching strategies and techniques. In this way, teaching strategies are best described as ways of guidance and directions of the students' learning process for acquiring information, skills and attitudes. The previous author also divided teaching techniques in two groups which are the groups and individualized techniques. Groups techniques include discussions, field trips, role-playing, and demonstrations; meanwhile, individualized ones include experiments, supervised, and independent study. Henson (1988), named some other strategies such as lecturing, tutoring, discovery learning, inquiry learning, and questioning. According to Kassem (1992), teaching strategies involve students in the subject and need students to join in learning activities.

2.3 Online learning resources

As reported by Jelfs & Richardson, (2013), the expansion of online learning environment is supported by a wide variety of technology resources. This diversity of online resources, which can be divided into learning content and learning tools, paves the way for students to create a learning environment that is most appropriate to meet their personal and academic needs. Higher Education institutions usually offer some forms of Information and Communication Technology (ICT) based learning. These ICT supported learning can be CMS (Course Management Systems), Web-based apps, and virtual learning environments.

According to Mills et al. (2014), new digital technologies englobe forms of formal and informal learning. Informal online learning points to using content such as video lectures, tutorials, online courses, e-books, and online learning tools as mind maps or quizzes which pupils were not introduced to, in formal learning. Access to online learning can be obtained through different ways such as texts, pictures, sounds, and devices (Tablets, PC desktop, laptops, smartphones, etc.) as well as many forms of media (as interactive platforms, adaptive resources, narrative and productive websites). Many higher education institutions offer online resources for students who are inside a virtual environment. Some useful examples to mention are podcasts, broadcasts, interactive apps, and computer software, as well as web pages with forums and programs for online conferencing such as Zoom, Google Meet, and Microsoft Teams.

2.4 Traditional education resources

As reported by Marušić (2015), traditional education resources are materials that can be read, written, printed, and used as tools for learning. For instance, textbooks and workbooks, magazines, posters, journals, novels, encyclopedias, graphic organizers, written documents, newspapers, pictures, and drawings are commonly used in the classroom. These materials can help teachers to introduce new concepts to students.

For example, by using a workbook, educators are able to give learners some basic and practical exercise activities to introduce new vocabulary. According to the aforementioned author, another example of traditional resources in education are graphic organizers. This is a way of displaying information in a coordinated and practical way. Besides, this type of material helps pupils to internalize the content as well as to create their own visual representation. In the 1980's, these kinds of resources were very common among the teachers' instruction. These resources carry historical meaning since these materials, when used in court hearing cases, proved to possess more weight in the court's final decision.

3. Technological and social breach in Ecuador

3.1 Digital resources at home

According to UNICEF (2020), in Ecuador, only thirty-seven percent of Ecuadorian students have access to the internet and virtual classes. This situation means that six out of ten learners (children and adolescents), cannot continue receiving their education through online platforms during situations like the Covid-19 pandemic. This reality intensifies for children and teenagers living in the rural area of Ecuador, as only sixteen percent of families possess internet services. Nevertheless, nine out of ten families in the country own a television set and smartphone. This might represent a substitute opportunity for broadcasting and delivering classes to pupils.

As evidence in the chart below, Instituto Nacional de Estadísticas y Censos (2018), indicates that there is evidence of an internet access gap in rural areas. For instance, only sixteen percent of citizens own a fixed internet access service. However, in the urban area of the country, forty-six percent of families count with internet access in their homes. Nationwide, only thirty-seven percent of families have internet access in their homes. Even though each year there is a slight increase in these percentages, it is still not enough to even consider changing full-time to an online educational model.
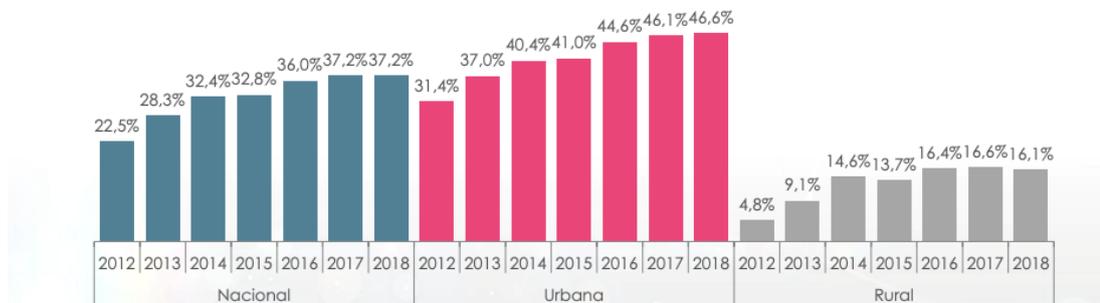
Figure 1: Internet access in Ecuador. Created by INEC (2018).

Gómez (2020) points out that the Coronavirus Pandemic arrived at a very critical point of education since the process of integrating technology into education was scarce in the urban and rural areas of the country. Higher Education Institutions' lack of technology equipment and online education low-demand have impeded many individuals' ability to take online programs or obtain opportunities for personalized learning. Furthermore, many higher education institutions offer poor quality internet services, which allows the remote learning platforms to crash repeatedly.

According to Croft and Moore (2019), students' connection to technology in their learning process is crucial, not only because of the learning resources but for the digital literacy that several careers require. Moreover, Vinueza & Gallardo (2017), state that there is a major underdevelopment of Information and Communication Technologies (ICT) and insufficient technological equipment in the country.

3.2 Learning environment at home during the pandemic

UNICEF (2020) indicates that students and their families live under plenty of stress for several reasons because of the Covid-19 lockdown. The

instability of the present economy and the responsibility students ought to have during these different times of virtual learning are just some of those reasons. Some parents have received in a good manner the continuation of classes in virtual mode. Nevertheless, others haven't and refer to virtual classes at home as challenging and demanding. Regarding virtual classes that involve younger students, parents indicate that an adult must be present to make sure the learners are in the right class and pay attention all the time. However, not all of the caregivers have the opportunity to be present due to their load of work and other responsibilities at home.

Moreover, UNICEF Ecuador (2020) states that during this pandemic the student's well-being and mental health should be prioritized over the school grades and the curricular planning continuation. If this is taken into account as a crucial issue, authentic and meaningful learning will occur. Students' mental state and health can be affected by the uncertainty of the future, which creates emotional blockages during the study and rest time.

Castro (2020), reveals that nearly 4.6 million pupils have been affected by the shutdown of face-to-face classes. The situation changes from one student to another according to their socioeconomic status and allows the enormous inequality of virtual education access to be visible in the whole country. For example, learners from private schools, who come from a high-middle socioeconomic status have no major problems when accessing virtual classes, using proper and sufficient equipment, employing a variety of technological resources; and setting an appropriate and conducive environment for learning at home.

Nonetheless, public school pupils who come from low-income families are restrained from virtual education. According to Constante (2020) from El Pais Newspaper, she mentions that a big number of families in the rural areas of the country are facing challenging situations such as losing their job due to Covid-19, facing a difficult economic depression; lacking connectivity and adequate equipment, and studying in small, inadequate spaces shared with more siblings and family members. These situations

obligate students to turn to family members or neighbors to continue their virtual education.

METHODOLOGY

To analyze the effect the online educational model had on the teaching and learning process in the UCSG´s School of English Language, it is important to consider the following:

1- Almost 100% of the students that coursed Semester A-2020 in the School of English Language, did not have the experience of using different technological tools inside their learning process, during classes.

2- Not everyone had the technological tools (hardware and/or software) needed to get involved with the class.

3- Internet connection was another factor that harmed the educational model, not only in the student learning process, but also in the teaching as well.

4- Every student had a different learning environment at home, so therefore some were able to concentrate during class while others had a more difficult time in doing so.

5- The online learning model made communicating with teachers a much bigger hassle than if classes were held at the university.

The structure used for this research study is a mixed methods approach. Shorten and Smith (2017), state that mixed methods "is a research approach whereby researchers collect and analyse both quantitative and qualitative data within the same study." (p. 74). Alexander et al. (2016) mentions that researchers sometimes chose more than one method to augment the preciseness of the research findings and the level of assurance in them.

According to Maxwell (as cited in Dawadi et al., 2021, p. 27), mixed methods "offers a logical ground, methodological flexibility and an in-depth understanding of smaller cases." In other words, this approach is able to answer the research questions with much more detail and scope than if only one method was applied.

Additionally, with the aim of choosing the most suitable research method, it is imperative to point out four justifications that Collins, Onwuegbuzie, and Sutton (as cited in Johnson et al., 2007, p. 116) established for carrying out a mixed methods research:

> 1. Participant enrichment (e.g., mixing quantitative and qualitative research to optimize the sample using techniques that include recruiting participants, engaging in activities such as institutional review board debriefings, ensuring that each participant selected is appropriate for inclusion), 2. Instrument fidelity (e.g., assessing the appropriateness and/or utility of existing instruments, creating new instruments, monitoring performance of human instruments), 3. Treatment integrity (i.e., assessing fidelity of intervention), and 4. Significance enhancement (e.g., facilitating thickness and richness of data, augmenting interpretation and usefulness of findings).

In this paper, a case study approach was applied. In order to gather up the information needed, it was necessary to get related to the study subject (in this case, the students and teachers) to obtain data through the application of research techniques and tools, for registering and organizing all the data that was required for the analysis planned in this document. Lodico et al. (2006) states that "case studies typically focus on small groups or individuals within a group and document that group's or individual experience in a specific setting" (p.15)

Regarding research techniques and tools, the application of qualitative and qualitative ways when searching for data, was mandatory. To find opinions

regarding the experience of the teachers and students, interviews and questionnaires were core for the development of this study.

Lodico et al. (2006) also point out that "the gathering of information or data through multiple sources and perspectives is another key characteristic of the case study approach" (p.15) It is pivotal to get first-hand insights from the study subject to accurately describe and capture their feelings and perceptions in regards to the topic.

2.1 Research context and participants

Schoch (2020) says that an essential characteristic of a case study is having a greatly specific unit of study. The more precise and defined the unit, the better it is for the research. As a result of that, the following research project was analyzed through UCSG's School of English Language teacher and students' experience during the Semester A-2020 period. Since the student and teacher population in the career is rather small, there was not a need to calculate a sample number. The participants were 8 students from seventh and eighth semester of the School of English Language. They ranged from the ages of 24 to 36 years of age. The student participants were surveyed and interviewed on their learning process experience during the first-ever online semester due to the Covid-19 pandemic.

Aside from the students participating, 5 presence teachers of the School of English Language and 2 distance education teachers from UCSG also participated. The distance education teachers took part in an interview based on their experience on distance learning, while the presence teachers took part in a survey and an interview based on their experience with the current online educational model.

2.2 Data gathering instruments

Since the mixed methods research approach was selected for this investigation, two fundamental data collecting instruments were applied: a survey and an interview.

