

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



RESEARCH TOPIC

“A DESCRIPTIVE ANALYSIS BASED ON THE TRANSITION FROM THE ONLINE TO THE FACE-TO-FACE MODALITY IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS DURING THE MONTHS OF APRIL TO JULY, YEAR 2021, DUE TO COVID-19 PANDEMIC. CASE: 7TH, 8TH AND 9TH GRADES, CENTRO ESCOLAR “COLONIA LAS BRISAS SOYAPANGO”

**IN ORDER TO OBTAIN THE DEGREE OF: BACHELOR OF ARTS IN
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ABSTRACT

The Covid-19 affected the way of teaching and learning for students and teachers. As a result, different educational actions had to be taken in El Salvador in order to cope with the pandemic and keep the education going in the country. Virtual modality became in the primary form of education because Covid-19 did not allow to have face-to-face classes since 2020. Now, the education has been getting back to normal and students and teachers have face-to-face classes in a pandemic era. This study shows how different the virtual modality and the face-to-face modality are, and how they impacted on the students' learning process.

INTRODUCTION

This research project pretends to find how the transition from the virtual modality to the face-to-face modality was. The education system in El Salvador changed due to the Covid-19 pandemic; consequently, students and teachers from the different countries had to move all of the sudden from the face-to-face modality to the virtual modality. To have a good understanding of this research, it is important to define the terms virtual modality and face-to-face modality. Virtual modality, on one hand, it is defined by Tavakol (2012) as a learning environment where teacher and students are separated by time and/or space and the teacher provide course content through information and communications technology or technologies-based methods such as Internet, multimedia resources, and videoconferencing. Face-to-face modality, on the other hand, Encyclopedia of Information Science and Technology (June 2017) occurs in the traditional classroom without the use of online learning and instruction. Both terms, virtual modality and face-to-face modality are also represented in different forms throughout this research such as virtual learning, classroom learning, virtual classes, face-to-face classes, virtual teaching, face-to-face teaching, virtual environment, and face-to-face environment. With these terms clear, it is possible to delve into what this research is about.

Virtual modality, of course, affected the teaching-learning process because students and teachers had to adapt to a total new modality. Learning a new language has always been a challenging task to achieve for students; specially, if those students have to learn a new language in a modality in which they had never worked before. Now, students are getting back to the face-to-face modality after working in the virtual modality for a year and a half. In that way, students had to start working in the face-to-face modality under some biological restrictions since the Covid-19 pandemic was not over in the country. The content of this research is about how the transition from the virtual modality to the face-to-face modality affected the English teacher and the seventh, eight, and ninth grade students' teaching-learning

process in Centro Escolar “Colonia Las Brisas Soyapango”. This study shows how working in the two modalities influenced teaching and learning. At the same time, the study shows how working with two modalities is, and which modality has more influenced on students’ English learning. This research also highlights the differences that the two modalities have, and how different they work at the time to teach English as second language.

II. STATEMENT OF THE PROBLEM

The Covid-19 pandemic has generated changes in the teaching-learning process in educational institutions around the world, and it has influenced the interaction between teachers and students who were constrained to implement their activities exclusively online. In this regard, many governments adapted different preventive actions to avoid the virus spread and to ensure the continuity of the educational process; as a result, schools worldwide adopting online learning.

While in general, internet-based learning is considered an alternative form of education during the coronavirus pandemic because it became an essential element for maintaining the activity in the schools. Regarding this background, it is possible that students might face some problems in the learning process, and some questions may arise. For example, how has the transition from the online to the face-to-face modality affected English learners at Centro Escolar “Colonia Las Brisas Soyapango”? How do 7th, 8th, 9th graders and teachers adapt to the face-to-face modality after taking virtual classes? How has the teaching-learning process influenced the 7th, 8th, and 9th graders and the teacher in Centro Escolar “Colonia Las Brisas Soyapango”? Indeed, the Covid-19 pandemic has harmed the whole educational system worldwide.

Almost all countries have been affected by the pandemic, and their educational system has been affected likewise causing a temporarily closure in El Salvador schools. Although the authorities in El Salvador have been trying to get the educational system back to normal, it was not until the 2021 year that students and teachers in the whole country started to return to the face-to-face modality once again. Centro Escolar Colonia “Las Brisas” has taken biological measures to keep the virus away from the place. It was mandatory for the students to wear mask while they were inside the school. When students were taking face-to-face classes, teachers did

not allow students to be gathered in the same place. Even when students were developing group work activities, students stayed one meter away from each other. If one of the students got Covid-19 in the school, all the students were going to get back home to receive the classes in a way to prevent the virus to spread in the school. This measure will last 15 days that was a considerable timeframe to get better from the virus. Those measures help to prevent students and teacher were safe during the educational environment.

There are different elements to consider in this research besides the biological measures since virtual classes change the way of teaching and learning in all the schools not only from El Salvador but also worldwide; now, teachers and students have been learning to deal with the new sense of normality with the face-to-face modality.

OBJECTIVES

GENERAL OBJECTIVE

To explain how the transition from the online to the face-to-face modality in the English language teaching learning process impacted on the 7th, 8th, and 9th graders in Centro Escolar "Colonia Las Brisas Soyapango" the months of April to July 2021.

SPECIFIC OBJECTIVE

- To recognize the difficulties that the English teacher and the 7th, 8th, and 9th graders have faced during the virtual classes and how those difficulties have been handled.
- To define the teaching methodologies that the English teacher uses in Centro Escolar "Colonia Las Brisas Soyapango" and how the teacher implements them during the transition from the virtual class modality to the face-to-face modality.
- To describe the process of returning to school has influenced the 7th, 8th, and 9th graders and the teacher in the English class after taking online classes for a year and a half.
- To analyze the 7th, 8th, and 9th graders' performance in the English course during the virtual classes in Centro Escolar "Colonia Las Brisas Soyapango"
- To describe the different resources that the English teacher uses with the 7th, 8th, 9th graders in Centro Escolar "Colonia Las Brisas Soyapango" during the transition from

the virtual modality to the face-to-face modality, and how the teacher portrayed them during the virtual classes.

- To describe the psychological effects that 7th, 8th, and 9th grade students had during the online period of classes.

RESEARCH QUESTIONS

MAIN RESEARCH QUESTION

- How does the transition from the online to the face-to-face modality in the English language teaching learning process impact on the 7th, 8th, and 9th graders in Centro Escolar “Colonia Las Brisas Soyapango” during the months of April to July 2021?

SUBSIDIARY RESEARCH QUESTIONS

- What are the difficulties that the English teacher and the 7th, 8th, and 9th graders have faced during the virtual classes and how were the materials handled?
- What are the teaching methods used by the English teacher in Centro Escolar "Colonia Las Brisas Soyapango" and how has the teacher implemented them during the virtual English Classes?
- How has the process of returning to school influenced the 7th, 8th, and 9th graders and the teacher in the English class after online classes for one year in a half?
- How has the process of returning to school influenced the 7th, 8th, and 9th graders and the teacher in the English class after taking online classes for one year and a half?

- Which are the different resources that the English teacher used with the 7th, 8th, 9th graders in Centro Escolar “Colonia Las Brisas” during the transition from the virtual modality to the face-to-face modality, and how have the resources been portrayed them during the virtual classes.
- What are the psychological effects that 7th, 8th, and 9th grade students had during the online period of classes?

RATIONALE

The English language has been for decades one of the most researched areas from different angles: Linguistics, sociocultural and pedagogy. The English learning is more necessary than ever for the different educational and work advantages; this makes the English course important for the English learners. Today, teaching and learning English have been developed in a virtual way since the 2020 year, and there are still teachers and students that remain this educational system in a way to prevent the Covid-19 virus.

It is important to know clearly what a virtual learning environment is, so there are some definitions that highlight the most relevant aspects that make up learning English in a virtual environment. Turoff, Harasim, Hiltc, Tales (1995) claim that a Virtual Learning Environment is a teaching and learning environment embedded in a computer-mediated communication system where students learn together is not a place in the ordinary sense or in a shared space.

Covid-19 hit different countries around the world, and El Salvador did not stay behind because the virus affected different aspects such as education since most institutions were not prepared to have virtual education. This new form of teaching and learning affected different courses in all the institutions including the English course. As a result, teachers had to carry out the teaching and learning process through different educational platforms and applications like Zoom, Meet, Google Classroom, Edmodo, and Schoology to continue with the education from home. This has probably affected students' psychological part because working for a long period of time under the virtual modality could have some consequences on the students. In this way, researchers want to find out what aspects have affected students, and how they have influenced their English learning process.

Students and teachers in El Salvador from public and private education institution in the different levels had to get used to the new modality for one year and a half, and it still goes on. However, the measurements that the government of El Salvador has taken up to this point allowed the students and teacher to have classes back to normal. It is important for this research to find out how the learning and teaching experience was during the virtual classes since students and teachers have not yet adapted to the virtual modality. Although, it is a long-term process to get all the students in El Salvador back to face-to-face classes, it is reassuring for many students that had a difficult time to have virtual classes. Since students are coming back to face-to-face modality, it is important to highlight how is the transition between students from the virtual classes to the face-to-face modality with the 7th, 8th, and 9th grade students from Centro Escolar “Colonia Las Brisas Soyapango” during the months of April to August 2021. Although this study is focused on a school where students and teachers are getting back to the face-to-face modality, there are still some schools in El Salvador that are full time virtual modality.

This research also pretends to highlight all the different aspects that students will find when students and the English teacher get back to the face-to-face modality in this institution. Some of these aspects are how didactics materials have worked in both modalities. Moreover, one of the goals for this research paper is to describe the strategies that the English teacher uses with the 7th, 8th, and 9th graders who are adapting to the face-to-face modality in Centro Escolar “Las Brisas Soyapango” from April to July 202 in a way to keep the teaching and learning process.

DELIMITATION OF THE PROBLEM

For this research project, researchers have considered a public institution to develop this research work. The Covid-19 pandemic affected either public or private schools in the whole country which means that students and teachers have work in both virtual modality and face-to-face modality. For that reason, researchers could work with different schools that could perfectly represent the changes that the pandemic brought to the educational system. Centro Escolar “Colonia Las Brisas Soyapango”, however, was the school selected to develop this research. The school is located in San Salvador city in the Soyapango department. Researchers will focus on the seventh, eight, and ninth grade student with the age of 12, 13, 14, and 15 years and the English teacher of this institution. It is important to understand that the information collected for this research is based on the English course merely. Researchers will start collecting the information in this institution during the month of April, and it will last until August; in other words, the study in the institution will take 5 months. During that period of time, researchers will have the necessary information to understand how the transition from the virtual modality to the face-to-face modality affected students and the English teacher’s teaching-learning process.

III. FRAMEWORK

ANTECEDENTS

This research does not have any antecedent because there is no other case registered like this before, so the information that will be discovered for this research will be unique on its own; in any case scenario, there are early studies already carried out. The 2020 year is well-known as the pandemic year because ever since this new virus came out people's lives were no longer the same. The origin of this new virus is not completely clear according to the reports. Forbes Mexico (Nov 17th, 2020) reported that the strange virus was first found in a 55 years old man from Wuhan province, China.

Other news media like CNN (December 25, 2020) stated that the first case of Coronavirus was found on December 31st, 2019. BBC (April 1st, 2021) mentioned in its report The Origin of Coronavirus: Why it is so difficult to determine how a virus came out. The report shows some of the difficulties that a team of international researchers from the WHO (World Health Organization) had when they attempted to find out the origin of the virus. In this report, it is also cited the position of the WHO director as follows “To find out the origin of a virus when it just came out is really tough”. The BBC also adds in this report that the origin of the new virus seems not to be totally cleared as it has always been with viruses throughout history. The name of this new virus was chosen by WHO because the virus is genetically related to the coronavirus responsible for the SARS Outbreak of 2003 although the two viruses are different. WHO (February 11th, 2020) provided the name for the new virus as it is presented below:

- **CO: Corona**
- **VI: Virus**
- **D: Disease**
- **19: Year of the first case reported**

The world was not ready for the Covid-19 pandemic because it affected the human activities in different areas like work or education. People started to learn to do their daily activities from home. Many jobs moved to the virtual modality, and some others were totally suspended because people could not perform their work activities due to the pandemic. The pandemic also affected the education system worldwide in different levels; as a result, schools and universities had no other choice but temporally closure. Teachers had to come out with new strategies to continue the education; otherwise, the education system would have stuck.

The government of El Salvador (March 11th, 2020) declared a national emergency for the whole country, and it was also announced all the measurements that were considered to cope with the pandemic. The measures consisted of temporarily closing the airport, suspending all the flies that came from China, and declaring a state of emergency in the whole country. There were some attempts to contain the virus for entering the country. The government authorities contained the pandemic for a good while, but it was not until March 18th from 2020 when the first case of coronavirus was announced by the president of El Salvador.

According to the report, a man from Metapán breached the country on an illegal entryway since El Salvador closed the entrance for any person out of the country's border until this point. The president of El Salvador, Nayib Bukele, decreed on March 22nd a “home quarantine” for 30 days to contain the spread of the pandemic in the country; in this way, all the activities that involved people gathering in the same place were suspended until further notice. As expected, the economy of many workers in different areas was hit by the havoc of the pandemic, and the government announced the delivery of a 300 dollars subsidy for 75 percent of Salvadoran households in an attempt to help people who were working due to the pandemic. On April 13th, 2020, Vladimir Handal, the minister of innovation announced that one million twenty-three thousand families were already benefited with this subsidy.

It was until this point that the education system changed in the country because the education moved from face-to-face modality to the online modality. This was a huge challenge considering all the educational deficiencies in the country. Many teachers started to learn the use of technology, so they can keep the learning and teaching from home. On the other hand, this also represented a challenge for the students because they had to adapt to the use of digital platforms to keep their studies. Although this new modality has not been easy for all the students because many of them had to drop-out school.

Centro Escolar “Colonia Las Brisas Soyapango” has been adapted to this new modality from the very beginning as well. However, students are starting to come back to school, and it is important for this research to know how the seventh, eight, and ninth grade students from this school have handled their learning-teaching during the transition from online modality to the face-to-face modality.

Teaching English unlike the other subjects consist of adapting new vocabulary, grammar knowledge, and the ability to communicate a language under a new environment, and it is expected to see how these aspects of the English learning are presented with students after having online classes.

THEORETICAL FRAMEWORK

The coronavirus affected the education of many countries when it was spread throughout the globe. As a result, this meant a lockdown of millions of people and changing the traditional way to do the activities worldwide. To keep students safe, many educational institutions were forced to move from the face-to-face modality to the online modality.

The Asociación de Capacitadores Unidos para la Educación y Cultura A.C.U.P.EC (s.f.) states that Latino America virtual education started in 1998, and local institutions in El Salvador have not been indifferent to this. On October the 6th from 2016, the University of El Salvador announced a new program called Universidad en Línea that started off with a computer system engineering, Industrial Engineering, and a Bachelor's degree in Marketing, so the online education is nothing new for Salvadorans. Although the pandemic forced the traditional education system in El Salvador to have virtual classes for a long period of time, El Salvador authorities considered that students and teachers can start face-to-face classes again. This transition from virtual classes to the traditional could become a challenge for the education system in El Salvador. That is why, this research project finds interesting to know how it is the teaching and learning English development in the 7th, 8th, and 9th graders after having full online classes. This will be analyzed during the months of April to August in Centro Escolar “Colonia Las Brisas Soyapango”.

Online education has proved to have some benefits for the learning process of the students. A research done by the Microlearning blog (October 28,2020) says that the majority of graduate college students are of the opinion that online learning gives them either better (52%) or about the same (38%) level of satisfaction as classroom learning. There are different studies that support this idea that online education can be meaningful for both teachers and the students. These days, human beings are now living in a modern era in which people have access to

different tools that make possible the development of daily activities such as education, work, and communication.

People are aware of those technological achievements, and the terminology that best fits to this generation is knowledge-based society. The Organization of American States (OAS, s.f) defines knowledge-based society as the type of society that is needed to compete and succeed in the changing economic and political dynamics of the modern world. It refers to societies that are well educated, and who, therefore, rely on the knowledge of their citizens to drive the innovation, entrepreneurship and dynamism of that society's economy.

Isabel Forero cited Moreno Manuel Castells in her article about knowledge-based society (July 7th, 2019) in which he points out that one of the main characteristics in the knowledge-based society is the capacity to innovate. Innovating is an important step for the educational switch that caused the pandemic in the education system In El Salvador. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2003) states that the role of the learning community is to generate room, conditions, and conversations, so each of the members can learn and develop the abilities, and the capacities that will be useful to deal with the present and future challenges. The role described by UNESCO in this statement corresponds to the government that is in charge of providing the tools for the teachers and students so as they keep teaching and learning; some of these tools will be mentioned later.

It was mandatory that the government of El Salvador made some rearrangements in the Salvadoran education for the benefit of students and teachers, and the appropriate form to do it was innovating the teaching and learning strategies with the use of technology. In that way, the education went on in all the country. Technology can impact on the students and the English

language teachers. To develop this idea, this research takes as a basis the Sevilay Sahim and Esen Turan's paradigm (2009) on their book "the effects and uses of educational technology in learning and teaching". They stated that technology influences the quality of learners as follows:

- Students can take more active role in the learning process
- Teachers can present course content in a variety of formats
- Students and teachers can employ techniques that recognize a variety of learning styles
- A broader array of resources can be brought to the classroom and the students
- Opportunities for interactions between teachers and students can increased the productivity of those who support learning environment can be increased
- Novice learners can be engaged in the same kinds of activities as experts.
- Time and space boundaries of the classroom can be expanded
- Technology stimulates reflection and critical thinking
- Technology encourages students to be producers not just consumers of information.
- Technology encourages cooperative learning and stimulates increased student teacher interaction
- Students can gain higher self-esteem and achievement when trained in collaborative learning

Since the pandemic started, the term "new normality" came out. The new normality in education has increased the use of online learning tools. The Covid-19 pandemic has brought new forms of learning. Around the world, schools and universities are looking for online

learning platforms to keep the student education process going. Online teaching and learning are an educational experience that is fully or partially mediated by web-based platforms, tools, and devices.

