



Experiencias del proceso de enseñanza-aprendizaje del inglés virtual durante la pandemia en el Colegio Benigno Malo

Experiences of the virtual English teaching-learning process during the pandemic at the Benigno Malo School

Experiências do processo ensino-aprendizagem virtual de inglês durante a pandemia na Escola Benigno Malo

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Resumen

Cuando la pandemia del COVID-19 se expandió, el sistema educativo ecuatoriano sufrió un impacto significativo, lo que generó cambios en el plan de estudios y un cambio hacia el aprendizaje virtual. El Ministerio de Educación venía trabajando con el currículo para el 2016, pero con la aparición del virus, el Ministerio de Educación elaboró un currículo priorizado para representar la educación en situaciones de emergencia. En esta investigación se ha enseñado y aprendido el inglés en clases virtuales durante la pandemia, centrándose en las experiencias de 15 estudiantes de tercer año de 15 a 17 años y cinco docentes del colegio “Benigno Malo” en 2020-2021. Se utilizó un método cualitativo para analizar datos textuales y dos instrumentos cuantitativos para recolectar e interpretar tendencias numéricas. Los cuestionarios fueron diseñados para explorar experiencias tanto positivas como negativas con las clases de inglés en línea durante la pandemia. Los hallazgos destacan los desafíos que enfrentaron los maestros y los estudiantes para adaptarse al aprendizaje virtual y el impacto de esto en el proceso de aprendizaje del idioma inglés. A pesar de las dificultades iniciales, los participantes pudieron desarrollar nuevas habilidades tecnológicas y transformar los problemas educativos en experiencias positivas de aprendizaje y enseñanza. Este estudio brinda información sobre la efectividad de las clases virtuales de inglés durante situaciones de emergencia y destaca la importancia de las habilidades tecnológicas para la educación futura.

Palabras Clave: Experiencias de aprendizaje; Pandemia; Aprendizaje virtual; Enseñanza; Motivación; Tecnología educativa. (Palabras tomadas de UNESCO Thesaurus).

Abstract

As the COVID-19 pandemic spread, the Ecuadorian education system suffered a significant impact, leading to changes in the curriculum and a shift towards virtual learning. The Ministry of Education had been working on the curriculum for 2016, but with the appearance of the virus, the Ministry of Education developed a prioritized curriculum to represent education in emergency situations. In this research, English has been taught and learned in virtual classes during the pandemic, focusing on the experiences of 15 third-year students from 15 to 17 years old and five teachers from the "Benigno Malo" school in 2020-2021. A qualitative method was used to analyze textual data and two quantitative instruments to collect and interpret numerical trends. The questionnaires were

designed to explore both positive and negative experiences with online English classes during the pandemic. The findings highlight the challenges teachers and students faced in adapting to virtual learning and the impact of this on the English language learning process. Despite initial difficulties, the participants were able to develop new technological skills and transform educational problems into positive learning and teaching experiences. This study provides information on the effectiveness of virtual English classes during emergency situations and highlights the importance of technology skills for future education.

Keywords: Learning experiences; Pandemic; Virtual learning; Teaching; Motivation; Educative technology. (Words taken from UNESCO Thesaurus).

Resumo

À medida que a pandemia do COVID-19 se espalhou, o sistema educacional equatoriano sofreu um impacto significativo, levando a mudanças no currículo e a uma mudança para o aprendizado virtual. O Ministério da Educação vinha trabalhando no currículo para 2016, mas com o aparecimento do vírus, o Ministério da Educação desenvolveu um currículo priorizado para representar a educação em situações de emergência. Nesta pesquisa, o inglês foi ensinado e aprendido em aulas virtuais durante a pandemia, com foco nas experiências de 15 alunos do terceiro ano de 15 a 17 anos e cinco professores da escola "Benigno Malo" em 2020-2021. Um método qualitativo foi usado para analisar dados textuais e dois instrumentos quantitativos para coletar e interpretar tendências numéricas. Os questionários foram elaborados para explorar experiências positivas e negativas com aulas de inglês online durante a pandemia. As descobertas destacam os desafios enfrentados por professores e alunos na adaptação ao aprendizado virtual e o impacto disso no processo de aprendizado da língua inglesa. Apesar das dificuldades iniciais, os participantes conseguiram desenvolver novas habilidades tecnológicas e transformar problemas educacionais em experiências positivas de aprendizagem e ensino. Este estudo fornece informações sobre a eficácia das aulas virtuais de inglês em situações de emergência e destaca a importância das habilidades tecnológicas para a educação futura.

Palavras-chave: Experiências de aprendizagem; Pandemia; Aprendizagem virtual; Ensino; Motivação; Tecnologia educativa. (Palavras retiradas do Thesaurus da UNESCO).

Introduction

The COVID-19 pandemic presented new challenges for teachers in providing virtual classes, leading to a range of educational issues that needed to be addressed. To adapt to this new development, teachers, and students had to learn and employ new technical skills.

The Ministry of Education's (2016) official report emphasizes the importance of providing fundamental education to all students, regardless of the circumstances. For this reason, the Ministry of Education created a prioritized curriculum to support an autonomous teaching-learning process that could be adapted to a variety of learning needs and settings, including traditional classrooms, online classrooms, and hybrid environments. The curriculum prioritized the development of life skills, including the ability to deal with uncertainty, think critically, analyze and argue while considering multiple perspectives, communicate with empathy, make decisions, work collaboratively, and manage technology.

