

**The Effectiveness of Emergency Remote Teaching (ERT) vs. Face-to-Face Instruction:
A Student Perspective on Interaction, Academic Flexibility, and Resource Access in an
English Language Class in 2023**

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Dedicatoria

Este trabajo no hubiera sido posible sin el apoyo incondicional de todos los que nos motivaron a seguir adelante en cada una de las dificultades, creyeron en cada paso realizado sin importar cuan áspero fue el camino, y finalmente nos dieron la fuerza necesaria para culminar el resultado de esta etapa. Le dedicamos el esfuerzo, dedicación y trabajo duro de aquello que nos llevará a la búsqueda de nuevos retos principalmente a Dios, por enseñarnos el significado de paciencia y brindarnos la sabiduría para no desfallecer. Asimismo, a nuestras familias que nos brindaron todo su cariño y comprensión en los momentos malos y no tan malos para llegar aquí. Y finalmente, a todos aquellos que brindaron su granito de arena, iluminando esas madrugadas de frustración y siguieron junto a nosotros para lograr cumplir una meta más en la búsqueda de ser mejores cada día.

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Abstract

Title: The Effectiveness of Emergency Remote Teaching (ERT) vs Face-to-Face Instruction: A Student Perspective on Interaction, Academic Flexibility, and Resource Access in an English Language Class in 2023.

Authors: Deisy Johanna Zuñiga Uribe & Oscar Arley Duarte Avila.

Key words: Effectiveness, language English teaching, ERT and Face-to-Face modalities.

Description: This study explores tenth-grade students' insights regarding their experiences on an ERT compared to traditional settings to identify the effectiveness of language teaching in terms of interaction, academic flexibility, and accessibility to resources in 2023 school year. Employing a quantitative research design which followed a causal-comparative approach to analyze both descriptive and statistical connections on deeper insights into language learning effectiveness by comparing both learning modalities. The findings reveal the importance of a balanced approach that integrates and promotes both social, affective and cognitive inputs by incorporating and adapting learning tools to the settings, strengthening continuous interaction, access to meaningful resources and flexibility to being active learners in the promotion of effective academic achievements on language learning. Therefore, it provides valuable insights to the educational sector, determining and addressing the challenges, drawbacks and improvements faced on the ERT, comparing them to the traditional setting, recognizing and appreciating the contributions that bring the adaptation of learning strategies by identifying how to blend those positive aspects on both settings, fostering an optimal version on English language learning.

*Dissertation

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Resumen

Título: La Eficacia de la Enseñanza Remota de Emergencia (ERE) vs Enseñanza Tradicional: Una Perspectiva Estudiantil sobre Interacción, Flexibilidad Académica y Acceso a Recursos en una Clase de Inglés 2023.

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Palabras clave: Efectividad, enseñanza de Inglés, modalidades de ERE y Presencialidad.

Descripción: Este estudio explora la percepción de los estudiantes de décimo grado con respecto a sus experiencias en un ERT en comparación con los contextos tradicionales para identificar la efectividad en la enseñanza del idioma en términos de interacción, flexibilidad académica y accesibilidad a los recursos en el año escolar 2023. Empleando un diseño de investigación cuantitativo que siguió un enfoque causal-comparativo para analizar las conexiones descriptivas y estadísticas sobre las percepciones de la eficacia del aprendizaje, comparando ambas modalidades. Los resultados revelan la importancia equitativa que integre y promueva los aportes sociales, afectivos y cognitivos mediante la incorporación y adaptación de herramientas en los contextos de aprendizaje, el fortalecimiento de la interacción continua, la accesibilidad a recursos significativos, y la flexibilidad para ser alumnos activos en la promoción de logros académicos efectivos. Por lo tanto, proporcionar información valiosa al sector educativo mediante la identificación de retos, inconvenientes y avances afrontados en la modalidad ERE, comparándolos con entornos tradicionales, reconociendo y apreciando las contribuciones brindadas en la adaptación de estrategias mediante su identificación para combinar aspectos positivos en los contextos, fomentando así una versión óptima de aprendizaje de idiomas.

*Trabajo de Grado

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1. Introduction

1.1 Problem Contextualization

During the development of globalization, the world has been fast increasing the use of information and communication technology (ICT) in the educational sector. ICT, which refers to using electronic devices and tools, has transformed how students learn and how teachers are trained. In fact, those ICT tools have some features in learning that go from adding functions in traditional classrooms to completely replacing face-to-face with online settings (Guri-Rosenblit, 2005).

Due to the health emergency caused by the COVID-19 virus, the World Health Organization (2020) decreed that each country should implement security measures to limit human contact and thus reduce contagion. Eventually, the Colombian government (2020) decided to implement online classes as a form of Emergency Remote Teaching so that institutions of the public and private sectors could continue with their academic processes. Indeed, some teaching courses were taught via the Internet with technological tools such as Zoom, Skype, and Microsoft Teams, among others (Gonzalez, 2020; Holubnycha & Baibekova, 2020). Those technological tools develop the innovation of teaching and learning methods as conventional classes could be conducted in an online environment (Yüce, 2019). Something challenging for those traditional settings where face-to-face interaction was necessary. As a result, education relied on the implementation of technological tools as the main axis for teaching. Hence, it became an advantageous means for the contribution of educational growth, based on the leading implementation of those information and communication technology tools in education (Holubnycha & Baibekova, 2020).

For the education sector, online classes were not a new issue, since those online classes had been implemented in higher education institutions as an initiative of the "Plan Nacional de Desarrollo 2010-2014" (Cardona-Román et al., 2018). Unlike these institutions,

in Colombian primary and secondary schools, there was no history of adopting a massive online education. However, with the arrival of the pandemic in 2020, teachers and students were forced to take an alternative to face-to-face classes called Emergency Remote Teaching (ERT) in order to continue the school year. Hence, ERT was implemented as a temporary rapid response for non-ideal learning conditions that supply educational access to classroom instruction and academic support and it could be taken as a short-term improvisation of the use of a modality format such as blended, hybrid, or online (Hodges et al., 2020; Nair, 2020), as is the case of some private and public schools in Colombia.

This sudden alternative that led to the implementation of remote strategies in the teaching environment has created divided opinions about the learning setting because of different factors. Studies indicate that both face-to-face classes and online classes as a form of ERT present both advantages and difficulties in education. On the one hand, online learning brings more flexibility, it fosters digital competence in students from an early age (Köprülü & Öznacar, 2019; Hodges et al., 2020) and it also allows them to be more autonomous and independent in their learning (Gilbert, 2015; Ardini & Saputri, 2022). However, this autonomy is also affected, since many times there is no responsible use of technology, and students are easily distracted (Rodriguez & Barragán, 2020, as cited in Yanangomez, 2021). This could be explained by the limitations that online education implies for teachers when it comes to monitoring and controlling the lessons, which would normally be easier in the face-to-face modality. Likewise, interaction in online settings is affected, so that group activities are no longer as dynamic and social as in a face-to-face environment (Bączek et al., 2021). Furthermore, accessibility to education might be constrained by socio-economic factors (INSE), especially in rural areas where the digital accessibility gaps are wider generating challenges in learning (MinTIC, 2020, as cited in Orrego Suárez, 2022). The lack

of stable internet access or any computer equipment that has at least standard software specifications hinders the learning goals.

On the other hand, the face-to-face modality involves collaboration and interaction among students through the development of daily social activities, which help to promote successful learning (Hurlbut, 2018). Moreover, classroom orientation is highly unique since face-to-face modality offers continuous and close guidance and prompts imaginative questions (Levy, 2016). Unlike online education, this traditional one focuses on social bonds, fostering communication, positive relationships and support between the different roles in the classroom (Holmes & Wheeler, 2019; Fulcher, 2019). Therefore, this modality is not based on technological tools that limit the social aspects by limits of connectivity and accessibility, but rather allows students to better capture the verbal and nonverbal cues of their face-to-face environment (Kemp & Grieve, 2014).

Taking into account the aforementioned, we consider that depending on how interaction is approached, accessibility is boosted and flexibility is promoted as learning strategies, they can represent both advantages and disadvantages in the teaching modalities. In this regard, it is essential not to dismiss the improvements that can be attributed to the educational sector, by appreciating and recognizing all the contributions that could be provided by this provisional implementation of ERT in educational teaching settings, positively identify how these factors such as interaction, accessibility and flexibility are enhanced as learning strategies, particularly in the language teaching-learning process. For this reason, this research aims to determine students' perceptions of how to contribute to English language learning, addressing the following research question.

1.2 Research question

How do students perceive the effectiveness of ERT compared to traditional face-to-face instruction in an English classroom in terms of interaction, academic flexibility, and accessibility to resources in the 2023 school year?

1.3 Justification

Since the development of the online modality was undertaken as an educational alternative that guaranteed the academic process when face-to-face attendance was not possible during the pandemic in 2020 and 2021, its massive implementation entailed the adaptation of students and teachers to a new reality that led to some changes and challenges by how classes were reinvented to design, through the different technological resources, optimal learning environments in this ERT modality. In this sense, new ways of performing the conventional aspects of the classroom emerged, bringing a provisional modality to the educational area. Therefore, the purpose of this research is to analyze the effectiveness of interaction, accessibility to resources, and academic flexibility in English language learning by comparing them in both Emergency Remote Teaching (ERT) and face-to-face settings. Hence, the findings of this study can inform the selection, implementation, adjustment and adoption of those different strategies that support the development of meaningful learning and thus directly respond to students' needs, in the personal and academic development. In this way, these ideas will hopefully pave the way for the improvement of a curriculum that better adopts a traditional education with the new technologies to continue developing and improving alternatives in education as they have been doing since 2020.

1.4 Limitations

In order to achieve the purpose of the research based on identifying potential contributions to improve the English learning process in the face-to-face modality, there were some limitations. First, given that getting access to the population of study required obtaining

different authorizations from the school, parents, and the English teacher, it implied not being able to have a large sample, limiting it to a total of 25 participants; however, it allowed us to obtain an in-depth and extensive data analysis and interpretation focusing on the sample. Second, since we do not have a long record of research that focuses on the contributions of one learning modality over another, the validation of the collection instrument by researchers from previous studies was a challenge, though it was validated through feedback sections that were provided by experts in the research area along with pilot testing. Finally, since the conditions of the educational system in Colombia differ depending on the specific sector, the present study focuses on representing only the conditions of the public education sector in the metropolitan area of Bucaramanga.

1.5 Objectives

1.5.1 General Objectives

To determine the effectiveness of Emergency Remote Teaching (ERT) in comparison to the face-to-face modality, based on students' perceptions regarding interaction, academic flexibility, and access to resources in an English language class in 2022.

1.5.2 Specific objectives

1. To compare the students' perceptions towards factors such as interaction, accessibility to resources, and academic flexibility in both ERT and face-to-face English classes.
2. To analyze the students' perceptions towards factors such as interaction, accessibility to resources, and academic flexibility in both ERT and face-to-face English classes.

1.5 Organization

The following research paper consists of four chapters divided as follows: theoretical framework, methodology, results & discussions, and conclusions. The first chapter will include the background, theoretical bases, and the legal framework. The second one will

address the type of research, the hypothesis, population and sampling, data collection instruments, resources and analysis techniques, and timetables. The third chapter will present the results and discussions from the data analysis. Finally, the fourth chapter will indicate the conclusion.

2. Theoretical Framework

2.1 Background

Among learners, there exist different perceptions regarding both environments; those perceptions influence their attitudes toward their learning process. It was found that learners' opinions differ from each other due to multiple factors that influence their attitudes.

2.1.1 Perceptions of face-to-face and online learning settings

One of the factors that might influence students' beliefs is affectional and social features. A comparative study conducted by Alhamami (2019) demonstrated that most students have a negative opinion about language learning in online settings. This is the result of the lack of interaction between teachers and students, which creates in learners a limitation of detailed explanations for greater understanding, and clarifications of doubts about certain topics (Wright, 2017). However, the teachers' perceptions demonstrated that affectional and social features are developed through informality in online learning. In other words, those features are achieved through everyday social activities like commenting on forums and sending emails, which implies the retrospection of learners themselves to develop good outcomes (Levenberg & Caspi, 2010). In conclusion, although classes through online settings provide many engaging activities, feedback, and assistance, face-to-face learning is still preferred because it facilitates communication, and social and interactive activities (Tratnik & Jereb, 2019).

A second factor is students' learning strategies. Aragon (2002) demonstrated that learning style in both settings, regarding engagement and motivation features, does not

influence the learners' perception. However, it was noticed that the cognitive feature was more significant in their preferred environment as it boosts students to strive to acquire knowledge by using learning habits. This means that learners in the online environment have to self-regulate their habits in their learning process to meet effective results (Hromalik & Koszalka, 2018).

As it was mentioned above, factors such as social features, and learning strategies can influence the way students think, believe, and perceive the two learning settings, online and face-to-face, making them have a preference toward one of them.

2.1.2 Perceptions of Synchronous Online Language Classes

Synchronous modality has demonstrated that it is an effective way of language teaching and learning. It has some characteristics that construct learners' and teachers' perceptions of it. For instance, according to Yüce (2019), teachers find positive factors concerning language competencies. This is because online learning can be faster and students are more engaged in the classes which results in advantages such as class interaction, participation, feedback, and comfort (Manegre & Sabiri, 2020; Knapp, 2018). Differently, teachers also perceived potential problems in interaction and management of technological tools due to the lack of experience (Yüce, 2019), adding connection issues and misunderstandings between students when working in small groups (Knapp, 2018).

2.1.3 Perceptions of Asynchronous Online Language Classes

Although asynchronous modality has some disadvantages compared to synchronous, there exist factors that make language learning effective. Both, positive and negative aspects, influence students' and teachers' perceptions towards this modality. A research study by Aikina & Bolsunovskaya (2020), whose aim was to determine factors that motivate and demotivate teachers and students, found that receiving feedback, getting grade rewards, and having easy access to learning materials was what encouraged them to have positive attitudes

and participate actively. Furthermore, Zhang & Chin-Hsi (2020) identify that the student's positive and meaningful aspect in the correlation of their satisfaction with asynchronous lessons is related to learner-content and learner-teacher interaction, pedagogical and social role, and teachers' educational background and experience.

On the contrary, it was also found that some disadvantages affect the positive perceptions that students and teachers have. For example, some of those are automatic-checking evaluation, set deadlines, and Internet and device issues, which lead to an increase in work and plagiarism (Aikina & Bolsunovskaya, 2020). To avoid some of those negative disadvantages, Hromalik & Koszalka (2018) suggest in their study that students should use their time properly, create their own way to practice, and make revisions to their performance to keep improving their learning. In other words, they need to self-regulate their learning process to have better perceptions and feel motivated to learn in this modality. To summarize, factors like background, technological issues, and experience in online classes can benefit or affect learners' perceptions (Köprülü & Öznacar, 2019).