It allows students to attend classes everywhere they are in. It also allows schools to reach a wider network of students rather than being restricted by geographical boundaries. Rosenberg (2001) defines virtual teaching as e-learning, as “the development of teaching dynamics - learning that is done virtually”. That means that there is an educational format in which teachers and students can interact differently from the classroom space.

Online education allows students to learn from various mentors and teachers in different areas such as increasing their knowledge and perspective. It reduces nervousness among students since many of them can communicate more through online environment than in regular classes. Students can learn from everywhere as long as they have a device connected to internet available. Online education is flexible and adaptable as people can study at any moment, even at midnight. This has to do with the flexibility that online education has because online education can take a synchronous and asynchronous role. In other words, if students have asynchronous education, they can work at their own pace, and they do not need to have direct contact with the teacher. Nevertheless, if students' learning is synchronic, they must have an active role because they had schedule classes, and a real time interaction with the teacher.

It can help to improve the grades of some people compared to standard traditional education. Therefore, online teaching has advantages that help students in their academic learning, for example, online courses offer students the opportunity to plan their study time. The course material is always handy, so there is no need to schedule special trips to a library. All of these

aspects make online learning a good choice for students who need to balance their work and family commitments.

Students learn skills to participate in their online courses including creating and sharing documents, incorporating audio/video materials into their homework, completing online training sessions, etc. The content transmitted favors the feedback. Each participant can resolve their doubts or expand any information in a very short time just as immediate as the reception of the results of the evaluations which shortens the period of waiting for students to know their grades. Interestingly, although learners do not have direct contact with teachers and classmates in online classes, the relationship with them could also be constant. The flexibility of using online teaching and learning can be expressed in a variety of different ways including course level, structure, care conditions, study schedule, work methodology, the use of different means to establish communication and access to information as well as means of student support.

Furthermore, Grupo Educativo Para Santillana with the support and assessment of Banco Internacional de Desarrollos (s.f.) developed a study about the Information and Communication technology (ICT) in the education system of Korea, Finland, and Singapore. This study shows how technology can influence the education system. The study makes clear that in spite of the geographical, cultural, and religious differences that those countries have, there is one thing that they have in common, and it is that the three countries have become leaders in educational matters. The research highlights that Korea, Finland, and Singapore have high level learning students, and they have got the best results in the best main international evaluations such as Trends in International Mathematics and Science Study (TIMSS) and The

Programme for International Student Assessment (PISA). In other words, the online modality can be a good model of education if it is portrayed in the correct form.

Since classes were not implemented under the face-to-face modality in El Salvador during the 2020 year and part of the 2021 year, the government noticed that it was urged to develop educational programs with the use of technology that can benefit and facilitate distance education. On Friday 11th, The Minister of Education (MINED) announced that due to the quarantine students from El Salvador will have weekly guides for each of the levels and courses that can be found in the following link:

<https://www.mined.gob.sv/continuidadeducativa/tercerciclomedia/>

Those guides were available for the Salvadoran students and teachers for free which means that they can have access to them anytime students and teachers want. The guides are developed for each grade and course; moreover, they are a good helping hand for the teachers because they have a weekly plan class to develop their classes. Furthermore, MINED (May 21st, 2020) also announced that the classes will also be projected on TV through the 10 channels with the slogan “Aprendamos en Casa”; in this way, more students will have access to learn from home.

To reach more students with technological development, the government of El Salvador also announced that all the students from public schools will have a computer and a laptop as an attempt to reduce the digital gap in 100% according to the MINED (February 22, 2021). The computer system incorporates Windows 10, a full Microsoft Office Program, and Google Classroom. Although these tools were important for the students' learning process, the government of El Salvador also provided the most important tool out of all of them which is the internet connectivity. This was life-changing for many students because a lot of them did

not have access for economic reasons. In this way, the students had the necessary tools to study from home. This is worth mentioning because it means that 7th, 8th, and 9th graders in Centro Escolar “Colonia Las Brisas Soyapango” will count with their own computer to have access to the virtual English Classes. As a result, it is possible to tell that El Salvador is not that far behind in technological advances in terms of education. Now, it is just a matter of wait and see how these technological achievements will impact on the English course for the 7°, 8°, and 9° graders in Centro Escolar “Colonia Las Brisas Soyapango”.

In this research, it is important to know what the challenges have been that the institution faced when teaching and learning English with the seventh, eight, and ninth grade students. Dealing with technology provides many facilities for both students and teachers, but it also has some boundaries that make the development difficult of distance education, and it is worth mentioning that the education system in the country is not perfect because it has always struggled with some difficulties. According to Jaime Miranda (s.f) the main educational problems in the country are illiteracy, schools’ absenteeism, school drop-out, and educational coverage, and the implementation of technology represents another challenge to keep in consideration.

There is some point to consider according to Jenna Gillett-Swan (January 2020) in her article 4 challenges of online learning as such:

1. The isolated learner
2. Difficulties when online Group Assessments
3. Implications for tertiary educational practice
4. Transferability to “real world” contexts

Although technology is actually a benefit for the teachers and students from El Salvador, there are also some national statistics that are worrisome, but they are also important to consider. The ACPES president Javier Hernandez Amaya (September 1st, 2020) 44,000 students have dropped-out private schools during the pandemic. On the other hand, the landscape for public institutions like the University of El Salvador is not completely different. La Prensa Gráfica (August 16th, 2020) published that 18% of the students belonging to the University of El Salvador dropped-out during the pandemic. This massive students' drop-out in both private institutions and in the University of El Salvador are due to economically and technological factors that the pandemic has brought out.

This educational context in the country will be an indicator to know what researchers can figure out about the teaching-language process in Centro Escolar “Colonia Las Brisas Soyapango”. It is important to know how the education of El Salvador performed to support the idea that students and teachers could have either advantages or disadvantages during online modality, and how this is reflected in face-to-face modality.

It is worth mentioning that teachers have to adapt to the new modality through different teaching methodologies that can be implemented in virtual classes. Food and Agriculture Organization (FAO, 2011) created an E-learning guide that included e-learning approaches and e-learning components such as:

- Self-paced e-learning
- Instructor-led and facilitated e-learning
- E-learning content
- E-tutoring, e-coaching, e-mentoring

- Collaborative learning
- Virtual classroom.

Teachers have also applied different teaching and learning approaches to support students from home. The flipped classroom pedagogical approach has been one of them because it is an important methodology approach for many teachers since it fits well with the form of teaching and learning during the pandemic. According to the International Journal of Information and Education Technology (2016) defines flipped classroom as a form of blended learning in which students learn new content online by watching video lectures usually at home, and homework.

This is now done in class with teachers offering more personalized guidance and interaction with students, instead of lecturing. Many teachers applied this strategy with the students as a way to keep students learning from home. The news website El Tiempo (May 23rd, 2020) published how many teachers have performed during the pandemic like the case of Sergio Ramos a professor from Universidad del Valle. The professor created a YouTube channel about teaching math and physics; at the same time, it shows that flipped classrooms are viable for teachers. Alexa Ferreira, Warren Rosenberg, and Kelly Walsh (May 2016) made a study about flipped classrooms and its effectiveness.

The instructors in this study provided a variety of digital learning materials (videos, podcasts, docs, web-based tools) to be consumed outside of class, class exercises, projects, collaborative group work, and work on assigned labs individually and in groups. Students are expected to complete all their assignments before getting to class. This study showed that flipped classrooms are a great help for students despite some students did not get the concept at the beginning according to the study. The study also mentioned that flipped classrooms

improved the interaction among students and students-teacher interaction, and it led to better learning results. Cooperative learning is a didactic and educational approach that seeks to improve learning or to make learning more effective through works as groups of two or more students to solve different problems, complete tasks or learn new concepts. Students can work each other on projects to understand the different kinds of knowledge presented to them.

As it was mentioned earlier, collaborative learning can occur between peers or larger groups. This is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts and find solutions to different problems in the classroom and in assignments outside the classroom. This is of the idea that two or three heads are better than one. Many educational researchers have found that through collaborative learning, students can teach each other to establish good feelings and clarify misconceptions. The research shows that the education can be experienced active, social, contextual, playful and guided, to a certain extent by students and teachers lead to a deeper learning. According to some researchers the benefits of co-learning include:

- Development of high-level thinking, oral communication, self-management and leadership skills.
- Improved interaction between female students and educational institutions.
- Increase in academic retention, self-esteem and responsibility.
- Exposure to the understanding of diverse perspectives.
- Preparing for real-life social and work situations.

As a whole, it can be said that collaborative work is one of the didactic approaches most used by teachers to impart the knowledge of the language and to make it more effective. The collaborative work in the class cannot be put aside when learning a new language.

For this research, it is important to figure out what the face-to-face methodologies are since students are moving to the face-to-face modality once again, and how these methodologies have impacted students' learning development from the month of April till August. The results of this research are unknown because the pandemic has brought the Salvadoran education difficulties, but it also has become an innovative way of education for the teacher and 7th, 8th, and 9th graders in this educational center.

In August 2020, Russia announced the first vaccine against Covid-19 after testing it with humans. This was a shining hope for mankind because the difficult moments that people are living through the Covid-19 pandemic could finally turn into a normalization of people's activities. When the first vaccine came out, different pharmacies were reporting the development of new vaccines in different countries. The *Semana* reported (December 12th, 2020) that the first countries getting the vaccine were China leading immunization followed by Russia, the United Kingdom, and the United States.

El Salvador did not fall behind in the Latin America countries that got the vaccine first. The Organization Panamericana de la Salud (OPS) announced (February 1st, 2020) that El Salvador was on the first countries on the list that will have the vaccine in a list of 192 low-income countries as an offer of congratulation for the good work of the Health Authorities in El Salvador. It is important to highlight that El Salvador was the best ranked country in Central America for the great work managing the pandemic and having 91% of Salvadorian acceptance

in the CID-Gallup surveyed, and it was just second place in a Latin America rank just behind Uruguay according to Instituto Lowy.

On February 17th, 2021, the immunization got started in El Salvador, and doctors and nurses got this benefit in first place because the government wanted to make sure that this first line against Covid-19 was immunized. This procedure was followed by the police personnel since they could have direct contact with the virus. Professors from different specializations and institutions also got the vaccine since the Ministry of Health (MINED) announced that professors will have the vaccine against Covid-19 on April 6th; this was a non-stop process until the government of El Salvador vaccinated all the professors in the whole country. It was until April 2th, 2021, that the president of El Salvador reported that all the professors from public institutions were vaccinated against Covid-19, and professors from private institutions started to have the vaccine the same day.

Four days later, 90% of the professors had the vaccine in the country. This was a glimmer of hope for the schools and universities in El Salvador because the normality was getting close. MINED (February 1st, 2021) announced that students will start to have face-to-face classes. This decision will not include all the students because if the student's parents considered keeping students locked down to prevent the virus, students could keep their studies with virtual classes form. However, since the students and the teacher are returning to the schools to have classroom learning classes, the researchers will work with the 7th, 8th, and 9th graders in Centro Escolar “Colonia Las Brisas Soyapango” to research how is the teaching-learning transition between the virtual modality to the face-to-face modality in the English course.

IV. RESEARCH METHODOLOGY

RESEARCH APPROACH

For this study, researchers used the mixed methods approach. According to Johnson (2007) mixed methods are “the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches; it uses qualitative and quantitative viewpoints, data collection, analysis, inference techniques for the broad purposes of breadth and depth of understanding and corroboration. This echoes Creswell and Clark’s (2007) view that mixed method was “a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem”. This research was carried out involving, collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon.

RESEARCH TYPE

For this investigation, the descriptive research method was applied. Descriptive research can be either quantitative or qualitative. It can involve the collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to

manageable form. When in-depth, narrative descriptions of small numbers of cases are involved. The research uses description as a tool to organize data into patterns that emerge during analysis. Those patterns aid the mind in comprehending a qualitative study and its implications.

Most quantitative research falls into two areas: studies that describe events and studies aimed at discovering inferences or causal relationships. Descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). Studies of this type might describe the current state of multimedia usage in schools or patterns of activity resulting from group work at the computer. An example of this is Cochenour, Hakes, and Neal's (1994) study of trends in compressed video applications with education and the private sector.

RESEARCH DESIGN

The design for this research was exploratory sequential parallel research design. It was important to consider that no other pandemic has ever existed with virtual classes as secondary option for teaching and learning. This means that the study was working with an education environment that the education has not lived before not only in El Salvador but also worldwide. For this reason mentioned before, this research study has been used an exploratory sequential parallel research design because it worked for studies that were delving into a new subject matter if it was pointed out the pandemic, the virtual classes, and the transition to the face-to-face modality. The Journal of Science Librarianship (2017) states the exploratory sequential mixed methods design was characterized by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative data collection and analysis, with a final phase of

integration or linking of data from the two separate strands of data. According to the information collected by the University of South California, the exploratory designs refer to all those research that have few information or that have earlier studies about a subject matter. In this way, the research expects to be pioneer at El Salvador with the information collected in this study.

RESEARCH TECHNIQUES

Interview

In this research, the interview technique was applied with the purpose of collecting information about the transition from the online to the face-to-face modality in the English language teaching-learning process; it consisted of a face-to-face interview with English teacher from Centro Escolar "Colonia Las Brisas Soyapango" in order to conduct effective research in this study. Researchers designed a series of questions, which was elaborated in more detail to obtain the results according to the objectives of the research. The interview was formal, and it took place at Centro Escolar "Colonia Las Brisas Soyapango" with the appropriate order and structure; all of this with the aim of knowing the points of view about the transition between the online teaching and learning classes to the face-to-face modality on 7th, 8th, and 9th graders and the teacher to see if the transition from one modality to another influenced both teacher and students. Therefore, the interview was recorded and transcribed in order to be carefully analyzed in the analysis process.

Survey

This research study made use of survey as part of the techniques to gather information by asking some range students a series of questions related to their opinions, difficulties about the transition between the online teaching and learning classes to the face-to-face modality that the Covid-19 pandemic has generated in the teaching-learning process. It consisted in 10 questions with rating scale answers and open questions that were provided to students and teacher to obtain answers about the transition the online to the face-to-face modality in the English language teaching-learning process.

Observation guide

The observation technique provided the researchers a personal perspective how teaching and learning worked during the classroom in order to collect details and evidence. It helped to know some aspects in face-to-face classes on 7th, 8th and 9th graders of the Centro Escolar “Colonia Las Brisas Soyapango“. The researcher observed students their performance, attendance class, participation, motivation in the classroom with the main aim of collecting information in this study. It gave the researchers a better understanding about the interaction between teacher and student using different strategies in the English language teaching-learning process. As a result, this observation was applied twice per month with the use of a checklist that included different aspects to evaluate both teacher and students.

Test 1

This early test was used to gather information from the students learning process and from the teaching English class. This means that researchers had tangible evidence about students' performance with the grades of the seventh, eighth and ninth grader. The test contained closed questions regarding the different topics taught from April to August. The 7th,

8th and 9th graders and development of the students during the class in order to determine their knowledge and skills about topics that were taught in the classroom. The test was helped this research to determine if working face-to-face classes could possibly influence the learning process of the students.

Test 2

The late test was also used in this study with the main purpose of comparing the first exam with this second exam. In this way, it was an evident the progress from one exam to another. To have one exam in April and another one in July was showed how much students 'learning has progressed over the time, and it was further answering some research questions. For this reason, the descriptive study was used.

RESEARCH INSTRUMENTS

Student and teacher Interview:

Another instrument that was used in this study is a structured interview for 7th, 8th and 9th graders. This perspective contained 10 questions defined for third cycle students. The interviewer could add additional questions if an undetermined but relevant idea related to the subject of study came up with the aim of discovering how the transition from visual classes to face-to-face classes affected the teaching and learning process of the English language students of the Centro Escolar Colonia Las Brisas de Soyapango.

Researchers also carried out an interview for the teacher of 7th, 8th and 9th graders following the same employer of the interview of the students and for the same purpose. Only one teacher was considered because it is only one for the three sections.

Closed ended Teacher and Student`s questioner:

Researchers used questionnaire to collect information from the teacher and students from 7th, 8th and 9th from the Centro Escolar Colonia Las Brisas de Soyapango. This instrument consisted of 8 questions with a series of alternative answers where students and the teacher could choose more than one answer for some questions.

Checklist:

An observation guide was used, this contained a list of aspects to observe in the English lessons of the teacher and students of 7th, 8th and 9th from the Centro Escolar Colonia Las Brisas de Soyapango in face-to-face classes and online classes such as: classroom management, use of teaching materials, student participation, use of platforms and applications. The observers remained connected to the class online to the class in lines without interfering with it to get a complete description of how the transition from virtual classes to face-to-face classes affected the teaching and learning process of the English language students. The researchers attended the educational place in different days to observe the classroom classes with the use of the checklist without interfering in the development of the class to get accurate results for the research.

Test 1:

The researchers used a diagnostic test to see the progress made during the virtual English classes and to measure the level of English of the 7th, 8th and 9th graders reached at the beginning of the study. This quiz had 10 questions about English grammar and vocabulary with a maximum grade of 10 and a minimum grade of 1.

Test 2:

Thus, the researchers used a second diagnostic examination to see the progress of the 7th, 8th and 9th graders of students from Centro Escolar “Colonia Las Brisas de Soyapango” made after the virtual modality transition to the face-to-face modality and compare the results of the notes of the first with the second exam and see the progress from one and the other

In order to do a better and more ethical research, the members of the researcher team decided to include the following section in the methodology:

ETHICAL CONSIDERATIONS

The present research work has been developed with formality and professionally since the beginning. Part of the concerns in this research work is to protect and to respect the different opinions that the participants in this research will have. It is highly important for the researchers the participation of the interviewees in this research; for this reason, all the measures possible will be taken to protect the integrity of the participants.