This paper examines the impact of these measures on the teaching and learning of English in virtual classes during the pandemic, highlighting both the challenges and opportunities presented by this new learning environment. However, online education had both positive and negative experiences. The positive experiences included time and space flexibility, comfort, and the ability to review lessons via recordings. The negative experiences included technical difficulties, a lack of social interaction, health issues, and lack of motivation and participation (Çoban & Vardar, 2021). During the COVID-19 pandemic, virtual classes presented significant challenges for teachers and pupils, particularly in the teaching and learning of English. These challenges highlight the need for effective technological support and training for teachers and students, as well as the importance of promoting independent learning and critical thinking skills. Despite these difficulties, virtual classes also provided opportunities for teachers and students to develop new technical skills and innovative teaching strategies, which may have long-term benefits for English language education. The purpose of this research is to analyze the experiences of the English teaching and learning process in virtual classes during the COVID-19 pandemic and to understand students' and teachers' perspectives on motivation during online classes. To achieve this, a qualitative method was used to analyze textual data, complemented by quantitative instruments for collecting and interpreting numerical trends. The study included a sample of 15 students, ages ranging from 15-17 in the third year of UGB, as well as five teachers from "Benigno Malo" high school.

The research line for this study is focused on teacher training and professional development, and the research subline is Academic training of the language teacher for the development of communicative and linguistic skills.

Conceptual Framework

Experiential learning

Experiential learning is a learning approach that requires individuals to actively participate and engage with their surroundings instead of merely receiving information from a teacher or textbook passively (Dewey, 1938).

It explores what may be learned in light of their perceptions, obstacles, and opportunities that emerged as language instruction transitioned online during the COVID-19 pandemic, using a mixed-methods approach. By analyzing a range of experiences in online language classes, this study can provide valuable insights for teachers, trainers, managers, and policymakers to develop more effective pedagogical approaches to online and blended language education. As the educational world begins to recover from the pandemic, it can help to foster a more robust and innovative approach to language teaching, learning, and evaluation (Mavridi, 2022).

Pandemics

According to the Centers for Disease Control and Prevention (2022), a pandemic is an infectious disease that goes over the world, causing serious health problems to human beings. Consequently, COVID-19 is a pandemic, which has caused severe respiratory problems to millions of people provoking their death.

The first cases of the new coronavirus (nCoV) were identified in China in December 2019; from this place, it increased rapidly to other countries around the world. This led the World Health Organization (WHO) to announce an international Public Health Emergency on 30 January 2020 and to typify the outburst as a pandemic on 11 March 2020. Since the COVID-19 pandemic started, millions of individuals died from this mortal virus. (World Health Organization, 2023).

Virtual Learning

According to Tamm (2023), virtual English learning involves the use of computers, networks, and electronic technology for online education, which may also be referred to as internet-enabled, virtual, or web-based education. This electronic system with the use of the internet has become crucial for adapting to online classes to facilitate learning and education remotely.

Internet utilization in the teaching and learning process is not just a choice; it is also a requirement. Nowadays, online media is constantly evolving, and many people use it as a means of communication and learning. It allows for the diffusion and collection of information from all parts of the world. In short, online education has become a central part of delivering classes during the pandemic.

Teaching Process

A teacher controls certain learning objectives, creates teaching and memorization methods, administers a work calendar, and assesses the success of the instruction in a multistep process. While a teacher is teaching, they are interfering while also paying attention to their students' necessities, experiences, and feelings. Making learning valuable and significant is the main objective of education, and teaching is the means of achieving this goal (Teachmint.n.d.).

The teaching method is used when one person is instructing or counseling another. Teenagers are prepared to be responsible citizens of a country who will one day rule society. This technique is an illustration of the point of contact that the individual uses to help facilitate the acquisition of knowledge, skills, and attitudes that result in behavioral changes. Delivered through instruction, the teaching process includes setting up a scene where students can interact and acquire the skills necessary for learning. The goal of the teaching-learning process is to disseminate information, impart skills, and promote the growth of attitudes, values, and personalities. The learning process is being evaluated by education scholars in terms of what the individual and the community can gain from it (Teachmint, n.d.).

Motivation

The Affective Filter hypothesis, which reflects Krashen's theory that a number of "affective variables" have a facilitative but non-causal role in second language learning, deserves special attention in this section. These components include motivation, anxiousness, and self-assurance.

Krashen (1983) asserts that pupils who are highly motivated, confident, have a positive view of themselves, and show less anxiety are better suited to succeed in learning a second language. When inadequate motivation, low self-esteem, and paralyzing fear combine to "raise" the affective filter, a "mental block" that prevents intelligent input from being used for acquisition might be produced. The filter is "up" when language learning is hindered, in other words. Nevertheless, for acquisition to take place, good effect is both required and insufficient on its own.

Educational Technology

Education is shifting due to technology, which also gives students more control over their learning processes by changing when, where, and how they learn. Educational technology permits students to take charge of their education, making it important to their digital lives and getting them ready for the future as we move toward individualized learning. Students are encouraged to solve their educational issues and to be critical thinkers, collaborators, and creatives thanks to technology, which also gives them access to resources when they are not in their teaching space.

Wen (2020) explains that during the pandemic, educational technology was basically Google Classroom, a tool that helped teachers to create a digital classroom to interact with students, attract their attention through different activities, and make them create their own educative environment to learn and teach.

Students who have efficiently integrated technology into their classrooms grow to love learning for the rest of their lives. Teachers are always trying to personalize learning for students. Technology can help them advance by providing access to longitudinal data, resources, real-time student data, apps, and more. Technology can assist educators and students in implementing innovative teaching and learning strategies in the classroom by using digital tools for formative and summative assessments and the development of blended learning environments.