2.2 Theoretical bases

2.2.1 EFL in Colombia

English as a Foreign Language (EFL) emphasizes the functional and communicative component of language used for both teaching and learning, which in turn means that its purpose is to provide everything necessary to develop classroom situations in which language can be used freely (Broughton et al., 2002). In other words, this perspective on English language teaching makes a distinction between second language learning in a native context and a foreign context because of the importance of second language use. For example, in non-English-speaking countries, it is expected to provide the necessary linguistic input to deal with local or international contexts competitively. Therefore, the Ministry of National Education implemented a National Bilingualism Plan (NBP) that seeks to improve the quality

of English language education in order to: (a) improve communicative competence with international standards as a basis for opportunities in cultural, academic and technological contexts, and (b) respond to the needs for individual growth that provide opportunities for individual and collective dynamics (Ministerio de Educación Nacional, 2006). However, this plan is not aligned with the characteristics and needs of the learners on either basic or middle school education in Colombia. According to Sanches and Obando (2008), since it is proposed to meet standards and guidelines that are not equitable to the contexts conducive to public schools that (1) lack trained teachers to achieve the levels of the European framework (Cardenas, 2016), (2) limit the school day with the minimum hourly intensity of classes the subject of English (Montoya & Rivero, 2019), (3) require resources and materials for the development of optimal language skills (Fandiño-Parra et al., 2012.), and (4) provide few opportunities to implement an authentic context of English immersion aligned to their level (Wilches, 2009). As a result, this National Bilingualism Plan (NBP) does not focus on the importance of using an educational system that addresses their needs, interests, or social contexts. Therefore, according to Usma (2009), it is essential to gradually include modifications through bilingual projects that promote both pedagogical strategies to strengthen linguistic aspects of the language and methodological approaches that are consistent with cross-cultural dimensions that fulfill the purpose in order to enable students to perform optimally in any language learning settings.

2.2.2 Online education in an ERT modality

ERT refers to the provisional teaching implementation through remote solutions due to unforeseen emergency circumstances that do not allow the traditional model of education (Hodges et al., 2020). In this way, it provides access to education by means of online settings. The online setting involves studying at home or elsewhere with the help of the Internet and electronic devices rather than any learning institute. Among the different approaches that

online education has, there are two we are going to point out. Firstly, synchronous; refers to real-time learning in a virtual space that includes video calls and live chatting allowing the interaction between teachers and students (TBS Staff, 2020). Secondly, asynchronous means learning a design program that provides materials for completing assignments that will develop the different skills in a self-regulated way (2020). Independently of the approach used in online learning, it has been demonstrated in language courses that there are positive perceptions when addressing language skills (Vega, Pulido & Ruiz, 2017). However, a weak point of online education is the lack of interaction between the course community and the development of productive skills (2017), which leads to a negative opinion about online education in some learners (Cinkara & Bagceci, 2013).

2.2.3 Face-to-Face education

In the case of face-to-face education, most of the literature consulted presents this concept in comparison or as a point of reference to online education. However, Martínez (2017) describes it as the training or word-of-mouth communication that has existed since humans began to discern and that has served the purpose of transmitting knowledge. Romero-Mayoral et al. (2014) add that the classroom in face-to-face education occurs with a teacher and his students in the same place and time. He also emphasizes its communicative nature when he states that "traditional education has mainly used communication models that correspond to the synchronization characteristic of face-to-face education" (p. 174).

Both Matínez (2017) and Romero-Mayoral et al. (2014) mention the most common methodologies used in face-to-face education. Starting with the master class, described by Martinez (2017) as the exposure of a teacher of the subject structured to provide study information to trainees, followed by the methodology of exercises and problems, case studies, and project-based learning, among others; all of them with the possibility of having immediate feedback from the teacher and student self-regulation thus reaching a control

(Romero-Mayoral et al., 2014). It can be said that the socializing contact, bodily expression, sensations, longings, and emotions (Martínez, 2017) that occur within the face-to-face classroom contribute to the feedback and self-regulation processes that Romero-Mayoral et al. (2014) mention if compared to online education.

2.2.4 Enhancing English Language Learning

Nowadays, proficiency in language learning offers broad opportunities in the academic, professional and personal spheres, and the field of English as a Foreign Language (EFL) is not an exception. The revision of the literature highlights three factors that promote language acquisition: (1) interaction as it fosters pedagogical and communicative strategies that offer meaningful and authentic contexts for productive and receptive language skills with integration and collaboration (Díaz et al., 2015; Yong-Li, 2007). (2) accessibility to teaching resources and tools for linguistic promotion and cultural means, recognizing the value of being active and autonomous learners in their learning process (Kohn, 2020; Krug et al., 2011; Okada, 2009). And lastly, (3) flexibility in order to enrich meaningful experiences that enable assertive feedback to promote opportunities that optimize competencies while facilitating flexible learning that adapts to the needs and interests of the students (Ahibalova et al., 2023; Melis et al., 2010).

Those factors have been considered to have a positive impact on learning while addressing communication opportunities through interaction, adaptability to teaching methods from academic flexibility and also the ease of meaningful teaching resources from accessibility.

2.2.4.1 Interaction. Effective education heavily relies on interaction. It plays a crucial role in promoting collaborative learning, active participation, timely feedback, commitment to high standards, and embracing diversity. This interaction, whether among peers or between educators and learners, is vital for enhancing comprehension and fostering critical thinking (Chickering and Gamson, 1987; Thurmond and Wambach, 2004). Educators such as Abrahamson (1998) and Palloff and Pratt (2001) support collaborative projects because they help students feel connected and create a lively learning environment. Interaction between students, either in pairs or groups, stimulates deeper comprehension and analytical thought, which are fundamental aspects of successful education (Miao, Chang, & Ma, 2022). Collaborative tasks also help to reduce feelings of isolation that students may encounter during learning and build crucial support systems necessary for academic progress. Additionally, the interaction between students and teachers is essential for elucidating ideas, strengthening comprehension, and nurturing an environment conducive to learning (Aldrup et al., 2022).

In the field of education, interaction is essential for effective learning strategies, as it shapes student participation and the dynamics of knowledge acquisition. Based on the fundamental principles described by Chickering and Gamson (1987), modern educational approaches prioritize the creation of connections, the promotion of cooperative learning, and the fostering of environments conducive to active participation and critical inquiry. These principles underscore the importance of timely feedback, sustained engagement, and the adoption of diverse perspectives to enrich the learning experience (Thurmond and Wambach, 2004).

2.2.4.2 Accessibility to resources. Educational didactic resources encompass a wide range of physical and digital instruments designed to improve teaching-learning dynamics (Morales, 2012). These tools seek to capture students' interest, harmonize with their cognitive and emotional requirements and streamline instructional procedures (Murillo, 2017). Their ability to adapt to diverse subject matter underscores their flexibility and effectiveness within educational environments. By using these resources, educators can organize engaging learning encounters tailored to the diverse preferences and learning modes of students. In the words of Morales (2012), educational resources are an important aspect of the modern educational landscape, encompassing both tangible and digital domains. These materials are essential to foster student engagement, personalize individual learning profiles, and optimize teaching methodologies (Murillo, 2017). Their dynamic nature allows educators to seamlessly integrate them into a variety of pedagogical frameworks, thus improving the accessibility and effectiveness of teaching methods (Alberola-Mulet, Iglesias-Martínez, & Lozano-Cabezas, 2021). By harnessing the potential of contemporary didactic resources, educators can cultivate dynamic learning environments that respond to the changing needs of today's learners.

2.2.4.3 Academic flexibility. In today's learning setups, it is critical to be flexible with teaching methods. It means being able to combine activities, strategies and assessments that adapt to different learning styles. Basically, teachers must plan their classes taking into account individual learner preferences (Prieto & van de Pol, 2006; Ortega et al., 2016). This adaptability keeps learning experience interesting and accessible, ensuring that everyone gets what they need to succeed. By offering a variety of activities and ways to assess learning, teachers can make classes more engaging and effective. When it comes to online learning, flexibility encompasses more than just content; it extends to attendance policies, ensuring fair assessments, and providing equitable access to course materials. Some researchers highlight the necessity of offering students options for attending class, considering their individual circumstances (Kean et al., 2019; Sport Australia, 2019; UniSport, 2019). It involves acknowledging the diverse challenges and responsibilities students face and ensuring their full participation in education regardless.

Successful online education is about finding the right balance between teaching flexibility and adapting to the needs of learners. Prieto and van de Pol (2006) talk about the importance of adapting lessons to different learning styles. This means recognizing that different learners have different preferences and strengths when it comes to how they process information and engage with educational content. On the other hand, Kean et al. (2019) stress the need for equitable access to course resources. This is essential because disparities in access to technology, internet connectivity, and other resources can create barriers to learning for certain students.

2.3 Legal framework

Education "is a fundamental right of children and adolescents" (Constitución Política de Colombia, Artículo 44, 1991). *Ley 115: Artículo 1* states that education is a course of an

individual, social and lasting development that is based on an integral principle of the human person, his dignity, freedoms, and obligations (Congreso de la República de Colombia, 1994). According to the above, the Colombian government has to guarantee education by adapting to the economic and social circumstances of the country. This could be evidenced in previous years with the spread of COVID-19 when the "Ministerio de Educación Nacional" (MEN) decided to generate educational alternatives, such as online classes in an ERT, to give continuity to the basic and secondary education classes of public and private institutions. Eventually, home education through online tools was implemented as one of the alternatives. It was necessary to look for innovative and recursive ways to adjust to these emerging remote factors of teaching and comply to maintain the educational proposal in the diverse conditions faced by the student population (MEN, 2020). At the end of 2021, after the Ministry of Health and Education reevaluated the pandemic situation, a total return to face-to-face classrooms was established for 2022 (Ministerio de Salud y Protección Social, Resolución 2157 de 2021).

3. Methodology Design

3.1 Type of research

This research adopts a quantitative approach to compare and analyze students' perceptions of interaction, academic flexibility and accessibility in both the ERT and face-to-face environments based on deductive reasoning that provides differences and similarities in their implementation. And thus, identifying their effectiveness in learning, providing reliable and accurate statistical data comparing quantitative indicators that represent the strengths or improvements concerning the factors, which are quantified by comparative charts and standardized scales, that provide insightful, systematic and accessible data. In that sense, by determining and recognizing from a causal-comparative design the influence of quantitative indicators in relation to the effectiveness of the learning modality to

ensure coherent results. Hence, minimizing the subjective influence of generalized biases that hamper the recognition of language learning effectiveness on both ERT and Face-To-Face modalities. Based on the above, this approach allows us to assess perceptions in order to quantify them by means of statistical techniques that are illustrated in comparative graphs that provide valuable data. In this way, we identify, from representative samples, key aspects that allow us to draw conclusions validating our approach based on the language learning effectiveness regarding interaction, accessibility and flexibility.

3.2 Hypothesis, variables and indicators

Considering that the purpose of the research is to address the effectiveness of both learning settings, the following hypothesis was suggested: there is a significant difference in the effectiveness of language learning between Emergency Remote Teaching and Face To-face learning with regard to (1) interaction,(2) academic flexibility and (3) access to resources. Hence, it derives from the anticipated expectation that learners are likely to value one learning modality over the other based on how interaction is approached, accessibility is boosted and flexibility is promoted as a learning strategies. Indeed, based on the premise that there exists a relationship between students' subjective insights and the effectiveness of the language learning factors regarding how they are implemented in the modality.

3.3 Sample and Sampling

This research study is focused on the implementation of purposive sampling as a sample strategy since it involves accessing a particular population whose characteristics allow us to obtain their views concerning topics of which they have knowledge due to their experience or accessibility (Ball 1990, as cited in Cohen et al., 2017). This sampling strategy will provide the possibility of enriching the purpose of the study with relevant and convenient data. In addition, to obtain the representativeness of the data to be collected, it will include

the type of purposive sampling known as typical case sampling in which the sample is selected based on criteria that represent the average participant (Merriam and Tisdell, 2016).

Taking into account the aforementioned, those average participants were selected based on the following criteria: (a) having English learning experiences in the Emergency Remote teaching modality during the COVID-19 pandemic, (b) being currently studying English in the face-to-face modality, (c) being currently enrolled in a public school in the urban area of the metropolitan area of Bucaramanga, (d) being in an age range between 14 to 18 years old, (e) having experience with the different classroom tools during ERT. Thus, the sampling of the research was characterized as follows:

Table 1

Characteristics of sampling

Criteria items	Items description	Percentage
ERT experience	2020	92%
	2021	76%
Age	15	36%
	16	32%
	17	23%
	18	9%
Experience with online tools	School platform	40%
	Google classroom	10%
	VideoConferencing apps	100%
	Social Media Groups	64%
	Online resources	40%

Note: The following table state the characteristic of the sampling

3.4 Data Collection Instruments

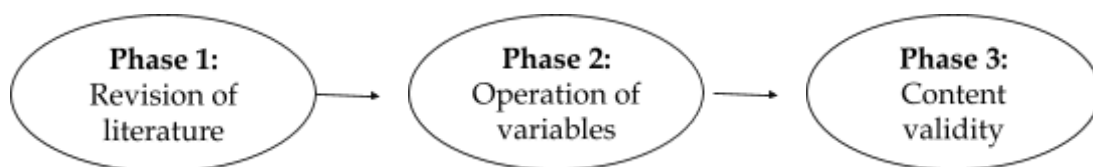
Following a one-phase data collection approach, this research focuses on a single quantitative instrument that provides meaningful insights through the structured survey. Aimed at determining students' perspectives by comparing learning modalities, this instrument facilitates the collection of comprehensive, systematic and reliable information through its structure (Dörnyei, 2007). Ensuring by a range of responses from multiple-choice scales, ranging from “not so good” to “good”, those aspects concerning the implementation of the factors (1) interaction, (2) accessibility, (3) flexibility. Hence, gather the opinions, beliefs and attitudes of the participants, diminishing the variability and providing reliability of the data (Losby & Wetmore, 2011) to obtain objective conclusions based on numeral and analytical evidence, identifying and comparing the effectiveness of the modalities.

3.4.1 Survey

The design of the survey involved three stages (see Figure 1) . First, the literature on the variables was revised to determine a conceptual definition and dimensions. Second, the operationalization of the variables was elaborated (see Appendix 1). Finally, the content of the survey was validated using the theoretical construct based on the content validity approach (see Appendix 2).

Figure 1

Instrument design stages



Note: The figure 1 illustrate the validation of the instrument design by dividing it into three different stages.

- **Phase 1: Revision of literature:** several conceptual and empirical studies were revised to establish a theoretical foundation that frames the three variables. The revision of the literature on online as ERT and face-to-face modalities coincide that interaction, flexibility and accessibility of resources are paramount in these two learning modalities. Firstly, identifying that collaboration and interactions provide positive aspects that enhance social bonds, facilitate communication and provide comprehension with positive support from the classroom roles (Hurlbut, 2018; Holmes & Wheeler, 2019; Fulcher, 2019; Tratnik & Jereb, 2019). Afterward, addressing language skills through accessible resources, promote autonomy, independence and motivation in their language learning process (Gilbert, 2015; Ardini & Saputri, 2022; Vega, Pulido & Ruiz, 2017). Lastly, highlights the relevance that brings the flexibility to self-regulate learning process habits, avoiding distractions and promoting practice time that leads them to successful performance (Hromalik & Koszalka, 2018; Vega, Pulido & Ruiz, 2017).
- **Phase 2: Operation of variables:** it is the process of analysis and separation of the variable in its parts that permit measuring it. (Morán and Alvarado, 2010). This analysis provides a conceptual and operational definition and identifies dimensions and quantifiable indicators (Morán and Alvarado, 2010; D’Ancona, 2012) (see Appendix 1).
- **Phase 3: Content validity:** this process assesses the validity of variables, identifying the effectiveness and accuracy of scales (Zait, 2015) from possible shortcomings or improvements, ensuring the degree of relevance, comprehension and reliability through the assessment of appropriate and essential scales and criteria to identify the object of the research (Goodwin, 2009 cited en Zait, 2015) (see Appendix 2).