The researchers will follow a protocol to do the interview with order. Before having the first contact with the students, researchers will first ask for permission to the director from Centro Escolar “Colonia Las Brisas Soyapango” and to the English teacher. The research team will ask the authorization to develop the interview respecting the willingness and the availability to work as the sampling for this research. The participation of the students for this research will mean a benefit for the researchers since they will be able to use this information for their graduation work. In this way, researchers will analyze how the transition from the virtual modality and the face-to-face modality affected the teaching and learning process.

Part of our work is to make sure that seventh, eighth, and ninth grade students from Centro Escolar “Colonia Las Briasas Soyapango” and the English teacher understand the guidelines and the steps to follow for all the instruments in this research. The information gathered in this research will not be used for other purposes than researching, so the students should not be afraid of personal information licking; this is worth mentioning because it is important for

researchers to make sure that the participants are in a safe place of confidence and professionalism.

CONSENT FORM

TITLE OF THE RESEARCH PROJECT: “A descriptive analysis based on the transition from the online to the face-to-face modality in the English language teaching-learning process during the months of April to July, year 2021, due to Covid-19 pandemic. Case: 7th, 8th and 9th grades, Centro Escolar “Colonia Las Brisas Soyapango”

VI. SAMPLING AND POPULATION

POPULATION

The population considered for this research were the students from 7th, 8th, and 9th graders students from Centro Escolar “Colonia Las Brisas Soyapango” that were attending their face-to-face classes. It is important to highlight that those students were the ones that matter for this research because the research project was interested to figure out how it had been the transition from the virtual modality to the face-to-face modality, and this can only be possible to study with the students that had both learning experiences. In total, there were 51 students from the three different grades: 12 students for 7th grade, 23 students for 8th grade, and 16 students for 9th grade.

SAMPLING

Considering the 51 face-to-face classes students from 7th, 8th, and 9th as the population for this research, the sample was obtained using the following website:

<https://www.calculator.net/sample-size-calculator.html?type=1&cl=95&ci=5&pp=50&ps=51&x=0&y=0>

To be more specific, researchers also used a math operation, presented down below to confirm the research sampling. As a result, the population equals 46 students from the three grades.

Where:

n= Size of the sample

Z= reliability coefficient

P= proportional population of success

Q= probability of occurrence without success

N= size of the population

e= error range

Substituting:

n= Size of sample

Z=1.95%

P=50%

Q=50%

N= 51

e = 5%

	$n = \frac{Z^2 \cdot P \cdot Q \cdot N}{(N - 1)E^2 + Z^2 \cdot P \cdot Q}$
	$n = \frac{(1.95)^2 \cdot (0.5)(0.5)(51)}{(51 - 1)(0.05)^2 + (1.95)^2(0.5) \cdot (0.5)}$
	$n = \frac{(3.802) \cdot (0.5)(0.5)(51)}{(50)(0.002) + (3.802) \cdot (0.5) \cdot (0.5)}$
	$n = \frac{48.475}{0.1 + 0.950}$
	$n = \frac{48.475}{1.05}$
	$n = 46.166$

SAMPLE SELECTION PROCESS

This research used a random sampling procedure because it was useful to extend appropriately based on the number of members that each grade had. This means that the sampling was obtained proportionally to the 7th, 8th, and 9th graders students that were attending their face-to-face classes in Centro Escolar “Colonia Las Brisas Soyapango”, and this was useful for the research because the grades were not proportional. The random sampling procedure that this research used, was stratified random sampling because it made the sampling in this research equivalent and proportional for the three different grades considered. The 46 students that represent the sampling total for this research was divided by the 51 students that were the population in this research. The result from this math operation was 0.8, and it was multiplied by the number of students in each of the grades. As a result,

	Middle students	Sampling by strata	Stratification
	7 th grade students	$0.8 * 12 = 10$	16
	8 th grade students	$0.8 * 23 = 18$	26
	9 th grade students	$0.8 * 16 = 13$	21
Total		Total, stratified sample = 41	63

VII. DATA ANALYSIS PLAN

QUANTITATIVE DATA

Quantitative data analysis plan

The qualitative information has already been collected using the two questionnaires that were applied for this research. Researchers used two types of questionnaires: one for the teacher and another one for the seventh, eighth, and ninth grade students. This information has helped the researchers to know how the English teacher and students' experience was from the virtual modality and face-to-face modality, and how different was working in the two modalities. The program that was used to analyze this information is Statistical Package for the Social Sciences (SPSS). In this way, the process for analyzing the information went in this way:

1. Researchers created a database in excel with all the different information that was collected from the seventh, eighth, and ninth grade students. It was important to put all students' answers on different columns for each question; in this way, the program read the excel file. It is also important to remind that each column represented one question in the questionnaire.
2. The next step was to open the SPSS program and to create a new file. At the top left corner, the program has the option to add file. To find the excel file, researchers had to change the file format to excel. In this way, researchers could find the excel document in the files when searching it from the program.

3. The program had the analyze section to analyze the information in the program into graphs and statically data. There are many options that the program displays in this part, but for this research, researchers chose the frequency option.

4. The program showed two dialog boxes: one on the left and one on the right. The left dialog box contained the columns from the excel document, so the columns were drowned to the right dialog box. In this part, researchers selected the types of graphs and the statistical information needed.

5. The program displayed all the information into graphs and statistics, and it was possible to make some corrections from that part. The same procedure was used for the English teacher questionnaire, test 1 and test 2.

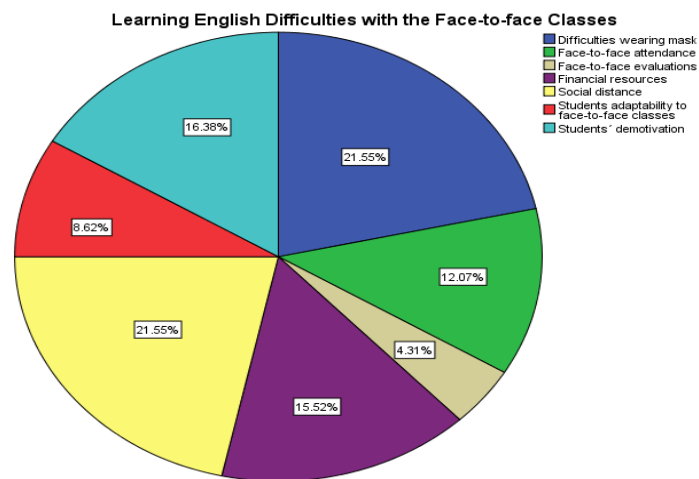
Table 1:

QUESTIONNAIRE ANALYSIS:

Graph 1

Statement: Learning English Difficulties with the Face-to-face Classes

	Frequency	Percentage	Valid Percentage	Cumulative Percentage	
Valid	Difficulties wearing mask	25	21.6	21.6	21.6
	Face-to-face attendance	14	12.1	12.1	33.6
	Face-to-face evaluations	5	4.3	4.3	37.9
	Financial resources	18	15.5	15.5	53.4
	Social distance	25	21.6	21.6	75.0
	Students' adaptability to face-to-face classes	10	8.6	8.6	83.6
	Students' demotivation	19	16.4	16.4	100.0
	Total	116	100.0	100.0	

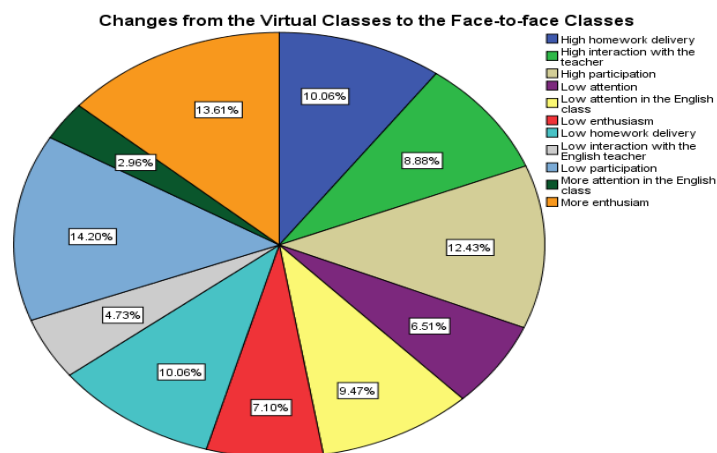


Source: Information collected for this study using the SPSS program

Graph 2

Statement: Changes from the Virtual Classes to the Face-to-face Classes.

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
High homework delivery	17	10.1	10.1	10.1
High interaction with the teacher	15	8.9	8.9	18.9
High participation	21	12.4	12.4	31.4
Low attention	11	6.5	6.5	37.9
Low attention in the English class	16	9.5	9.5	47.3
Low enthusiasm	12	7.1	7.1	54.4
Low homework delivery	17	10.1	10.1	64.5
Low interaction with the English teacher	8	4.7	4.7	69.2
Low participation	24	14.2	14.2	83.4
More attention in the English class	5	3.0	3.0	86.4
More enthusiasm	23	13.6	13.6	100.0
Total	169	100.0	100.0	

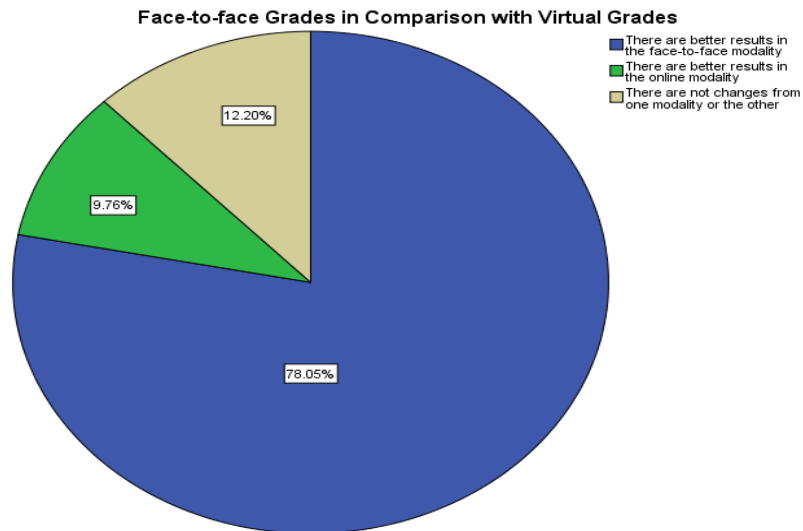


Source: Information collected for this study using the SPSS program

Graph 3

Statement: Face-to-face Grades in Comparison with Virtual Grades

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
There are better results in the face-to-face modality	32	78.0	78.0	78.0
There are better results in the online modality	4	9.8	9.8	87.8
There are not changes from one modality or the other	5	12.2	12.2	100.0
Total	41	100.0	100.0	

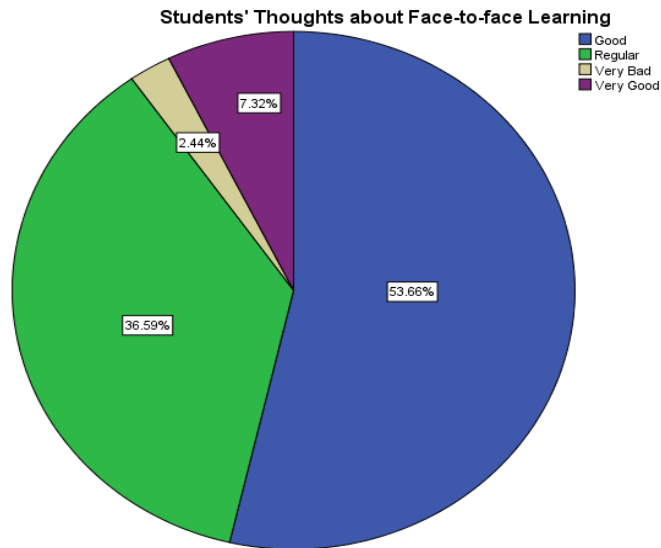


Source: Information collected for this study using the SPSS program

Graph 4

Statement: Students' Thoughts about Face-to-face Learning

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Good	22	53.7	53.7
	Regular	15	36.6	90.2
	Very Bad	1	2.4	92.7
	Very Good	3	7.3	100.0
	Total	41	100.0	100.0

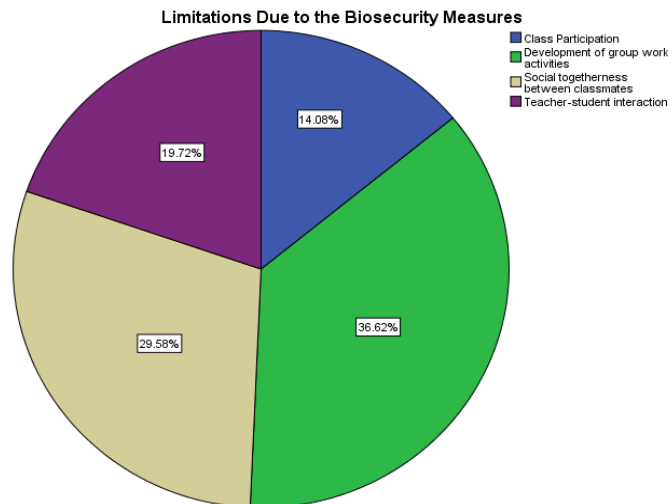


Source: Information collected for this study using the SPSS program

Graph 5

Statement: Limitations Due to the Biosecurity Measures

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Class Participation	10	14.1	14.1	14.1
Development of group work activities	26	36.6	36.6	50.7
Social togetherness between classmates	21	29.6	29.6	80.3
Teacher-student interaction	14	19.7	19.7	100.0
Total	71	100.0	100.0	

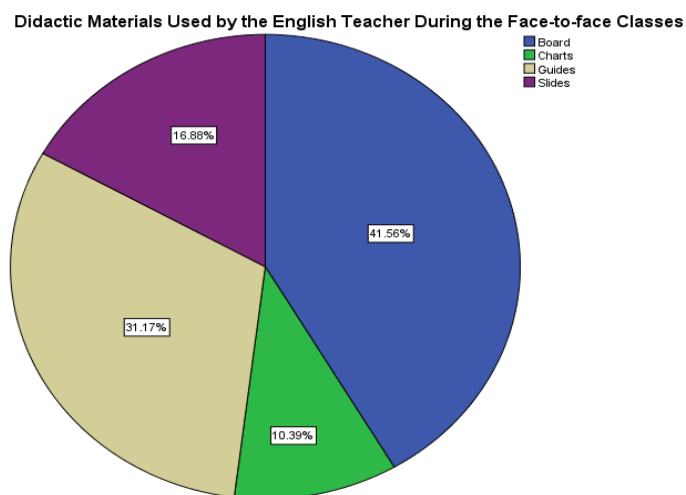


Source: Information collected for this study using the SPSS program

Graph 6

Statement: Didactic Materials Used by the English Teacher during the Face-to-face Classes

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Válidos	Board	32	41.6	41.6
	Charts	8	10.4	51.9
	Guides	24	31.2	83.1
	Slides	13	16.9	100.0
	Total	77	100.0	100.0

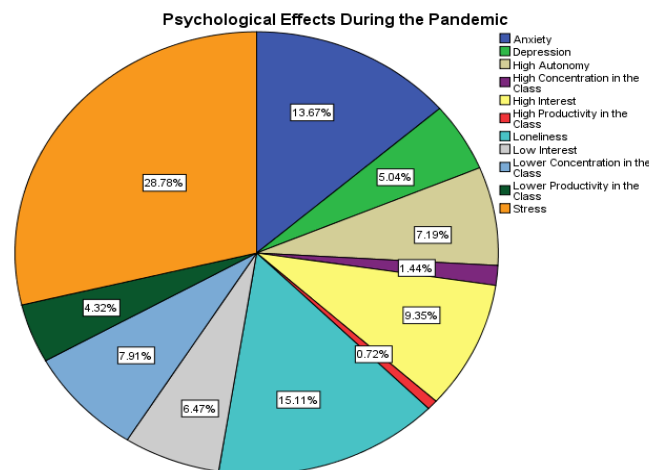


Source: Information collected for this study using the SPSS program

Graph 7

Statement: Psychological Effects during the Pandemic

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Anxiety	19	13.7	13.7	13.7
Depression	7	5.0	5.0	18.7
High Autonomy	10	7.2	7.2	25.9
High Concentration in the Class	2	1.4	1.4	27.3
High Interest	13	9.4	9.4	36.7
High Productivity in the Class	1	.7	.7	37.4
Válidos Loneliness	21	15.1	15.1	52.5
Low Interest	9	6.5	6.5	59.0
Lower Concentration in the Class	11	7.9	7.9	66.9
Lower Productivity in the Class	6	4.3	4.3	71.2
Stress	40	28.8	28.8	100.0
Total	139	100.0	100.0	



Source: Information collected for this study using the SPSS program

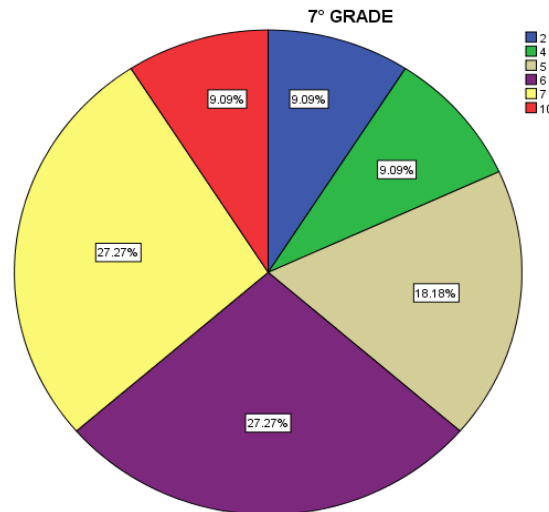
TEST 1:

One of the instruments for this study was a test that was addressed for the 7th, 8th and 9th grade students from Centro Escolar “Colonia Las Brisas Soyapango”. The test contained closed questions regarding the different topics taught from February to May. Among the most important topics were the abecedary, numbers, and descriptions. Grades are an important variable that measures the development of the students during the class because if students grasp the contents and understand them, they could be able to show that result with the grades. If it is considered 10 as maximum score and 1 as minimum score. The test will help this research to determine if working face-to-face classes could possibly influence the learning process of the students.