Pupils who have access to technology in the classroom and the appropriate technology in their hands are better prepared with the technical and career skills required for success in their future lives (Intel, 2022).

State of the literature review

The pandemic has caused significant challenges to students and teachers around the world. Some of them are related to the teaching and learning process; others to technology and motivation. Studies carried out on these topics have resulted in cross-informational data that help the stakeholders to understand their experiences.

During COVID-19, students in the Philippines faced various online learning challenges, which were investigated by Barrot, Llenares, and del Rosario (2021). The study revealed that students encountered different degrees of difficulty, with home learning environments presenting the biggest problem and technical literacy posing the least. Additionally, students reported that the pandemic worsened their educational experience, mental health, financial situation, social interactions, and mobility. The authors emphasized that each student had unique obstacles and coping mechanisms, influenced by factors such as available resources, interactions with teachers and peers, and institutional regulations. Moreover, the pandemic lockdowns and students' socioeconomic circumstances exacerbated their difficulties.

Another contribution to the work is related to the experiences of secondary school students in Turkey during the pandemic. Several recommendations can be made to educational managers regarding distance learning based on the study's findings. In light of the flaws in the system that emerged during the pandemic, it is possible to strengthen the remote education system in terms of infrastructure, access, content, application, and pedagogy. Moreover, the teachers' training is so important because they play a crucial role in distance learning, assisting them to advance their knowledge of the field. Future research can benefit from a few recommendations. Further research can concentrate on how university students, children in elementary school, young children, and adults experienced the pandemic. Likewise, the perspectives of people from various socioeconomic backgrounds can be researched. There are some studies that can be done to decrease the pandemic's detrimental impacts on students during the post-pandemic period. This study can be used for improving the virtual classes that could be applied in future education at any time (Aslan, Aslan, & Tuzgöl Dost, 2022).

Methods

This design uses qualitative and quantitative data that helps "... to have a power source of information" (Creswell, 2021, p.537). They are a process to collect, scrutinize, and mix both

methods to understand the research problem. Qualitative research is an exploratory method that seeks to understand and describe the experiences, behaviors, and attitudes of individuals and groups. Quantitative research, on the other hand, is a method that seeks to measure and quantify data in a systematic and structured way (Creswell, 2021).

Procedure

First, the researcher designed two questionnaires that were tested by an expert. After that, it was obtained permission from the principal of "Benigno Malo" high school and the parents of the students using an informed consent statement. The study used a qualitative method to gather detailed textual data about the experiences of students and teachers in the English teaching and learning process during online classes in the context of the pandemic. It explored and identified hypotheses. The two questionnaires were then administered to collect and interpret numerical trends, structured according to the research questions to test the hypotheses. The results were analyzed and tabulated to obtain valid information.

Participants

The study sample consisted of 15 third-year UGB students aged 15-17, as well as five English teachers from "Benigno Malo" high school in 2020-2021. This sample was made up of seven male students and eight female students, one male, and four female teachers. Two questionnaires were designed: one for the students and another for the teachers.

Instruments

To gather data, two questionnaires were designed and administered to the study participants: one for the teachers and one for the students. The questionnaires were divided into several sections that addressed the research questions, including participants' background information, their experiences with online English teaching during the pandemic, and students' experiences with virtual English classes. Additionally, the questionnaires aimed to explore the motivational perspectives of both students and teachers.

Study design

This study utilized both qualitative and quantitative data analysis techniques. The qualitative method is to gain an in-depth understanding of the experience of online teaching and learning during the COVID-19 pandemic. It involves asking open-ended questions of participants, which enables the researcher to obtain detailed and descriptive responses based on their thoughts, opinions, and experiences (Creswell, 2014). It has been used to detail textual data. While the quantitative method involved two questionnaires to collect and analyze numerical trends in the research work. It was addressed based on the investigation questions. With the help of this approach, comprehensive information regarding the experiences of both students and teachers in an online English learning and teaching environment during the pandemic could be gathered, allowing researchers to properly comprehend the phenomenon from their perspective.

Results

The results of the students of “Benigno Malo” high school were collected by using hard copies, and then classified in an Excel spreadsheet and presented in tables as follows:

Figure 1. Students. Question 1

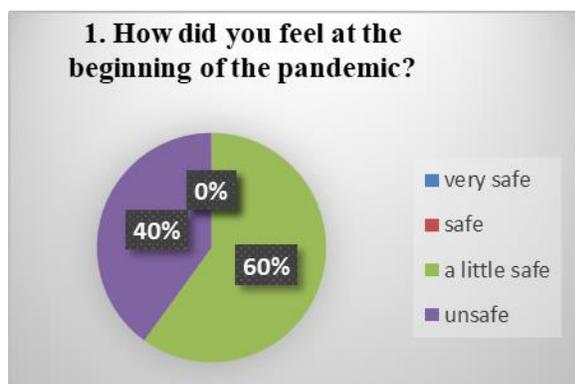
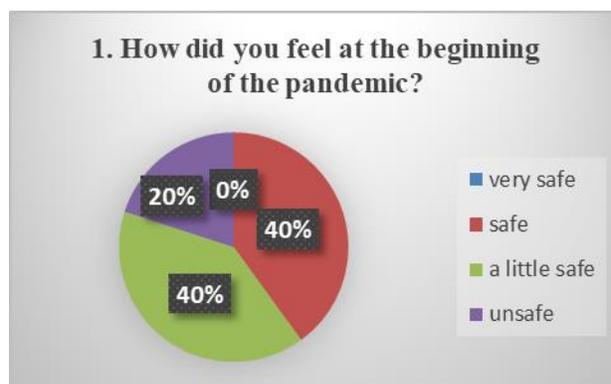
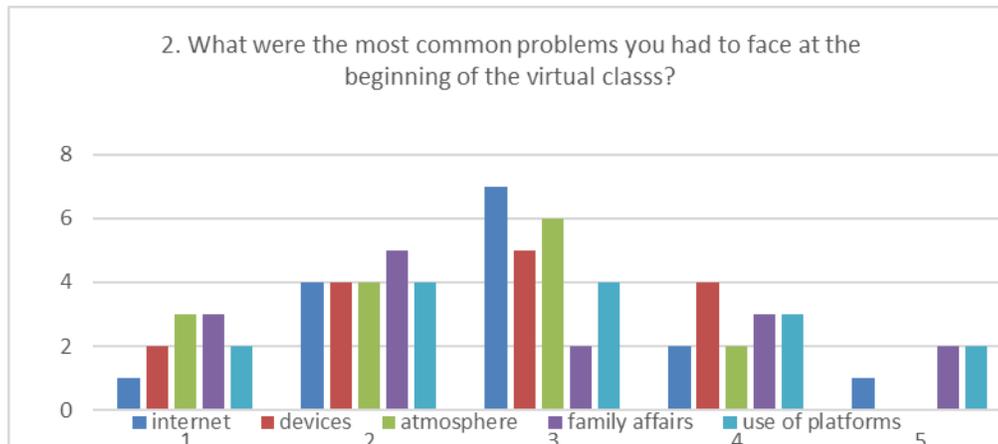


Figure 2. Students. Question 1



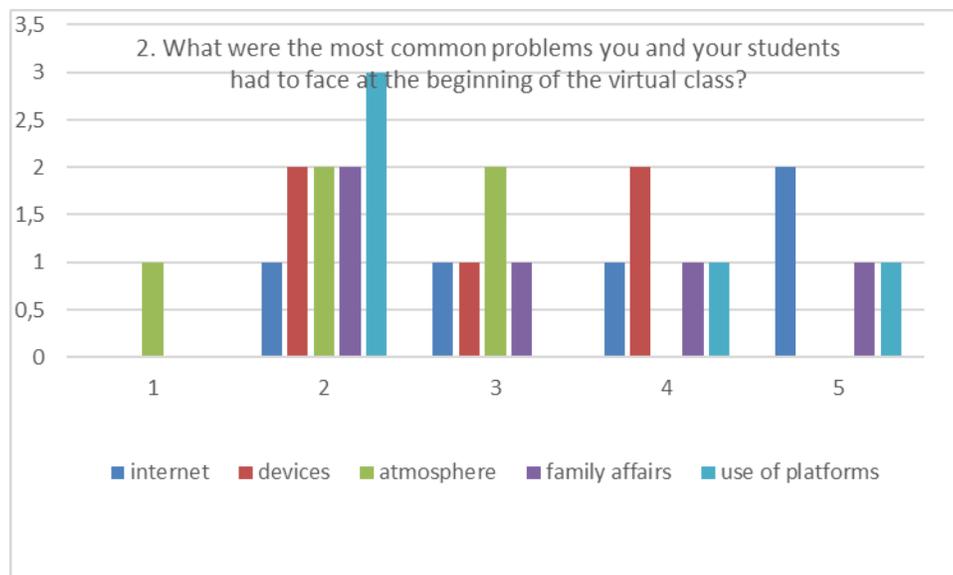
In response to question 1 (figures 1& 2), it was found that at the beginning of the pandemic, 40% of students felt safe and another 40% felt a little safe. In contrast, 60% of the teachers felt a little safe. This difference in perception is understandable since motivation varies between these two groups. According to Krashen (1983), it is the role of teachers to motivate, encourage, and stimulate students. Therefore, it is important to understand how teachers' own feelings of safety and motivation can impact their ability to support and motivate students in online learning environments.

Figure 3. Students. Question 2



At the start of the pandemic, students faced challenges in their virtual learning, as reflected by an average score of three on the scale. However, figure 3 shows that they were able to adapt and had an acceptable level of proficiency in using online platforms and the internet. Family issues were a minor concern for students, but they found ways to strengthen their relationships while meeting their educational needs. The biggest problem was related to devices, as indicated in position four of the scale, where students had inadequate access to technology and often had to share devices with their families. It is important for educational institutions to address this issue and provide students with the necessary tools to facilitate their learning.

Figure 4. Teachers. Question 2



In Figure 4, it can be observed that teachers did not face many problems managing the platforms during virtual classes due to their self-education. They had some issues with their atmosphere in question number three because they had to share the same rooms in their houses with their families, such as the living room, dining room, or study room. As seen in the graphic, in question number 5, teachers experienced internet connectivity issues because most of their families were using it. Despite these challenges, teachers made an effort to meet their students' educational needs. According to Krashen (1983) highly motivated students have a positive attitude in learning a second language.