- **Assessment:** Based on the validation questionnaire, shortcomings and gaps were identified in order to obtain the necessary input to address the objectives of the survey. Since it provided insights in setting relevant content that covers a comprehensive range of items, stakeholders in the field of learning settings contributed to the feedback and recommendations to improve confusing, redundant content by means of a quantitative score indicating the degree of practicality. In this way, strengthening the instrument of data collection before the last step of survey implementation.

-**Survey Testing:** By testing a pilot phase with different participants, the assessment of the data and feedback on the instructions were carried out before implementing it in the sampling. In this context, the data instrument was applied to a small sample of 10 students who shared the characteristics of the target population based on 10th-grade public school students who also had experience in ERT and face-to-face modalities. Then, to identify the comprehensiveness of the survey, identify patterns of responses as well as possible ambiguity of the multiple-choice options in which students might be confused and fail to understand. Therefore, identify and adjust the statement questions and items to provide the necessary and relevant feedback for the final, accurate version of the survey. In view of the above, once the collection instrument was designed, validated and tested, the data instrument was implemented to the study participants who previously received and signed an informed consent form (see appendix 4).

3.5 Data analysis and procedure

During the analysis of the data collected through the aforementioned survey, a process of identification, coding and categorization was undertaken with all statistical data gathered through the frequency diagrams and comparative graphs of the variables assessed. This

approach facilitates a systematic, structured and accessible classification and comparison of the data in a condensed statistical process, focusing on the students' perceptions regarding relationships between the variables and the effectiveness of the learning modality. Therefore, enabling a descriptive representation and analysis of data sets, interpreting data represented in meaningful and concise comparative schematic forms across dimensions (see appendix 3).

4. Results & Discussions

The findings illustrate the students' perceptions by comparing the effectiveness of interaction, accessibility to resources, and academic flexibility in an Emergency Remote Teaching (ERT) and Face-To-Face modality. Firstly, through a comparative and descriptive analysis that identifies the efficacy among those factors on both modalities. Lastly, assess the differences and similarities in order to interpret them from previous research and conceptual frameworks. Thus, characterized the discussions and results as follows (see Table 2).

Table 2

Categorization of factors by dimensions

<i>Factors</i>	<i>Dimensions</i>
<i>Interaction</i>	<i>Follow-up activities</i>
	<i>Communication methods</i>
<i>Accessibility to resources</i>	<i>Learning activities</i>
	<i>Types of learning tools</i>
	<i>Motivation</i>
<i>Academic flexibility</i>	<i>Encouraging classroom activities</i>
	<i>Learning autonomy</i>

Note: Table 2 describe the categorization of factors by its dimension

4.1 Interaction

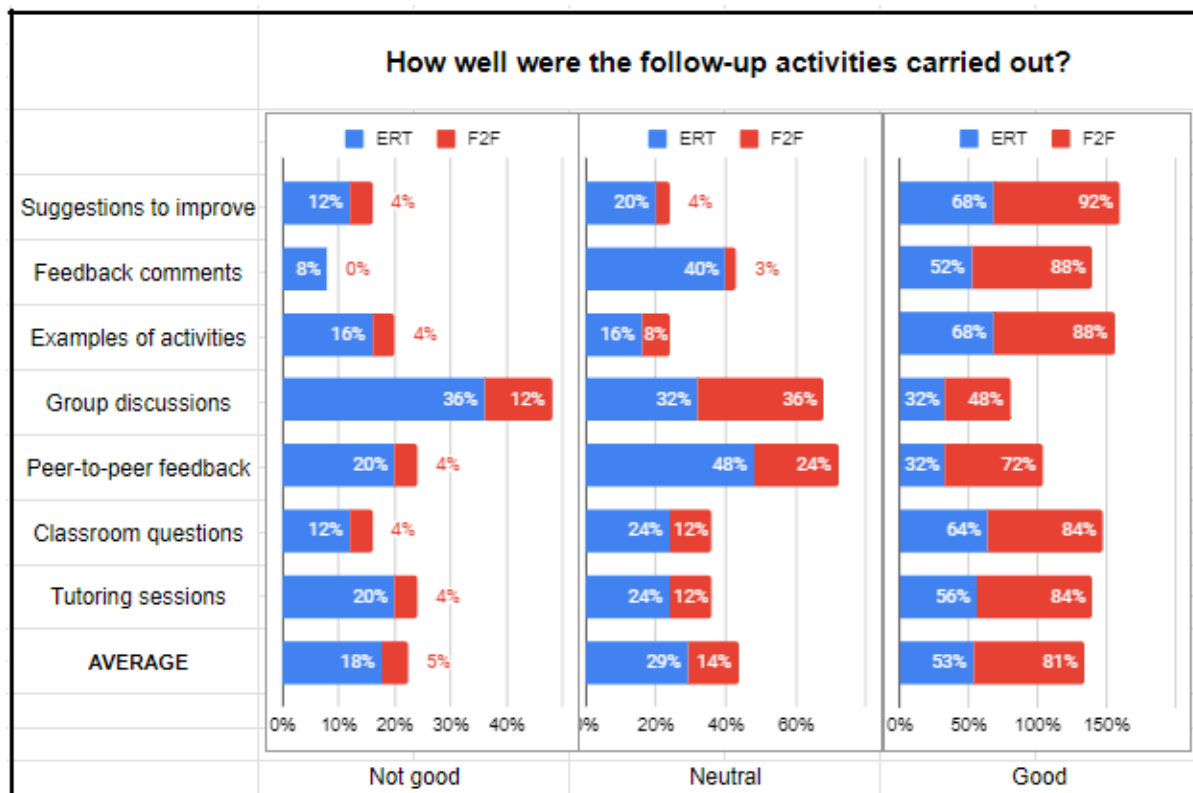
The first factor describes the students' perception regarding the different forms of interaction that were implemented in the classroom as part of the active learning process. The dimensions of the concept interaction are follow-up activities and communication methods.

4.1.1 Follow-up Activities

As for the follow-up activities conducted in class, a noticeable difference was found in the manner in which these activities are implemented in each modality (see Figure 2).

Figure 2

Follow up activities



Note. Figure 2 illustrates how the different follow-up activities were implemented in Emergency Remote Teaching (ERT) and Face-To-Face (F2F) modalities based on three general criteria: not good, neutral, and good.

The follow-up activities, which play a crucial role in learning, offer insights into how well teachers carried them out in both online and face-to-face settings. The data indicates that

a considerable portion of online follow-up activities is assessed with the category of "not good," with an average of 18%. This might be due to challenges in the ERT environment, such as difficulties in creating group discussions, keeping students engaged or providing timely feedback. In contrast, the face-to-face modality exhibits a significantly lower average of 5% in the same category, suggesting that the students perceive a more effective implementation of follow-up strategies in traditional classrooms. Moving on to the "neutral" assessment, the online setting had a slightly higher average of 29%, indicating an average performance in terms of follow-up activities. On the other hand, face-to-face interactions fared slightly better with a 14% average in the neutral category. This might suggest a greater level of consistency and adequacy in follow-up efforts when educators were physically present with their students. Encouragingly, the majority of online follow-up activities in the virtual modality were assessed as "good," with an average of 53%. This could signify successful adaptations and improvements in online teaching strategies over time. In comparison, the face-to-face modality excelled in this aspect, with an impressive 81% average falling within the "good" category. This high percentage suggests a robust and well-executed follow-up framework in traditional classrooms, potentially attributed to the immediacy of in-person interactions and the ability to address student needs promptly.

Considering the aforementioned information, while online modalities demonstrated resilience with a notable percentage in the "good" category, there is room for improvement, especially in the areas marked as "not good" and "neutral.", which means that the significant amount of the participants do not perceive the follow-up activities as effective in the virtual modality. The face-to-face modality, with its higher percentages across all categories, indicates a more consistently successful implementation of follow-up activities by teachers.

These findings underscore the need for continuous refinement of online teaching strategies to enhance the overall quality of follow-up interactions. In online settings, learners

may feel more detached or disconnected from the conversation, making it easier to forget about follow-up activities. Even if classes are taught only partially online, students are likely to find that the online conversation diminishes their sense of community with their peers and their teacher (Kemp & Grieve, 2014). Additionally, in online settings, there may be more distractions or competing priorities that can take away from the focus on follow-up activities. The number of distractions that students encounter during remote classrooms suggests that there could be an environment of negative effects on students' formative experiences. Previous research has shown a connection between disruptions and stress throughout the learning process and students' academic performance (Immordino- Yang y Faeth, 2010; Samaha y Hawi, 2016 as cited in Saritama & Simaluiza, 2022).

In face-to-face settings, students may feel more accountable and connected to the conversation, making it more likely that they will follow through on any follow-up activities. Also, face-to-face interactions provide more opportunities for nonverbal cues and reinforcement, which can lead to a better implementation of those activities (Kemp & Grieve, 2014). There are additional explanations as to why students might opt for conventional face-to-face educational methods. Although it is possible to obtain social interaction through the Internet, according to Grieve et al. (2013), most students believe that face-to-face contact is essential to create a sense of community, as noted by Conole et al. (2008).

Overall, it is important to be aware of these differences when conducting language classes in either online or face-to-face settings and to take steps to ensure that follow-up activities are communicated and reinforced to increase the likelihood of success.

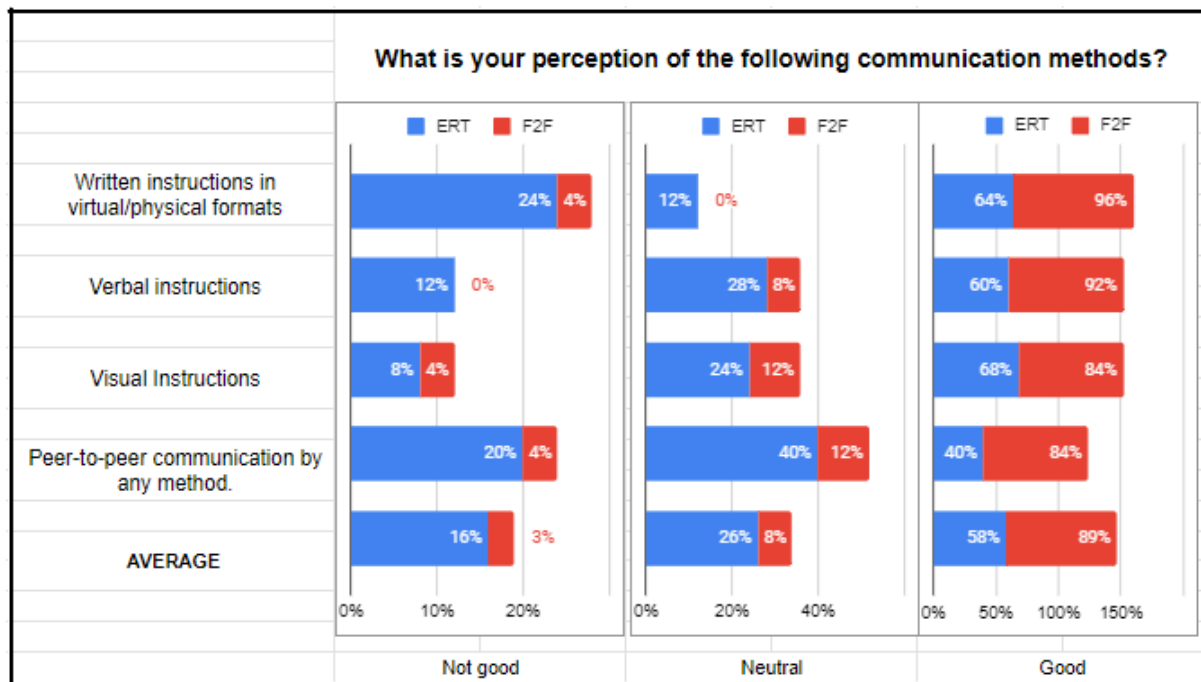
4.1.2 Communication Methods

In terms of the communication methods used in the classroom that lead to better understanding, increased engagement, and improved academic outcomes by means of

face-to-face conversations, online discussions, or written feedback, there is a great contrast from one modality to another (see Figure 3).

Figure 3

Communication methods



Note. Figure 3 presents a contrast between both Emergency Remote Teaching (ERT) and Face-To-Face (F2F) in terms of the perception of the communication methods based on the general criteria: not good, neutral, and good.

Based on the data provided, the students' opinions on the communication methods employed in online and face-to-face learning modalities reveal distinct patterns, offering insights into the effectiveness of these approaches based on three criteria: not good, neutral, and good. When assessing the online modality, an average of 16% of students found the communication methods to be lacking, falling into the "not good" category. In contrast, the face-to-face modality performed significantly better, with only 3% of students expressing dissatisfaction in this context. Transitioning to the "neutral" category, where communication methods are considered neither good nor bad, online learning garnered an average

satisfaction rate of 26%. In comparison, face-to-face interactions obtained a considerably lower percentage of 8% in the neutral category. This indicates a notable difference in student perceptions, with a higher proportion of students adopting a middle-ground stance in online environments. The best feedback was given to the "good" category, where online communication methods received an impressive 58% approval from students. On the other hand, face-to-face learning outperformed all other categories, with an overwhelming 89% of students expressing support for the effectiveness of communication methods in this setting.

These results emphasize the varied opinions that students have regarding communication methods across the learning modalities. While online setting elicits mixed reviews, face-to-face interactions consistently receive higher commendations, suggesting a preference among students for the traditional, in-person educational experience.

Considering the above, in-person communication methods are seen as positive due to the use of collaborative spaces that make it easier for people to participate and interact. These spaces offer convenience and practicality in the communication process, supporting language learning (Fustes et al., 2010). The main focus is on creating spaces that enhance learning, allowing students to actively engage and construct meanings. These spaces don't follow a strict linear system by providing input only; instead, they also encourage knowledge production (Herazo, n.d.). For instance, verbal instructions involve discussions and debates, where students contribute arguments, suggestions, and opinions. Visual and written instructions, such as whiteboards, posters, handouts, illustrations, charts, and flashcards, are utilized to encourage active participation, fostering collaborative learning among students and teachers. Consequently, fostering positive and effective interaction has a positive impact on the willingness to learn (Harisnawati, 2022), resulting in a more favorable perception of face-to-face instruction.