First, an online survey was conducted on the School of English Language students. According to Pinsonneault and Kraemer (1993), surveys serve as a "means for gathering information about the characteristics, actions, or opinions of a group of people." (as cited in Glasow, p.1-1, 2005) The questions inquired the students about the technological and social issues they faced during Semester A-2020. This survey had a total of 11 multiple choice questions, 8 questions that were close-ended, and 3 Likert rating scale questions based on satisfaction, quality, and perception. The same group of students was additionally given an online interview with 8 open-ended questions where they expressed their overall experience with the online educational model used in Semester A-2020.

As for the teachers, an online survey and an online interview were applied. Since there were two groups of teachers, each instrument was unique to each group. For the distance education teachers, a short interview was conducted based on the experience they had in teaching from home rather than at the university and the factors that determined the quality of the online instruction. The face-to-face teachers were given both an interview and a survey. The survey had 3 closed-ended questions that measured the types of tools and resources they used to give class. The interview had a total of 7 open-ended questions ranging from inquiries asking about the challenges they faced when designing, organizing, and implementing activities in the online learning context to what they perceive can make online teaching and learning more successful.

The entirety of the instruments detailed beforehand had to be conducted in an online format on the Google Forms online application to maintain social distancing due to the ongoing Covid-19 pandemic. All of the questions asked were adapted and formulated upon the works of EDUCATE TEAM alongside

Cambridge University Press (2020), Yang, Y., & Cornelius, L. (2004), Rapanta, et al. (2020); Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L (2020); and Wickramasinghe (2020).

2.3 Protocol

For the present study, a small investigation is to be carried out in order to find out who was the previous and current director of the distance education careers at UCSG. First, the School of English Language director will be asked to provide the contact information of the previous and current director of the distance education careers. Once the distance education directors are contacted, an interview will be conducted via online on the application of Google Forms.

Second, investigate who were the students of the School of English Language registered in Semester A-2020 and ask them to participate in the study. This group of students will be given a survey and an interview. These instruments will be sent through Google Forms.

Third, find out who was the faculty that gave classes online during Semester A-2020 at the School of English Language and ask them to partake in a survey and an interview. These data collecting instruments will be sent through Google Forms.

Finally, all of the results will be analyzed to possibly show the effect of the online educational model in the teaching and learning process.

ANALYSIS OF RESULTS

This chapter of the investigation focuses on introducing the forgathered results and interpretations of the quantitative and qualitative data found in the instruments used. With this information we will see how the online educational model affected the School of English Language's teaching and learning process during Semester A-2020.

3.1 Student survey

Question 1:

As a student of the School of English Language, did you experience difficulties in your learning process during Semester A-2020?
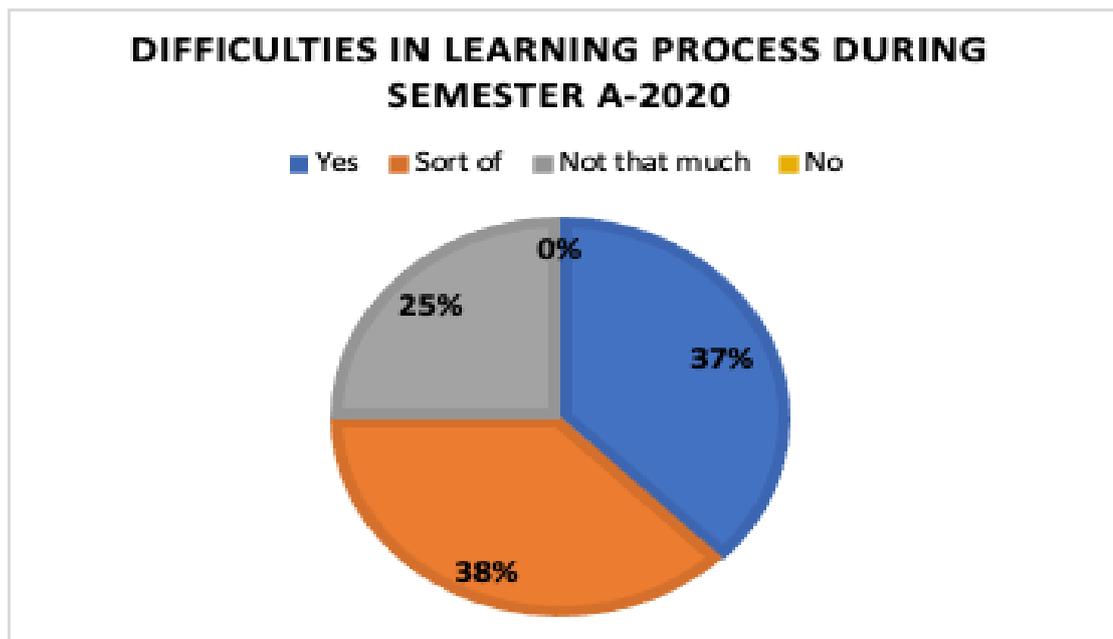
Figure 2: Difficulties in learning process. Created by the author.

As seen in the chart above, all of the students surveyed had some type of difficulty in their learning process during Semester A-2020. The answer with the highest percentage was "sort of" with a total of thirty-eight percent. There is a very minimal difference of one percent between the students who answered "yes" and the ones that answered "sort of". Meanwhile, a fourth of the students (twenty-five percent) surveyed said they didn't experience that

many difficulties. These responses reflect that the learning process during Semester A-2020 did have a troublesome effect on the students.

Question 2:

If you chose A, B or C in question #1, please choose the type(s) of difficulty you experienced:

Types of difficulties

0.0% 12.5%

12.5%

37.5%

25.0%

12.5% 12.5%

■ No technological hardware access at home
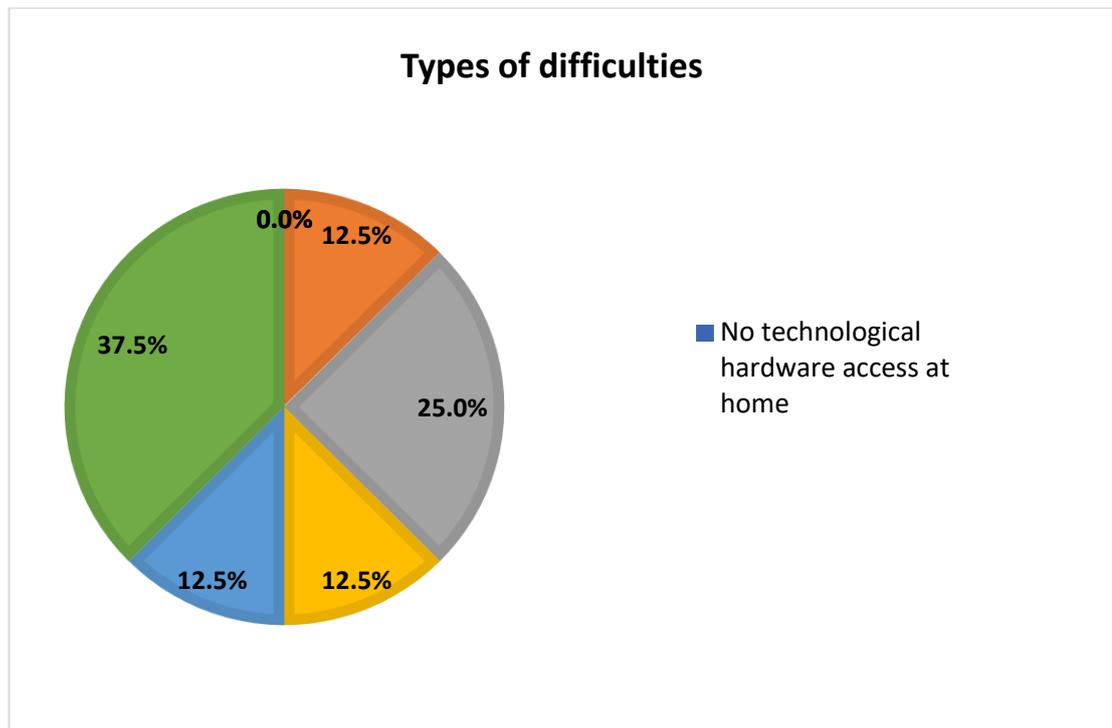
Figure 3: Types of difficulties. Created by the author.

This pie chart depicts the different types of difficulties the students encountered during their online learning process. The teaching methodology was the answer with the most votes (thirty-seven percent). Meanwhile, the second most voted option was "poor learning environment at home" with a total of twenty-five percent of the votes. The options of loss of interest in class, unstable internet connection, and lack of effective communication between teacher and student all ranked with twelve and a half percent of the votes.

Question 3:

If you chose "unstable internet connection" in question #2, rate the strength of your internet connection:
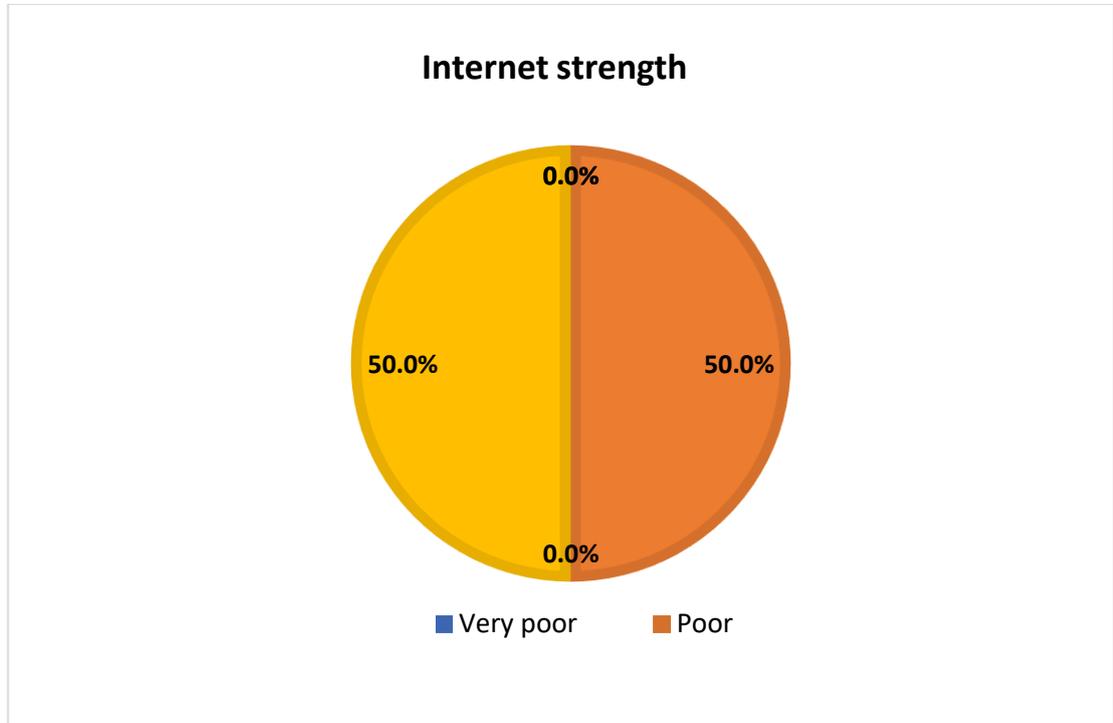
Figure 4: Internet strength. Created by the author.