Figure 5. Students. Question 3

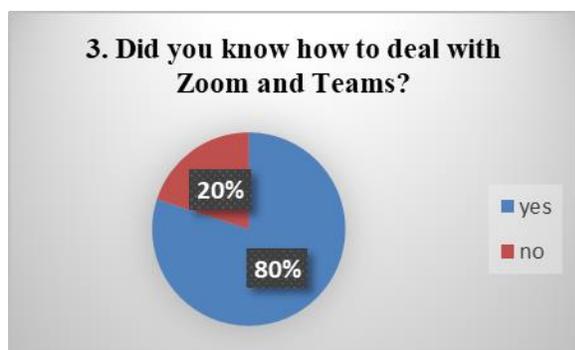


Figure 6. Students. Question 3



Regarding question three (figures 5&6), the results show that students were initially affected by the pandemic, but they were able to adapt to using online platforms such as Zoom and Teams, with a proficiency rate of 67%. This is because they had already been exposed to these platforms through their use of social networks and had learned how to use them by watching videos and reading articles. In contrast, teachers had a higher proficiency rate of 80%, which can be attributed to their professional development and use of technology tools for activities, assessments, and motivating learners to acquire the new language. As Teachmint (n.d.) notes, teachers have been using these tools to enhance their teaching practices.

Figure 7. Students. Question 4

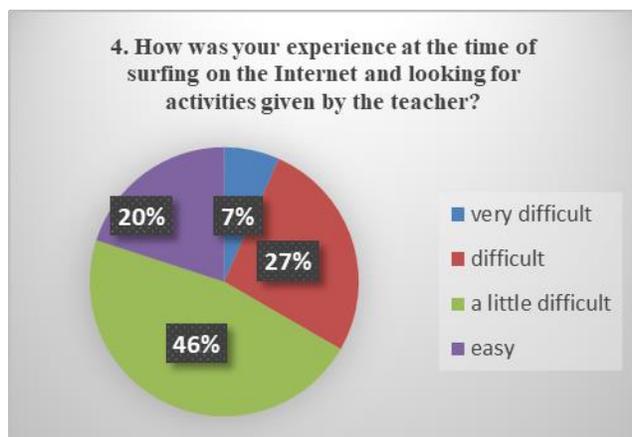
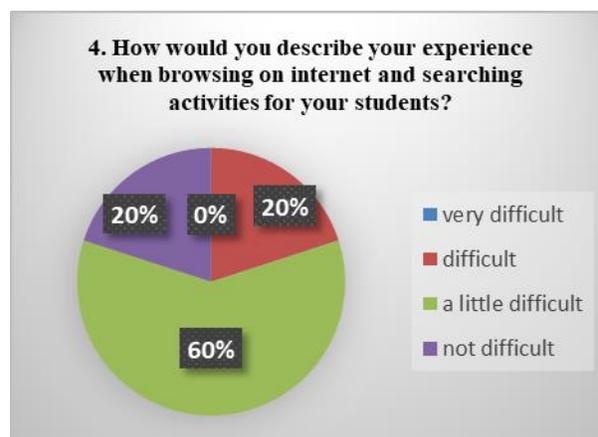


Figure 8. Students. Question 4



In response to question four (figures 7&8), 46% of students reported that they found it somewhat difficult to search for activities online because some of them were not familiar with the platforms and Google pages. On the other hand, 60% of the teachers found it somewhat difficult to search for activities to send to their students, as they were not familiar with how to find such pages. However, they were able to learn to navigate these pages by seeking help, watching videos, and manipulating them to send tasks to their students. Wen (2020) highlights the benefits of using Google, such as engaging students with various activities and creating a personalized learning environment.

Figure 9. Students. Question 5

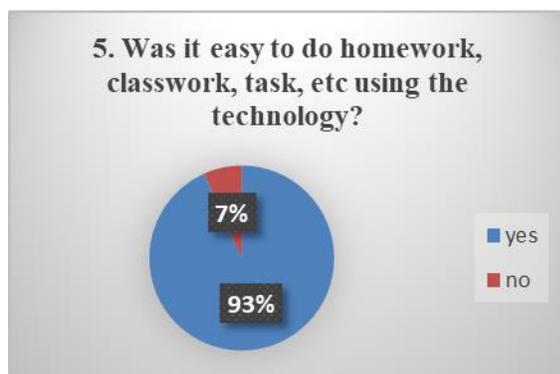
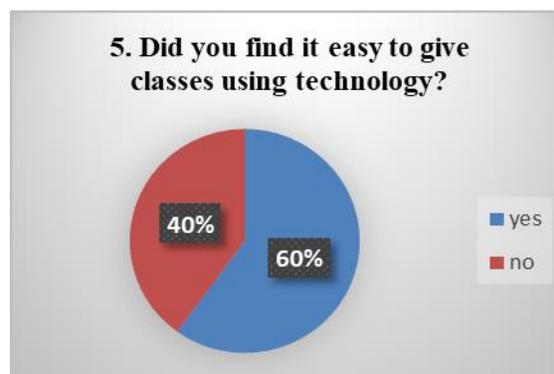


Figure 10. Teachers. Question 5



Based on the responses to question 5 (figures 9&10), it was found that at the beginning of the pandemic, 93% of the students found it easy to complete the activities assigned by their teachers, thanks to the availability of tools like Google Translate and the ease of accessing information online. In contrast, 60% of the teachers found it easy to give classes using technology, as they were training themselves by watching videos and seeking help from their families. This finding is

consistent with the growing trend of exploring educational technology tools to enhance the teaching and learning experience during the pandemic, as noted by Wen (2020).

Figure 11. Students. Question 6



Figure 12. Teachers. Question 6



In response to question 6 (figures 11&12), it was found that 53% of students reported feeling satisfied with their emotional well-being during virtual classes despite fronting several challenges such as lack of technology access, family loss, internet connectivity issues, and insufficient devices. Meanwhile, 60% of teachers reported feeling motivated despite experiencing technology management issues and emotional challenges such as anxiety, motivation, and self-confidence. As Krashen (1983) suggests, it is the role of teachers to create a positive environment and use active teaching strategies to support student success in the learning process.