In the case of the online learning modality, the students' perceptions help us understand both its strengths and areas for improvement. The data reveals that 58% of students express satisfaction with the communication methods employed, categorizing them as "good," indicating a significant proportion. This underscores the potential for effective online communication when implemented thoughtfully. However, the 16% of students who view the online communication methods as "not good" signal existing challenges that need careful consideration. Achieving a balanced mix of resources, levels of participation, support, monitoring, and supervision of tasks is essential for optimizing communication (Carrobles & Alonso, 2021). We consider that striking a balance between synchronous and asynchronous communication, fostering interactive platforms, and providing clear guidelines are crucial aspects that educators and institutions must address to enhance the online learning experience. Moreover, the 26% of students who have a neutral opinion represent a significant group with undecided views. This underscores the importance of ongoing enhancements to generate more favorable perceptions. Additionally, it is crucial to acknowledge that there may be barriers to effective communication due to a lack of physical interaction, possible disconnections, and technical problems (Cáceres Würsig et al., 2020).

Therefore, the main goal of communication methods is to improve students' learning using tools that promote active participation, collaborative learning, and better retention of information (Francisco-Lens & Vázquez, 2020). Teachers can achieve this by employing different communication methods, ensuring they cater to the needs of all learners and creating a positive and engaging learning environment. It's crucial to note that students' views on these methods differ based on their communication skills, familiarity with technology, and personal preferences. The varying levels of satisfaction in each category highlight the need for educators to be mindful and adjust communication methods to better suit student preferences, ultimately enhancing the overall learning experience.

4.2 Accessibility to Resources

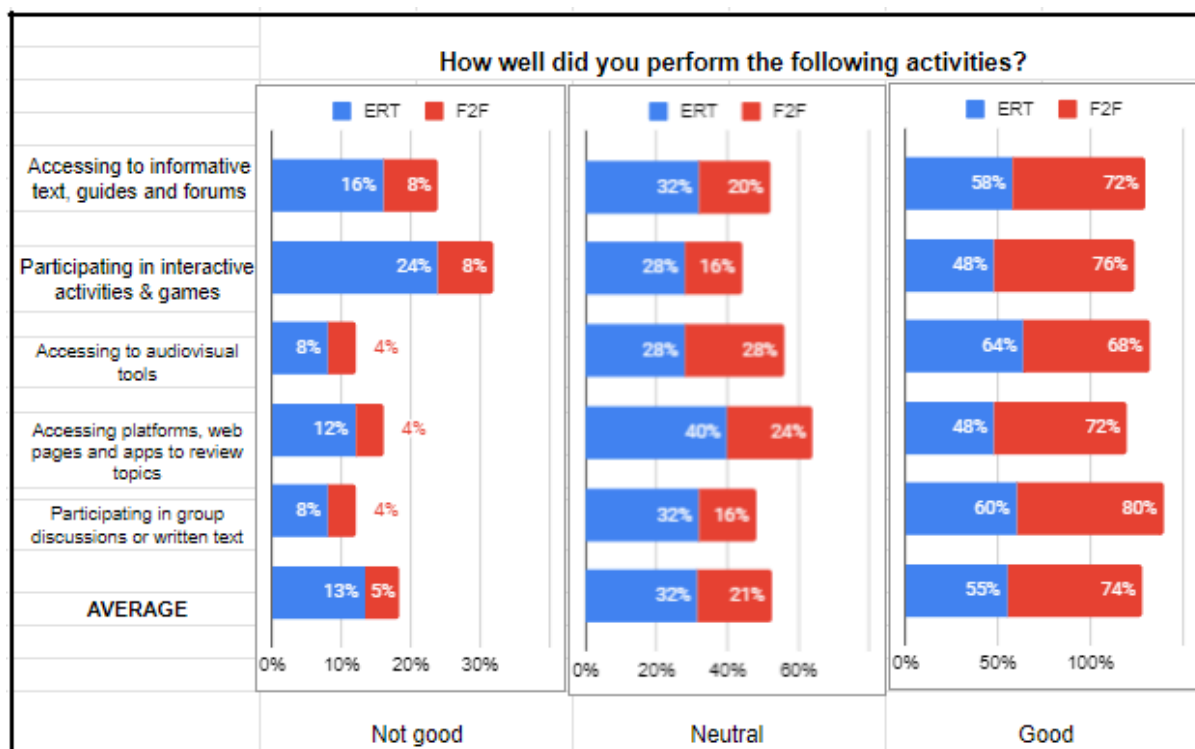
The second factor reflects the students' perception regarding the implementation of meaningful learning resources, promoting a more engaging educational experience where students can develop receptive or productive English skills. Therefore, this factor involves different learning activities, types of learning tools, and classroom motivation in relation to learning resources.

4.2.1 Learning Activities

In the learning environment, fostering language skills through different activities creates students' willingness to learn, participate, and explore the English language. The figure illustrates the students' perspectives on these activities (see figure 4).

Figure 4

Learning activities



Note: Figure 4 presents a contrast between language learning activities implemented in (ERT) and (F2F) modalities in terms of how well they were performed based on general criteria: not good, neutral, and good.

Based on the figure above, the learning activities employed in online and face-to-face modalities have produced varying levels of student performance, as evidenced by the averages of percentages achieved. Notably, the online modality exhibited a considerably higher average of 13% in the category labeled as "not good" compared to the face-to-face modality's 5%. This discrepancy indicates a discernible difference in the effectiveness of learning activities, with the online setting showing a higher proportion of less favorable outcomes. In the same way, in the category labeled as "neutral," the online modality demonstrated a significant lead with 32%, surpassing the face-to-face modality's 21%. This suggests that a considerable number of students engaged in online learning activities achieved results falling within a middle ground, neither particularly positive nor negative. The higher percentage in this category for the online modality emphasizes its ability to support various types of learning experiences. Regarding "good" performance, the online setting exhibited a commendable average of 55%, indicating a substantial portion of students excelling in the learning activities. However, the face-to-face modality outperformed with a notably higher average of 74%, showcasing a more robust and positive response to the activities implemented in the traditional learning setting. This suggests that, on average, students in face-to-face environments demonstrated a higher level of mastery and success in the undertaken learning activities compared to their online counterparts. This analysis of average percentages uncovers differences in student performance between online and face-to-face modalities. While the online setting demonstrates versatility with a significant portion falling within the "neutral" range, the face-to-face modality excels in terms of "good" performance, emphasizing the potential advantages of in-person learning experiences.

This may be due to some factors. In the case of traditional activities preferred, learners feel more opportunities to connect and create social spheres being easy to interact, discuss, and participate in the classroom. According to Hurst (2023), classroom dynamics

become opportunities to promote, support, and provide meaningful and essential activities for learning. Those, generate spaces where students reflect, integrate, and feel comfortable to perform the proposed activities, resolve doubts, and interact as active learners. As well as, spaces to get access to physical resources, promoting cooperation, communication, understanding, and negotiation between peers while addressing challenges of learning. Resulting in a positive outcome and mindset where students collaborate to accomplish goals, achievements, and knowledge in language learning at the same time in social spheres (Loh & Teo, 2017 as cited in Trung & Truong, 2023).

In the case of online activities implemented, a significant amount of learners got a favorable perception in the online settings. Those are attributed when activities imply accessibility to platforms, interactive resources, and audiovisual tools such as lectures, web pages, or apps for playing. Emphasizing the positive perception of those may be due to its flexibility, enabling students to learn at their own pace and access digital resources, personalization options, and digital literacy advantages, which based on Rouse (2016) are mainly related to practicability, cost savings, and individual learning preferences. This results in the implementation of online classroom resources to promote engagement, discussion, and participation of different classroom tools such as video calls, and audio or interactive tasks (Berry, 2019). However, those activities highlight the diverse and varied nature of students' experiences and preferences, emphasizing the importance of different learning styles (Manegre & Sabiri, 2020).

In summary, there is a stronger perception of the effectiveness of learning activities in traditional face-to-face settings compared to the online modality, reflecting a preference for in-person interaction, access to physical resources, and the social dimension of traditional classrooms since students get familiar with those. However, a significant portion of students still favor online learning due to its flexibility, personalized options, digital resources, and

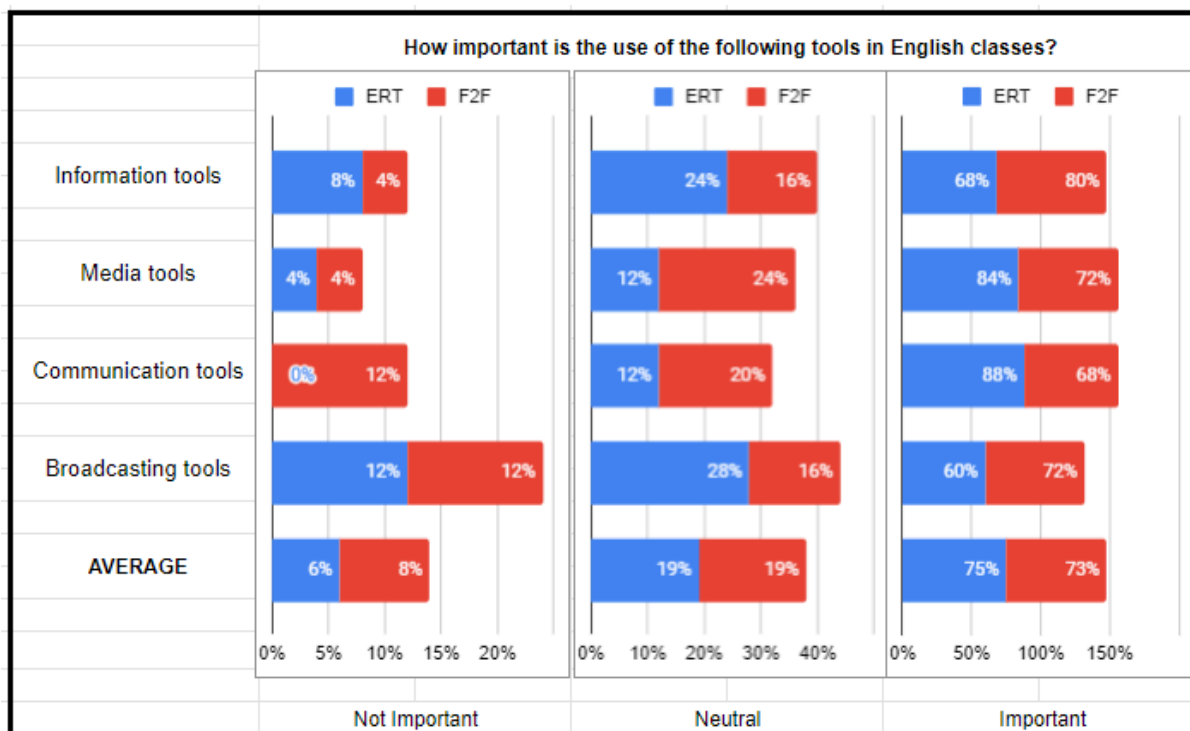
other benefits. This highlights the importance of promoting diverse learning styles and needs in both face-to-face and online education, indicating the need for continuous improvement in using learning tools across both educational contexts, taking advantage of those to lead significant language learning. Proving students' accessibility to various resources without leaving aside the collaborative, interaction, and communication aspects of the learning settings for them to feel comfortable and be active learners.

4.2.2 Types of Learning Tools

The implementation of different learning tools in the classroom promotes the integration of practical scenarios in which receptive and productive language skills could be fostered, leading them to classroom engagement, confidence and motivation when it matches with their preference and learning style. That is why, the following figure illustrates students' insights on the importance of learning tools in both learning settings (See figure 5).

Figure 5

Types of learning tools



Note: Figure 5 presents a contrast between the implementation of learning tools types on both (ERT) and (F2F) modalities. Those are represented in terms of how important is their use on general criteria: not important, neutral, and important.

Analyzing the results, the average percentages show the importance of these tools in each environment. On the one hand, in the online education environment, where digital applications predominate, the data show that only 6% consider these tools "not important". This indicates a generalized recognition of their value in facilitating online learning experiences. On the other hand, in face-to-face learning environments, although still essential, these tools are perceived as slightly more important, with 8% assigning a "not important" status to them. This slight difference emphasizes the inherent dependence on traditional methods in physical classrooms, albeit with an awareness of the supportive role that technology can play.

Moving beyond, a substantial portion of respondents, 19% in both online and face-to-face modalities, adopt a neutral stance regarding the importance of learning tools. This neutrality implies a diverse range of perspectives and experiences, perhaps indicating varying levels of exposure or familiarity with such tools. However, it's notable that an overwhelming majority, constituting 75% in online settings and 73% in face-to-face environments, deem learning tools as "important." This balance evidences the critical role they play in making educational experiences richer, improving engagement, and fostering deeper understanding in both modes of learning.

In essence, the average percentages paint a compelling picture of the evolving educational landscape, where the integration of learning tools emerges not merely as a supplementary feature but as an indispensable component driving learning outcomes and shaping pedagogical paradigms in both online and face-to-face settings. The learning tools currently play a significant role in language learning in both modalities, allowing interactive

resources as a means to facilitate learning on teaching tasks, which in turn, complements the learning process by motivating students, enhancing their interest and engaging them towards their process (Hikmah, 2019; Fahy, 2004). This was corroborated by the previous data, as all of these technological tools were also perceived by learners as boosters in the development of their language skills with a favorable perception. At the same time, unexpectedly underlining an existing slight difference between these modalities and tools, given that participants placed communication tools and media as more relevant in online settings, while information tools in face-to-face modality, as a result of different aspects.

From the online perspective, media tools facilitate accessibility to various materials, including audiovisual resources, texts, sounds, animations, motions, graphics, or images (Gümüş & Okur, 2010). By making technological resources accessible and flexible, regardless of place, time, or comfort, students can engage in learning tasks and access classroom materials (Naseer & Perveen, 2023). Similarly, communication tools such as Email, Conferencing Apps, and Social Media Apps promote different forms of interaction on a peer-to-peer basis, enhancing content accessibility and providing instant instructor feedback (Wiyono, 2020) when face-to-face interaction is not possible.

On the face-to-face side, both media and communication tools are essential and feasible. However, many educational institutions lack the technological resources or connectivity required to enhance students' learning processes (Johnson et al., 2016). Consequently, the proper implementation of these media tools in traditional classrooms may be lacking, potentially leading learners to perceive them as less important in face-to-face settings. Additionally, addressing individual needs during simultaneous interactions, even in face-to-face settings, can be challenging due to the typical dynamics of a classroom (Thomson, 2010 as cited in Gilbert, 2015). Providing these aspects through various online channels may prove to be easier and more effective, as evidenced by the data above.

Contrary to expectations, information tools are highlighted in this modality since they do not solely rely on digital resources but also incorporate conventional alternatives such as printed materials (Güney, 2023), including textbooks, posters, flashcards, journals, or magazines. This accessibility is not dependent on devices requiring internet access, signal strength, or quality (Mahyoob, 2020).