As depicted in the pie chart above, there is a tie between the two options. Half of the students answered that their internet strength was good and the other half answered that their internet strength was poor. This latter answer may indicate why some students had a more bothersome time during their online learning process than students who would a better internet connection.

Question 4:

If you chose "learning environment at home" in question #2, rate the physical setup (availability of a desk, a quiet space, comfortable chair, good lighting, minimal distractions, etc) of your learning environment at home.
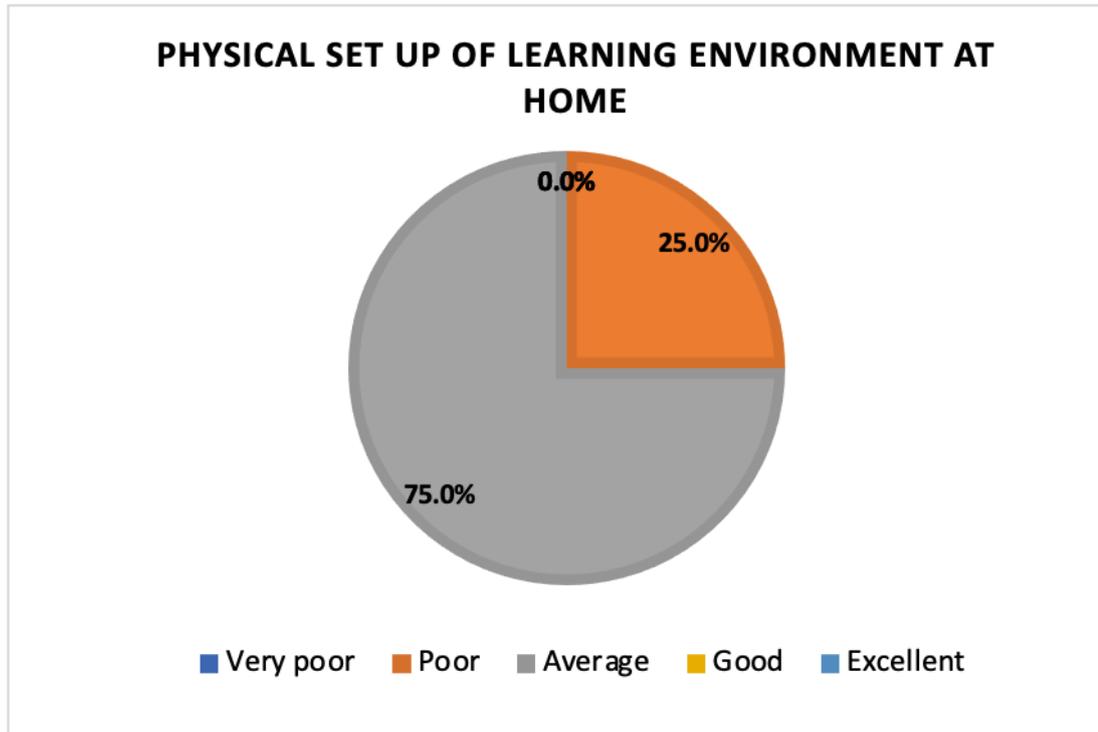
Figure 5: Physical set up of learning environment. Created by the author.

The following pie chart reflects how the students that chose the option of "learning environment at home" as a difficulty, rate their learning environment at home. More than half of the students (seventy-five percent) said their learning environment at home was average. While a fourth of those students (twenty-five percent) said their learning environment was poor. These results may indicate that these students have a more troublesome time when trying to study at home.

Question 5:

What technological device do you use to access your online classes?
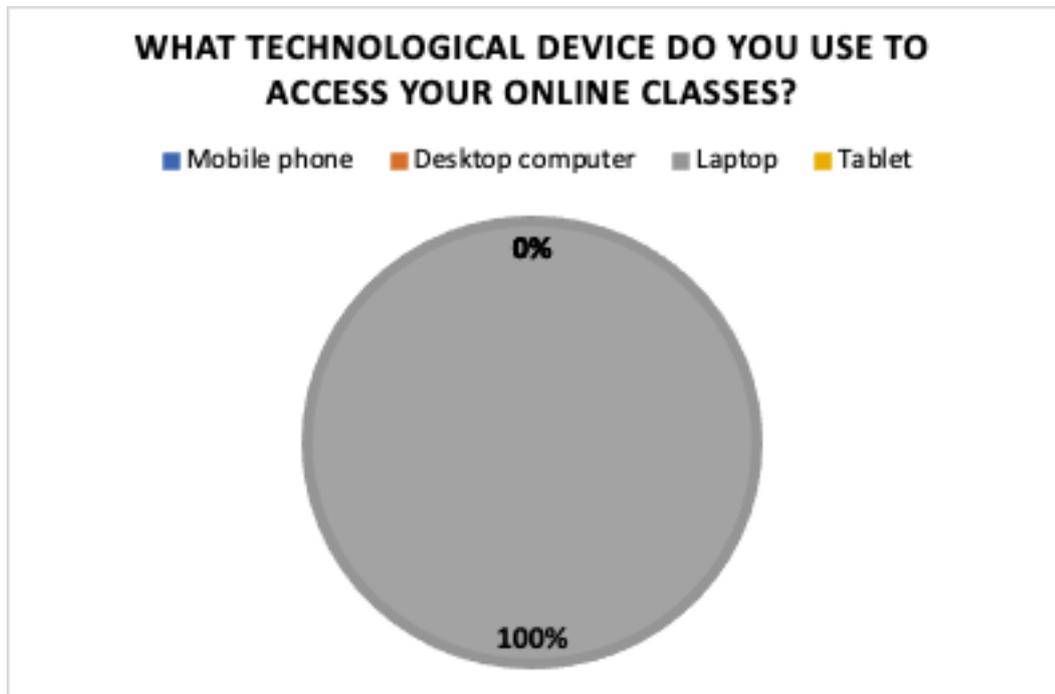
Figure 6: Technological device used. Created by the author.

This pie chart represents that one hundred percent of the students that answered this question said they use a laptop to access their classes. This answer may serve as a good reference because every student of the School of English Language has a technological device on which to work on.

Question 6:

Do you have your own technological devices or do you share them with another family member?
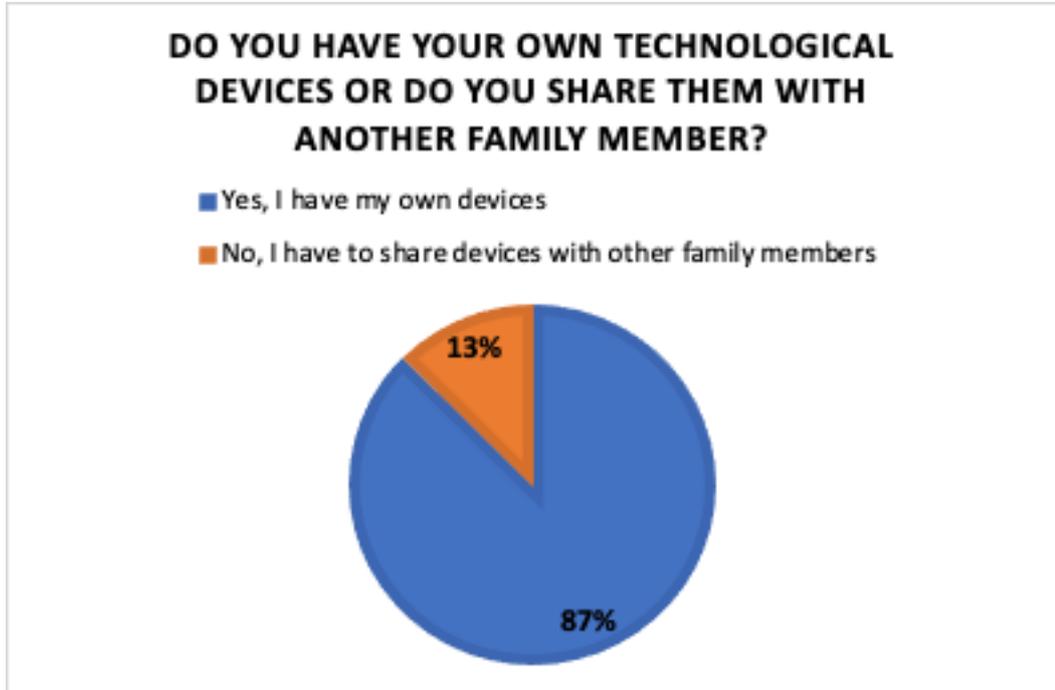
Figure 7: Shared technological devices. Created by the author.

In this picture, the students were asked whether they had their own technological devices or if they had to share them with another family member. With a total of eighty-seven percent, the students said they had their own technological devices. Thirteen percent of the respondents answered that they didn't have their own devices and had to share them with other family members.

Question 7:

If you answered "no" in question #6, are there any schedule conflicts when sharing technological devices with other family members?
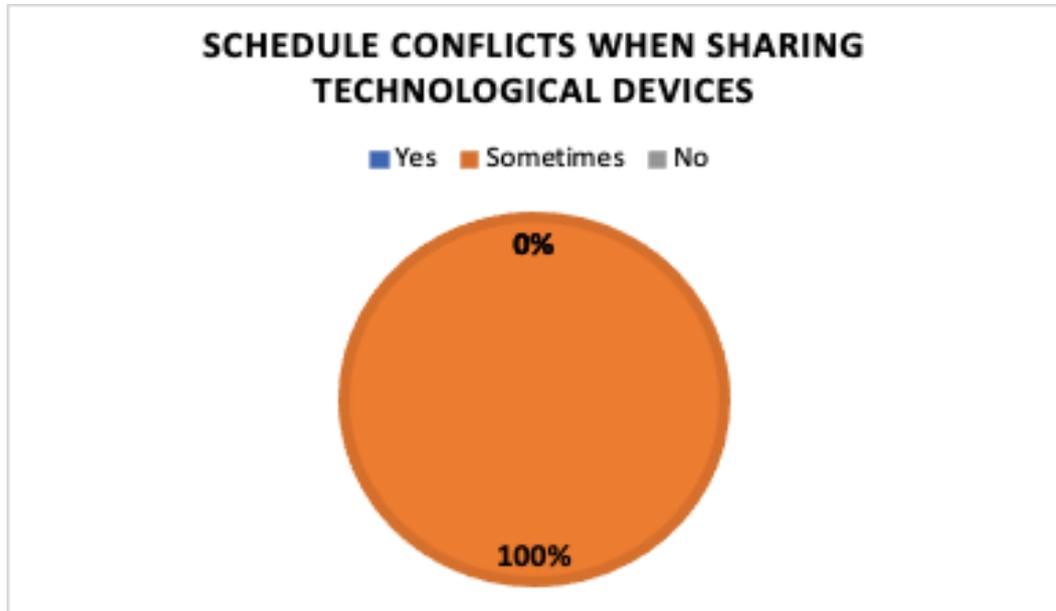
Figure 8: Schedule conflicts with devices. Created by the author.