Graph 8

Statement: Results of the Seventh Grade Students

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
2	1	4.5	9.1	9.1
4	1	4.5	9.1	18.2
5	2	9.1	18.2	36.4
Valid 6	3	13.6	27.3	63.6
7	3	13.6	27.3	90.9
10	1	4.5	9.1	100.0
Total	11	50.0	100.0	
Perdidos Sistema	11	50.0		
Total	22	100.0		

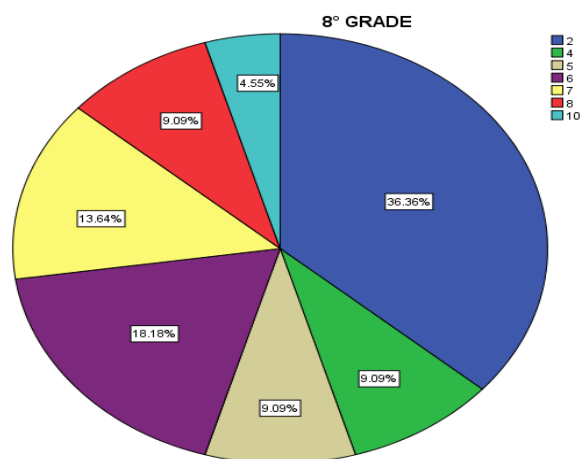


Source: Information collected for this study using the SPSS program

- The results in the 7th grade test have varied from one result to another, and grades are not constant. This means that grades are either good or bad for the students. Considering the 1-10 scale, only one student out of the 12 students that are getting face-to-face classes in this grade got the highest score which was 10, and the lowest grade was 2. The rest of the grades remain between 4, 5, 6, and 7. The results for the face-to-face students are not that satisfying if it is considered face-to-face classes as an important factor for the 7th grade students to improve their grades. Although grades are not that high, 6 and 7 grades were the most repeated grades out of all them. It is possible to say that the majority of students from 7th grade understood the topic and were able to pass the exam.

Graph 9**Statement:** Results of the Eight Grade Students

Frequency	Percentage	Valid Percentage	Cumulative Percentage
8	36.4	36.4	36.4
2	9.1	9.1	45.5
2	9.1	9.1	54.5
4	18.2	18.2	72.7
3	13.6	13.6	86.4
2	9.1	9.1	95.5
1	4.5	4.5	100.0
22	100.0	100.0	

**Source:** Information collected for this study using the SPSS program

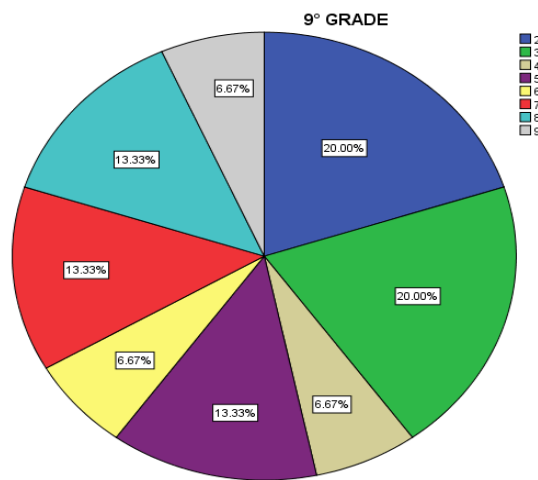
- The results for the 8th grade students are very different, but not that encouraging. The highest grade for the 8th grade students was 10, and the minimum was 2. However, the

students did not get good results in this test because 2 was the grade that was repeated the most. Half of the 8th grade students with face-to-face classes failed this test.

Graph 10

Statement: Results of the Ninth Grade Students

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid 2	3	13.6	20.0	20.0
3	3	13.6	20.0	40.0
4	1	4.5	6.7	46.7
5	2	9.1	13.3	60.0
6	1	4.5	6.7	66.7
7	2	9.1	13.3	80.0
8	2	9.1	13.3	93.3
9	1	4.5	6.7	100.0
Total	15	68.2	100.0	
Perdidos Sistema	7	31.8		
Total	22	100.0		



Source: Information collected for this study using the SPSS program

- The results for the ninth-grade students in the English subject are slightly different from the rest of grades. On one hand, the results showed that the lowest score for this grade was 2, and it was the most repeated along with 3. On the other hand, the highest score was 9, but this score was repeated once. There were other good grades such as 6, 7 or 8.

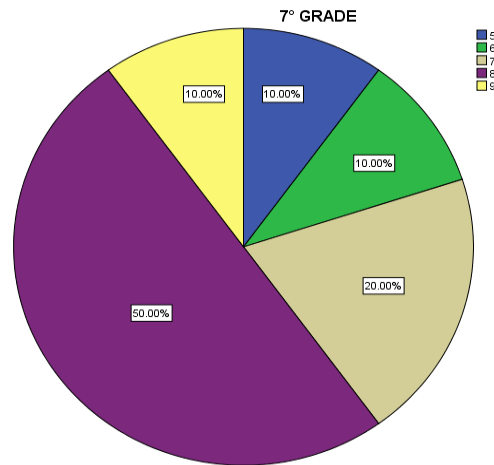
TEST 2

For the following analysis, researchers used a second test with the seventh, eighth, and ninth grade students “from Centro Escolar Colonia Las Brisas Soyapango”. The purpose of this test is to compare the first exam with this second exam, so the researchers have a solid background about students' recent face-to-face classes and students' long face-to-face classes. In this way, it will be evident a progress from one exam to another. To have one exam in April and another one in July will show how much students' learning have progressed over the time, and it will further answer some research questions.

Graph 11

Statement: Results of the Seventh Grade Students

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
5	1	2.1	10.0	10.0
6	1	2.1	10.0	20.0
7	2	4.2	20.0	40.0
8	5	10.4	50.0	90.0
9	1	2.1	10.0	100.0
Total	10	20.8	100.0	
	38	79.2		
Total	48	100.0		

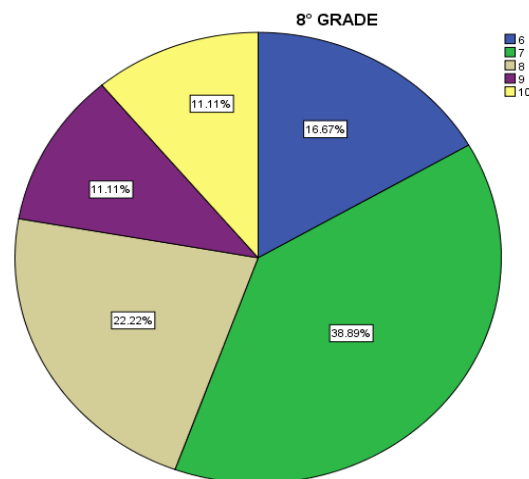


Source: Information collected for this study using the SPSS program

- The results for the second English test were outstanding for the seventh-grade students if it is compared to the first exam. Out of the 10 students that were part of the sampling in the seventh grade, one of them failed the exam with a grade of 5. The rest of the students could pass the exam with good grades such as 6, 7, 8, and 9. The grade that was repeated the most was 8 which was the 50% of the overall grades. Seventh grade students had good English progress in the last months, and the outcomes of the grades show it.

Graph 12**Statement:** Results of the Eight Grade Students

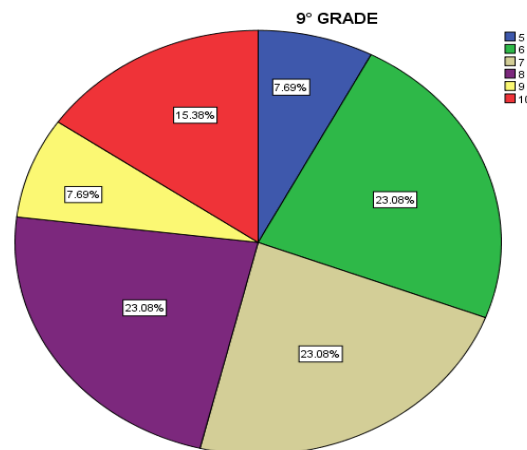
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
6	3	6.3	16.7	16.7
7	7	14.6	38.9	55.6
8	4	8.3	22.2	77.8
9	2	4.2	11.1	88.9
10	2	4.2	11.1	100.0
Total	18	37.5	100.0	
	30	62.5		
Total	48	100.0		

**Source:** Information collected for this study using the SPSS program

In the second exam from eighth grade students had good results. Out of the 18 students that were part of the sampling, all students passed the exam with good grades such as 6, 7, 8, 9 and 10. The grade that was repeated the most was 7 with a 38.9% of the overall grades. Eighth grade students had good academic results in the second exam

Graph 13**Statement:** Results of the Ninth Grade Students

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
5	1	2.1	7.7	7.7
6	3	6.3	23.1	30.8
7	3	6.3	23.1	53.8
Valid 8	3	6.3	23.1	76.9
9	1	2.1	7.7	84.6
10	2	4.2	15.4	100.0
Total	13	27.1	100.0	
	35	72.9		
Total	48	100.0		

**Source:** Information collected for this study using the SPSS program

The results for the second exam from ninth grade students were outstanding because their grades had an improvement on students. All students passed the exam with good grades compared to the first test. Students' grades in the second exam were 5, 6,7,8,9 and 10. The grades was repeated the most was 9 and 8. In this test, students have improved their learning process successfully.

It was evident that it was an increase in the scores for the students from one test to another. The first test developed for the three grades showed that students still were impacted by the online education since students had a few weeks in the face-face-modality. On the other hand, students improved their scores because grades went up in comparison with the first test. This is an important hint within the research that shows how the face-to-face classes have positively influence the learning development for the students. This does not mean that one education system works best than the another, but it can be considered as a good indicator for the students' learning process.

Observation Guide

	The class started and finished in the established time	Teacher provided directions that were clear and concise	The teacher and the student showed interest and enthusiasm for the subject taught.	The teacher used visual aids that were effective	The teacher used correct pronunciation, intonation, and fluency
N	Valid Lost	54 2	54 2	54 2	54 2

Statistics

	The teacher communicates effectively with students	Contents on the board were well organized with headings and subheadings	Students showed interest in the class	Students had an active role during the class	Teacher promoted the use of English during the class time
N	Valid Lost	54 2	54 2	54 2	54 2

Statistics

Teaching-Learning Process during the Transition from the Online Modality to the Virtual Modality

	Students participated during the English class	Students had collaborative work in the English class	The English teacher and students interacted each other	Teacher supported students with examples	The teacher made solving problem decisions to help students
N	Valid 54	54	54	54	54
	Lost 2	2	2	2	2

Statistics

		The biosecurity measures didn't affect the teaching-learning process	The English teacher used different teaching methodologies during the class
N	Valid	54	54
	Lost	2	2

QUALITATIVE DATA

Qualitative analysis plan

The qualitative research was also important to understand the transition between face-to-face classes and virtual modality. In this way, researchers analyzed the English teacher interview and the students' interviews in the following way:

1. When the researchers had all the information from the interviews collected, they analyzed it from the three grades separately.
2. Researchers interpreted the interviews.
3. It was important to code the information to analyze the interviews. To code the information, researchers had to pick the relevant information from the interviews, for example:
 - a) Repeated information
 - b) Surprising information for the research
 - c) Information that the interviewee considers important
 - d) Information in the interviews that can be supported in other research studies
 - e) Relevant information
4. The information collected when coding will no use bias for the interpretation.
5. Using the most important codes, researchers created columns with a general theme. This process was repeated for every question in the interview
6. When researchers had the themes, they will create categories using the information from the coding part in a column next to the theme column.
7. The last step was to interpret the codes or to jot down the exact words from the interviewees. For this research finality, researchers interpreted the surveys for the

seventh, eight, and ninth grades separately, and they had to jot down the words from the English teacher. At the end, this information was consolidated on a matrix.

MATRIX 1

Statement: Seventh grade Interview

SEVENTH GRADE		
Theme	Characteristics	Result
Teaching and learning problems	<ul style="list-style-type: none"> ❖ Hard Time Adapting ❖ Lack of technology knowledge 	When virtual classes started, it was difficult to use technology for the ninth-grade students because they did not know how to use the different platforms. However, they adapted to the new technologies down the road.
Face-to-face classes affectivity	<ul style="list-style-type: none"> ❖ Better Learning ❖ Direct Learning ❖ Interest ❖ Attention 	Students mentioned that they have had a better experience learning with face-to-face classes because English classes tend to be more direct. Students' interest and attention is more present in this modality since they didn't pay attention with virtual classes.
Homework Delivery	<ul style="list-style-type: none"> ❖ Technology Support ❖ Lack of Homework Delivery ❖ Normal Delivery 	Students considered that a good aspect about working with technology is that they can have access to different technological materials like videos or websites. Most of them considered that working with virtual classes did not affect at all at their homework delivery
Didactic Material	<ul style="list-style-type: none"> ❖ Review of Didactic Materials ❖ Use of Didactic Materials 	The use of didactic materials is important for the students because the access to this material is limited with

	<ul style="list-style-type: none"> ❖ Essential Elements 	<p>online classes. They say that these materials are important because they can have the chance to review them, and the simple use of boards can give them the opportunity to understand the topics in a better way.</p>
Meaningful Learning	<ul style="list-style-type: none"> ❖ Time to Answer Questions ❖ Attention Improvement ❖ Time to Explain ❖ No Distractions ❖ Classmate Interaction 	<p>Ninth grade students considered that working with this modality provides them more class time to avoid dubs about the topic. Students' attention has an active role during the English class because the English teacher can explain the topics with enough time. On the other hand, they do not have the distractions that they usually have at home, and they also have that chance to interact with their classmates about the English Class.</p>
Virtual and Face-to-face Student Schedule	<ul style="list-style-type: none"> ❖ Late ❖ Early 	<p>Students scheduled during the face-to-face modality usually started later compared to the virtual modality. Students have different activities to attend at home. However, when they started face-to-face classes, they had to be careful with their time management because they go to the school. Students usually had more freedom in their schedule with virtual classes.</p>
Virtual and Face-to-face Class Length	<ul style="list-style-type: none"> ❖ Continuous and Divided Classes ❖ Guides and Videos 	<p>English virtual classes days and hours were divided, and face-to-face classes were the opposite because they have a continuous class. This allowed the students to have a full extent of the contents</p>

		with no interruptions. Virtual classes were also limited to the use of guides and videos while face-to-face classes the English teacher had more time to develop their class.
Attendance	❖ Pretty good attendance	Attendance for the ninth-grade students was outstanding in both modalities. They mentioned that attending class was never a problem in any modality, unless, they had problem connectivity in the case of virtual classes.
Students Perspective	Modality ❖ Knowledge ❖ Teaching ❖ Understanding ❖ Classmate Interaction	Ninth grade students agreed that face-to-face modality has a great impact on students' knowledge, understanding of the class, and teaching. They have also stated that face-to-face classes allow them to interact with their classmates. At the same time, it allows that students can interact with their classmates in the classroom since this is more difficult for the students with the virtual classes.
Participation	❖ Interruption ❖ Internet connectivity ❖ Opportunity ❖ Security ❖ Mocking	Opinions were divided regarding the participation of the students because they considered that both modalities have their own advantages and disadvantages. Although students have more participation opportunities in the English face-to-face classes, they can be mocked by their classmates when they mispronounce a word in English. This affects students' security at the time

		to participate, and virtual classes provide the opportunity to the students to participate without being judged by their classmates. However, English virtual class participation is also affected by internet connectivity.
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Source: Information collected for this study

MATRIX 2**Statement:** Eight Grade Interview

EIGHTH GRADE		
THEME	CATEGORIES	RESULTS
Teaching and learning problems	<ul style="list-style-type: none"> ❖ No problems ❖ Technological problems ❖ Attendance problems ❖ Understanding problems 	Students reported some problems with the online learning. Some students had difficulties with English learning process, given that many of them do not have good quality electronic devices that provide good connection to online classes. Many students explained that in face-to-face classes they can fulfill their tasks since they feel more engaged in the classroom.
Face-to-face classes affectivity	<ul style="list-style-type: none"> ❖ Interaction ❖ Explainable ❖ Understandable ❖ Learning ❖ Participation ❖ Comfortable 	Students argued some reasons in which face-to-face classes can be productive. Students mentioned that the interaction that they have in face-to-face classes is not the same with the online classes because they cannot ask the teacher in a more detailed way for their understanding.
Homework Delivery	<ul style="list-style-type: none"> ❖ Organization ❖ Overwork ❖ Easiness 	Students consider that they feel more motivation to participate in face-to-face classes because the teacher can explain every topic better.

Didactic Material	<ul style="list-style-type: none"> ❖ Writing ❖ Pronunciation ❖ Helpful ❖ Understand ❖ Comprehend 	Teaching materials are one of the most important tools in the work of teacher since it helps to guide the student in order to build their own knowledge. Some students mentioned that when a teacher uses didactic materials in face-to-face classes, they can get the main idea about the topic.
Meaningful Learning	<ul style="list-style-type: none"> ❖ Understanding topics ❖ Active Participation ❖ Avoid learning problems ❖ More Advantages ❖ More personal 	Face-to-face modality involves traditional classroom learning. Students mentioned that they can share and compare notes with their classmates, they can get feedback on their assignments and exams in real time because there is an interpersonal relationship with the teacher.
Virtual and Face-to-face Student Schedule	<ul style="list-style-type: none"> ❖ 7:00am – 10:00am ❖ 8:30am - 12:00pm 	Many students talked about virtual classes were focused on explaining guides, homework assignments, exercises, videos, pictures, etc. It was difficult to understand for them while face-to-face classes allow students to interact with their classmates and teacher.
Attendance	<ul style="list-style-type: none"> ❖ Responsible ❖ Distractions ❖ Active attendance 	Many students considered that face-to-face classes facilitate their English learning process, but there are many activities in order to understand each topic. The responsibility to attend the virtual classes get lower than the attendance in the face-to-face classes. They also have many distractions

		at home; as a result, they do not play an active role during the English class.
Students Modality Perspective	<ul style="list-style-type: none"> ❖ Facilitates Students Learning Process ❖ Improves Student Understanding ❖ Improves the information taught ❖ Foster Students Interaction ❖ Interaction 	Students from eighth grade mentioned that when they backed to face to face classes the interaction with the teacher has changed because they feel more comfortable, and their participation is more effective.
Participation	<ul style="list-style-type: none"> ❖ Internet connectivity ❖ Opportunity ❖ Feedback 	Students have more participation opportunities with the face-to-face classes. They find that it is easier to participate with this modality. In addition, they do not have to deal with any internet connectivity problems with the face-to-face modality. The teacher can also point out corrections during the class.