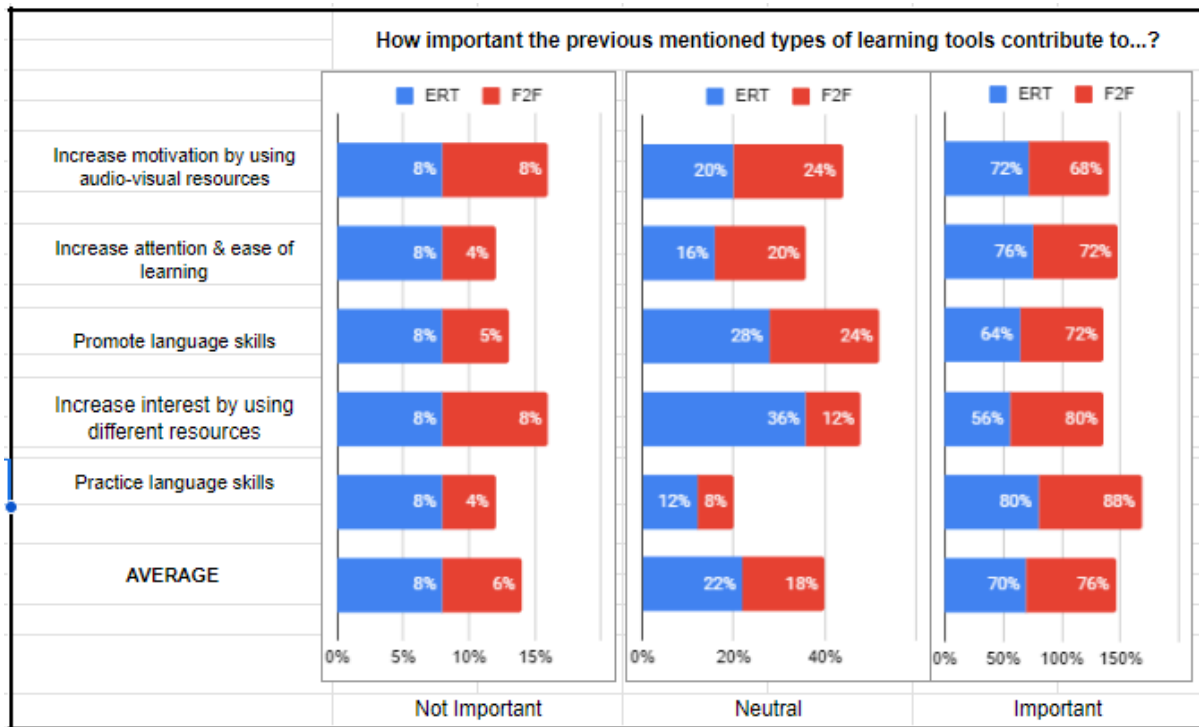
In conclusion, the analysis demonstrates how important learning tools are in both online and traditional classrooms. While online learning tends to value these tools more, traditional classrooms also see their significance, though slightly less. Most people agree that these tools enrich learning experiences and help students understand better. They are not just extra; they are essential for learning and teaching methods. Also, the differences in tool preferences between online and traditional learning highlight the need for tools that are easy to use and adaptable to different learning situations. It is clear that these tools play a vital role in education today, no matter the setting.

4.2.3 Classroom Motivation

Classroom Motivation is a crucial aspect of educational success, influencing students' engagement, perseverance, and overall learning outcomes. Understanding the multifaceted nature of motivation within educational settings is paramount for educators seeking to create dynamic and stimulating learning environments. Central to this understanding is recognizing the significance of learning tools in fostering motivation and enhancing various aspects of students' educational experiences. In an era where technology intertwines with education, the perception of students regarding the importance of these learning tools in aspects such as motivation, attention, language skills, and general interest in the learning process becomes pivotal. The following figure illustrates how students perceive the contribution of learning tools across online and face-to-face modalities (see Figure 6), providing valuable insights for educators striving to optimize motivation and engagement.

Figure 6

Classroom motivation



Note: Figure 6 illustrates the collective perspective of students regarding the significance, categorized as not important, neutral, and important, of learning tools' contributions across various facets such as motivation, attention, language skills, and general interest within the learning process on (ERT) and (F2F) modalities.

The data shows an insight into how students perceive the importance of the contribution of learning tools in various aspects such as motivation, attention, language skills and general interest in the learning process. Surprisingly, the averages for the "not important" category are relatively low, with the online modality at 8% and the face-to-face modality at 6%, indicating skepticism or hesitation regarding the efficacy of learning tools in enhancing online learning environments among a small part of the respondents. In a more balanced perspective, 22% of students express neutrality about the importance of contribution to online learning, while 18% do the same for face-to-face learning. This suggests that some students are open to both modalities, recognizing their distinct advantages and limitations. The data

takes a positive turn when focusing on those who consider that learning tools contribute to the development of their learning. In this case, 70% of students consider the use of learning tools in the online modality to be valuable, demonstrating a significant recognition of their importance, while face-to-face learning is slightly ahead with 76%. This balanced perspective highlights the recognition of the complementary roles that online and face-to-face learning tools can play in the learning process.

In view of the above, whereas the role of implementing learning tools is based on effectively enriching the learning process and facilitating accessibility, learning styles and creativity (Kouser, 2021), their contributions can be highlighted in several means in relation to enhancing students' motivation, attention, language skills and interest in their learning process.

Regarding the online modality, the learning ease and the use of audiovisual resources can be emphasized by the contributions of communication, information and media tools, according to the aforementioned data. Since students are able to easily access different resourceful materials, their learning process may break out of monotonous ways (Dung, 2020) as it ensures accessibility to interactive, engaging and productive materials in a flexible and affordable way (Zaki, 2022). Thus, generating awareness of the different learning styles that facilitate motivation in the classroom to achieve autonomy, self-regulation and independence, which for some learners is a challenge for this modality (Gilbert, 2015).

As regards face-to-face, the role of contributions mainly highlights the practice and advocacy of language skills. Whereby students have the experience of involving their communicative skills directly with their counterparts in their real environment, allowing students to create opportunities to build social bonds, which can positively influence the development of their productive skills, and increase their interest and motivation in this modality (Serdyukov, 2015). Although it does not imply that language skills are not

addressed through online setting, when the level of interest and participation is not the same as in face-to-face mode (Gilbert, 2015), students can access and interact, improving their language skills through other communicative means such as email or conferencing apps (Brown, 2017 as cited on Zaki, 2022).

In this way, we can state the information, communication and media tools play a fundamental role in the learning process, since they enhance motivation, interest, language skills and awareness in the learning process from different aspects. From the online setting, accessibility and affordability to didactic resources are emphasized by generating spaces to promote different learning styles according to the needs of students, which allows them to participate and get involved at a higher level of interest. By contrast, the performance of productive skills is highlighted in a face-to-face environment by its social bonds that promote interaction, participation and communication without being limited to technological means, allowing students to be an active part of the different situations of their social context to enhance language skills in the different social spheres. Considering the previously mentioned, it can be suggested that those tools foster in significant ways accessibility and ease of learning, which is why it is relevant to integrate the positive aspects of both modalities in order to effectively facilitate and enhance the learning process.

4.3 Academic flexibility

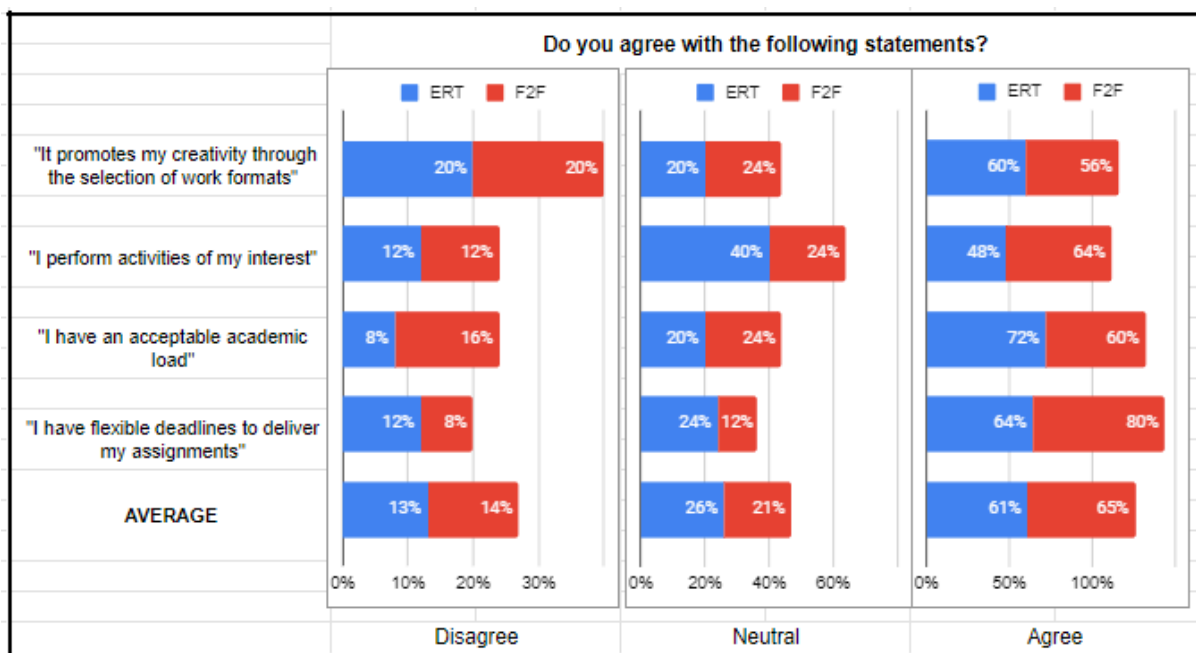
The third factor to consider is academic flexibility, which encompasses various aspects of adaptability within educational settings. This includes encouraging classroom activities that cater to diverse learning styles and preferences. Additionally, it involves fostering learning autonomy, allowing students to take ownership of their education and explore topics in-depth according to their interests and pace.

4.3.1 Encouraging Classroom Activities

Encouraging classroom activities are vital for fostering student engagement and enhancing learning outcomes. These activities encompass a wide range of interactive and collaborative exercises that stimulate critical thinking, creativity, and active participation. From group discussions to hands-on projects, these initiatives create dynamic learning environments where students can thrive. However, understanding students' perspectives on the effectiveness of different learning modalities is crucial. Figure 7 (see below) displays data on students' views regarding online versus face-to-face modalities in fostering creativity, engaging in activities of interest, managing workload, and meeting flexible deadlines provides valuable insights for educators.

Figure 7

Encouraging classroom activities



Note: Figure 7 shows students' agreement (categorized as disagree, neutral and agree) on statements related to fostering creativity, participating in activities of interest, managing academic workload, and adhering to flexible deadlines on (ERT) and (F2F) modalities.

Examining the percentages derived from students' responses reveals an intriguing analysis regarding the efficacy of online and face-to-face modalities in fostering creativity, participating in activities of interest, managing academic workload, and adhering to flexible deadlines. There is a notable 13% of students expressing disagreement with the online modality's ability to effectively promote these aspects, in contrast to a slightly higher 14% disagreement for the face-to-face modality. This divergence suggests a marginal skepticism among a minority regarding the creative and academic benefits of both modalities.

Conversely, a significant proportion of students adopt a neutral stance, with 26% withholding judgment on the online modality and 21% adopting a similar position for the face-to-face alternative. These percentages suggest a higher degree of uncertainty or ambivalence among students when considering the traditional face-to-face approach, perhaps indicating a need for more information or experience.

The majority of students, however, leaned towards agreement with the effectiveness of both modalities. A noteworthy 61% of students affirmed the online modality's ability to promote creativity, engage in activities of interest, manage academic load, and accommodate flexible deadlines. Similarly, 65% expressed agreement with the face-to-face modality for the same set of affirmations. This parallel agreement suggests that, while both modalities receive majority approval, the face-to-face option holds a perceptible edge in terms of students' belief in its efficacy across the specified criteria, emphasizing the significance of face-to-face environments in meeting students' needs for creativity and adaptability in academic pursuits.

Considering the following, implementing learning activities promotes and encourages language learning in some significant spheres based on different aspects. On one hand, there are advantages regarding aspects of the online settings such as academic workload and creativity in work formats based on the learners' perceptions. It may be relevant since motivation and fulfillment are fostered individually, allowing students to access any

classroom resources in partially tailored educational means (Al-Rahmi et al., 2018; Chow & Shi, 2014). Concerning workload, students may be able to strengthen their language skills at their own learning rate on a flexible schedule and convenience, providing them with tools to be autonomous and responsible for their learning process (Dumford & Miller, 2018; Mukhtar, Javed, Arooj & Sethi, 2020 as cited on Samara et al., 2023). All of these suggest an optimally manageable academic workload using those learning tools to significantly reduce the time dedicated to their assignments, resulting in a favorable aspect in this modality. As a result, all the above aspects, reflect positively the creativity and innovation of the resources given that technological means may be adjusted to the students' needs, enabling them to achieve their academic and personal goals, enhancing participation and interest in their educational process (Baturay & Yukselturk, 2015; Le, 2022). It provides students with a reliable basis to build and develop their creative skills leading to a beneficial influence on their attitude as it actively engages them in their class projects, fostering 21st-century skills (Hazaymeh, 2021).

On the other hand, face-to-face modality outstands the deadline flexibility and activities of interest as advantages of its implementation based on the data above. It is evident since both aspects create significant social bonds and rewarding experiences between students' interaction with teachers and their peers, involving them in their educational process. Regarding flexibility, it is reflected since learners' easily set up adaptable schedules, allowing them to directly extend class assignments with their professors considering distress aspects (Guzzardo et al., 2020). In this sense, providing students not only relief from stress, anxiety or frustration that could result in negative gaps in quality assignments, attention and participation (Nickels & Uddin, 2003; Schroeder et al., 2019), but also opportunities to perform in-depth into their tasks for improving their learning achievement and success on the overall scores. Mainly, reflected on regular follow-up and support from both classmates and teachers during the different challenges faced in the performance of those activities. Hence,

being able to interact and participate in the promotion of a series of activities without technological boundaries as the main means of learning interaction. In view of them, promoting and fostering aspects to increase collaboration, socialization and communication to perform and reinforce language skills (Samara et al., 2023; Nikolopoulou, 2022) in face-to-face settings. All of these are continuously supported and closely monitored in the classroom in order to bolster learning outcomes and productivity, using technological resources only as a delivery supply of task activities, and not relying on them mainly for content acquisition and learning.

Based on the above, it is evident that both modalities may favorably influence the activities carried out in the classroom considering the advantages that the setting context brings. In the case of the online modality, students have access to several technological tools to explore didactic resources, allowing them to strengthen their creativity in the development of activities in diverse online formats. While in the face-to-face mode, students get opportunities to create dynamic and affective connections that are continuously influenced by the interactions and bonds among teachers and students, enhancing the promotion of social and communicative spheres. Therefore, it is essential to promote a learning environment that involves both aspects, including diverse academic resources implemented by technological tools, without neglecting the social aspects that foster positive connections, reflected in academic and personal achievements that promote language skills and 21st-century skills.