This chart indicates that one-hundred percent of the students that do not have their own technological devices, do sometimes have schedule conflicts when it comes to sharing said devices. This result may indicate why some students have trouble understanding their classes or communicating efficiently with their teachers.

Question 8:

Did you have any previous experience using distance education tools such as MS Teams, ZOOM or Google Meet, when Semester A-2020 started?
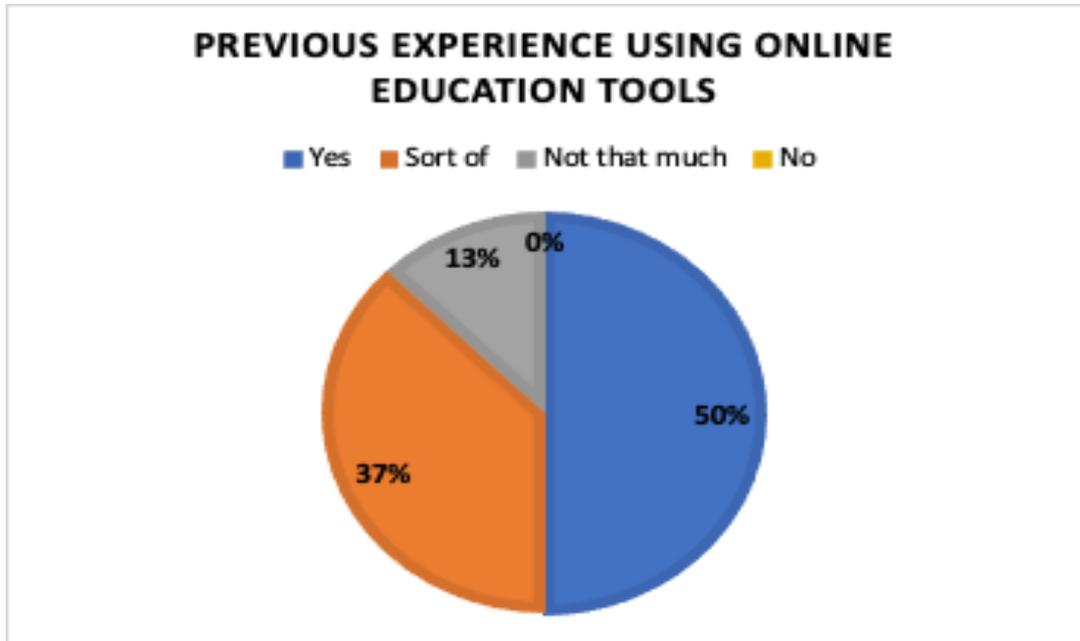
Figure 8: Experience using online tools. Created by the author.

This pie chart displays the percentage of students that had previous experience using online education tools. Half of the respondents (fifty percent) already had experience, while thirty-seven percent of them had some sort of background in using those tools. Only thirteen percent of the students said they had not had that much experience. This outcome indicates that although these online education tools became popular for online learning last year, some students had already had an experience with them prior to this learning experience.

Question 9:

If you chose C or D in question #8, do you think it would have been more helpful to receive training on how to use these tools before the semester started in order to facilitate your learning?
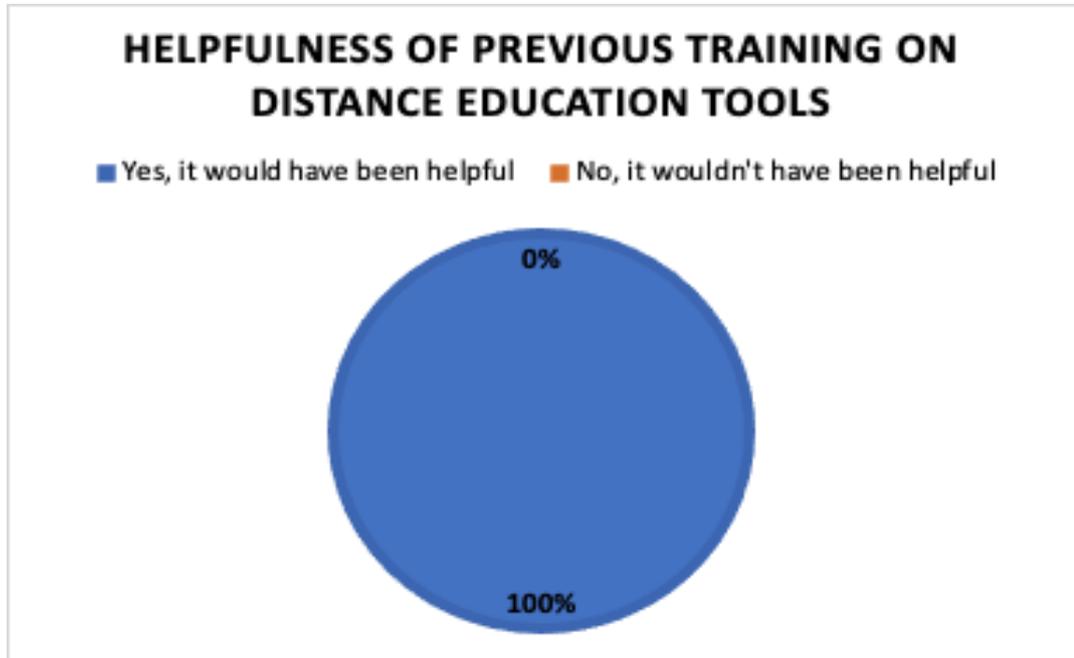
Figure 9: Previous training for online tools. Created by the author.

This chart exhibits the opinions of the students that hadn't had much experience or no experience at all with distance education tools prior to Semester A-2020. One hundred percent of these students agreed that it would have been helpful to receive some training on how to use these tools before initiating the semester. This may indicate that with previous training, a lot of hardships would not have happened or been less frequent if students had already known how to manage these tools.

Question 10:

On average, compared to the workload before on-site classes were cancelled, how would you classify your study workload during Semester A-2020?
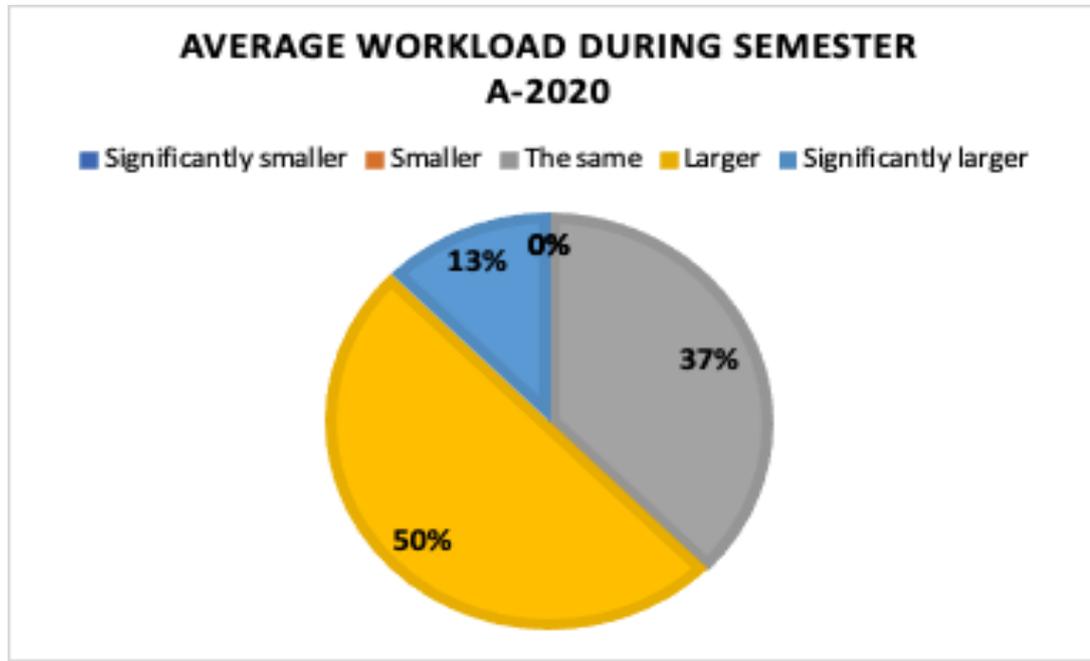
Figure 10: Average workload. Created by the author.

The chart above showcases how the students perceive the workload was in Semester A-2020 compared to previous semesters. Half of the respondents (fifty percent) claimed that the workload was larger, while thirty-seven percent said it was the same. A thirteen percent argued that the workload was significantly larger than before.

Question 11:

Are you satisfied with the technology and software you are using for online learning?
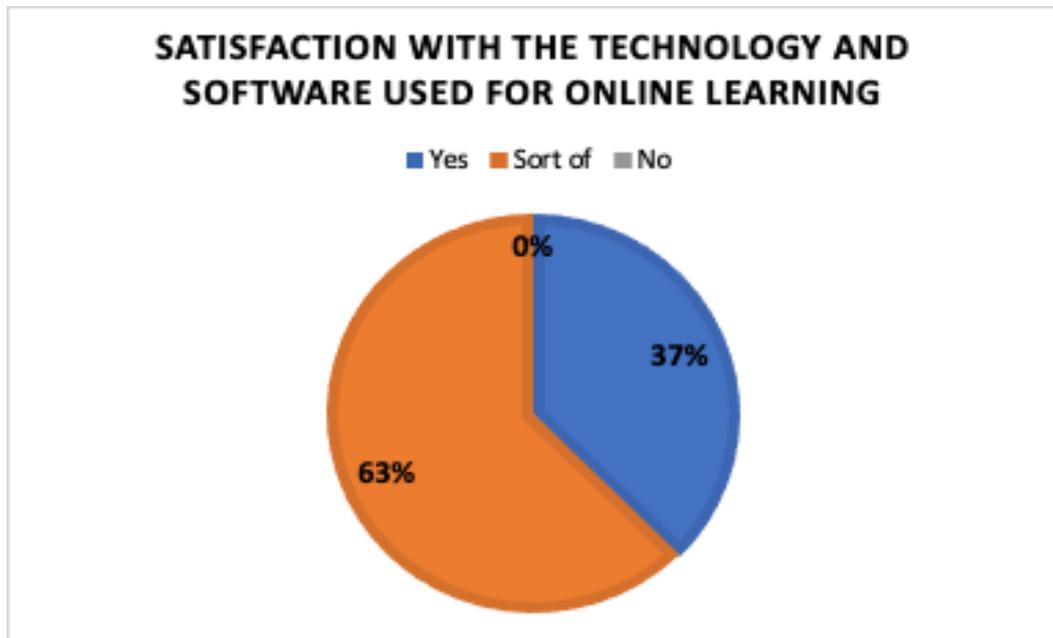
Figure 11: Student satisfaction with the technology used in class. Created by the author.