Source: Information collected for this study

MATRIX 3**Statement:** Ninth Grade Interview

NINTH GRADE		
THEME	CATEGORIES	RESULTS
Teaching and learning problems	<ul style="list-style-type: none"> ❖ No problems ❖ Technological problems ❖ Attendance problems ❖ Understanding problems 	<p>Students came across different problems while learning with online classes. Some of them faced technological problems because having online classes required internet connectivity, and students were not able to have this resource. Some others considered that it is easier to attend face-to-face classes, and this was not possible with the virtual classes. Students also considered that understanding the topics with online classes was more difficult. However, other students were not affected by virtual modality.</p>

Face-to-face classes affectivity	<ul style="list-style-type: none"> ❖ Interaction ❖ Explainable ❖ Understandable ❖ Learning ❖ Participation ❖ Comfortable 	<p>Students mentioned different ways in which face-to-face classes can be effective. They talked about the interactions that they have with the teacher because this was limited with the virtual classes. The use of face-to-face classes allows the English teacher to have more time to explain, and this has helped students to understand and learn best. Students also mentioned that the participation has increased with the use of face-to-face modality, and some of them feel more comfortable with that modality.</p>
Homework Delivery	<ul style="list-style-type: none"> ❖ Organization ❖ Overwork ❖ Facility 	<p>Students can manage their time much better because they do not put off the homework until the last minute. It is also easier for the students to deliver homework with face-to-face classes because most of them state they learn best in this modality. As a result, they do not have a hard time doing homework.</p>
Didactic Material	<ul style="list-style-type: none"> ❖ Writing ❖ Pronunciation ❖ Helpful ❖ Understand ❖ Comprehend 	<p>The use of didactic material is a source of information that helps a lot of students in the English class. Students state that didactic material helps them to write the words in English and to pronounce them correctly. Some students stated that the use of didactic materials in face-to-face classes help them best because they can</p>

		understand and comprehend the topic better while virtual classes limit the use of these materials.
Meaningful Learning	<ul style="list-style-type: none"> ❖ Understanding topics ❖ Active Participation ❖ Avoid learning problems ❖ More Advantages ❖ More personal 	Face-to-face classes have benefits on the students of ninth grade because they understand topics better. If it is considered that learning a language involves different skills, they can be difficult to develop from virtual classes. Moreover, participation has been more active for the students, and they consider that learning problems are mostly avoided. Students say that this takes place because face-to-face classes are more personal and personal, and as a result they can understand and avoid problems while learning an English topic.
Virtual and Face-to-face Student Schedule	<ul style="list-style-type: none"> ❖ 9:00am - 1:00pm ❖ 8:30am - 1:00pm ❖ 4:00am - 1:00pm ❖ 9:00am - 1:00pm 	Ninth grade students' daily activities started at different hours during the virtual classes. Some students mentioned that since face-to-face classes have started, they have changed their schedule to do their daily activities earlier than before.
Virtual and Face-to-face Class Length	<ul style="list-style-type: none"> ❖ Guides for the class ❖ Organization of the class ❖ Length of the class 	Students mentioned that virtual classes only focused on explaining guides while face-to-face class is a real class. This also allows students to ask questions about the English topic, and the teacher also has more time to explain the topics. As a result, face-to-face

		classes turn out longer than face-to-face classes.
Attendance	<ul style="list-style-type: none"> ❖ Responsible ❖ Distractions ❖ Active attendance 	Face-to-face to classes has improved their attendance to classes rather than virtual classes because they usually had distractions at home. Student's attendance during face-to-face classes is more active than virtual classes' attendance.
Students Modality Perspective	<ul style="list-style-type: none"> ❖ Facilitates Students Learning Process ❖ Improves Student Understanding ❖ Improves the information taught ❖ Foster Students Interaction 	Most ninth-grade students agree that face-to-face classes facilitate their English learning during the class, and at the same time improve the understanding of the topics through some reflection and extensive explanation of the class. Furthermore, it is important to mention that students also considered that students' interaction has improved in the face-to-face modality since participating was somehow restricted with the online modality.
Participation	<ul style="list-style-type: none"> ❖ Interaction ❖ Utility ❖ Expressive ❖ Increasing 	Students from ninth grade consider that the return to face-to-face classes has improved the participation because this modality facilitates this interaction. Students also considered that classes in this modality are more expressive and increase the students' interaction.

Source: Information collected for this study

MATRIX 4**Statement:** English Teacher Interview

Teacher Analysis		
THEME	CATEGORIES	RESULTS
Teaching and learning problems	<ul style="list-style-type: none"> ❖ No problems ❖ Technological problems ❖ Attendance problems ❖ Understanding problems 	<p>To interview the English subject teacher, the researchers designed a series of questions that were elaborated to obtain the results according to the objectives of the research. The teacher argued that it did not diminish the process of teaching and learning in the English language given that the structure or design in the classroom was pitifully maintained in the same way in online classes, because of that he explained that out of 30 students attending face-to-face classes, eight students performed successfully in the academic process, however; for students who did not work properly in classes, remains the same problem of teaching and learning in the online modality, that is, there has been no change compared to face-to-face learning.</p>

Face-to-face classes affectivity	<ul style="list-style-type: none"> ❖ Interaction ❖ Explainable ❖ Understandable ❖ Learning ❖ Participation 	<p>He replied that the face-to-face modality is more effective, since English language learning needs to implement the macro skills (reading, writing, listening and speaking skills) that allow the student to acquire the necessary knowledge for a better development on it. He commented that he has always taught 80 percent in English. Furthermore, he expressed that if the process of listening is not given correctly, the student will not be able to speak it, therefore, he added that a digital machine will never surpass the human being since a teacher looks for the necessary strategies for the student to learn and simultaneously being able to work on the affective part of the student and that makes it different from the virtual modality when implementing the class.</p>
Homework Delivery	<ul style="list-style-type: none"> ❖ Organization ❖ Overwork ❖ Facility 	<p>He said that this fact has influenced on student's performance because in face-to-face classes each student can fulfill their tasks since they feel more engaged in the classroom, so if there are doubts, they can ask the teacher in a more detailed way for their understanding and the teacher can have better interaction with the students. However, when working in the virtual modality, the public system education is limited to many technological resources making the process of learning more difficult for the students, given that many of them do not</p>

		have good quality electronic devices that provide good connection to online classes .
Didactic Material	<ul style="list-style-type: none"> ❖ Writing ❖ Pronunciation ❖ Helpful ❖ Understand ❖ Comprehend 	The teacher gave his point of view saying that the teaching materials are one of the most important tools in the work of the teacher since it helps to guide the student to build their knowledge through good handling of materials that are attached to the contents to develop. Also, he explained that implementing didactic materials makes learning more meaningful and any kind of audio-visual help that the teacher presents gives the student a better understanding of the class, therefore he explained as an example, if a teacher needs to explain the difference in grammar tenses, the pronunciation of verbs turns easier with the proper use of effective didactic material. That is essential to acquire each achievement indicator included in the content to be developed during the learning process.
Meaningful Learning	<ul style="list-style-type: none"> ❖ Understanding topics ❖ Active Participation ❖ Avoid learning problems ❖ More Advantages ❖ More personal 	The teacher stated that the classroom is the spot where the students acquire the academic knowledge in the best way- even the teacher- because there is an interpersonal relationship with the student, this allows a better comprehension of the contents taught in class and lets students to develop the activities properly, since in virtual classes the teacher cannot be able to transmit the same teaching to them because of different factors such as low quality of Internet, beside the lack of an

		<p>electronic device that facilitates the connection to the virtual classes, among other difficulties that make the face-to-face education better, since this modality requires and the continuous attendance of the student, therefore, where learning is presented in a real classroom by the teacher, whose main function is to explain and communicate ideas and experiences to the students.</p>
<p>Virtual and Face-to-face Classes</p>	<p>❖ Advantages</p>	<p>The teacher mentioned several advantages that from his view he considers effective about working in the online modality. First, due to the pandemic which has affected the educational area, previous the pandemic, teachers did not have the knowledge about the different virtual platforms, which was a challenge in most teachers when getting used to handle these tools. This was a great aid, since it allowed the teacher to be able to teach the class through this means in order to communicate with the student so that the contents of the class could be developed according to the schedule. Besides, he added that the use of these technological resources facilitated the evaluation area for the student, because this helps us as teachers to create different types of evaluations so that the students did not risk drop out of the school as well as not lose each evaluation in relation to the contents developed in the class.</p>

Virtual and Face-to-face Class Schedule	<ul style="list-style-type: none"> ❖ Guides for the class ❖ Organization of the class ❖ Length of the class 	<p>The English teacher mentioned that it is not possible to make reference of a complete return for the reason that the number of students who have come back to school is too little, since the pandemic compelled teachers to implement both modalities in order to benefit the whole population of students. He emphasized that the virtual modality affected the process of learning negatively because of the lack of a good rapport which is difficult to achieve in online classes, he complained that the time to explain the development of topics was not enough, also through this modality many students get bored when receiving classes by this digital means, as a result they usually lost interest in connecting to classes and this situation created an atmosphere of low motivation to learn the foreign language.</p>
Attendance	<ul style="list-style-type: none"> ❖ Responsible ❖ Distractions ❖ Active attendance 	<p>The teacher replied that when working face-to-face there is a communication and good interaction that facilitate the learning acquisition of students and that fact makes pupils regularly attend more classes and work more responsible, besides there are extracurricular activities which make the students not overloaded with tasks. This is the reason why students' attendance has been significant in the classroom. Also, he added that in the virtual modality most students did not attend because of many difficulties that they faced at the time of accessing to a virtual modality, since they did not have access to internet, or a mobile device to attend online classes formally, so</p>

		they felt discouraged; consequently, they did not fulfill the jobs that the teacher assigned through this digital means.
Students Perspective	Modality	<ul style="list-style-type: none"> ❖ Facilitates Students Learning Process ❖ Improves Student Understanding ❖ Improves the information taught ❖ Foster Students Interaction <p>The answer the teacher provided was that face-to-face modality is more meaningful since he mentioned that a machine will never replace the human being, because a teacher can express confidence, corrections, or aptitudes. However, the subject may be pleasant or boring for students and these qualities depend on the teacher when exercising his role at the time of developing the class in the classroom. Therefore, he explained that the virtual modality is more distant even though it can be seen and heard through a digital device, so it will never be the same since interaction, participation, and communication with the student is needed.</p>
Participation		<ul style="list-style-type: none"> ❖ Interaction ❖ Utility ❖ Expressive ❖ Increasing <p>The teacher commented that there is always a development of learning in both modalities , because the students mainly learn in the Virtual Modality the part of the grammar, the right pronunciation of the words, but the ability to listen and speak is limited and their participation is not the same compared to the face-to-face modality, since trough face-to-face modality the students could acquire the four language skills (writing , reading , listening and speaking) more interactively, with better elaborated examples for the different contents of the class. The student can acquire the language skills because the teacher speaks during the class mostly in English so that each student can get</p>

		involved to the language and their learning gets more effective.
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Source: Information collected for this study

VIII. DATA ANALYSIS INTERPRETATION

After collecting all the instruments, researchers can collect the information that they are searching for this research. Working with two modalities for students and teachers has been a long process and a new experience, so this information is useful to understand how teaching and learning process worked in both modalities. In this way, those instruments will extend the information, and it will help researchers to provide an answer to each of the researcher questions. All the instruments support the research questions from a different view and angle so as researchers have different perspectives and to provide a collective answer.

❖ **What are the difficulties that the English teacher and the 7th, 8th, and 9th graders faced during the virtual classes and how were the materials handled?**

The results that the researchers have obtained through the instruments to collect the information in the field of study have shown that 7th, 8th, and 9th graders from Centro Escolar “Colonia Las Brisas Soyapango” faced several difficulties during the online modality. The lack of financial resources and technological devices were some of the main reasons why some students could not continue with their studies affecting their learning process.

The online modality according to the data collected and analyzed by the researchers not only affected student learning but also the English teacher because he has faced difficulties when using and handling the different virtual learning platforms. As the results, the English teacher was not trained properly to teach and did not have the previous knowledge to guarantee good teaching in the online modality generating disinterest on the part of the student at the time that the teacher taught the class.

❖ **How has the process of returning to school influenced the 7th, 8th, and 9th graders and the teacher in the English class after taking online classes for one year and a half?**

Researchers detailed an important aspect in this field of study that the return to school has generated in the students a series of inconveniences because of the pandemic students had lack of motivation, the use of the mask, and the social distancing affected the interaction between the teacher and the student and even the students themselves.

Also, to obtain more answers in the field of study, the researchers detailed that the results obtained to evaluate the teaching of students through a diagnostic test showed that the low grades have to do with the online teaching because it was not well implemented; consequently, students did not achieve the knowledge needed for their learning. However, the English teacher in this study stated that the school return has positively influenced the students since they can complete their assigned tasks. He also mentioned that there is more motivation on the students, and there is more interaction with the students. If students have doubts during the class, they can let the teacher explain in a detailed way so that they can have a better understanding about the contents. Also, to check the results, the researchers observed that in the face-to-face classes the seventh, eight, and ninth grade students were more motivated to participate. The teacher's explanation made the students understand each topic and students could share their ideas with their classmates constructively and collaboratively.

❖ **What are the teaching methods used by the English teacher in Centro Escolar "Colonia Las Brisas Soyapango" and how has the teacher implemented them during the virtual English Classes?**

The use of different methodologies in the face-to-face classes was an important tool for teaching to the seventh, eight, and ninth grade students. The English teacher has implemented different methodologies during face-to-face classes, so students have a great learning experience. The use of methodologies for English teaching also facilitates students' English learning, and this can be reflected through students' responses. The grammar translation method. The grammar translation method (INTESOL, 2018) is a method for teaching students with the use of translation that will allow students to understand the meaning of words. Seventh grade students highlighted that when they did not understand an English word, the English teacher provides them with the translation. This was evident in the observation made by the researchers when the English teacher supported students with this type of help.

This is a teaching-learning support those students could not have with the virtual modality since students had different platform limitations during the virtual classes according to the English teacher and students. The Direct Method and The Audio-lingual Method were also present during the face-to-face classes. The Audio-lingual method was based on the observations, and students' opinions, the use of feedback by the English teacher was one of the learning experiences that made face-to-face classes more meaningful when it was compared with the virtual classes. Some students said that face-to-face classes helped them to realize when they made a mistake or to know how to pronounce an English word; these types of behaviorisms during the English class were also limited with the use of virtual classes said the

students and teacher. Both methods are designed to reinforce the students' language learning since these methods seek the implementation of familiar vocabulary and grammar teaching.

During the face-to-face classes, the English teacher taught them vocabulary that was familiar for students because the guides that the teacher used during the English classes were related to student's daily activities such as Salvadorian food, home activities, and familiar objects for the students. This was also linked to another teaching methodology as The Communicative Language Teaching. This methodology is also related to the use of realistic situations, for example, realistic situations, and suggestions, thanking, inviting, and complaining according to INTESOL, 2018. Seventh, eighth, and ninth grade students had weekly homework to do about the different topics that were taught during the week. They had to do the homework according to MINED's guide instructions with some extra changes that the English teacher could suggest for the development of the English homework.

The Task Based Language Learning Method requires the students to do homework, so they can put into practice what they have learned during the class time. Seventh, eighth, and ninth grade students from Centro Escolar "Colonia Las Brisas Soyapango" had their English homework to do every week; this was a method implemented by the English students. Although the use of English homework for learning purposes has always been part of students' learning since the pandemic started, students considered that homework has been more practical and simpler with face-to-face classes. According to the ninth-grade students from this institution, face-to-face homework avoids putting off their English homework.

They are of the idea that face-to-face classes helped them best, and as a result, working with homework is not hard to do due to face-to-face interaction between students and the English teacher. This is also referenced by the teacher when he mentioned that there is more pressure

over the students when he has the opportunity to share the same classroom with the students. Furthermore, students are not restricted with the use of technology to send the homework to the English teacher. The Task Based Language Method was used in both virtual and face-to-face modality, but it was more effective during face-to-face modality based on student's opinions. The English teacher also highlighted that the student-teacher relationship is important for students' homework delivery, and for effectiveness.

This last effectiveness aspect also leads us to the last methodology which is Communicative Language Learning. It is important for the learner to have a close educational relationship while learning English suggest the English teacher. This idea is supported by the teacher when he said that no machines can offer what a human can do through showing care for their teaching work. Virtual classes set a barrier for the learners and teacher, and this can be overcome with face-to-face interaction. He also said that learning a new language as English for the seventh, eighth, and ninth grade students is required this interaction since it is important to develop the four learning skills: listening, speaking, reading and writing. There were different methodologies that were implemented by the teacher and students, but those methodologies had a more meaningful meaning for the students during the face-to-face modalities. This happened due to the freedom of implementing the methodologies in a real classroom environment.

However, some methodologies like the Task Based Language Learning could be handled during the virtual modality although it had some ups and downs because students tend to fall behind with homework and feel less commitment to do their homework assignments. Overall, there were different methodologies used by the English teacher with the seventh, eighth, and ninth grade students from Centro Escolar "Colonia Las Brisas Soyapango" during the face-to-

face modality and the virtual modality; nevertheless, face-to-face modality does not present the same type of limitations as the virtual modality does.