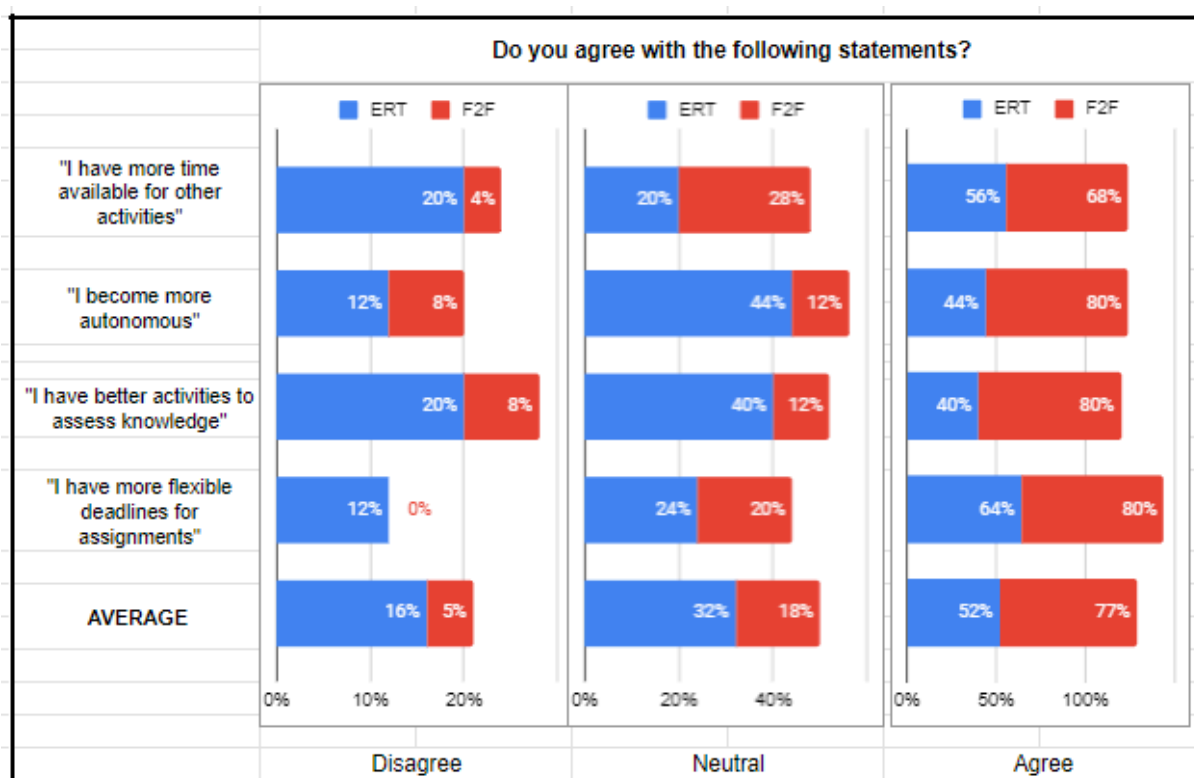
4.3.2 Learning autonomy

Autonomy in learning, the ability of students to take control of their own learning processes, is a fundamental aspect of education. Understanding students' perspectives on factors such as time availability, assessment activities, and deadlines is essential to fostering autonomy. Figure 8 (see below) shows student agreement with statements related to these

elements, which can provide valuable information on how autonomy is perceived and practiced in online and face-to-face modalities.

Figure 8

Learning autonomy



Note: Figure 8 shows perspectives among students regarding their agreement with a set of affirmative statements related to learning autonomy in both (ERT) and (F2F) modalities. Students’ perceptions are represented in terms of disagree, neutral, and agree.

The survey reveals students’ perceptions regarding their agreement with a set of affirmative statements related to learning autonomy in both online and face-to-face modalities. In terms of the average disagreement, it is noteworthy that a relatively higher percentage of students, 16% for the online modality and 5% for the face-to-face modality, express reservations. This suggests a more pronounced skepticism towards the online setting, possibly because they are concerned about its impact on time management for other activities. Conversely, the average neutral responses indicate a substantial portion of students

opting to wait and observe before making a decision., with 32% for the online modality and 18% for the face-to-face modality. This neutrality may stem from uncertainties about the effectiveness of either modality in fostering student autonomy and providing better assessment activities.

The most striking trend emerges in the average agreement category, where 52% of students favor the online modality in comparison to 77% for the face-to-face modality. This contrast implies a predominant feeling among students that face-to-face instruction is more conducive to autonomy, assessment quality, and flexible assignment deadlines, as well as it suggests a perceived superiority in its ability to afford students the necessary time for extracurricular activities while maintaining a structured and engaging learning environment.

Considering the previous data, two noteworthy findings can be highlighted from traditional settings, involving socio-affective and cognitive aspects to integrate meaningful learning based on autonomy and quality assessment. Regarding the first one, autonomy, it is indispensable to provide students with opportunities to efficiently perform on their own while actively fostering participation, initiative, discipline and collaboration in the development of classroom activities. Thus, involving interactive factors along with linguistic input and emotional aspects as an essential part of language learning autonomy (Benson, 1997 as cited in Merchán et al., 2020), which is mostly reflected in face-to-face rather than online environments.

In the face-to-face modality, it can be evidenced when students positively assess the interpersonal, quality and continuous relationships with the different roles in the classroom such as their peers and teachers. As those are socially and effectively reflected in the learning context where there is interest, motivation, participation and interaction, those diverse opportunities are promoted through collaborative, self-didactic or self-assessment tasks (Livingstone & Cabrera, 2009; Merchán et al., 2020). All of those are mainly aimed at

fostering the student as an active part of their learning, exchanging and enabling critical, interactive and autonomous aspects in the classroom. Even though, in the online modality, there are attempts to implement it in the same way, by using different technological tools, replacing personal interactions with didactic contents and resources, emphasizing the comfort, ease, flexibility and accessibility (Kebritchi et al., 2017; Shonfeld & Ronen, 2015; Torres-Vallejos et al., 2021). Students still do not consider those alternatives favorable at all to promote from social and emotional spheres the promotion of motivation, security, collaboration and/or deep-rooted interests in the students, to step out of their comfort zone as well as to provide comprehensible, meaningful and autonomous input. Hence, this causes a challenge in order to achieve autonomy and self-assessment given the immediate lack of verbal communication or monitoring time because students are required to deal with other aspects such as time management, self-discipline, self-awareness and learning skills (Qiang & Zhang, 2023).

The above leads us to the second one, quality assessment, in which students' learning progress on the acquisition and comprehension of language skills is tested through different monitored tools. Even though tasks and challenges are reflected differently in both modalities (Bensaid and Brahim, 2020), face-to-face is viewed positively in order to analyze learners' outcomes on productive and receptive competencies too. Considering online settings, the written competence over the oral assessment is better implemented with the ICT's contributions (Glushkova et al., 2021). This is evidenced since the assessment is related to a web-measure tool that provides auto-scoring and immediate feedback to the quantitative quizzes, simulations, projects or online assignments (Khan & Jawaid, 2020). Reflecting on some disadvantages such as impersonation and plagiarism during the assessment process when there is no way of monitoring the use of extra electronic gadgets to effectively assess those receptive skills (Tuah and Naing, 2021; (Al-Maqbali, 2022). Likewise, from the oral

production component, it is not quite convenient since it is not possible whether it is not based on video conferencing apps. Those apps in which the social interaction involves both participants only in an imaginary context to develop imitating a behavior or situations (Glushkova et al., 2021). Different from the traditional settings is based on collaborative and interaction means to develop those social and affective spheres on the oral component of knowledge assessment. Most of the time, this results in positive outcomes since verbal communication can be aligned with non-verbal clues that facilitate learning difficulties and comprehension easily overcome in personal interactions (Slimi, 2020).

All of the above can highlight the significance of the social and affective components in the cognitive inputs that are required for building confidence, assurance and ease in the learner, developing opportunities for them to be an active part of their learning. Hence, reflecting an optimal learning environment for both roles in the classroom, teachers and learners, while still incorporating technological tools for flexibility, adaptability and efficiency combined with personal connections that aim at positive competencies and favorable perceptions.

5. Conclusions

In this section, the conclusions derived from the students' perspectives on the performance of learning experience factors, namely interaction, accessibility to resources, and academic flexibility, are presented by comparing them in both ERT and face-to-face settings.

First, upon the assessment of interaction among follow-up activities and communication methods, it was possible to identify some challenges that hamper satisfactory adaptability to the e-learning strategies due to the distractions and detachment feelings attributed to the ERT setting. These lead to less favorable perspectives due to their immediate lack of continuous support in learner assessment, participation, group discussions, and timely

communication in the information channels. This might be explained by the fact that ERT relies solely on technological tools as the main means to promote communicative spheres and learning experiences that guarantee active participation, as suggested by Carrobles & Alfonso (2021). Therefore, facing challenges involving connectivity barriers and technical problems that require adjustments depending on the learners' needs, experiences, and circumstances could affect the interaction in the learning process. In the case of the context of a face-to-face setting, it is perceived differently given that learners recognize its intrinsic advantages, including the spaces for collaboration and active participation since it incorporates positive aspects described as convenient and pragmatic. As highlighted by Blazquez and Conole et al. (2008), it offers traditional techniques based on verbal and non-verbal reinforcement for optimal learning praxis that fosters a sense of community and meaningful connection between teachers and other learners. Those which, Herazo (n.d) and Harisnawati (2022), emphasize as spaces in which receptive and productive resources are promoted to enhance dialogues, arguments, debates, readings, or illustrations that reflect favorably on the willingness to learn. Therefore, from the above, it was possible to identify students' viewpoints emphasizing the need for adaptation in which the ease of connection and interaction among students in communicative exchanges is not left aside by only using those tools, resources, and online platforms to continue improving, but also optimizing learning experiences from the interaction that promotes bonds.

Second, considering accessibility to resources which is based on the learning activities, types of learning tools, and classroom motivation, some aspects could be highlighted. On the one hand, it was determined that traditional environments foster a greater perception of conventional information resources, which promote engagement and collaboration with typical dynamics in the classroom. As emphasized by Hurst (2023) and Trung & Truong (2023), students are eager to face challenges and accomplish goals while

being more comfortable resolving questions and engaging as active participants in their learning. Thus, encouraging the communicative role focused on positive social bonds which fosters the importance of improving motivation, attention, language skills, and general interest in learning, as noted by Serdyukov (2015). In contrast, ERT highlights the flexibility, personalized options and digital resources that address diverse learning styles and preferences. Rouse (2016) and Berry (2019) emphasize the importance when students' learning builds on the advantages of literacy through individual preference and comfort. This is due to technology-based resources integrating the fresh and modern dynamics that Gilbert (2015) categorizes as the basis for generating awareness, independence, autonomy, and the promotion of resources by encouraging learning styles from audio-visual and technological media. Overall, this implies the importance of learning tools as they enhance educational experiences and improve learner understanding. These tools are not merely complementary, but indispensable for effective teaching and learning practices. Therefore, teachers must take advantage of these tools to generate motivation and engagement for an inclusive and effective learning environment tailored to students' needs, preferences and learning styles.

Lastly, concerning the academic flexibility factor, two dimensions are involved: encouraging classroom activities and learning autonomy. Regarding ERT, it stands out for encouraging academic flexibility through manageable activities that reduce the academic workload, leading students to show greater dedication and motivation. As illustrated also by Chow & Shi (2014), students can strengthen their language skills at their own pace, convenience, and preference. Given the initiatives to ease the linguistic input by those technological resources but replacing what Torres-Vallejos et al., (2021) categorize as interpersonal spheres that lack of continuous and immediate monitoring and collaboration among students to provide a comprehensive assessment. However, face-to-face learning is notable for offering flexible deadlines, promoting activities of interest, fostering social bonds,

and rewarding experiences for students as Guzzardo et al. (2020) discussed. In this sense, given the opportunities available to provide initiative towards linguistic input and interpersonal aspects that enhance discipline, participation, and self-assessment in classroom activities. These focused on encouraging learners towards critical and interactive linguistic exchanges. This is why a balanced approach that integrates diverse activities, academic resources, and social interactions is crucial to boosting students' language skills and overall success.

Finally, it can be concluded from the above that ERT modality involves different upsides regarding adaptability and flexibility since it provides a variety and personalization of resources when it comes to motivating and sparking the learners' interest. On the other hand, face-to-face modality offers and encourages fluent communication means with the social bonds among learners since it prioritizes accessibility to physical resources through social interactions that build up a sense of community. Overall, as a result, it is important to implement a balanced approach that integrates the best of both learning settings in order to foster students' language skills and learning efficacy. Doing this, it could promote and encourage accessibility to the different educational instruments that lead to the promotion of creativity and autonomy in the classroom while also providing cognitive, social, and affective opportunities that enrich communication through social bonds. Those that enable us to provide optimal means to perform in a continuous, meaningful, and active role in their own educational context.

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Appendix

Appendix 1. Operation of variables

Variables	Definición	Dimensiones	Indicadores
Interacción	Procesos de intercambio de intereses, conocimientos,	Comunicación (Sts- T) (Sts - Sts)	Orientación para el desarrollo de actividades
			Grado de asistencia en el apoyo docente
			Frecuencia de retroalimentación
			Resolver preguntas sobre contenido
			Aprendizaje & discusiones colectivas
		Participación	Colaboración e Interacción entre Sts
			Iniciativas en la participación de la clase
			Recursos que promueven la participación activa (preguntas, discusiones etc.)
			Frecuencia de las oportunidades de participar mediante act. desafiantes, motivadoras
			Participación voluntaria o Participación propuesta por el docente
Accesibilidad de recursos	La facilidad con la que un recurso puede ser localizado y utilizado.	Acceso a Internet	Facilidad para la conexión a internet
			Calidad del internet
			Acceso a más recursos (foros, libros, diccionarios, etc.)
		Medios audiovisuales	Motivación en el aprendizaje con el uso de recursos audiovisuales
			Preferencias en los medios audiovisuales en el aprendizaje
			Facilitación en la capacidad de atención & retención de información (aprendizaje eficaz)
		Gamificación	Promover habilidades del lenguaje en el aula
			Fomentar el interés en el aprendizaje
			Puesta en práctica de habilidades adquiridas mediante la gamificación
Flexibilidad académica	Tener planes de estudio con pocas seriaciones y obstáculos, así como opciones terminales y salidas laterales que permitan a los estudiantes atender sus intereses personales	Creatividad en los formatos de trabajo	Incentivar el desarrollo creativo de actividades escolares
			Elección de formatos de entrega de trabajos
		Flexibilidad	Diversidad de estrategias evaluativas
			Reducción o cambios flexibles de deadlines
		Autonomía en el aprendizaje	Incentivar la investigación por cuenta propia

Appendix 2. Content validity

Proceso de validación de contenido cuestionario estudiantes (2023)

El propósito de esta rúbrica es establecer la validez de contenido de tres variables: interacción, accesibilidad and flexibilidad. A continuación se definen las variables y se listan sus dimensiones e indicadores.