In this chart, the students had to decide whether they were satisfied with the technology and software used for online learning. More than half of the students (sixty-three percent) answered that they were sort of satisfied. Meanwhile, thirty-seven percent answered that they were satisfied. The vast majority of the respondents answered in a neutral position in regards to their satisfaction; which may cause the students to take up negative attitudes towards their online learning if this dissatisfaction isn't sorted out.

3.2 Student Interview

Question 1:
How would you describe the current online educational model in relation to collaborative work in the School of English Language? Are you pleased with it?

In relation to the collaborative work process in the current online educational model, six out of eight students answered that it was the same as when they were in presential mode. Student 1 said: "I'm satisfied because it is the same style as if were presential mode, teachers are currently asking for any advance before the final delivery." Student 2 answered: "Regarding collaborative work I barely had issues since I worked mostly in pairs with someone who I am used to their way of working. On that side, I could say that I was pleased." Even though most students didn't face many problems with this model, there were two that felt a slight dissatisfaction. For example, student 3 argued that: "Passive Participation, complexities of solving a problem in a group or pairs. And, the lack of learning through doing and sharing information are some factors that affect this process. So, I am not pleased about it." Student 4 agreed by claiming that: "It is quite difficult because people struggle with the internet reception or they might find it hard to connect from their workplace."

Question 2:
How would you describe the current online educational model in relation to social interaction, in the School of English Language? Are you pleased with it?

The vast majority of the respondents (seven out of eight students) replied negatively to the social interaction in the current online educational model. Student 1 answered: "By receiving online classes we cannot be as much social as teachers think because we cannot see each other and most of us just answer teacher's questions or give opinions to the teacher but not to our partners." Student 2 said: "I'm not pleased even agreed with this online mode, because leads to poor social interaction between students and teachers."

Student 4 replied with: "I think the social interaction has reduced since we don't go to university and stick to online communication only in matters of school business." Another respondent also mentioned: "Although it has always been better to communicate my doubts about the classes with my teachers face to face, still they have been quite helpful through instant messaging. So although it is not the best, I'm pleased that they tried to help us."

Question 3:

In what context do you think an online educational model would work effortlessly for students?

The students had a varied response to this question. Three out of eight students said that this online educational model would work best for college students rather than younger students. Student 1 said: "I think for university students have been easier compared to primary or secondary schools. In our case at least we are better trained about the use of technology. However, it could be easier if classes were not so long and be more interactive." Student 2 claimed that: "For college students because they are familiar with the technology rather than learners in primary or secondary school." Two students thought this model would function more effortlessly if teachers used modern methods of teaching. Student 3 replied by saying: "Educational model would work if teachers explain their subjects with modern methods in order to make their students get clear information." One student out of eight students specified: "Maybe in activities whose main approach is to catch students' attention using platforms to learn vocabulary." Two students thought this model would work for students that are on a budget. Student 5 said: "They do not have to spend money on transport and waste of time moving from one place to another."

Question 4:

How can the university give you further support to your online learning?

This question had different responses, but overall, all of the students said that they would like to receive more support from the university. Three out of eight students suggested that they would like to receive guidance to have a better learning experience. They also coincided that there should be an online education tool that is compatible with all technological devices. Student 1 suggested that: "Some guidance to adapt to this mode or choosing a program that would work in any computer and let it be slow." Student 2 suggested "Giving Students personalized attention and supportive learning." Student 3 specified that "Giving some guidance to overcome this new mode of learning for some of us, choosing an app accessible for everyone and that 100% sure won't interfere the functioning of the hardware." One student even suggested they would like to have access to other online libraries and not just the libraries available on the UCSG website. "Providing us with an ID to get access to online libraries aside from the one at the UCSG website." Other students mentioned that the professional development of teachers was another way the students could be benefitted. "Through the preparation of teachers who aren't as good as others regarding technology." "Teachers could share dynamic activities even when teaching through online classes."

Question 5:

What challenges did you face in the context of the current school education? (work-life balance, physical and mental health, lack of support resources, lack of interest, etc)

There was a three-way tie between the challenges that were the most problematic for students in the context of the current school education. It was between physical and mental health problems, lack of interest/motivation, and work-life balance. One student noted that balancing a work-life balance was somewhat challenging: "It has been very difficult for me since I didn't own a PC for myself and I had to use my phone and share the one that my dad used

when I had to do homework, which was a lot. The amount of homework was ridiculous, it was like the university forgot that some of us had jobs to keep or sick family members."

Question 6:

Do you think it would be useful for teachers to receive training on e-learning tools in order to facilitate your learning? Why or why not?

The answer that the students gave to this question was unanimous. Eight out of eight respondents coincided that it would be very useful and important for teachers to receive training. Student 1 said: "Yes, because educators were not used to teaching in this educational model so teachers need to acquire innovative strategies to improve online learning and develop their capacities and skills in this field." Student 2 agreed with: "Yes, definitely. They would learn what things they could use as tools and what to avoid because it won't work in this mode." Student 3 concurred by saying: "Yes they do need training on e-learning support. It is important for them to face any online issue during online lessons."

Question 7:

What factors would push you to select programs encompassed by online education rather than traditional class instruction?

For this question, the answers were diverse. Two students agreed that they would opt for an online educational program just based on the fact that they wouldn't have to commute anywhere. Student 1 said: "The location of the university is far away from home and not enough money to pay for a rent." Student 2 replied: "If I'm far from the study place." Three out of eight respondents concurred that they would choose this option because of the flexibility in class schedules. Student 3 said: "Well I think this could be helpful due to its flexibility in schedules." Student 4 answered: "Time flexibility and asynchronous classes." One student argued that although they have always

preferred in-class instruction, they would only change for one reason: "I've always preferred in-class instruction, it just works better for me, personally speaking. I'd take online classes only if they provide us with free access to worldwide libraries." Two students also mentioned that the usage of technology would play a factor in making this decision.

Question 8:

Are you satisfied with the education you have received through the current online educational model? Explain.

The answers to this question based on the satisfaction the students felt with this online educational model were partial. Five out of eight students surveyed argued that they were not satisfied due to various reasons. For instance, student 1 said: "I was not very satisfied since the subjects were mostly theoretical and were full of theory and the teacher did not know how to do a more accurate approach." Student 2 answered: "Not really, because there is a lack of methodologies in online lessons and some teachers cannot have the ability to work with some platforms." Student 3 claimed: "Not really, sometimes it gets very boring, especially when it's just slides over slides but zero real interaction nor clear explanation." Student 4 argued: "No, because in most of the cases teachers do not give the support to student's doubts and also do not give clear explanations so we have to investigate ourselves." Two students stated their opinion differently: "In my point of view, virtual classes maintain the same academic curriculum. I am satisfied with this system. For example, If I have an emergency I can receive synchronous or asynchronous classes, which is a good resource." Student 6 mentioned that: "How teachers present their classes yes, although internet connection makes in some cases impossible to take classes."

3.3 Distance Education Teacher Interview

Question 1:

How is your experience teaching students from home as compared to teaching at the university?

For this question, both teachers had a similar response. They agreed that face-to-face classes are better in the sense that both teacher and student get to interact with one another in a much quicker and effective manner. "I miss interacting with students in workshops, it's harder to get their attention online. You have to come up with other fun activities to get the attention and interest of your students." "I believe that teaching in a classroom allows the teacher to deepen the knowledge of student expectations and perceive student satisfaction." Even though they coincided in one aspect, one teacher argued that teaching from home is more comfortable because there is no commute and no traffic stress. "At home it is very pleasant, I like it more than going for the matter of the transfer, it is more comfortable to be at home.

Question 2:

Based on your point of view, what are the most important elements that can point out the quality of the online instruction pupils receive?

Both teachers coincided that students should always be guided and followed-up along their learning process. "Apart from the quality of the content, it is necessary to do follow-ups by the tutors. You have to be aware of who attends, the interaction on the platform. Although if there are support tools such as WhatsApp groups and forums, it is not the same. Even if the class is recorded, the follow-up with the students must be perennial." On the other hand, one teacher claimed that other factors were important in determining the quality: "The teacher must develop empathy and commitment, as well as some other skills such as: communicative, technological, planning and tutorial."

3.4 School of English Language Teacher Survey

Question 1:

Are the class schedules flexible for teachers and students in the current educational model?
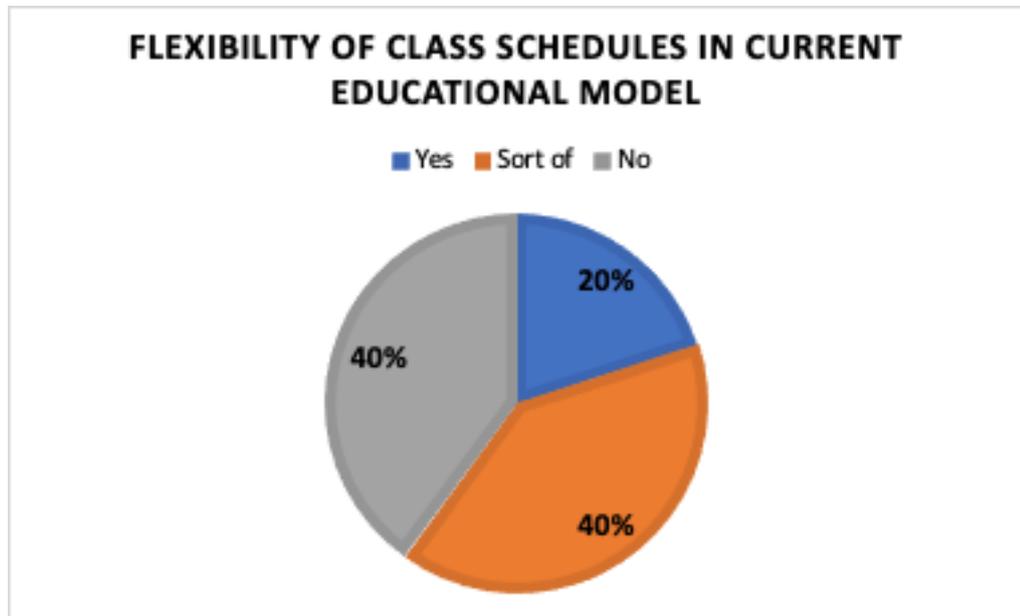
Figure 12: Flexibility of schedules. Created by the author

As seen in the chart above, there is a tie between two choices, forty percent of the respondents answered "sort of" and another forty percent answered "no" when asked if the class schedules were flexible for and students in the current educational model. Only twenty percent of the teachers surveyed answered "yes".