At the end of the pandemic

Figure 13. Students. Question 1

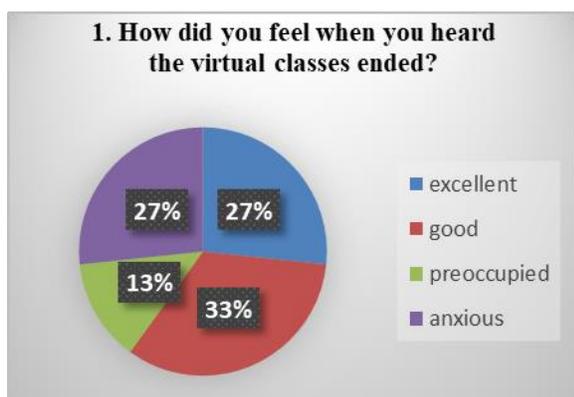
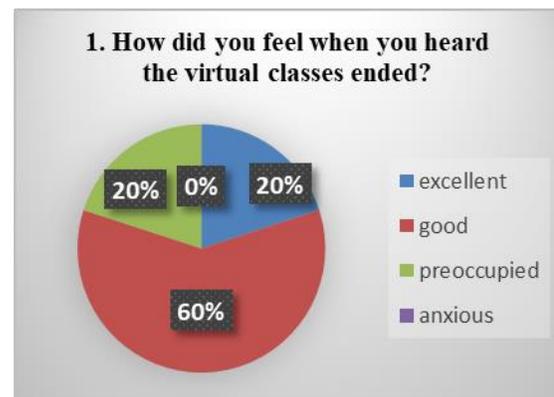


Figure 14. Teachers. Question 2



In figures 13 and 14, at the end of the pandemic, 33% of the students felt good because they knew that their classes were going to be different. As for teachers, 60% of them felt good. They realized

that returning to in-person instruction would be much better for them. They could then use their teaching talents and develop attitudes, values, and character more effectively in person rather than in front of a camera (Teachmint, n.d.).

Based on the results of question two (figure 15), students had the least amount of trouble compared to other issues identified in the study. They were able to overcome most of the problems they faced during the initial stages of the pandemic when they started attending virtual classes. They learned how to use more advanced tools and platforms effectively, and they also gained better control over managing family matters. They had a variety of controls over their environment and were able to use and share technology more efficiently.

Figure 15. Students. Question 2

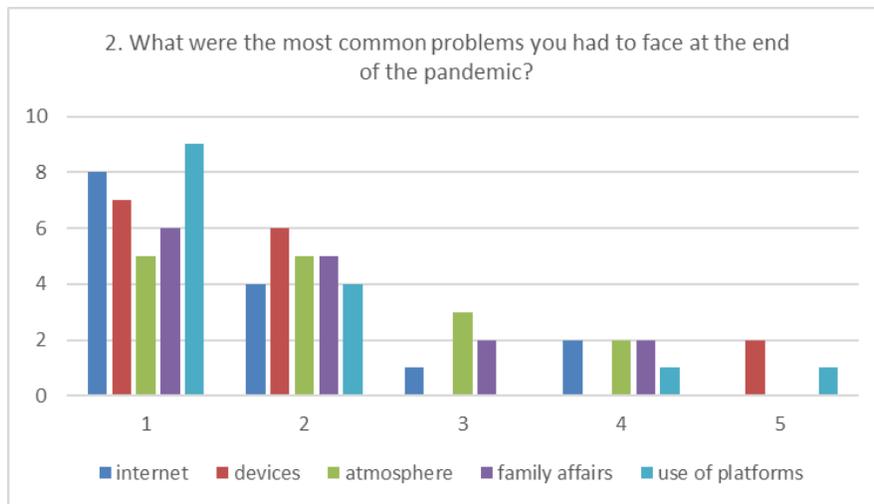
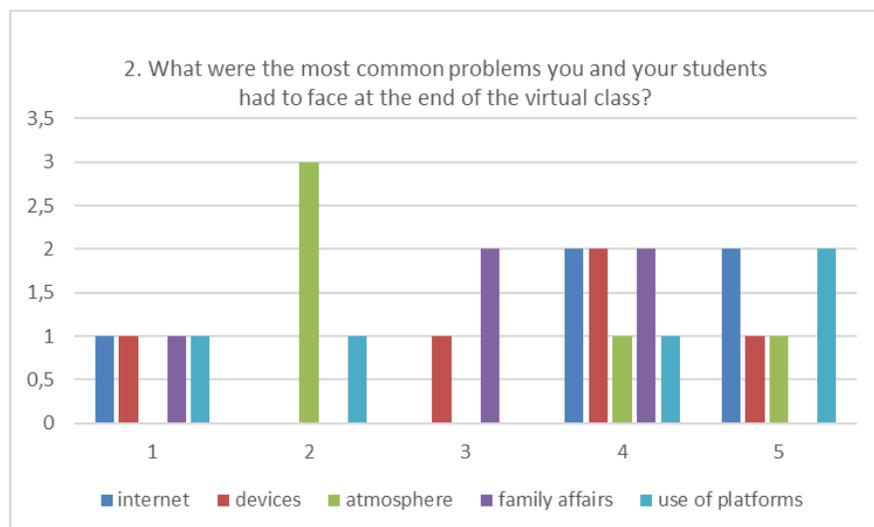


Figure 16. Teachers. Question 2



In figure 16, it can be seen that at the end of the pandemic, teachers had improved their teaching process in virtual classes. They faced fewer problems related to the atmosphere because they were able to organize and adapt their teaching methods to different environments. However, they still had to learn how to deal with various technological tools and manage family affairs, as shown in numbers 4 and 5.