❖ How is the 7th, 8th, and 9th graders' performance in the English course during the virtual classes in Centro Escolar "Colonia Las Brisas Soyapango"

Since the Covid-19 pandemic came out, the traditional form of education changed for both students and teachers. This event caused the education in El Salvador had to move to the virtual modality. The effectiveness for teaching and learning between virtual modality and face-to-face modality has been a topic of discussion ever since. A group of students and teachers, on one hand, considered that virtual classes work best for teaching and learning. On the other hand, there are other groups of students and teachers that consider that virtual classes cannot replace the traditional form of teaching and learning, and that virtual classes will always be a step forward in terms of quality education. However, the outcomes that this research project has found go like this.

It is important to remember that the sampling for this research is 41 students from seventh, eighth, and ninth grade students and one English teacher. To study the sampling, researchers used a variety of instruments such as interviews, questionnaires, observation guides, and exams. Some students interviewed mentioned that there are more resources available when they are working with the online modality. This means that virtual classes are a good form of education to boost the self-learning of the students because it motivates students to work harder. Confidence for participating in the English class has increased for some students because they

are not afraid for being judged or mocked by their classmates when they mispronounce or make a mistake during the class.

The English teacher from Centro Escolar “Colonia Las Brisas” states that working with virtual classes has been an opportunity for learning a new resource of education. He adds that most of the teachers did not have the knowledge for teaching in different platforms such as Meet or Google Classroom, and this new knowledge could be implemented in future activities even when the virtual classes are done. However, the use of virtual classes has also become a challenge for the teacher and students for the following reasons.

Students came across different problems when they first started working with the virtual modality because it was difficult adapting to the new modality. It is worth mentioning that those students have always been working with face-to-face classes, and they had to move from the traditional form of education to a new modality suddenly. Neither the teachers nor the students had previous online working experience that support them to get into a new modality in a way that does not seem forced. Students have experienced technology issues because there are some students that do not have the enough resources for getting connected to the class according to the English teacher. This caused that some students were not actually enrolled with the course and fell behind with homework.

The virtual modality has also affected other areas regarding the role that they play during the class time. Some students have faced a decrease in attendance, and according to the students, this occurs due to the different distractions that they have at home. Class has suffered from time limitations and availability because the teaching time has been reduced with the virtual modality in comparison to the time available that they had before the pandemic started. Moreover, the main focus of the virtual classes were the guides because it is the program

established for the Ministry of Education in El Salvador, and the English teacher had to respect those guidelines.

There were some weeks that virtual classes were not even provided, but short instructions for the development of the guides were used. The English teacher considered that English teaching requires the practicability to put into practice the four macro skills: Listening, reading, writing, and speaking. Although reading, listening, and writing can be handled with the virtual modality, the English teacher said that the speaking skill suffers when he is online teaching.

The interaction that students and teachers can have inside a classroom is a phenomenon that cannot be replaced says the English teacher, and no machine or technology can provide the closeness and the pleasant part that only human beings can do. As it has been shown, this research has discovered that virtual modality has its benefits and it is a good teaching and learning tool to use; specially, if it is considered the pandemic era that the world is living in. Nevertheless, it also limits teaching and learning up to the point that hinder students' education.

- ❖ **Which are the different resources that the English teacher uses with the 7th, 8th, 9th graders in Centro Escolar “Colonia Las Brisas” during the transition from the virtual modality to the face-to-face modality, and how have they been portrayed during the virtual classes?**

The importance of didactic materials has played a very important role for both the teacher and the 7th, 8th, and 9th students of Centro Escolar “Colonia Las Brisas Soyapango” during the transition from virtual classes to face-to-face since the students and the teacher brought them together and reflected through the instruments used.

According to the teacher, the didactic materials are one of the most important tools in the work of the teacher since they help the students to understand better the different knowledge imparted. Most of the students mentioned that when the teacher made use of didactic material in the face-to-face classes, they understood more easily the topics. In addition, they fostered a better interaction with the teacher in the classroom during the English class.

Nevertheless, students also said that different didactic materials were used in both virtual modality and in-person modality. However, it was a little more limited in the virtual classes because the English teacher used guides and platforms to project slides most of the time.

❖ What are the psychological effects that 7th, 8th, and 9th grade students had during the online period of classes?

The results showed that there are both negative and positive psychological effects. For example, 13.67% percent of the students mentioned that they had anxiety. Another group of the students mentioned that they were stress, and it represents to 28.78% of the seventh, eight, and ninth graders. Those psychological effects took place more in the virtual classes than in the face-to-face ones since the confinement and the lack of socialization can bring serious consequences in the mental health of the students. Consequently, students also had lower productivity in the English classes and a lower concentration as well as a minor interest in receiving the class. This was also reflected in the test 1 and test 2 since students obtained lower grades in the virtual classes than in the face-to-face classes. Other negative psychological effects found were depression due to the confinement in a lower scale.

There were not only negative effects that took place in this transition because students had a high interest in the face-to-face classes, and that was evidence with the observation made to the face-to-face classes because students showed participation, assistance, and homework delivery to the teacher. As a whole, students had gone through different psychological effects due to the pandemic Covid-19, and some of them are not positive effects. In any case scenario, the physiological aspects could either hinder or benefit students' learning process.

XI. CONCLUSIONS

Throughout this research work, there are different conclusions that have come out. This research had brought out different conclusions since the topic is quite extensive. The Covid-19 pandemic changed the education system not only in El Salvador but also worldwide. That has caused those students and teachers learned to work in two modalities. Moreover, it is important to highlight that student had to learn English in both virtual and face-to-face modalities, and the perspectives for students and teachers has almost been same. The two modalities work different, and it is reasonable to get different results. The conclusions collected for this research goes like this:

- This study was rich in findings because it showed the educational changes that the pandemic has brought. The pandemic Covid-19 changed the education system worldwide, and Salvadoran education was not the exception of this event. This research project found that there is a big difference between the virtual modality and the face-to-face modality. Both modalities are useful tools to develop teaching and learning; however, there are a lot of elements that distinct one modality from the other. It is important to highlight that the study sampling was the English teacher and the seventh, eight, and ninth grade students from Centro Escolar “Colonia Las Brisas Soyapango”. Although it is a small sampling size, the study could reflect how the education in the public and private schools in El Salvador are. The study could also be an indicator for the other private and public schools that there are in El Salvador because the other institutions also went through the transition from the virtual modality to the face-to-face modality.

- Throughout the process of this investigation, and after analyzing the data gathered, researchers found out several difficulties in teaching English learning during the online classes for the 7th, 8th and 9th grade students from Centro Escolar “Colonia Las Brisas Soyapango”. This happens because working with virtual modality in the public system education is limited to many technological resources that makes the process of learning more difficult for the students. Many students did not have good quality electronic devices that provide good connection to online classes, and this affected their learning and encouragement. For this reason, it is worth mentioning that educational institutions did not have training educators for online classes, and in this way, they could not afford all the challenges that they came across during the virtual classes. Therefore, it has been shown that face-to-face classes have influenced positively on the students. This was evidence because students can complete their assigned tasks, and they can ask the teacher in a more detailed way to understand the topics. The teacher can also have better interaction with the students since a teacher looks for the necessary strategies for the student to learn and simultaneously being able to work on the affective part of the student, and that makes it different from the virtual modality.
- During all the process of this study, it was found that there are different methodologies implemented either in the virtual modality or in the virtual modality. Although the two modalities are open to develop different methodologies, the study showed that the English teacher does not have the same freedom to develop the class, and consequently, the methodologies are limited to develop during the English class. The limitations rely on the use of technologies and platforms because they do not provide the same approach as the face-to-face modality does. In addition, students seem to have a lack of interest and problems when they are working with the face modality. Those limitations hinder

the English class; as a result, teachers do not find the same conditions for teaching as he finds them with face-to-face classes.

- The English teachers has considered that the return to face-to-face classes has worked best to develop the methodologies as The Grammar Translation Method, The Direct Method, The Audio-lingual Method, Communicative Language Teaching, Communicative Language Learning, and Tasked Based Language Learning. It was evident during this research project that those methodologies worked best with the face-to-face modality.
- Students' performance during the virtual modality contrasts with the face-to-face modality according to teacher and students' opinion. The research has found that students do not feel the same education stability as they do with the face-to-face modality. Many students had technical difficulties, attendance problems, participation problems, adaptability problems, and some others learning difficulties described in this research. The general thought between the English teacher and the students is that they prefer face-to-face classes over virtual classes.
- They considered that teachers' influence for teaching English is important because students have the opportunity to ask questions, to participate in the English class and to understand the topics way better. Not only do the students have a face-to-face classes preference but also the English teachers consider that it is important to have a close teaching environment for the students because that helps students to understand the topics best. The English teacher also states that learning a new language works best in a face-to-face environment since according to him, developing the speaking skill is not

possible to get in the virtual environment. All this information regarding students' performance in the virtual classes is supported with the research instruments.

- The importance of didactic materials has played a very important role for both the teacher and the 7th, 8th and 9th students from Centro Escolar “Colonia Las Brisas Soyapango” during the transition from virtual classes to face-to-face since the students and the teacher brought them together and reflected it through the instruments used. According to the English teacher, the didactic materials are one of the most important tools as a teacher's work since they help the students to understand the different knowledge imparted. Since most of the students mentioned that when the teacher used didactic material in face-to-face classes, they understood the topics more easily. In addition, didactic materials help them to have a better interaction with the teacher in the classroom during the English class.
- Students also reflected that those different didactic materials were used in the virtual and in-person classes only because virtual classes were limited. Most of the time, the English teacher used guides and slides during the virtual classes. This contrast with the face-to-face classes since the use of the board was highly used with the students during the English classes. Based on the information collected by the teacher and the students, didactic materials have been a great tool in this transition from online classes to face-to-face classes as they have been very useful both for the understanding and for the teaching.
- It is important to address how psychological effects have affected students during the pandemic. Some students mentioned that at the beginning, it was not easy to adapt to

the virtual classes because of the use of masks and social isolation. There are other physiological aspects that also affect the students such as isolation, stress, stress, lower productivity, higher interest, anxiety, lower motivation, and lower interest. In this way, the study has shown that the pandemic influenced the psychological part of the students, and this has affected students' performance during the English class consequently.

- The research has provided a good understanding about working with the virtual modality and the face-to-face modality. At the same time, it showed some of the differences about implementing these modalities for teaching and learning English. The transition from the virtual modality to the face modality in the seventh, eight, and ninth grade students in Centro Escolar "Colonia Las Brisas Soyapango" has played a significant role for this research because it helps to understand how much the learning and teaching has affected the English teacher and the students.

X. RECOMMENDATIONS

The recommendations in this research focus on the availability to use the virtual modality for teaching a new language. The research has collected important information that reflect students' performance in both virtual and face-to-face modality. Although the two modalities can have their ups and downs, it was evident in this research that teaching-learning process could work different in each modality for students and the English teacher. In this way, it is important to point out some recommendations for teaching a new language that can facilitates teaching and learning process.

- Virtual classes were implemented in all schools in El Salvador due to the pandemic Covid-19, and it is still a teaching model in which teachers and students are using. This research has shown that there are many ups and downs when using virtual classes. It is important to recommend that this modality works best as an optional way for teaching English.
- The research has found that even when there are a lot of activities that still can work with the virtual modality, there are some others that cannot be applied for teaching a new language. Researchers suggest that if there is no other way for teaching English, virtual classes are an interesting option for teaching. However, the use of virtual classes also requires the use of technological devices, so it is important for both teachers and students that they make sure that everyone enrolled in the classroom has access to this technology. In this way, all the students can participate and be involved during the English classes. Students not only can be limited for the use of technological resources but also, they can be limited by the internet connectivity issues or financial resources.

Teachers should keep in mind all these aspects if they are planning to have virtual classes with their students.

- Using technology can also be a challenge for teachers; specially, if they are not prepared for the use of the different devices or platforms. For this reason, it is worth mentioning that educational institutions prepare their educators for online teachers, and in this way, they can afford all the challenges that they come across during the virtual classes.
- It is also recommended that the different institutions do not stop the use of technology with the face-to-face classes. The use of virtual classes can still prove useful for the education of the students because technology and platforms can play multitasking roles for teaching English. This means that the English teacher can use these technologies as innovative ways to provide homework, feedback or make-up work for the students. In a few words, there are different ways to use the technology, so it is important that teachers foster the implementation of those resources for future projects.
- Additionally, for this type of descriptive studies of this matter, researchers should go for specifics to obtain more results about how learning and teaching during a pandemic environment in detail. Future researcher should focus more on specific aspects rather than general information to obtain more centered ideas and findings.

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ANEXES

ANEXES A: TIME TABLE

	March				April				May				June				July				August					
ACTIVITY	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Read literature																										
Proposal and initials meetings																										
Objectives																										
Literature review																										
Research methods planning																										
Develop instruments																										
Data collection																										
Analyze data																										
Draft finding chapters																										
Discuss conclusion																										
Further draft																										

ANEXOS B: ENGLISH AND SPANISH TEACHER'S INTERVIEW



University of El Salvador

Department of Foreign Language of the Schools of Arts and Sciences at the University of El Salvador

Teacher's Interview

Topic: " A descriptive analysis based on the transition from the online to the face-to-face in the English language teaching –learning process during the months of April to July, year 2021, due to Covid-19 pandemic. Case: 7th, 8th and 9th grades, Centro Escolar “Colonia Las Brisas Soyapango”

Objectives: “To find out how the transition from the virtual classes to the face-to-face classes has affected teacher and students’ teaching-learning process in the English language in Centro Escolar “Colonia Las Brisas Soyapango”

Generalidades:

Fecha: _____

Género: Masculino: Femenino:

Instructions: Answer the following questions based on the experience that you had working in both virtual and face-to-face modalities.

1. ¿Do you consider that the teaching and learning problems during the virtual modality have gone down across the time during the face-to-face modality?
 - A. Yes
 - B. No

Explain:

2. ¿Do you consider that teaching and learning in the face-to-face modality has been more effective compared to the teaching and learning in the virtual modality?
- A. Si
 - B. No

Explain: _____

3. ¿Has the face-to-face classes influenced English homework delivery in the seventh, eighth, and ninth grade students?
- A. Yes
 - B. No

Explain: _____

4. ¿Do you consider that the use of didactic material in the face-to-face classes facilitates learning for the students?
- A. Yes
 - B. No

Explain: _____

5. ¿How do you consider that your students learn more between the face-to-face classes and the virtual classes?
- A. Face-to-face classes
 - B. Virtual classes

Explain: _____

6. ¿What are the advantages of working online with your students?

Explain: _____

7. ¿Has the virtual English class length changed with the face-to-face classes?

A. Yes

B. No

Explain: _____

8. ¿How was the students' attendance in the face-to-face English classes compared to the virtual classes?

Explain:

9. ¿Which modality for English teaching do you consider that has been more effective between face-to-face modality and virtual modality?

A. Face-to-face modality

B. Virtual modality

Explain:

10. ¿What is the difference between participating for your students in the virtual modality and the face-to-face modality?

Explain: _____



Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Entrevista para el profesor

TOPIC: " Análisis descriptivo basado en la transición de la modalidad en línea a la modalidad presencial en el proceso de la enseñanza y aprendizaje del idioma inglés durante los meses de abril a julio, en el año 2021, debido a la pandemia Covid-19. En los grados: 7°, 8°, y 9° en el Centro Escolar "Colonia las Brisas Soyapango"

Objetivos: Descubrir cómo la transición de las clases virtuales a las clases presenciales ha afectado el proceso de enseñanza y aprendizaje del idioma inglés en los estudiantes y profesor en el Centro Escolar "Colonia las Brisas Soyapango"

Generalidades:

Fecha: _____

Género: Masculino: Femenino:

Indicaciones: A continuación, Contesta cada una de las preguntas que se te muestran, de acuerdo con lo que se te indica.

1. ¿Considera que los problemas de enseñanza y aprendizaje, durante las clases en línea, disminuyeron con el pasar del tiempo?

- A. Si
- B. No

Explique:

2. ¿Considera usted que la enseñanza y aprendizaje bajo la modalidad presencial ha sido más efectiva, en comparación al proceso de enseñanza y aprendizaje de manera virtual?

- A. Si
- B. No

Explique:

3. ¿Las clases presenciales han influido en el cumplimiento de tareas de inglés por parte de los estudiantes?
- A. Si
 - B. No

Explique:

4. ¿Considera usted que el uso de material didáctico en las clases presenciales facilita el aprendizaje de los estudiantes?
- A. Si
 - B. No

Explique:

5. ¿Cómo considera que aprenden más los estudiantes en las clases presenciales o en las clases en línea?
- A. Clases presenciales
 - B. Clases virtuales.

Explique:

6. ¿Cuáles han sido las ventajas de trabajar en línea con los estudiantes?

Explique:

7. ¿La duración de las clases de inglés de forma virtual cambió con el retorno escolar?

A. Si

B. No

Explique:

8. ¿Cómo era la asistencia de los estudiantes en las clases de inglés en la modalidad presencial comparado con la modalidad virtual?

Explique:

9. ¿Qué forma de enseñanza de las clases de inglés considera que ha sido más significativa entre la modalidad virtual y la modalidad presencial?

A. Modalidad virtual

B. Modalidad presencial

Explique:

10. ¿Cuál es la diferencia entre la participación de los estudiantes desde casa en la modalidad virtual a participar en la modalidad presencial?

Explique:

ANEXOS C: ENGLISH AND SPANISH STUDENTS' INTERVIEW



University of El Salvador

**Department of Foreign Language of the Schools of Arts and Sciences at the
University of El Salvador**

Students' Interview

Topic: " A descriptive analysis based on the transition from the online to the face-to-face in the English language teaching –learning process during the months of April to July, year 2021, due to Covid-19 pandemic. Case: 7th, 8th and 9th grades, Centro Escolar “Colonia Las Brisas Soyapango”

Objectives: “To find out how the transition from the virtual classes to the face-to-face classes has affected teacher and students’ teaching-learning process in the English language in Centro Escolar “Colonia Las Brisas Soyapango”

General information:

Date: _____

Age: _____

Gender:

Male:

Female:

Grade:

Seventh:

Eight:

Ninth:

Instructions: Answer the following questions based on the experience that you had working in both virtual and face-to-face modalities.