Question 2:

Which resources are chosen by teachers to create subject contents in the UCSG online instruction? You can choose more than one.

RESOURCES CHOSEN TO CREATE SUBJECT CONTENT
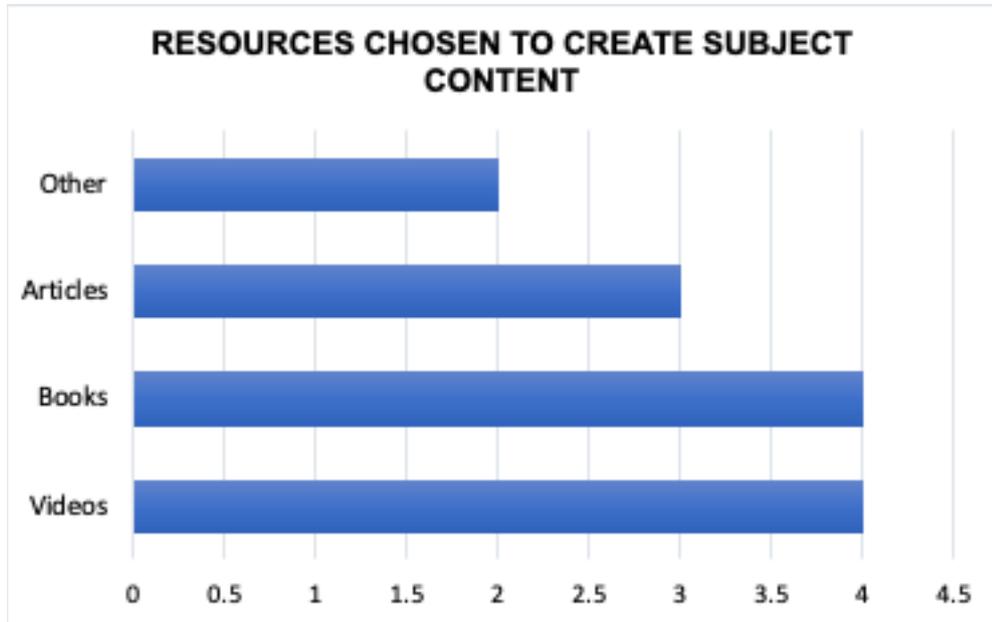
Figure 13: Resources for subject content. Created by the author.

As seen in the chart, teachers choose different resources when it's time to create subject content. Four out of five teachers chose videos and books. Three out of five teachers choose articles as their preferred resource. Only two teachers chose "others". In the "others" option, teachers wrote down PowerPoint presentations, websites, pdf's, and online academic speeches.

Question 3:

What digital formative and summative assessment tool do you use to give classes? You can choose more than one.
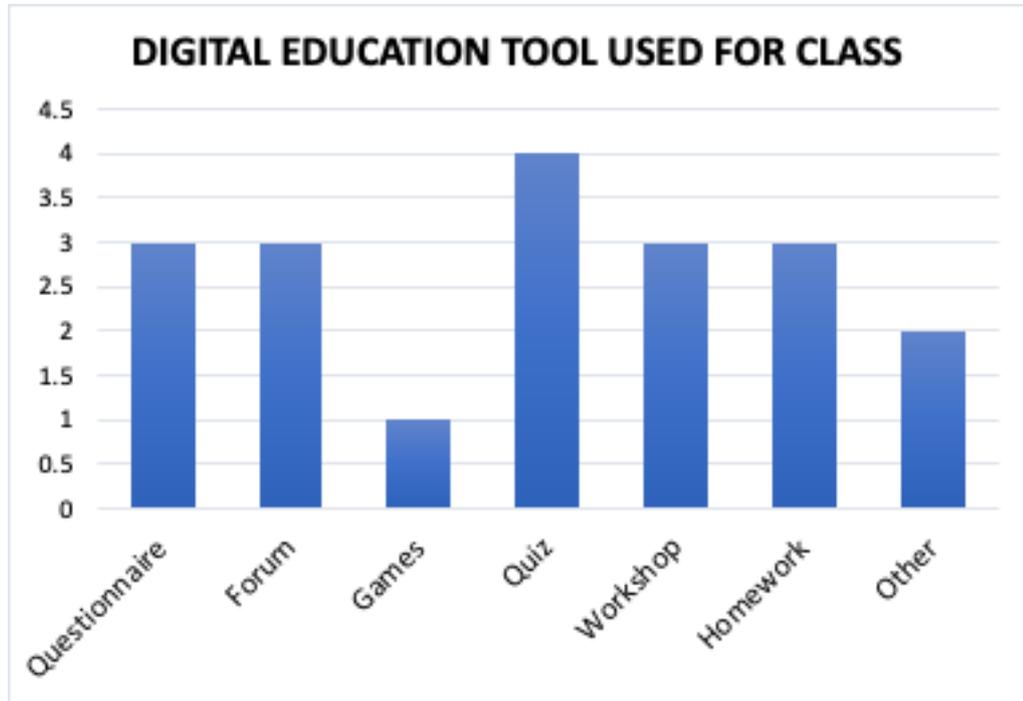
Figure 14: Digital formative and summative assessment tool. Created by the author.

As seen in the graph, there are plentiful tools that teachers can use and take advantage of for their teaching. The tool with the most votes was the quiz, four out of five teachers chose it. In second place with three out of five teachers choosing it, was the questionnaire, forum, workshop, and homework. Two out of five teachers chose the option of "other" and they wrote down: Google slides, Google sheets, EdPuzzle, and Google Docs. Only one teacher chose games as one of their tools.

3.5 School of English Language Teacher Interview

*Teacher 5 did not feel comfortable answering these questions

Question 1:
In the context of online learning at UCSG, what mode (synchronous or asynchronous) is being carried out?

For this question, four out of four teachers interviewed responded that synchronous mode is being used, although there are times when asynchronous classes are applied.

Question 2:
Are you satisfied with the technology and software you are using for online teaching? Explain.

Three out of the four teachers interviewed replied that they are not satisfied with the technology and software being used. They all have various reasons for their dissatisfaction. For example, teacher 1 said: "There is a need to see the faces of the students, but much of the time they don´t want to turn on their cameras, I don´t know if they are really paying attention or not; or during the exams it´s impossible to see how they are doing their exam, if they are copying or not." Teacher 2 claimed that: "Learning a second language with sufficient competency requires a variety of curriculum approaches. The UCSG needs to be more open to explore other methodologies that do not rely on a textbook approach only. While the textbook must be used/seen as a reference, an online approach must make use of additional curricular methodologies to generate student's interest in additional areas." Teacher 3 showed dissatisfaction by mentioning that: "From my point of view, MS Teams and the Moodle version that UCSG offers to teachers aren't user friendly because of its interface. There are times when both give a hard time to teachers and students, not only because of the interface, but because of glitches and errors that cause problems to the participants. The internet connection is another technological factor that keeps on affecting both teachers and students. It is also very important to point out that the maintenance and cost of the internet connection

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(core factor that enables the current educational model to work) is completely assumed by the teacher and not the University. I point this out because I consider that the current educational model works a lot better with a corporate internet service account and contract than a noncorporate internet service. This matter is something that should be taken care of by the institution, and not the teacher or student." The only teacher that felt satisfied with these implements mentioned that "Yes. It is useful and easy to use."

Question 3:

How is your experience teaching students from home as compared to teaching at the university?

The experience in teaching at home will vary for everyone in certain aspects, so this question had mixed reviews. For example, teacher 1 said: "It´s less personal, I cannot achieve to know each of my students. I don´t manage to understand each personality and make differences among the new students, because I haven´t met them in a different environment which is not the class." Teacher 2 agreed by stating: "I don't like it much. I prefer to have contact with the students, see their reactions." Teacher 3 felt that this process had its pros and cons, not everything was good nor bad. This teacher stated that "It was and still is an experience that gives lots of useful feedback that allows teachers to keep on learning how to engage students in this new educational way of teaching online, and tackle problems that appear during the teaching and learning process. The UCSG prepared most teachers for this challenge by having them receive a practical course of "online teaching", I have to admit that the course helped a lot, but still there were lots of situations that the teacher had to take care of, without knowing exactly how, let me point out some examples, one is the application of a student evaluation without pupils having the opportunity to cheat, another is to see if the students are really paying attention." Only teacher 4 had a rather surprising answer in comparison to their coworkers. They said: "Excellent. I have made the transition in a seamless approach due to Google Drive. It allows the students to stay engaged and participate simultaneously.

Question 4:

Did you encounter any challenges when designing, organizing, and implementing learning activities in the current online learning context? If so, what were they?

When asked about the challenges teachers faced in the current learning context, three out of four answered that they did in fact have challenges. For instance, teacher 1 mentioned that: "Yes. It is difficult to know if the students do the activities." Teacher 2 responded by saying that: "Challenges reflect more of the administrative restrictive parameters which do not allow the instructor and students to further explore topics covered within the curriculum." Teacher 3 claimed that: "Yes I did. The UCSG prepared most teachers for this new educational way, by having them receive a practical course of "online teaching". I have to admit that the course helped a lot, but still, there were lots of situations that the teacher had to take care of, without knowing exactly how. Let me point out some examples, one is the application of a student evaluation without pupils having the opportunity to cheat, another is to see if the students are really paying attention. Students were not obliged by the university to turn on their cameras during class, so that was another challenge that I had to face." Only one teacher didn't encounter challenges since they were already used to handling technology: "No, I used to manage technology for teaching previously, so it wasn´t so difficult."

Question 5:

How would you improve your teaching through technologies when you encounter technical challenges?

Since this question is based more on the skills that each teacher has on their own, the responses were varied. Teacher 1 mentioned: "I still can record voice on a PowerPoint presentation and upload that on the Moodle or send it by email." Teacher 2 said they would go a more simplistic route and ask people who know about that certain issue: "I would ask to people who know how it works. It is What I have done so far." Teacher 3 claimed they would apply a different technique: "I would ask people who know how it works. It is What I have done so far." Teacher 4 had a different take on how to improve: "Technical challenges regarding the use and integration of technological tools in daily teaching can only be tackled when teachers go into training. I improved lots of aspects of my teaching in the current model by training with different tools on my own."

Question 6:

What do you think makes online teaching and learning successful?

Concerning this question, three out of four teachers agreed that there must be a commitment between both teacher and student for this online model to work successfully. Teacher 1 replied with: "Teacher and students' commitment." Teacher 2 coincided by answering: "Continuous and transparent engagement of the students and the instructor." Teacher 3 agreed by stating: "Choosing the right applications that match with the methodologies used by the teacher -- Keeping students active, not just lecturing, because the computer implies an invitation to work -- Not forgetting about motivation, and trying to get to know the students in order to build a sense of community - Step up working collaboratively." On the other hand, teacher 4 argued that: "I wouldn´t say it is successful yet, there are still lots of problems that have to be solved when talking about this new way of online learning. But don´t get me wrong, there is a positive side to all of this. Students were able to continue with their studies,

this fact represents an objective that needed to be reached by institutions, and it was. I would say that the current educational model did have success in some topics like enabling teachers to articulate other technological tools and resources to the official UCSG model of online teaching and having tech tools that already existed, that were compatible with presence education technology, this allowed technological systems to adapt to the current educational context."