Figure 17. Students. Question 3

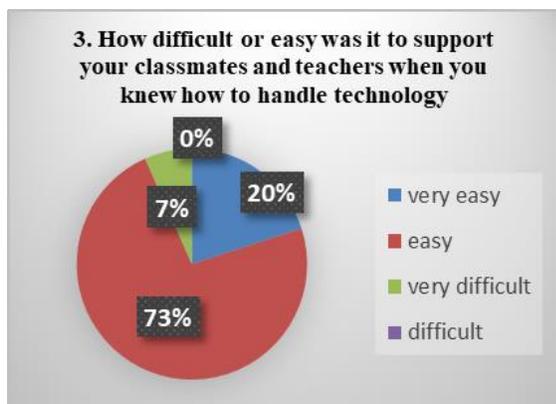
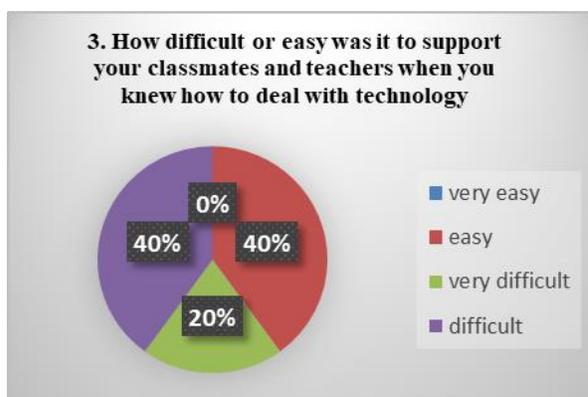


Figure 18. Teachers. Question 3



In question three (figures 17&18), 73% of the students found it easy to assist their peers and teachers as they were more familiar with how to use technology tools like Zoom and Teams. Wen (2020) states that students who have successfully incorporated technology into their classrooms grow to love learning for the rest of their lives. On the other hand, although the teachers were competent enough to manage the platforms to instruct their pupils, 40% of them found it both easy and challenging to support their colleagues and fellow educators. It is worth noting that using technology tools has developed an indispensable part of language learning, especially during the sickness (Teachmint, n.d.).

Figure 19. Students. Question 4

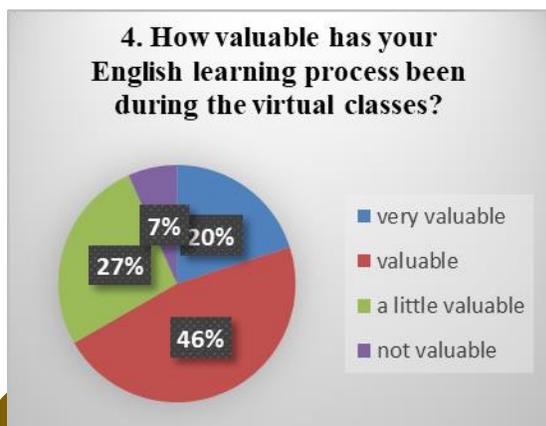
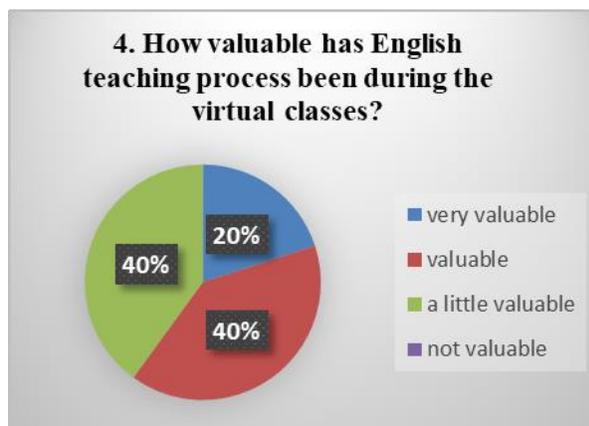


Figure 20. Teachers. Question 4



In figures 19&20, students gave a 46% positive rating to their English language learning experience during the pandemic. Although they were inspired by their teachers, they had to deal with various issues at home, including family problems, technology challenges, internet issues, and more. On the other hand, only 40% of teachers believed their lessons were effective, despite their constant efforts to motivate students. Most students turned off their cameras during the lessons, and teachers had no way of knowing whether the students were paying attention, even though they encouraged them to turn their cameras on.

Figure 21. Students. Question 5

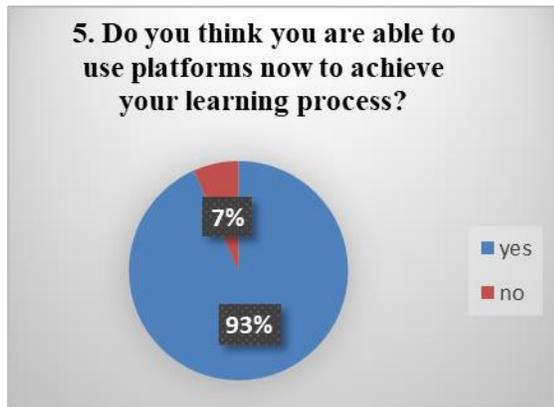


Figure 22. Teachers. Question 5



In question number five (figures 21&22), 60% of the students were able to use these platforms because they learned to practice and investigate how to handle these technological tools. For this reason, the learning process was highly successful. In contrast, by the end of the pandemic, virtual classes were successful because 100% of the teachers had learned to use the platforms correctly, resulting in an effective teaching and learning process.