Variables: Interacción

Definición:

La interacción es un elemento central de los siete principios de buenas prácticas de la educación (Chickering y Gamson, 1987). Estas prácticas incluyen: fomentar el contacto entre el docente y los estudiantes; desarrollar la reciprocidad y la cooperación; participar en el aprendizaje activo; proporcionar una retroalimentación rápida; hacer hincapié en la cantidad de tiempo dedicado a una tarea; comunicar altas expectativas; y respetar la diversidad (Thurmond & Wambach, 2004).

La interacción alumno-alumno puede ser entre un estudiante y otro o entre varios estudiantes. Esta forma de interacción alumno-alumno tiene como objetivo promover la comprensión del contenido del curso y estimular el pensamiento crítico. Los proyectos de colaboración pueden reducir la sensación de aislamiento y promover el sentido de comunidad de aprendizaje (Abrahamson, 1998; Palloff y Pratt, 2001).

La interacción alumno-docente puede ayudar a los estudiantes a aclarar puntos inciertos y reforzar la interpretación correcta de la información del curso. En el entorno tradicional del aula, a menudo la interacción alumno-docente puede producirse en una reunión física presencial. En cuanto al entorno del curso en la web, la mayoría de las veces este tipo de interacción debe transmitirse por medios electrónicos, como discusiones en el chat o comunicaciones por correo electrónico (Thurmond & Wambach, 2004).

Dimensiones:

Comunicación - Participación

Indicadores:

- **Comunicación**
Orientación para el desarrollo de actividades
Grado de asistencia en el apoyo docente
Frecuencia de retroalimentación
Resolver preguntas sobre contenido
Aprendizaje y discusiones colectivas
- **Participación**
Iniciativas en las actividades en clase
Recursos para promover la participación activa (preguntas & discusiones)
Frecuencia de participación mediante actividades motivadoras
Participación voluntaria o propuesta por el docente

Variable: Accesibilidad a recursos educativos didácticos

Definición

El recurso didáctico se refiere al conjunto de medios materiales que intervienen y facilitan el proceso de enseñanza-aprendizaje (Morales, 2012). Estos materiales pueden ser tanto físicos como virtuales, asumen como condición, despertar el interés de los estudiantes, adecuarse a las características físicas y psíquicas de los mismos, además que facilitan la actividad docente al servir de guía; asimismo, tienen la gran virtud de adecuarse a cualquier tipo de contenido (Murillo, 2017).

Dimensiones

Accesibilidad a Internet - Medios audiovisuales - Gamificación

Indicadores

- **Accesibilidad a internet**
Facilidad de acceso a recursos informáticos (foros, libros, web, diccionarios)
Accesibilidad de conexión
Calidad del Internet
- **Medios audiovisuales**
Motivación en el aprendizaje con el uso de recursos audiovisuales
Preferencias en los medios audiovisuales en el aprendizaje
Facilitación en la capacidad de atención y retención de información (aprendizaje eficaz).
- **Gamificación**
Promover habilidades del lenguaje en el aula
Fomentar el interés en el aprendizaje
Puesta en práctica de habilidades mediante la gamificación

Variable: Flexibilidad académica

Definición

La flexibilidad didáctica en un ambiente virtual de aprendizaje está direccionada

a la capacidad de diversificar las actividades, las estrategias, los métodos, la evaluación y las herramientas que se utilizan en el entorno virtual; el tutor debe realizar la planificación y estructuración de los contenidos con base en los diferentes estilos de aprendizaje de los estudiantes (Prieto & van de Pol, 2006; Ortega et al., 2016).

La flexibilidad académica puede incluir la asistencia a clase, consideraciones especiales para las evaluaciones y los plazos de los exámenes, actividades de evaluación diferentes o modificadas y acceso online a todos los materiales del curso (Kean et al., 2019; Sport Australia, 2019; UniSport, 2019)

Dimensiones:

Creatividad en los formatos de trabajo - Reflexividad - Autonomía en el aprendizaje

Indicadores:

- **Creatividad en los formatos**
Incentivar el desarrollo creativo de actividades escolares
Elección de formatos de entrega de trabajos
- **Flexibilidad**
Diversidad de estrategias evaluativas
Reducción o cambios flexibles de deadlines
- **Autonomía de aprendizaje**
Incentivar la investigación por cuenta propia

Valoración de contenido

A continuación encontrará las dos tablas con las que se valorará el contenido de la encuesta. La tabla 1 se utilizará para calificar la claridad y relevancia de las instrucciones y descripciones de cada parte de la encuesta. La Tabla 2 se utilizará para calificar la claridad y relevancia de cada una de las preguntas y opciones de respuesta.

Tabla 1

	Bueno	Neutral	Malo
Claridad de la descripción			
Claridad en la instrucción			

Relevancia de la instrucción y descripción			

Tabla 2

	Bueno	Neutral	Malo
Claridad de la pregunta			
Relevancia de la pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Aquí empieza su participación en la valoración de la encuesta:

Instrucción y descripción 1

Interacción: Actividades de seguimiento

En la siguiente parte de la encuesta encontrará preguntas relacionadas a las **actividades de seguimiento** que tal vez se realizaron en las clases de inglés.

ATENCIÓN:
Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

	Bueno	Neutral	Malo
Claridad de la descripción			
Claridad en la instrucción			
Relevancia de la			

instrucción y descripción			
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Pregunta 1.1

¿Qué tan bien se llevó a cabo las actividades de seguimiento en las **clases virtuales**?

	1. Nada bien	2. No tan bien	3. Neutral	4. Bien	5. Muy bien
Recibiendo comentarios de valoración	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ofreciendo sugerencias para mejorar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dando ejemplos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teniendo discusiones grupales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo correcciones en pares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preguntando en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recibiendo tutorías	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Bueno	Neutral	Malo
Claridad de la pregunta			
Relevancia de la pregunta			
Claridad en las			

pregunta			
Relevancia de la pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Instrucción y descripción 2

Interacción: **Formas de comunicación**

En la siguiente parte de la encuesta encontrará preguntas relacionadas a las **formas de comunicación** que tal vez se realizaron en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

	Bueno	Neutral	Malo
Claridad de la descripción			
Claridad en la instrucción			
Relevancia de la instrucción y descripción			

Pregunta 2.1

opciones de respuesta			
Relevancia de las opciones de respuesta			

Pregunta 1.2

¿Qué tan bien se llevó a cabo las actividades de seguimiento en las **clases presenciales**?

	1. Nada bien	2. No tan bien	3. Neutral	4. Bien	5. Muy bien
Recibiendo comentarios de valoración	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ofreciendo sugerencias para mejorar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dando ejemplos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teniendo discusiones grupales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo correcciones en pares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preguntando en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recibiendo tutorías	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Bueno	Neutral	Malo
Claridad de la			

¿Qué percepción tiene de las siguientes formas de comunicación en las **clases virtuales**?

	1. Nada bueno	2. No tan bueno	3. Neutral	4. Bueno	5. Muy bueno
recibir instrucciones escritas en formatos físicos o virtuales (PDF)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibir instrucciones verbales, ya sea directamente del profesor o por medio de audios o videos?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibir instrucciones visuales por medio de presentaciones, chats o diapositivas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comunicarse con compañeros de clase (verbal, visual, escrito)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Bueno	Neutral	Malo
Claridad de la pregunta			
Relevancia de la pregunta			
Claridad en las opciones de respuesta			

Relevancia de las opciones de respuesta			
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Pregunta 2.2

¿Qué percepción tiene de las siguientes formas de comunicación en las **clases presenciales**?

	1. Nada bueno	2. No tan bueno	3. Neutral	4. Bueno	5. Muy bueno
recibir instrucciones escritas en formatos físicos o virtuales (PDF)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibir instrucciones verbales, ya sea directamente del profesor o por medio de audios o videos?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibir instrucciones visuales por medio de presentaciones, chats o diapositivas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comunicarse con compañeros de clase (verbal, visual, escrito)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Bueno	Neutral	Malo
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¿Qué tan necesarias considera las siguientes actividades en las clases de inglés?

	1. Nada necesarias	2. No tan necesarias	3. Neutral	4. Necesarias	5. Muy necesarias
Presentaciones con diapositivas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creación de audios o podcast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creación de videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trabajos en grupo mediante plataformas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uso de páginas web y redes sociales para discusiones enfocadas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creación y presentación de carteles informativos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creación de textos escritos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentaciones frente a la clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trabajo en grupo usando el libro de inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discusiones en clase con compañeros	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Bueno	Neutral	Malo
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Claridad de la pregunta			
Relevancia de la pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Instrucción y descripción 3

Interacción: **Actividades en clase**

En la siguiente parte de la encuesta encontrará preguntas relacionadas a las **actividades en clase** que tal vez se realizaron en las clases de inglés. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

	Bueno	Neutral	Malo
Claridad de la descripción			
Claridad en la instrucción			
Relevancia de la instrucción y descripción			

Pregunta 3.1

Claridad de la pregunta			
Relevancia de la pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Instrucción y descripción 4

Accesibilidad: **Herramientas de estudio**

En la siguiente parte de la encuesta encontrará preguntas relacionadas a las **herramientas de estudio** que tal vez se realizaron en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

	4 Bueno	3 Neutral	2 Malo
Claridad de la descripción			
Claridad en la instrucción			
Relevancia de la instrucción y descripción			

Pregunta 4.1

¿Qué tan bien se llevó a cabo las siguientes actividades en las **clases virtuales**?

	1. Nada bien	2. No tan bien	3. Neutral	4. Bien	5. Muy bien
Acceder a blogs, foros o textos informativos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hacer visible mis comentarios, preguntas y opiniones en lugares donde mis compañeros los puedan encontrar fácilmente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ver videos o escuchar audios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participar y crear juegos interactivos donde evalúo mi conocimiento	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceder a herramientas digitales como plataformas, aplicaciones o páginas web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			
Relevancia de la pregunta			

Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Pregunta 4.2

Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Instrucción y descripción 5

Accesibilidad: Tipos de herramientas

En la siguiente parte de la encuesta encontrará preguntas relacionadas a los **tipos de herramientas de estudio** que tal vez se realizaron en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

	4 Bueno	3 Neutral	2 Malo
Claridad de la descripción			
Claridad en la instrucción			
Relevancia de la instrucción y descripción			

Pregunta 5.1

¿Qué tan bien se llevó a cabo las siguientes actividades en las **clases presenciales**?

	1. Nada bien	2. No tan bien	3. Neutral	4. Bien	5. Muy bien
Acceder a blogs, foros o textos informativos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hacer visible mis comentarios, preguntas y opiniones en lugares donde mis compañeros los puedan encontrar fácilmente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ver videos o escuchar audios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participar y crear juegos interactivos donde evalúo mi conocimiento	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceder a herramientas digitales como plataformas, aplicaciones o páginas web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			
Relevancia de la pregunta			

¿Qué tan importante es el uso de las siguientes herramientas en las **clases de inglés virtuales**?

	1 Nada importante	2 Poco importante	3 Algo importante	4 Importante	5 Muy importante
Herramientas de información (Google, Wikipedia, Twitter, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de creación de contenido (Kahoot, Canva, Youtube, Slideshare, documentos, presentaciones, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de comunicación (Zoom, Meets, Gmail, Grupos WhatsApp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de difusión (blogs, redes sociales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			
Relevancia de la pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de			

respuesta

Pregunta 5.2

¿Qué tan importante es el uso de las siguientes herramientas en las **clases de inglés presenciales**?

	1 Nada importante	2 Poco importante	3 Algo importante	4 Importante	5 Muy importante
Herramientas de información (Google, Wikipedia, Twitter, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de creación de contenido (Kahoot, Canva, Youtube, Slideshare, documentos, presentaciones, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de comunicación (Zoom, Meets, Gmail, Grupos WhatsApp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de difusión (blogs, redes sociales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			
Relevancia de la pregunta			

Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Instrucción y descripción 6

Accesibilidad: Motivación en el aula

En la siguiente parte de la encuesta encontrará preguntas relacionadas a la **motivación en el aula** que pudo haber experimentado en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

	4 Bueno	3 Neutral	2 Malo
Claridad de la descripción			
Claridad en la instrucción			
Relevancia de la instrucción y descripción			

Pregunta 6.1

¿Pienso que, en las **clases virtuales**, los tipos de herramientas (información, comunicación, difusión y creación de contenido) me ayudan a...?

	1 Totalmente deacuerdo	2 En desacuerdo	3 Indeciso	4 Acuerdo	5 Totalmente de acuerdo
estar motivado en el aprendizaje con el uso de recursos audiovisuales (videos, audios, imágenes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tener la capacidad de atención y retención de información fácilmente (aprendizaje eficaz)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promover habilidades del lenguaje en el aula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fomentar el interés en el aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practicar las habilidades (escucha, habla, escribir) mediante juegos en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			
Relevancia de la pregunta			

Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Pregunta 6.2

¿Pienso que, en las **clases presenciales**, los tipos de herramientas (información, comunicación, difusión y creación de contenido) me ayudan a...?

	1 Totalmente deacuerdo	2 En desacuerdo	3 Indeciso	4 Acuerdo	5 Totalmente de acuerdo
estar motivado en el aprendizaje con el uso de recursos audiovisuales (videos, audios, imágenes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tener la capacidad de atención y retención de información fácilmente (aprendizaje eficaz)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promover habilidades del lenguaje en el aula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fomentar el interés en el aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practicar las habilidades (escucha, habla, escribir) mediante juegos en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			
Relevancia de la			

pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Instrucción y descripción 7

Flexibilidad: Incentivar actividades en el aula

En la siguiente parte de la encuesta encontrará preguntas relacionadas a **actividades que se incentivan en el aula**, que pudo haber experimentado en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

	4 Bueno	3 Neutral	2 Malo
Claridad de la descripción			
Claridad en la instrucción			
Relevancia de la instrucción y descripción			

Pregunta 7.1

pregunta			
Relevancia de la pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Pregunta 7.2

Indique su grado de conformidad de acuerdo con las siguientes afirmaciones en las **clases presenciales**.

	1. Totalmente de acuerdo	2. En desacuerdo	3. Indeciso	4. Acuerdo	5. Totalmente de acuerdo
Puede promover mi creatividad mediante la elección de formatos de entrega de trabajos (eg: Puede escoger entre diapositivas, infografías, mapas conceptuales, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desarrollé una investigación de mi interés (eg: pude escoger el tema)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuve una carga académica que podía llevar fácilmente (cantidad de tareas en casa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuve fechas flexibles para la entrega de trabajos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			
Relevancia de la			

Indique su grado de conformidad de acuerdo con las siguientes afirmaciones en las **clases virtuales**.