1. ¿Do you consider that the teaching and learning problems during the virtual modality have gone down with across the time with the face-to-face modality?
 - A. Yes
 - B. No

Explain:

2. ¿Do you consider that teaching and learning process in the face-to-face modality has been more effective in comparison with virtual teaching and learning process?

A. Yes

B. No

Explain:

3. ¿Have the face-to-face classes influenced with your English homework delivery?

A. Yes

B. No

Explain:

4. ¿Do you consider that didactic materials in the face-to-face modality have eased your English learning?

A. Si

B. No

Explain:

5. ¿Do you think that you learn more in the face-to-face modality or in the virtual modality?

C. Face-to-face Modality

D. Virtual Modality

Explain:

6. ¿What time do you usually wake up in the virtual modality, and does it change with the face-to-face classes return?

Explain:

7. ¿Has the length from the virtual classes changed with the face-to-face classes?

C. Yes

D. No

Explain:

8. ¿How do you consider your face-to-face classes attendance compared to the virtual classes?

C. Bad

D. Very Bad

E. Regular

F. Good

G. Very Good

Explain:

9. ¿Which modality do you consider that has been more meaningful between the virtual modality and face-to-face modality?

C. Face-to-face Modality

D. Virtual Modality

Explique:

10. ¿What is the difference between participating from home with the virtual modality than participating in the face-to-face modality?

Explain:



Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

ENTREVISTA DEL ESTUDIANTE

Tema: " Análisis descriptivo basado en la transición de la modalidad en línea a la modalidad presencial en el proceso de la enseñanza y aprendizaje del idioma inglés durante los meses de abril a julio, en el año 2021, debido a la pandemia Covid-19. En los grados: 7°, 8°, y 9° en el Centro Escolar "Colonia las Brisas Soyapango"

Objetivos: Descubrir cómo la transición de las clases virtuales a las clases presenciales ha afectado el proceso de enseñanza y aprendizaje del idioma inglés en los estudiantes y profesor en el Centro Escolar "Colonia las Brisas Soyapango"

Generalidades:

Fecha: _____

Edad: _____

Género: Masculino: Femenino:

Grado: Séptimo: Octavo: Noveno:

10. ¿Consideras que los problemas de enseñanza y aprendizaje, durante las clases en línea, disminuyeron con el pasar del tiempo?

A. Si

B. No

Explique:

11. ¿Consideras que la enseñanza y aprendizaje bajo la modalidad presencial ha sido más efectiva, en comparación al proceso de enseñanza y aprendizaje de manera virtual?

A. Si

B. No

Explique:

12. ¿Las clases presenciales han influido en el cumplimiento de tus tareas de inglés?

A. Si

B. No

Explique:

13. ¿Consideras que el uso de material didáctico en las clases presenciales facilita tu aprendizaje del Idioma Inglés?

A. Si

B. No

Explique:

14. ¿Sientes que aprendes más en las clases de modalidad presencial o en las clases de modalidad virtual?

E. Modalidad Presencial

F. Modalidad Virtual.

Explique:

15. ¿Cuál era su hora habitual de despertarse durante las clases virtuales y como cambió con el retorno escolar?

Explique:

16. ¿La duración de las clases de inglés de forma virtual cambió con el retorno escolar?

A. Si

B. No

Explique:

17. ¿Cómo consideras tu asistencia en las clases de inglés en la modalidad presencial comparado con la modalidad virtual?

E. Mala

F. Muy mala

G. Regular

H. Buena

I. Muy buena

Explique:

18. ¿Qué forma de enseñanza de las clases de inglés consideras que ha sido más significativa entre la modalidad virtual y la modalidad presencial?

- C. Modalidad virtual
- D. Modalidad presencial

Explique:

19. ¿Cuál es la diferencia entre participar desde casa en la modalidad virtual a participar en la modalidad presencial?

- A. Modalidad virtual
- B. Modalidad presencial

Explique:

ANEXOS D: ENGLISH AND SPANISH ENGLISH TEACHER QUESTIONNAIRE



University of El Salvador

Department of Foreign Language of the Schools of Arts and Sciences at the University of El Salvador

QUESTIONNAIRE FOR THE ENGLISH TEACHER

TOPIC: " A descriptive analysis based on the transition from the online to the face-to-face in the English language teaching –learning process during the months of April to July, year 2021, due to Covid-19 pandemic. Case: 7th, 8th and 9th grades, Centro Escolar “Colonia Las Brisas Soyapango”

Objectives: “To find out how the transition from the virtual classes to the face-to-face classes has affected teacher and students´ teaching-learning process in the English language in Centro Escolar “Colonia Las Brisas Soyapango”

General Information:

Date:

Gender:

Male:

Female:

Instructions: Answer the following questions underlining or crossing with an “X” according the type of question you find.

1. Choose the difficulties that your students have had with the return to the face-to-face modality

- | | |
|--|---|
| <input type="checkbox"/> Students' demotivation | <input type="checkbox"/> Face-to-face evaluations |
| <input type="checkbox"/> Face-to-face attendance | <input type="checkbox"/> Social distance |
| <input type="checkbox"/> Financial resources | <input type="checkbox"/> Students' adaptability to face-to-face classes |
| <input type="checkbox"/> Difficulties wearing mask | <input type="checkbox"/> Schedule |

2 ¿Which of the following changes in the academic performance in the English course have you noticed in the seventh, eight, and ninth grade students in the face-to-face classes compared to the virtual modality?

- | | |
|--|---|
| <input type="checkbox"/> High participation | <input type="checkbox"/> Low participation |
| <input type="checkbox"/> High interaction with the teacher | <input type="checkbox"/> Low interaction with the teacher |
| <input type="checkbox"/> More attention in the English class | <input type="checkbox"/> Low attention in the English class |
| <input type="checkbox"/> More enthusiasm | <input type="checkbox"/> Low enthusiasm |
| <input type="checkbox"/> High homework delivery | <input type="checkbox"/> Low homework delivery |

3 ¿How is the students' learning in the face-to-face modality in comparison with the virtual modality?

- A. Bad
- B. Very Bad
- C. Regular
- D. Good
- E. Very Good

4 ¿How have students' grades in the face-to-face modality changed compared to the virtual grades that students had?

- 10. There are better results in the face-to-face modality
- 11. There are better results in the virtual modality
- 12. There are not changes in the results from one modality or the other

5 ¿How did the biosecurity measures affect students in the English class?

- | | |
|--|---|
| <input type="checkbox"/> Teacher-student interaction | <input type="checkbox"/> Development of group work activities |
|--|---|

- Social togetherness between classmates Class participation

Other:

6 ¿What kind of material have you implemented with the seventh, eighth, and ninth grade students in the face-to-face classes?

- Charts Slides Objects Board Guides

Otros:

7 ¿What are the psychological effects that your students had due to the pandemic?

- | | |
|--|---|
| <input type="checkbox"/> Loneliness | <input type="checkbox"/> Stress |
| <input type="checkbox"/> Depression | <input type="checkbox"/> Anxiety |
| <input type="checkbox"/> High productivity in the class | <input type="checkbox"/> Lower productivity in the class |
| <input type="checkbox"/> High concentration in the class | <input type="checkbox"/> Lower Concentration in the class |
| <input type="checkbox"/> High interest | <input type="checkbox"/> Low interest |
| <input type="checkbox"/> High autonomy | <input type="checkbox"/> Low autonomy |

Other:

8 ¿What modality has influenced positively in your students' learning process?

A) Virtual modality

B) Face-to-face modality



Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Encuesta para el profesor

TOPIC: " Análisis descriptivo basado en la transición de la modalidad en línea a la modalidad presencial en el proceso de la enseñanza y aprendizaje del idioma inglés durante los meses de abril a julio, en el año 2021, debido a la pandemia Covid-19. En los grados: 7°, 8°, y 9° en el Centro Escolar "Colonia las Brisas Soyapango"

Objetivos: Descubrir cómo la transición de las clases virtuales a las clases presenciales ha afectado el proceso de enseñanza y aprendizaje del idioma inglés en los estudiantes y profesor en el Centro Escolar "Colonia las Brisas Soyapango"

Generalidades:

Fecha:

Género:

Masculino:

Femenino:

Indicaciones: A continuación, Contesta cada una de las preguntas que se te muestran, de acuerdo con lo que se te indica.

1 seleccione con una "X" las dificultades que los estudiantes han presentado en la transición escolar.

Falta de motivación

Diseño de evaluaciones:

Uso de la mascarilla

Asistencia escolar

Recursos económicos

Distanciamiento social

Adaptación

Horario de clases

Otros: _____

2 ¿Cuál de los siguientes cambios en el desempeño académico en la asignatura de inglés ha notado usted en los estudiantes de los grados séptimo, octavo y noveno, en comparación del desarrollo de las clases en línea y las clases de modalidad presencial?

Mayor participación

Menor participación

Mayor interacción con el profesor

Menor interacción con el profesor

Mayor atención en las clases

Menor atención en las clases

Mayor entusiasmo en las clases

Menor entusiasmo en las clases

3 ¿Cómo ha sido el aprendizaje de los estudiantes en la modalidad presencial en comparación a la modalidad virtual?

- A. Malo
- B. Muy malo
- C. Regular
- D. Bueno
- E. Muy bueno

4 ¿Cómo han cambiado los resultados en las evaluaciones de los estudiantes, comparando las realizadas en la modalidad virtual con las realizadas en la modalidad presencial?

- A. Ha habido mejoría después del entorno al aula.
- B. Había mejores resultados en las evaluaciones de la modalidad en línea
- C. No ha habido mejora ni decrecimiento en los resultados.

5 ¿Cómo ha afectado el distanciamiento social en los estudiantes en la clase de inglés?

Menor interacción con el profesor

Falta de participación

Dificultad para comunicarse

Disminución en el trabajo colaborativo

La convivencia con los estudiantes

6 ¿Qué tipo de material de apoyo se ha implementado con los estudiantes de séptimo, octavo y noveno grados, a partir del retorno al salón de clases?

Carteles Diapositivas Objetos Pizarra Guías

Otros:

7 ¿Cuáles han sido los efectos psicológicos que los estudiantes y el maestro han tenido a causa de la pandemia? Seleccione con una "X" los que usted considera convenientes.

Estrés

Depresión

Ansiedad

Mayor productividad

Menor productividad

Falta de concentración

Mayor interés

Menor Interés

Mayor autonomía

Otros

aspectos:

8 ¿Qué modalidad ha influido de manera positiva en el proceso de aprendizaje de los estudiantes?

A) Modalidad virtual

B) Modalidad presencial

ANEXOS E: ENGLISH AND SPANISH STUDENTS' QUESTIONNAIRE



University of El Salvador

**Department of Foreign Language of the Schools of Arts and Sciences at the
University of El Salvador**

STUDENTS' QUESTIONNAIRE

Topic: " A descriptive analysis based on the transition from the online to the face-to-face in the English language teaching –learning process during the months of April to July, year 2021, due to Covid-19 pandemic. Case: 7th, 8th and 9th grades, Centro Escolar “Colonia Las Brisas Soyapango”

Objective: To find out how the transition from the virtual classes to the face-to-face classes has affected teacher and students' teaching-learning process in the English language in Centro Escolar “Colonia Las Brisas Soyapango”

General Information:

Date: _____

Edad: _____

Gender: Male: Female:

Grade: Seventh: Eight: Ninth:

Instructions: Answer the following questions underlining or crossing with an “X” according to the type of question you find.

10. Choose the difficulties that your learning has had with the return to the face-to-face classes.

- | | |
|--|---|
| <input type="checkbox"/> Students’ demotivation | <input type="checkbox"/> Face-to-face evaluations |
| <input type="checkbox"/> Face-to-face attendance | <input type="checkbox"/> Social distance |
| <input type="checkbox"/> Financial resources classes | <input type="checkbox"/> Students’ adaptability to face-to-face classes |
| <input type="checkbox"/> Difficulties wearing mask | <input type="checkbox"/> Schedule |

Other: _____

11. ¿Which of the following changes in the development of the face-to-face classes have you noticed compared to the virtual classes?

- | | |
|--|---|
| <input type="checkbox"/> High participation | <input type="checkbox"/> Low participation |
| <input type="checkbox"/> High interaction with the teacher | <input type="checkbox"/> Low interaction with the teacher |
| <input type="checkbox"/> More attention in the English class | <input type="checkbox"/> Low attention in the English class |
| <input type="checkbox"/> More enthusiasm | <input type="checkbox"/> Low enthusiasm |
| <input type="checkbox"/> High homework delivery | <input type="checkbox"/> Low homework delivery |

Other: _____

12. ¿How would you consider your learning in the virtual modality compared to the face-to-face modality?

- A. Bad
- B. Very Bad
- C. Regular
- D. Good

E. Very Good

4 ¿How have your English grades changed in the face-to-face modality in comparison with your virtual grades?

13. There are better results in the face-to-face modality

14. There are better results in the virtual modality

15. There are not changes in the results from one modality or the other

5 ¿How did the biosecurity measures affect the development of the English class?

Teacher-student interaction

Development of group work activities

Social togetherness between classmates

Class participation

Other: _____

2. ¿What are the materials that your teacher has implemented in the face-to-face classes return?

Charts

Slides

Objects

Board

Guides

Other: _____

3. ¿What are the psychological effects that the pandemic has had in your life?

Loneliness

Stress

Depression

Anxiety

High productivity in the class

Lower productivity in the class

High concentration in the class

Lower Concentration in the class

High interest

Low interest

High autonomy

Low autonomy

Other: _____

8 ¿Which modality has positively influenced your learning process?

A) Virtual modality

B) Face-to-face modality



Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Encuesta del estudiante

Tema: " Análisis descriptivo basado en la transición de la modalidad en línea a la modalidad presencial en el proceso de la enseñanza y aprendizaje del idioma inglés durante los meses de abril a julio, en el año 2021, debido a la pandemia Covid-19. En los grados: 7°, 8°, y 9° en el Centro Escolar "Colonia las Brisas Soyapango"

Objetivos: Descubrir cómo la transición de las clases virtuales a las clases presenciales ha afectado el proceso de enseñanza y aprendizaje del idioma inglés en los estudiantes y profesor en el Centro Escolar "Colonia las Brisas Soyapango"

Generalidades:

Fecha: _____

Edad: _____

Género: Masculino: Femenino:

Grado: Séptimo: Octavo: Noveno:

Indicaciones: A continuación, contesta cada una de las preguntas que se te muestran de acuerdo con lo que se te indica.

1. Seleccione con una "X" las dificultades que tu aprendizaje ha tenido en el retorno escolar.

Desmotivación escolar

Desarrollo de evaluaciones

Asistencia escolar

Distanciamiento social

Recursos económicos

Adaptación a las clases presenciales

Dificultades por el uso de mascarilla

Otros: _____

2. ¿Cuál de los siguientes cambios has notado en comparación del desarrollo de las clases en línea y las clases de modalidad presencial?

Mayor participación

Menor participación

Mayor interacción con el profesor

Menor interacción con el profesor

Mayor atención en las clases

Menor atención en las clases

Mayor entusiasmo en las clases

Menor entusiasmo en las clases

Mayor número de entrega de tarea

Menor número de entrega de tarea

Otros: _____

3. ¿Cómo consideras tu aprendizaje en la modalidad virtual en comparación a la modalidad presencial?

20. Malo

21. Muy malo

22. Regular

23. Bueno

24. Muy bueno

4 ¿Cómo han cambiado tus resultados en las evaluaciones, comparando las realizadas en la modalidad virtual con las realizadas en la modalidad presencial?

4. Hay mejores resultados en las evaluaciones de la modalidad presencial.

5. Había mejores resultados en las evaluaciones de la modalidad en línea.

6. No ha habido mejora ni decrecimiento en los resultados.

5 ¿En cuál de los siguientes aspectos las medidas de bioseguridad han afectado el desarrollo de la clase de inglés?

Interacción con el profesor

Desarrollo de actividades grupales

- Convivencia entre compañeros Participación en la clase

Otros: _____

13. ¿Cuáles han sido los materiales de apoyo que el profesor ha implementado a partir del retorno a las clases presenciales?

- Carteles Diapositivas Objetos Pizarra Guías

Otros aspectos: _____

14. ¿Cuáles han sido los efectos psicológicos que has tenido a causa de la pandemia?

- | | |
|--|--|
| <input type="checkbox"/> Aislamiento | <input type="checkbox"/> Estrés |
| <input type="checkbox"/> Depresión | <input type="checkbox"/> Ansiedad |
| <input type="checkbox"/> Menor productividad | <input type="checkbox"/> Mayor productividad |
| <input type="checkbox"/> Menor concentración | <input type="checkbox"/> Menor concentración |
| <input type="checkbox"/> Mayor interés | <input type="checkbox"/> Menor interés |
| <input type="checkbox"/> Mayor autonomía | <input type="checkbox"/> Menor autonomía |

Otros aspectos: _____

8 ¿Qué modalidad ha influido de manera positiva en tu proceso de aprendizaje?

A) Modalidad virtual

B) Modalidad presencial

ANEXOS D: SEVENTH, EIGHT, AND NINTH GRADE STUDENTS' EXAM



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

**FIRST TERM.
SCHOOL**

FIRST EXAM

JUNIOR HIGH

TEACHER:

SUBJECT. ENGLISH.

STUDENT'S

NAME.

Objective: At the end of the semester students will be able to use the simple present and ordinal numbers.

1. Twenty thousand minus eleven thousand five hundred equals:
a) 9,5000. b) 9,000 c) 8,500 d) 8,000.
2. Nineteen thousand six hundred
a) 19,660 b) 19,600 c) 19,6000 d) 19,610
3. Urb. Jones de la Senda, No.18 Usulután
a) E-mail address b) Job c) Age d) address
4. How old are you?
a) I'm fifteen years old. b) I'm fine. Very well thank you. c) Very Good d) That's nice.
5. What's her job?
a) High school b) Training at English for business company c) Customer service Rep. d) Universidad de Oriente.

6. 32 years old.