Figure 23. Students. Question 6

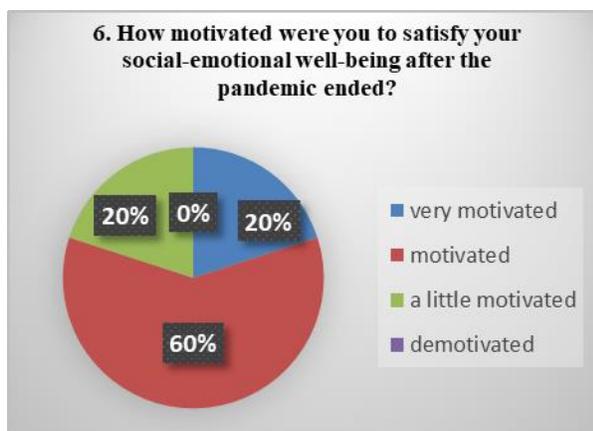
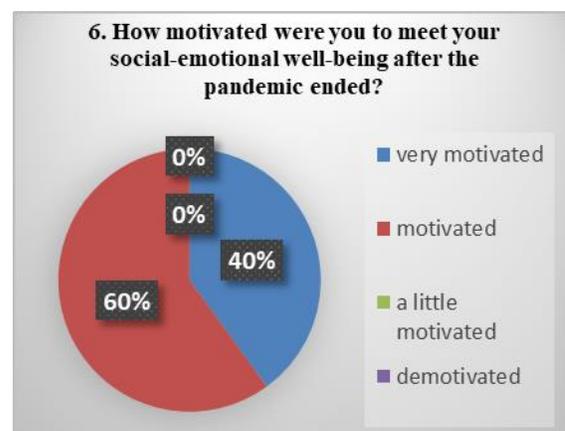


Figure 24. Teachers. Question 6



In question 6 (figures 23&24), at the end of the virtual classes, teachers felt motivated with a 60% positive rating in terms of their social-emotional well-being. They were motivated by their students and knew that they would soon return to face-to-face classes. Additionally, teachers felt motivated with a 60% positive rating because they knew how to manage their emotions, both with themselves and with their students.

Discussion

This research has collected sufficient information to understand how the students and teachers of "Benigno Malo High School" in 2020-2021 experienced virtual classes during the pandemic, both positively and negatively. In the beginning, they did not feel safe because they faced challenges with internet connectivity, devices, atmosphere, and family affairs. However, since students are often more familiar with technology, they did not experience many issues with using the platforms. After the teachers' investigation and self-education, they became proficient in using different technology tools, making it easier to provide instructions to students through platforms like Zoom and Teams. Despite difficulties with using Google Translator, teachers were able to send activities to students. Additionally, the flexibility of the teachers helped to ease the burden of academic obligations for students, resulting in tangible benefits for their learning experience.

During the virtual classes, a lot of problems arose, such as the lack of internet, slow internet, problems with audio, devices, and the use of platforms. However, the teachers tried to maintain contact with the students all the time, and in this way, they were able to help their students satisfy their social-emotional well-being and cognitive support in the teaching-learning process during the pandemic. With this virtual experience, educators and scholars learned to control technological tools, and the students felt motivated all the time to support this difficult time because the teachers were more flexible in the teaching process. Teachers encouraged students' internal abilities and allowed them time and space to demonstrate their creativity. (Sahito, Shah, Pelser, & Page, 2022) At the end of the pandemic, everybody felt more comfortable using technological tools. They were prepared to apply activities in online classes. Likewise, students felt encouraged in their social-emotional well-being because they were motivated by their teacher at all times and knew that they would return to face-to-face classes. Additionally, the teachers felt motivated because they knew how to handle the students' emotions and their own.

Study implications

The study's implications include understanding the challenges and opportunities of teaching and learning English online during the COVID-19 pandemic. The study also sheds light on the importance of teacher motivation and how it can impact student outcomes in a virtual setting. Additionally, the study highlights the need for institutions and educational authorities to be aware of the experiences and perspectives of teachers and students during the pandemic, in order to improve the improvement of remote schooling.

Conclusion

In conclusion, the challenges faced by students and teachers in adapting to virtual learning during the COVID-19 pandemic have resulted in both positive and negative experiences that have contributed to the teaching and learning process. Despite issues with technology and family affairs, both groups were able to adapt and learn to use new platforms, and teachers were motivated to provide support to their students. However, it is clear that more support is needed, including sufficient technological tools and ongoing training, to ensure that students and teachers are prepared for similar situations in the future. Dewey (1938) states that motivated students are better to learn a new language. By addressing these issues, educational institutions can provide a better learning experience for everyone involved.

Recommendations

In this research work on the English teaching-learning process during the pandemic in virtual classes, there were positive and negative experiences, as well as some perspectives on student and teacher motivation. Important recommendations for enhancing this kind of instruction include the following aspects:

- Teachers should receive training, become more proficient at using digital tools, and seek out active techniques to promote students' interest in online classes.
- The educational public institutes should implement good technological devices that contribute to a good teaching-learning process when these classes have to be given remotely. Furthermore, the institution should provide a good internet connection so that both teachers and students with interactive and motivational classes. During online classes,

many students faced challenges in accessing the internet due to technical and financial limitations (Adnan, and Anwar, 2020).

- Educational institutions must enhance the design of curriculum in online classes with more relevant content, competencies, and social-emotional management.
- In such pandemics or in times of emergency, precautions must be taken to avoid potential issues (Özüdoğru, 2021).

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