	1. Totalmente de acuerdo	2. En desacuerdo	3. Indeciso	4. Acuerdo	5. Totalmente de acuerdo
Puede promover mi creatividad mediante la elección de formatos de entrega de trabajos (eg: Puede escoger entre diapositivas, infografías, mapas conceptuales, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desarrollé una investigación de mi interés (eg: pude escoger el tema)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuve una carga académica que podía llevar fácilmente (cantidad de tareas en casa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuve fechas flexibles para la entrega de trabajos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la			

pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Instrucción y descripción 8

Flexibilidad: Autonomía en el aprendizaje

En la siguiente parte de la encuesta encontrará preguntas relacionadas a la **autonomía en el aprendizaje** que tal vez pudo experimentar en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

	4 Bueno	3 Neutral	2 Malo
Claridad de la descripción			
Claridad en la instrucción			
Relevancia de la instrucción y descripción			

Pregunta 8.1

Indique su grado de conformidad de acuerdo con las siguientes afirmaciones en las **clases virtuales**

	1. Totalmente de acuerdo	2. En desacuerdo	3. Indeciso	4. Acuerdo	5. Totalmente de acuerdo
Tengo más tiempo disponible para otras actividades cuando estudio virtual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases virtuales me enseñaron a ser un poco más autónomo con mi aprendizaje del inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases virtuales tienen mejor estrategias para evaluar mi proceso de aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que en las clases virtuales tengo plazos más flexibles en la entrega de trabajos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			

Relevancia de la pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

Pregunta 8.2

Indique su grado de conformidad de acuerdo con las siguientes afirmaciones en las **clases presenciales**

	1. Totalmente de acuerdo	2. En desacuerdo	3. Indeciso	4. Acuerdo	5. Totalmente de acuerdo
Tengo más tiempo disponible para otras actividades cuando estudio presencial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases presenciales me enseñaron a ser un poco más autónomo con mi aprendizaje del inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases presenciales tienen mejor estrategias para evaluar mi proceso de aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que en las clases presenciales tengo plazos más flexibles en la entrega de trabajos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4 Bueno	3 Neutral	2 Malo
Claridad de la pregunta			
Relevancia de la			

pregunta			
Claridad en las opciones de respuesta			
Relevancia de las opciones de respuesta			

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Appendix 3. Survey

14/4/24, 16:54

Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

Ha sido invitado a participar en la investigación "Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?" cuyo propósito de la investigación es reconocer a través de las percepciones de los estudiantes las contribuciones que podría brindar la implementación de algunos aspectos de la modalidad virtual a la presencialidad en el proceso de aprendizaje de Inglés.

Has sido seleccionado por ser estudiante de un colegio del área metropolitana de Bucaramanga.

Si decide participar, todas sus opiniones serán confidenciales y se mantendrán en reserva. En las presentaciones y publicaciones de esta investigación, su nombre no aparecerá asociado a ninguna opinión concreta y los datos recogidos se utilizarán únicamente para esta investigación.

Si necesita más información, o desea comunicarse por cualquier motivo relacionado con esta investigación, póngase en contacto con el investigador responsable de este estudio:

Deisy Zuñiga - deisyzuniga@gmail.com - Oscar Duarte

- oscarduarte.et@gmail.com -

* Indica que la pregunta es obligatoria

1. ¿Declara que tiene conocimiento de esta investigación y que ha autorizado su participación?

Marca solo un óvalo.

Sí

No

Información de contacto

Estimado participante, la información personal proporcionada en este cuestionario será confidencial y sólo se utilizará para los fines de la investigación como se ha explicado anteriormente.

14/4/24, 16:54

Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

2. Nombre

3. Correo electrónico

4. Edad

5. Mientras estudiaba en el colegio Juan José Rondón, en qué años estudió mediante las clases virtuales?*

*Puede seleccionar mas de una respuesta

Selecciona todos los que correspondan.

- 2020
 2021
 2022

6. ¿Qué herramientas utilizaron en sus clases de inglés en la virtualidad?* *Puede seleccionar mas de una respuesta

Selecciona todos los que correspondan.

- Videoconferencia Zoom
 Google meets
 Google classroom
 Grupos de Whatsapp
 Plataforma del colegio

14/4/24, 16:54

Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

Interacción: **Actividades de seguimiento**

En la siguiente parte de la encuesta encontrará preguntas relacionadas a las **actividades de seguimiento** que tal vez se realizaron en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

7. ¿Qué tan bien se llevó a cabo las actividades de seguimiento en las **clases virtuales**?

Marca solo un óvalo por fila.

	1. Nada bien	2. No tan bien	3. Neutral	4. Bien	5. Muy bien
Recibiendo comentarios de valoración	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ofreciendo sugerencias para mejorar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dando ejemplos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teniendo discusiones grupales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo correcciones en pares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preguntando en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recibiendo tutorías	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

8. ¿Qué tan bien se llevó a cabo las actividades de seguimiento en las **clases presenciales**?

Marca solo un óvalo por fila.

	1. Nada bien	2. No tan bien	3. Neutral	4. Bien	5. Muy bien
Recibiendo comentarios de valoración	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ofreciendo sugerencias para mejorar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dando ejemplos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teniendo discusiones grupales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo correcciones en pares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preguntando en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recibiendo tutorías	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interacción: **Formas de comunicación**

En la siguiente parte de la encuesta encontrará preguntas relacionadas a las **formas de comunicación** que tal vez se realizaron en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

9.

¿Qué percepción tiene de las siguientes formas de comunicación en las **clases virtuales**?

Marca solo un óvalo por fila.

	1. Nada bueno	2. No tan bueno	3. Neutral	4. Bueno	5. Muy bueno
recibir instrucciones escritas en formatos físicos o virtuales (PDF)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibir instrucciones verbales, ya sea directamente del profesor o por medio de audios o videos?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibir instrucciones visuales por medio de presentaciones, chats o diapositivas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comunicarse con compañeros de clase (verbal, visual, escrito)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

10.

¿Qué percepción tiene de las siguientes formas de comunicación en las **clases presenciales**?

Marca solo un óvalo por fila.

	1. Nada bueno	2. No tan bueno	3. Neutral	4. Bueno	5. Muy bueno
recibir instrucciones escritas en formatos físicos o virtuales (PDF)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibir instrucciones verbales, ya sea directamente del profesor o por medio de audios o videos?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibir instrucciones visuales por medio de presentaciones, chats o diapositivas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comunicarse con compañeros de clase (verbal, visual, escrito)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

11. ¿Qué tan necesarias considera las siguientes actividades en las clases de inglés?

Marca solo un óvalo por fila.

	1. Nada necesarias	2. No tan necesarias	3. Neutral	4. Necesarias	5. Muy necesarias
Presentaciones con diapositivas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creación de audios o podcast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creación de videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trabajos en grupo mediante plataformas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uso de páginas web y redes sociales para discusiones enfocadas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creación y presentación de carteles informativos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creación de textos escritos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentaciones frente a la clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trabajo en grupo usando el libro de ingles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discusiones en clase con compañeros	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

12.

¿Qué tan bien se llevó a cabo las siguientes actividades en las **clases virtuales**?*Marca solo un óvalo por fila.*

	1. Nada bien	2. No tan bien	3. Neutral	4. Bien	5. Muy bien
Acceder a blogs, foros o textos informativos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hacer visible mis comentarios, preguntas y opiniones en lugares donde mis compañeros los puedan encontrar fácilmente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ver videos o escuchar audios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participar y crear juegos interactivos donde evalúo mi conocimiento	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceder a herramientas digitales como plataformas, aplicaciones o páginas web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

13.

¿Qué tan bien se llevó a cabo las siguientes actividades en las **clases presenciales**?

Marca solo un óvalo por fila.

	1. Nada bien	2. No tan bien	3. Neutral	4. Bien	5. Muy bien
Acceder a blogs, foros o textos informativos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hacer visible mis comentarios, preguntas y opiniones en lugares donde mis compañeros los puedan encontrar fácilmente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ver videos o escuchar audios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participar y crear juegos interactivos donde evalúo mi conocimiento	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceder a herramientas digitales como plataformas, aplicaciones o páginas web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

Accesibilidad: Tipos de herramientas

En la siguiente parte de la encuesta encontrará preguntas relacionadas a los **tipos de herramientas de estudio** que tal vez se realizaron en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

14. ¿Qué tan importante es el uso de las siguientes herramientas en las **clases de inglés virtuales**?

Marca solo un óvalo por fila.

	1 Nada importante	2 Poco importante	3 Algo importante	4 Importante	5 Muy importante
Herramientas de información (Google, Wikipedia, Twitter, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de creación de contenido (Kahoot, Canva, Youtube, Slideshare, documentos, presentaciones, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de comunicación (Zoom, Meets, Gmail, Grupos WhatsApp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de difusión (blogs, redes sociales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

15. ¿Qué tan importante es el uso de las siguientes herramientas en las **clases de inglés presenciales**?

Marca solo un óvalo por fila.

	1 Nada importante	2 Poco importante	3 Algo importante	4 Importante	5 Muy importante
Herramientas de información (Google, Wikipedia, Twitter, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de creación de contenido (Kahoot, Canva, Youtube, Slideshare, documentos, presentaciones, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de comunicación (Zoom, Meets, Gmail, Grupos WhatsApp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herramientas de difusión (blogs, redes sociales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Accesibilidad: **Motivación en el aula**

En la siguiente parte de la encuesta encontrará preguntas relacionadas a la **motivación en el aula** que pudo haber experimentado en las clases de inglés.

ATENCIÓN:

Se hará la misma pregunta para cada modalidad: primero, **clases virtuales** y, segundo, **clases presenciales**. Escoja el grado de percepción que desee, siendo 1 el grado mas bajo y 5 el mas alto.

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

16. ¿Pienso que, en las **clases virtuales**, los tipos de herramientas (información, comunicación, difusión y creación de contenido) me ayudan a...?

Marca solo un óvalo por fila.

	1 Totalmente de acuerdo	2 En desacuerdo	3 Indeciso	4 Acuerdo	5 Totalmente de acuerdo
estar motivado en el aprendizaje con el uso de recursos audiovisuales (videos, audios, imágenes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tener la capacidad de atención y retención de información fácilmente (aprendizaje eficaz)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promover habilidades del lenguaje en el aula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fomentar el interés en el aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practicar las habilidades (escucha, habla, escribir) mediante juegos en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

17. ¿Pienso que, en las **clases presenciales**, los tipos de herramientas (información, comunicación, difusión y creación de contenido) me ayudan a...?

Marca solo un óvalo por fila.

	1 Totalmente de acuerdo	2 En desacuerdo	3 Indeciso	4 Acuerdo	5 Totalmente de acuerdo
estar motivado en el aprendizaje con el uso de recursos audiovisuales (videos, audios, imágenes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tener la capacidad de atención y retención de información fácilmente (aprendizaje eficaz)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promover habilidades del lenguaje en el aula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fomentar el interés en el aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practicar las habilidades (escucha, habla, escribir) mediante juegos en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

18. Indique su grado de conformidad de acuerdo con las siguientes afirmaciones en las **clases virtuales**.

Marca solo un óvalo por fila.

	1. Totalmente de acuerdo	2.En desacuerdo	3.Indeciso	4.Acuerdo	5.Totalmente de acuerdo
Pude promover mi creatividad mediante la elección de formatos de entrega de trabajos (eg: Pude escoger entre diapositivas, infografías, mapas conceptuales, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desarrollé una investigación de mi interés (eg: pude escoger el tema)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuve una carga académica que podía llevar fácilmente (cantidad de tareas en casa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuve fechas flexibles para la entrega de trabajos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

19. Indique su grado de conformidad de acuerdo con las siguientes afirmaciones en las **clases presenciales**.

Marca solo un óvalo por fila.

	1. Totalmente de acuerdo	2.En desacuerdo	3.Indeciso	4.Acuerdo	5.Totalmente de acuerdo
Puede promover mi creatividad mediante la elección de formatos de entrega de trabajos (eg: Pude escoger entre diapositivas, infografías, mapas conceptuales, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desarrollé una investigación de mi interés (eg: pude escoger el tema)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuve una carga académica que podía llevar fácilmente (cantidad de tareas en casa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuve fechas flexibles para la entrega de trabajos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

20. Indique su grado de conformidad de acuerdo con las siguientes afirmaciones en las **clases virtuales**

Marca solo un óvalo por fila.

	1.Totalmente de acuerdo	2.En desacuerdo	3.Indeciso	4.Acuerdo	5.Totalmente de acuerdo
Tengo más tiempo disponible para otras actividades cuando estudio virtual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases virtuales me enseñaron a ser un poco más autónomo con mi aprendizaje del inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases virtuales tienen mejor estrategias para evaluar mi proceso de aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que en las clases virtuales tengo plazos más flexibles en la entrega de trabajos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

21. Indique su grado de conformidad de acuerdo con las siguientes afirmaciones en las **clases presenciales**

Marca solo un óvalo por fila.

	1.Totalmente de acuerdo	2.En desacuerdo	3.Indeciso	4.Acuerdo	5.Totalmente de acuerdo
Tengo más tiempo disponible para otras actividades cuando estudio presencial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases presenciales me enseñaron a ser un poco más autónomo con mi aprendizaje del inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases presenciales tienen mejor estrategias para evaluar mi proceso de aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que en las clases presenciales tengo plazos más flexibles en la entrega de trabajos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Percepciones de los estudiantes ¿Cómo contribuye la modalidad virtual a la modalidad presencial?

22. ¿Considera que las clases presenciales pueden mejorar si se añaden herramientas de la virtualidad? *

Marca solo un óvalo.

Sí

No

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Appendix 4. Consent form



CONSENTIMIENTO INFORMADO

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo en el proyecto de investigación *“Percepciones de los estudiantes de décimo grado ¿Cómo contribuye la modalidad online a la modalidad presencial?”*, a cargo de los estudiantes de Licenciatura en Lenguas extranjeras: Oscar Duarte y Deisy Zuñiga de la Universidad Industrial de Santander.

El propósito de la investigación es reconocer las contribuciones que brindo la implementación de la modalidad virtual a la presencialidad en el proceso de aprendizaje de Inglés.

Para decidir participar en esta investigación, es importante que consideres la siguiente información. Siéntete libre de preguntar cualquier aspecto que no te quede claro:

Participación: Su participación consistirá en llevar a cabo un breve cuestionario donde se harán preguntas sobre sus percepciones sobre el aprendizaje de un idioma de manera virtual y presencial.

Beneficios: No recibirá ningún beneficio económico directo por participar en este estudio, ya que es una investigación sin ánimo de lucro. Sin embargo, su participación es de suma importancia debido a que nos permitirá obtener información para fomentar el proceso de aprendizaje en el aula.

Voluntariedad: Declaras que conoces esta investigación y has autorizado tu participación. Además, tendrás la libertad de contestar las preguntas que desees, como también de detener tu participación en cualquier momento. Esto no implicará ningún perjuicio para ti.

Confidencialidad: Todas tus opiniones serán confidenciales, y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, tu nombre no aparecerá asociado a ninguna opinión particular. Los datos que se recolectan serán usados únicamente para esta investigación.

Datos de contacto: Si requieres mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puedes contactar al investigador responsable de este estudio:

Oscar Duarte - oscarduarte.et@gmail.com - Deisy Zuñiga - deisyzuniga0@gmail.com

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, acepto que mi hijo participe voluntariamente en el estudio *“Percepciones de los estudiantes de décimo grado ¿Cómo contribuye la modalidad online a la modalidad presencial?”* Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto

Firma

Firma Investigador Responsable