Question 7:

What could be some suggestions and guidelines for maximizing the effectiveness of teaching in the online learning context?

Although all four teachers teach in the same career, they all had different viewpoints on how to maximize the effectiveness of teaching in the online learning context. Teacher 1 stated that: "Building a community of teachers that help one another, and share with others their experiences (each authority in every career should gather teachers to talk about their strengths and weaknesses)." Teacher 2 referred to the context as a chance to learn: "Thinking that it is an opportunity to learn, it does not matter how difficult it would be." Teacher 3 and teacher 4 coincided in one suggestion, they both agree that each teacher has to train themselves on new ways to in the online context. Teacher 3 said: Continuously revise curriculum strategies to expand a more comprehensive approach to teaching and learning." Meanwhile, teacher 4 concurred with that and added some more suggestions: "My suggestion is that the university has to take care of the internet connection issue that keeps on giving trouble to the current online teaching model. The teachers need to constantly train themselves in the use of technological tools, even if the university doesn´t give them access to courses, teachers need to search for new ways to tackle problems that keep appearing in today´s educational context. The university needs to train students in the use of tools that are constantly applied in online classes."

CONCLUSIONS

The purpose of this chapter is to consolidate the research. This research investigated the effect of the online educational model in the teaching and learning process of UCSG´s School of English Language, during the Covid-19 outbreak in Semester A-2020. It explained and described the current online educational model and its technological resources, applied at UCSG´s School of English Language. Additionally, it established the difference for teachers, between presence education and the emergency online educational model. Finally, it identified student technological and social issues that emerged in the transition of the educational process from traditional education to distance education.

- Students and teachers agreed on their level of satisfaction with the technology and software used for online learning. They both agreed that they were dissatisfied for the most part. They believe other applications and programs can and should be used.

- Not being able to interact personally with students has made it much more difficult for teachers to build a rapport especially with new students. Both presence and distance education teachers coincided with the fact that they like to interact and get to know the students.

- Concerning the social interaction in the current online educational model, students concluded that it is poor. They would like to socialize more with their classmates and have more effective communication with the teacher.

- Another significant finding was that commitment and engagement is key when it comes to online teaching and learning. Both presence and distance education teachers agreed on this. Commitment has to come from both, teacher and student, in order to strengthen the online learning environment.

- There is a lack of interest and motivation by the students due to the classes being monotonous and not interactive.

- Some technological tools and applications that already existed, but were not used by teachers before the pandemic, are now considered very important and crucial for the current educational model.

- Students and teachers pay much more than they used to in their electricity bill due to the high usage every day.

- Distance education teachers insist that the follow-up with students has to be perennial. This follow-up must be exceptionally more demanding and thorough since the students are not physically in the classroom with their teacher. The teacher should be communicative at all times with students and alert on who assists and participates in class and who doesn't.

- Teachers find it difficult to know if students are paying attention or if they are cheating on exams. This is because turning on the camera is not mandatory for students during class.

- Students found the workload to be larger than it usually was before Semester A-2020 started.

- A major difference between presence and distance education teachers from UCSG is that according to the latter they find it more comfortable to teach at home because there is no commuting.

- In regards to the most encountered difficulty by students, the teaching methodology used by teachers during Semester A-2020 wasn't as appropriate as it should have been. This is due to teachers not being up to date with online educational tools.

- All students agreed that it would be highly useful for teachers to receive training on e-learning tools.

RECOMMENDATIONS

With the aforementioned findings, it is suggested that the School of English Language consider these recommendations to further improve their students' and teachers' overall online experience.

- It is advisable to obligate students to turn their cameras on in order to increase interaction and collaboration between teacher and students.
- Implementation of proctored exams so students have less chance of cheating.
- It is recommended that the career or university as a whole, acquire a more enhanced technological meeting application that is easier, faster, and more secure to install and use.
- It is greatly advised for teachers to receive continuous training in new technological applications, tools, and approaches to teach online.
- University could provide teachers with a more stable internet connection via a corporate internet service account and contract.
- It is proposed for there to be mandatory Whatsapp groups for each class to be able to answer any doubts in a more effective, quicker, and efficient manner.
- Implementation of more teamwork assignments to compensate for the lack of interaction between students during class time.
- It is suggested that the follow-up on students be more thorough in order to avoid any miscommunications or doubts about the class.
- Mandatory breaks if the class is three hours long to avoid lack of interest by the students.
- Assign students a proper amount of practical tasks to avoid demotivation for being infront of the computer for many hours.
- It is hinted that there should be a community of teachers to help one another and share tips and advice regarding this new education model.

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APPENDIX

Student Survey Questions:
1. As a student of the school of English language, did you experience difficulties in your learning process during Semester A-2020?
2. If you chose A, B or C in question #1, please choose the type(s) of difficulty you experienced:
3. If you chose "unstable internet connection" in question #2, rate the strength of your internet connection:
4. If you chose "learning environment at home" in question #2, rate the physical set up (availability of a desk, a quiet space, comfortable chair, good lighting, minimal distractions, etc) of your learning environment at home.
5. What technological device do you use to access your online classes?
6. Do you have your own technological devices or do you share them with another family member?
7. If you answered "no" in question #6, are there any schedule conflicts when sharing technological devices with other family members?
8. Did you have any previous experience using distance education tools such as MS Teams, ZOOM or Google Meet, when Semester A-2020 started?
9. If you chose C or D in question #8, do you think it would have been more helpful to receive training on how to use these tools before the semester started in order to facilitate your learning?
10. On average, compared to the workload before on-site classes were cancelled, how would you classify your study workload during Semester A-2020?
11. Are you satisfied with the technology and software you are using for online learning?

Presence Teacher Survey Questions:
1. Are the class schedules flexible for teachers and students in the current educational model?
2. Which resources are chosen by teachers to create subject contents in the UCSG on line instruction? You can choose more than one.
3. What digital education tool do you use to give classes? You can choose more than one.

Student Interview Questions:

1. *How would you describe the current online educational model in relation to collaborative work in the School of English Language? Are you pleased with it?*

   Student 1: I think there's lack of communication even when working in groups. So, there's no problem because I consider students need to work by their own.

   Student 2: Passive Participation , complexities of solving a problem in a group or pairs. And, the lack of learning through doing and sharing information are some factors that affect this process. So, I am not pleased about it.

   Student 3: I think that we have learned to work together as a team and thankfully we have managed to work well so I am very pleased with it.

   Student 4: I'm satisfied, because it is the same style as if were presencial mode, teachers are currently asking for any advance before the final delivery.

   Student 5: Regarding collaborative work I barely had issues since I worked mostly in pairs with someone who I am used to their way of working. On that side I could say that I was pleased.

   Student 6: It is quite difficult because people struggle with the internet reception or they might find it hard to connect from their workplace.

   Student 7: Students and teachers interact as if were presencial mode, there's not much difference between them.

   Student 8: I would say I am somewhat satisfied with the collaborative work. I say this because working with my classmates online is the same as if it were in person, although it is hard sometimes to clearly understand what the teacher is explaining via online.

2. *How would you describe the current online educational model in relation to social interaction, in the School of English Language? Are you pleased with it?*

   Student 1: By receiving online classes we cannot be as much social as teachers think because we can not see each other and must of us just answer teacher's questions or give opinions to the teacher but not to our partners.

   Student 2: With a variety of communication tools, such as Discussion Forums ,videos to share opinions so I am pleased about it.

   Student 3: I think the social interaction has reduced since we don't go to university and stick to online communication only in matters of school business

Student 4: In this case, there's nothing or at least something of interaction. It could be better

Student 5: Although it has always been better to communicate my doubts about the classes with my teachers face to face, still they have been quite helpful through instant messaging. So although it is not the best, I'm pleased that they tried to help us.

Student 6: Stressful. Some students do not want to take part in the activities during online lessons.

Student 7: I'm not pleased even agreed with this online mode, because leads to poor social interaction between students and teachers.

Student 8: I would describe it as kinda poor. The only person speaking the whole time is the teacher and for us students it gets a little boring sometimes and also we cannot talk with our classmates unless we do groupwork.

3. *In what context do you think an online educational model would work effortlessly for students?*

Student 1: Educational model would work if teachers explain their subjects with modern methods in order to make their students get clear information.

Student 2: For college students because they are familiar with the technology rather than learners in primary or secondary school.

Student 3: I think the development of technological tools may enhance education

Student 4: They avoid traveling long distances or in short words wasting money in transport.

Student 5: I think for university students have been easier compared to primary or secondary schools. In our case at least we are better trained about the use of technology. However, it could be easier if classes were not so long and be more interactive.

Student 6: Maybe in activities whose main approach is to catch students' attention using platforms to learn vocabulary.

Student 7: They do not have to spend money on transport and waste of time moving from one place to another.

Student 8: In the context of this model being for university students and for teachers to have the top technology and programs to teach and make class more interesting.

4. **How can the university give you further support to your online learning?**

   Student 1: Teachers could share dynamic activities even when teaching through online clases.

   Student 2: Giving Students personalized attention and supportive learning.

   Student 3: Through the preparation of teachers who aren't as good as others regarding technology

   Student 4: Some guidance to adapt to this mode or choosing a program that would work in any computer and let it be slow.

   Student 5: Providing us with an ID to get access to online libraries aside from the one at the UCSG website.

   Student 6: I have not received further support in my online learning.

   Student 7: Giving some guidance to overcome this new mode of learning for some of us, choosing an app accesible for everyone and that 100% sure won't interfiere the functioning of the hardware

   Student 8: by choosing another meeting app that is fast and reliable and doesn't make the computer get slow

5. **What challenges did you face in the context of the current school education? (work-life balance, physical and mental health, lack of support resources, lack of interest, etc)**

   Student 1: Lack of interest and lack of motivation.

   Student 2: Life balance.

   Student 3: Physical health

   Student 4: Physical and mental health.

   Student 5: It has been very difficult for me since I didn't own a PC for myself and I had to use my phone and share the one that my dad used when I had to do homework, which was a lot. The amount of homework was ridiculous, it was like the university forgot that some of us had jobs to keep, or sick family members.

   Student 6: Lack of support resources and interest. Classes are dull

   Student 7: Physical and mental health

   Student 8: work life balance, lack of interest

6. **Do you think it would be useful for teachers to receive training on e-learning tools in order to facilitate your learning? Why or why not?**

Student 1: Yes, because my teachers need to actualize their knowledge with methods or tools that can give support to the subjects they teach.