- a) full name b) age c) Address d) Career

7. Skill Highlights

- a) Innovative b) Bachelor of science c) Computer Information Systems d) JavaScript

8. Drink less soda. (Spontaneous Decision)

- a) I drink less soda. b) I'm going to drink less soda. c) I drank less soda d) I will drink less soda.

9. Go to the gym. (Definite plan)

- a) I'm going to go to the gym. b) I will go to the Gym c) I won't go to the gym d) I went to the gym.

10. How often do you think about the future?

- a) almost b) I'm thinking about it. c) Twice a week d) I will do it.

11. Would you like to go to the stadium on Sunday?

- a) Let's meet at the park? b) That's very kind of you c) go hiking d) I will do it.

12. How long have you lived there?

- a) for three years. B) I don't like it. c) It's apt to you d) In the avenue.

13. There _____ two supermarkets nowadays.

- a) was b) is c) were d) are

14. There _____ a church in my town.

- a) is b) are c) was d) were.

15. Vaya recto.

- a) Turn left b) Go through c) Go straight d) Go past

16. Excuse me. Is there a coffee near here?

- a) As matter of fact. b) Always c) Long time ago d) Yes, Go straight on third avenue.

17. How do I get to the flower shop?
a) Turn left on the First Avenue. b) It's apt to you c) almost d) do it.
18. Doble a la derecha.
a) Go down b) turn right c) turn left d) Turn around.
19. Three hundred and sixty thousand four hundred and sixteen.
a) 360,415 b) 360,500 c) 360,416 d) 360,316.
20. Two hundred and fifty minus one hundred equals one hundred and fifty.
a) $350-200=150$. b) $450-300=150$ c) $250-100=150$ d) $300-150=150$.



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

8th GRADE.

FIRST TERM.

FIRST EXAM

JUNIOR HIGH SCHOOL.

TEACHER:

SUBJECT: ENGLISH.

STUDENT'S NAME: _____.

Objective: At the end of the semester students will be able to use the simple present and ordinal numbers.

1. What do you do?

- a) I'm from you) I'm a singer. c) I live in Lima, Peru. d) I am fifteen years old.

2. Can I have your DUI for a moment, please?

- a) Thanks b) Yes, a second please. C) One more question d) Yes, of course. Here it is.

3. Your score is _____ than mine. (good)

a) better b) worse c) worst d) best.

4. Joe is _____ (hard working than Maria)

a) more hard working b) harder working c) harder working d) better hard working

5. Thank you. It was a pleasure talking with you.

a) That's great. B) It was a pleasure talking with you too. Have nice day. C)Hi. My name is jack d) It's a pleasure to meet you.

6. leave taking.

a) see you later. b) How's everything. c)How have you been d) How's it going

7. Formal greeting.

a) How's life? B) What's up? C)What's going on? d)Good to see you.

8. Give my regard to your parents.

a) So long for now. b) Sure, I will c) Sure, I am and you too d) Be careful, please.

9.hobby.

a) 27 years old b) ezequielvaldez11524@gmail.com c) listen to music and play soccer d) secretary.

10. Karen do you like banana?

a) No, they don't, b) Yes, I do. c)Maybe d) Yes, we do.

11.Equiupment.

a) scissors b) glue c) markers d) fax machine.

12. Math is more difficult than _____.

a) Joe b) School c) subject d) language.

13. Joe is gooder than Mia.

a) better b) best c) worst d) worse.

14. Jabon.

a) sunglasses b) hand lotion c) soap d) perfume.

15. Facilities.

a) speaker b) Science lab c) computer lab d) ruler

16) manages the affairs of a company or business.

a) manager b) actor c) fire-fighter d) Lawyer

17) Answers phone calls and does office work for her boss.

a) teacher b) nurse c) secretary d) chef

18)camiseta.

- a) baseball t-shirt b) polo-shirt c) long-sled shirt d) T-shirt.

19)Greeting

- a) so long b) It was to meet you c) Hello, Good morning d) Good night.

20) Response.

- a) so long again soon b) see you next week. C)Good to see you. d) Let´s hope we meet



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

7th. GRADE.

**FIRST TERM.
SCHOOL.**

FIRST EXAM.

JUNIOR HIGH

TEACHER:

SUBJECT: ENGLISH.

STUDENT'S

NAME:

_____.

Objective: At the end of the semester students will be able to use the simple present and ordinal numbers.

1. 51.

- a) Fifty b) fifty-five c) fifty-three d) fifty-one.

2. Plural of wife.

- a) Wifes b) wifs c) wives d) wixes

3. How do you spell?

- a) p-e-n-g-u-i-n. b) g-o-a-t c) octopus d) monkey.

4. Classroom object.

- a) ruler b) ball c) car d) telephone.

5. What do you wear when it is sunny?

- a) I wear sweater and a cap. B) I wear scarf and boots c) I wear boots and shirt.
d) I wear sunglasses, pants and shirt.

6. Are you reading for teaching?

- a) Yes, she is b) No, they aren't c) of course, I am d) Yes, they are.

7. Mark and Eve, Possessive adjective.

- a) their b) our c) her d) his

8. _____ son. (Julie). Usar possessive adjectives.

- a) his b) our c) her d) me

9. Good afternoon. Mr. Perez.

- a) Good morning. Miss Vega. B) Good bye c) Of course, I am d) Good afternoon. Miss Vega

10. Plural of person.

- a) people, b) persons c) Persoves d) personies

11. It doesn't belong to the classroom object.

- a) pencil b) ball c) schoolbag d) eraser.

12. NIENTY

- a) 89 b) 80 c) 99 d) 90.

13. Hello, Pablo.

- a) No, I'm not ready b) Hi, Mercy. Nice to see you here. C) See you tomorrow d) Last year

14. SXIYETNO.

- a) 71 b) 60 c) 61 d) 62.

15. Three hundred minus two hundred equals:

- a) ninety-five b) one hundred c) one hundred one d) one hundred five.

16. What do you wear when is cold?

- a) I wear short pants and shirt. b) I wear sweater and boots c) I wear sandals and gloves
d) I wear sunglasses and shirt.

17. _____ full name is Arnulfo Leonel Huezo. (Possessive Adjective).

- a) your b) her c) his d) ours.

18. Plural of sandwich.

- a) sandwiches b) sandwichs c) sandwichves d) sandwixes

19. Plural of city.

- a) civies b) cityes c) cities d) citfxes

20 How do you spell?

- a) i-n-g-i-n-e-e-r b) s-e-c-r-e-t-a-r-y. c) n-u-r-s-e d) a-s-t-r-o-n-a-u-t

ANEXES E: SEVENTH, EIGHT, AND NINTH GRADE STUDENTS SECOND EXAM



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

Centro Escolar “Colonia Las Brisas Soyapango”

seventh grade _____ July

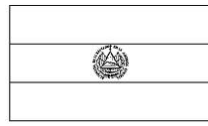
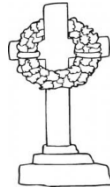
_____ 2021

English test

Student's name _____

Objective: At the end of the semester students will be able to use different vocabulary about holidays.

1 Write the correct number under each picture.



1 Independence Day 2 father's day 3 Day of the cross 4 Christmas 5 Halloween 6 mother's day

2 Answer these questions.

- a. When is your birthday? It's on _____
- b. When is Mother's day? _____
- c. When is teacher's day? it's on June 22nd
- d. When is Christmas? It's _____
- e. When is student's day? It's _____ 25th

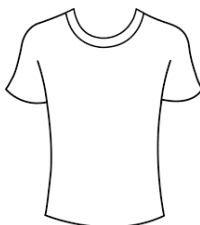
3 Write the days of the week in order.

Wednesday / Sunday / Friday / Monday / Tuesday / Saturday / Thursday

_____ Sunday _____

4 Label the pictures

Skirt shoes T-shirt belt scarf blouse dress shirt jeans



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

5 Write "th", "nd", "rd", "st"

10 ____ 1 ____ 11 ____ 21 ____ 2 ____ 15 ____

33_____

12_____

7_____

22_____

6 Circle the correct answer

How much is this hat?	It's \$12	they are \$10
How much are the shoes?	it's \$30	they are \$45
How much are the glasses?	It's \$10	they're \$25
How much is the apple?	It's \$0.45	they're \$0.75
How much are the apples?	It's \$0.45	they're \$0.75
How much is the book?	It's \$7	they are \$5

7 Write the number in the correct parenthesis.

1. What is the tenth month? () it's eleven o'clock
2. What time is it? () Sunday
3. When is father's day? (6)yes, she does
4. What is your favorite day? () December
5. When is the second month? ()October
6. Does your sister play basketball? () it's on June 17th
7. Do you go to school on Saturday? ()February
8. What month do we celebrate Christmas? ()no, I don't

8 Find the twelve months of the year



OF

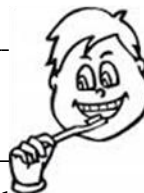
ARTS AND
FOREIGN
DEPARTMENT



UNIVERSITY
EL
SALVADOR
SCHOOL OF
SCIENCES
LANGUAGE

Centro Escolar

Brisas
Englis
Stude



Las

Objective: At the end of the semester students will be able to use the simple present and possessive adjectives.

1 Write the ING form of these verbs

Fix _____

Stop _____

Eat _____

Buy _____

Drink _____

Take _____

Dance _____

Write _____

Go _____

Swim _____

2. Fill in the blanks with SOME or ANY

1. I need _____ milk

4. He has _____ pens



2. Nicole doesn't have _____
bread



5. Do you have _____ fruits?



3. My friends want _____
soda



6. Does Sofia want _____ books?



3. Complete with THIS, THAT, THESE or THOSE:



1..... are houses.  

2..... is a doll.  

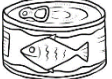
3..... is my Ball.  


4..... is the school bus.  


5..... are the boots.  


6..... are your cats.  


4. Look at the pictures and underline the correct phrase.

 a can of food / a can of tuna / a can of beans

 a bar of margarine / a bar of chocolate / a bar of soap

 a box of milk / a can of milk / a jar of milk

 a box of cereal / a bag of cereal / a pound of cereal

 a jar of bread / a bottle of bread / a loaf of bread

5 Write the words under the correct column.

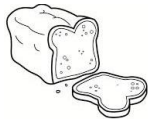
Egg books water tomatoes lemons salt Apple cheese onion

Singular

plural

non-count

6 Look at the pictures and find the words



M L W D A E R B V H
 Y C V O F H S G G E
 X I D U E C I R Q X
 E J W N E K C I H C
 H F Y S G Z N W N T
 T I H K L I M J J A
 W S M B Z Z Z Z G E
 A H T O T A R X K M
 Q M E E F F O C Z D
 A L A E R E C G U Z



7 Answer the questions

Is Ana reading a book? **Yes she is**

Is Cruz doing homework? No, he _____ not

Are Jenson and Leslie playing chess? Yes, _____ are

Are you eating pizza? No _____ am _____

Is the dog drinking milk? Yes it _____

8 Fill in the blanks with the appropriate object pronoun

Her them you him me us

1. It's my sister birthday. I'll give _____ a cake
2. It's your brother's graduation. I'll buy _____ a ring
3. My parents will celebrate their anniversary. I'll give _____ some flowers-
4. It's your friends 'wedding. I'll give _____ a refrigerator.
5. It's Miguel's birthday. I'll give _____ a bike.

9 Complete the questions with how much is or how much are (10%)

- | | |
|-----------------------|-----------------------------|
| 1. _____ the apples ? | 3. _____ the milk? |
| 2. _____ the ruler? | 4. _____ the orange juice ? |

5. _____ the shoes?
6. _____ the skir

10. Read the questions and underline the correct answer 10%

Is Mario going to paint the house?

- a) Yes, he is not b) yes, he will
c) yes, he is

Will your mother travel next year?

- a) Yes, she is b) yes, she will
c) no, she is not

Are you going to study for the quiz?

- a) Yes, I am b) yes, I will
c) no, I won't

Are the students going to clean up the school?

- a) No, they won't b) not, they
can't c) no, they aren't

Will Milagro go to Europe next year?

- a) Yes, she is b) yes, she will
c) yes, he is



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Centro Escolar "Colonia Las Brisas Soyapango" ninth **grade** _____ July _____, 2021

English test:

Student's

name:

Objective: At the end of the semester students will be able to identify different adjectives related to the content.

1 Circle the correct answer



I feel **fine**.
I feel **sick**.
I feel **good**.



I feel fine.
My stomach hurts.
I have a headache.



My tooth hurts.
I feel **fine**.
I have a **stomachache**.



She has an **earache**.
She feels **fine**.
She has a **cold**.

2 Use the correct forms of the verbs: Have / has fell / feels



1. He _____ a cold
2. They _____ headaches
3. He _____ fine
4. She _____ sick
5. He _____ a stomachache

3 Underline the correct past participle of the following verbs

Swim	swam	swimming	swum
Drink	drunk	drank	drinked
Go	went	gone	gonne
Break	broken	broke	broked
See	saw	sin	seen
Fly	flew	flown	flying
Drive	driven	drove	drivenn
Eat	ate	eaten	eated

4 Underline the correct words in *italics*.

1. Sarah *has/have* never tasted Japanese food.
2. I haven't *live/lived* in the city before now.
3. Have your parents ever visited Spain? Yes, they *do/have*.
4. *Have/Has* Mary ever stayed in any hotels? Yes, several times.
5. Has Sam ever played golf? No, *he hasn't/doesn't*.

5 Classify the names of the food into the different groups

Crab / grape / milkshake / steak / onion / cheese / shrimp / pear / juice
 bacon / carrot/ butter / clam / banana / coffee / beef / tomato / ice cream

Drinks

meat

vegetable

fruits

seafood

dairy products

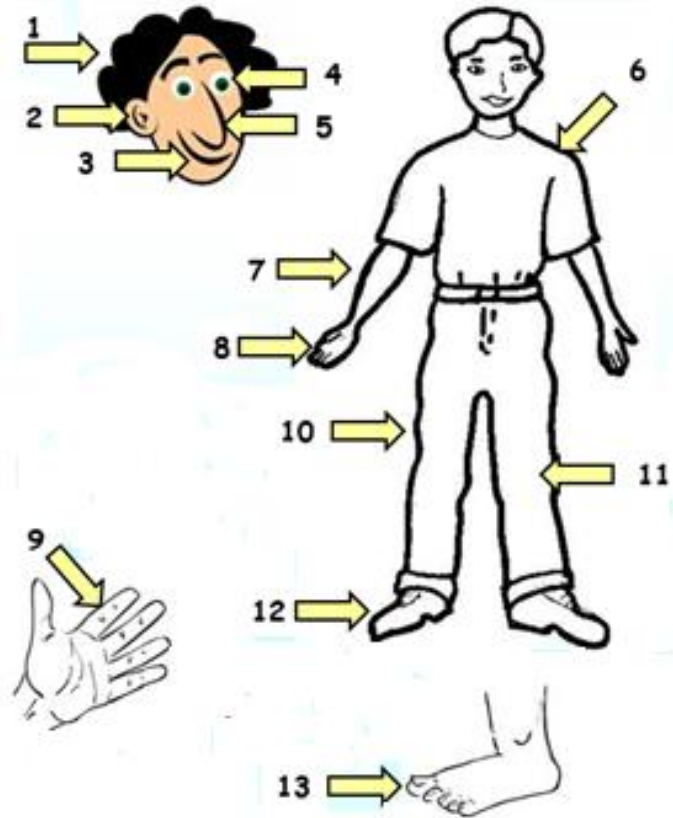
6 Read the problem. Give a piece of advice for those people.

- a) Gaby is very stressed _____
- b) Diego has a headache _____
- c) Nahomy cannot see very well _____
- d) Oscar has a broken leg _____
- e) Liz has a toothache _____
- f) Alex has indigestion _____
- g) Rosario has asthma _____
- h) Carlos has a sore throat _____

- 1. he should take an antacid
- 2. she should visit the dentist
- 3. he should take a lemon
- 4. she shouldn't smoke
- 5. she should relax
- 6. she should visit the eye doctor
- 7. he should take an aspirin
- 8. he shouldn't play soccer

7 Write the number next to the right part of the body

Arm	<input type="checkbox"/>
Ears	<input type="checkbox"/>
Eyes	<input type="checkbox"/>
Fingers	<input type="checkbox"/>
Foot	<input type="checkbox"/>
Hair	1
Hand	<input type="checkbox"/>
Knee	<input type="checkbox"/>
Leg	<input type="checkbox"/>
Mouth	<input type="checkbox"/>
Nose	<input type="checkbox"/>
Shoulders	<input type="checkbox"/>
Toes	<input type="checkbox"/>



ANEXE E: PERMISSION LETTER FOR THE SCHOOL



UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS



Martes 26 de abril de 2021

Licenciado

Eliezer Nephtali Sánchez Pérez
Director Centro Escolar Colonia "Las Brisas Soyapango"

Presente.

Estimado Licenciado:

Reciba un cordial saludo de parte del Departamento de Idiomas Extranjeros de la Universidad de El Salvador, así como nuestros mejores deseos de éxito en tan importante cargo.

Me dirijo a Usted para solicitarle de la manera más atenta, autorizar a los bachilleres con su respectivo número de carne: **Armando José Avelar Ramírez (AR15038)**, **Brenda Marisela Meléndez Peraza (MP16038)**, y **Haydee Abigail Pineda Avalos (PA15012)**, de la Carrera de *Licenciatura en Idioma Inglés Opción: Enseñanza*, para realizar una investigación como parte de su trabajo de graduación para obtener su título como licenciados en la carrera antes mencionada. Es importante mencionar que la investigación será de carácter descriptivo y está enfocada en observar y sistematizar "*Un análisis descriptivo basado en la transición de la modalidad en línea a la modalidad presencial en el proceso de la enseñanza y aprendizaje del idioma inglés durante los meses de abril a julio, en el año 2021, en el marco de la pandemia Covid-19, en 7°, 8°, y 9° grados del Centro Escolar "Colonia las Brisas Soyapango"*".

En espera de una respuesta favorable a esta petición, me despido de

Usted. Atentamente,

**Lic. Francisco Antonio
Rodríguez Argueta**

Docente Asesor de
proceso Departamento de
Idiomas extranjero