Student 2: Yes, because educators were not used to teaching in this educational model so teachers need to acquire innovative strategies to improve online learning and develop their capacities and skills in this field.

Student 3: Yes, I think it is very Important to develop a fully functional skills regarding technological tools

Student 4: Yes, definitely. They would learn what things they could use as tools and what to avoid because it won't work in this mode

Student 5: Yes, I think they do need training. Some teachers had issues when it came to prepare quizzes on the moodle platform or just to get online.

Student 6: Yes they do need training on e-learning support. It is important for them to face any online issue during online lessons.

Student 7: Yes, definitely. Due to not all material that teachers used to have for students would be the same in the online mode.

Student 8: yes, because in this way they would know how to use new and updated internet tools to make class more fun and motivating

7. **What factors would push you to select programs encompassed by online education rather than traditional class instruction?**

Student 1: Online Conferences, expositions or online tutorials of teaching and learning.

Student 2: Time flexibility and asynchronous classes.

Student 3: Usage of technology

Student 4: If I'm far from the study place

Student 5: I've always preferred in-class instruction, it just works better for me, personally speaking. I'd take online classes only if they provide us with free access to worldwide libraries.

Student 6: Well a think this could be helpful due to its flexibility in schedules.

Student 7: The location of the university is far away from home and not enough money to pay for a rent.

Student 8: asynchronous classes, flexibility in class schedules

8. ***Are you satisfied with the education you have received through the current online educational model? Explain.***

Student 1: No, because in most of the cases teachers do not give the support to student's doubts and also do not give clear explanations so we have to investigate ourselves.

Student 2: In my point of view, virtual classes maintain the same academic curriculum. I am satisfied with this system. For example, If I have an emergency I can receive synchronous or asynchronous classes, which is a good resource.

Student 3: Last semester I was not very satisfied since the subjects were mostly theoretical and were full of theory and the teacher did not know how to do a more accurate approach

Student 4: How teachers present their classes yes, although internet connection makes in some cases impossible to take classes.

Student 5: Not really, sometimes it gets very boring, especially when it just slides over slides but zero real interaction nor clear explanation.

Student 6: No really, because there is a lack of methodologies in online lessons and some teachers cannot have the ability to work with some platforms.

Student 7: Teachers know how to manage problems and catch the students' attention, although internet connection fails and the app is a heavy program

Student 8: No, because I believe it could have been better if the teachers were up to date on online teaching tools even if they didn't use them before. A true teacher is always finding ways to innovate in the classroom and have a better experience with the students. Apart from that, the feedback from teachers wasn't as fast or as accurate compared to when we had presence classes so maybe that could also be better.

Presence Teacher Interview Questions

1. ***In the context of online learning at UCSG, what mode (synchronous or asynchronous) is being carried out?***

   Teacher 1: Both modes are being carried out

   Teacher 2: Online learning requires both modes: synchronous as well as asynchronous.

   Teacher 3: Mostly synchronous

   Teacher 4: Synchronous and asynchronous

2. ***Are you satisfied with the technology and software you are using for online teaching? Explain.***

   Teacher 1: Not that much. From my point of view, MS Teams and the Moodle version that UCSG offers to teachers, isn´t user friendly because of its interface. There are times when both give a hard time to teachers and students, not only because of the interface, but because of glitches and errors that cause problems to the participants, for example, kicking the students or teachers out of the teaching session, with no explanation what so ever, or when TEAMS deletes some section in the interface, like the chat section. The deletion of the recording button is also something that happens when using teams. I think that ZOOM is friendlier than Teams, but it is more vulnerable to hacker attacks. The internet connection is another technological factor that keeps on affecting both teachers and students. It is also very important to point out that the maintenance and cost of the internet connection (core factor that enables the current educational model to work) is completely assumed by the teacher and not the University. I point this out because I consider that the current educational model works a lot better with a corporate internet service account and contract, than a non corporate internet service. This matter is something that should be taking care of by the institution, and not the teacher or student.

   Teacher 2: Learning a second language with sufficient competency requires a variety of curriculum approaches. The UCSG needs to be more open to explore other methodologies that do not rely on a textbook approach only. While the textbook must be used/seen as a reference, an online approach must make use of additional curricular methodologies to generate student's interest in additional areas.

   Teacher 3: Yes. It is useful and easy to use.

   Teacher 4: There is a need to see the faces of the students, but much of the time they don´t want to turn on their cameras, I don´t know if they are really paying attention or not; or during the exams it´s impossible to see how they are doing their exam, if they are copying or not.

3. How is your experience teaching students from home as compared to teaching at the university?

Teacher 1: It has its pros and cons. To me it is a brand new experience that I personally was not prepared for. It was and still is an experience that gives lots of useful feedback that allows teachers to keep on learning how to engage students in this new educational way of teaching online, and tackle problems that appear during the teaching and learning process. The UCSG prepared most teachers for this challenge by having them receive a practical course of "online teaching", I have to admit that the course helped a lot, but still there were lots of situations that the teacher had to take care of, without knowing exactly how, let me point out some examples, one is the application of a student evaluation without pupils having the opportunity to cheat, another is to see if the students are really paying attention. Students were not obliged by the university to turn on their cameras during class, so that was something that I would like to change.

Teacher 2: It´s less personal, I cannot achieve to know each of my students. I don´t manage to understand each personality and make differences among the new students, because I haven´t met them in a different environment which is not the class.

Teacher 3: Excellent. I have made the transition in a seamless approach due to Google Drive. It allows the students to stay engaged and participate simultaneously.

Teacher 4: I don't like it much. I prefer to have contact with the students, see their reactions.

4. Did you encounter any challenges when designing, organizing and implementing learning activities in the current online learning context? If so, what were they?

Teacher 1: No, I used to manage technology for teaching previously, so it wasn´t so difficult.

Teacher 2: Yes. It is difficult to know if the students do the activities.

Teacher 3: Challenges reflect more of the administrative restrictive parameters which do not allow the instructor and students to further explore topics covered within the curriculum.

Teacher 4: Yes I did. The UCSG prepared most teachers for this new educational way, by having them receive a practical course of "online teaching". I have to admit that the course helped a lot, but still there were lots of situations that the teacher had to take care of, without

knowing exactly how. Let me point out some examples, one is the application of a student evaluation without pupils having the opportunity to cheat, another is to see if the students are really paying attention. Students were not obliged by the university to turn on their cameras during class, so that was another challenge that I had to face.

5. How would you improve your teaching through technologies when you encounter technical challenges?

Teacher 1: I still can record voice on a Power Point presentation and upload that on the Moodle or send it by email.

Teacher 2: I would ask to people who know how it works. It is What I have done so far.

Teacher 3: Use an adaptive approach that relies on self-taught skills, explorative approaches to using different online technologies.

Teacher 4: Technical challenges regarding internet connection for example, aren´t easily tackled, and I dare to say that this issue cannot be placed only in the hands of teachers for the purpose of being solved, if that were the case, that would be extremely unfair and irresponsible on behalf of the university. This is a matter that has to be strictly taken care of by the institution or institutions. Technical challenges regarding the use and integration of technological tools in daily teaching can only be tackled when teachers go into training. I improved lots of aspects of my teaching in the current model by training with different tools on my own.

6. What do you think makes online teaching and learning successful?

Teacher 1: Choosing the right applications that match with the methodologies used by the teacher -- Keeping students active, not just lecturing, because the computer implies and invitation to work -- Not forgetting about motivation, and trying to get to know the students in order to build a sense of community - Step up working collaboratively.

Teacher 2: Teacher and students' commitment.

Teacher 3: Continuous and transparent engagement of the students and the instructor.

Teacher 4: I wouldn´t say it is successful yet, there are still lots of problems that have to be solved when talking about this new way of online learning. But don´t get me wrong, there is a positive side to all of this. Students were able to continue with their studies, this fact represents an objective that needed to be reached by institutions, and

it was. I would say that the current educational model did have success in some topics like enabling teachers to articulate other technological tools and resources to the official UCSG model of online teaching and having tech tools that already existed, that were compatible with presence education technology, this allowed technological systems to adapt to the current educational context.

7. What could be some suggestions and guidelines for maximizing the effectiveness of teaching in the online learning context?

Teacher 1: Building a community of teachers that help one another, and share with others their experiences (each authority in every career should gather teachers to talk about their strengths and weaknesses).

Teacher 2: Thinking that it is an opportunity to learn, it does not matter how difficult it would be.

Teacher 3: Continuously revise curriculum strategies to expand a more comprehensive approach to teaching and learning.

Teacher 4: My suggestion is that the university has to take care of the internet connection issue that keeps on giving trouble to the current online teaching model. The teachers need to constantly train themselves in the use technological tools, even if the university doesn´t give them access to courses, teachers need to search for new ways to tackle problems that keep appearing in today´s educational context The university needs to train students in the use of tools that are constantly applied in on line classes.

Distance Education Teacher Interview:

1. How is your experience teaching students from home as compared to teaching at the university?

Teacher 1: At home it is very pleasant, I like it more than going for the matter of the transportation, it is more comfortable to be at home. I miss interacting with students in workshops, it's harder to get their attention online. You have to come up with other fun activities to get the attention and interest of your students.

Teacher 2: In my particular case, I believe that teaching in a classroom allows the teacher to deepen the knowledge of student expectations and perceive student satisfaction.

2. Based on your point of view, what are the most important elements that can point out the quality of the online instruction pupils receive?

Teacher 1: Apart from the quality of the content, it is necessary to do follow-ups by the tutors. You have to be aware of who attends, the interaction on the platform. Although if there are support tools such as WhatsApp groups and forums, it is not the same. Even if the class is recorded, the follow-up with the students must be perennial.

Teacher 2: I believe that the teacher must develop empathy and commitment, as well as some other competences such as: communicative, technological, planning and tutorial.

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Elizalde Velez Camila Stephanie**, con C.C: #0922536404 autora del trabajo de titulación: **The effect of the online educational model in the teaching and learning process of UCSG´s School of English Language, during the Covid-19 outbreak in Semester A-2020** previo a la obtención del título de **Bachelor Degree in English Language with a Minor in Educational Management** en la Universidad Católica de Santiago de Guayaquil.

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RESUMEN/ABSTRACT (150-250 palabras):

Students around the world endured a drastic change to their education in the year of 2020 due to the Covid-19 pandemic. For the School of English Language students at the Catholic University of Santiago de Guayaquil, this was no exception. This study aimed to analyze the effect of the online educational model in the teaching and learning process of UCSG´s School of English Language, during the Covid-19 outbreak in Semester A-2020. The methodological approach selected for this research was the mixed methods research approach. In order to analyze this effect, a survey and an interview was administered to a group of 8 students between the ages of 24 and 36 of the School of English Language. Additionally, a survey and an interview were also conducted to a group of 2 distance education teachers and 5 presence education teachers from the Catholic University of Santiago de Guayaquil.

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